



# Stage 6

## Senior Course Book

**2022-2023**

**Year 11 Preliminary 2022  
&  
Year 12 2023**

St Scholastica's College, Glebe Point

# Foreword

Congratulations on reaching the final stage of your secondary education. Stage 6 brings some challenges and also a range of wonderful opportunities. The breadth of subjects available offers broad curriculum choice that will cater for many varied interests.

The Higher School Certificate is a serious and valued credential that provides a bridge to the future for each of you. While it is far from the be-all and end-all, it does provide a wide array of opportunities through selected pathways. It is important to remember that having some solid goals for the future will assist you to navigate through your choices and the hard work of day-to-day classwork, homework, assessments and examinations, with guidance from staff and your family. There are often multiple pathways to an endpoint and few post-school options specify pre-requisite courses.

It is also important to remember that balance is key during this time. Conversations with Careers, Guidance and teaching staff are particularly important and please remember to seek support if needed.

The next two years will pass more quickly than you expect. You will complete your studies with approximately 70,000 other young people. When you do so, you will be young women ready to embrace the future capably and with confidence.

This Stage 6 Course Book is an excellent resource. A focus on building broad skills that will open up a range of opportunities in a changing world will be of great assistance to you. Choose your subjects wisely, based on interest, skills, aptitude and breadth and seek advice as required.

I sincerely hope that you will use your senior years at the College to make a fine contribution to the community; there will be many opportunities to do so. Keep your eyes focused forward and gather your support team around you.

I look forward very much to journeying with you, your teachers, and your families.

God bless.

Mrs Rayment

## The Wisdom of Solomon 7: 7-12

- <sup>7</sup> And so I prayed, and understanding was given me; I entreated, and the spirit of Wisdom came to me.  
<sup>8</sup> I esteemed her more than sceptres and thrones; compared with her, I held riches as nothing.  
<sup>9</sup> I reckoned no precious stone to be her equal, for compared with her, all gold is a pinch of sand, and beside her, silver ranks as mud.  
<sup>10</sup> I loved her more than health or beauty, preferred her to the light, since her radiance never sleeps.  
<sup>11</sup> In her company all good things came to me, and at her hands incalculable wealth.  
<sup>12</sup> All these delighted me, since Wisdom brings them, though I did not then realise that she was their mother.

# Contents

Foreword .....	2	Mathematics Standard 1 (2 Unit Year 12 Course only) .....	36
Contents .....	3	Mathematics Advanced (2 Unit) .....	37
Relevant Staff/Subject Areas:.....	4	Mathematics Extension 1 (1 Unit) .....	38
Higher School Certificate .....	5	Mathematics Extension 2 (1 Unit) .....	39
Australian Tertiary Admission Rank (ATAR) .....	6	Music 1 (2 Unit).....	40
Vocational Education.....	7	Music 2 (2 Unit).....	41
Extension Courses.....	8	Music Extension (1 unit) .....	41
An Important Requirement: “All My Own Work”	8	Community and Family Studies (2 Unit) .....	42
NESA Developed Courses for the Higher School Certificate .....	9	Exploring Early Childhood (2 unit) .....	43
English Standard (2 Unit).....	10	Personal Development, Health and Physical Education (2 Unit) .....	44
English Studies.....	12	Studies of Religion I (1 Unit) .....	45
English Advanced (2 Unit).....	14	Studies of Religion II (2 Unit) .....	45
English Extension 1 (1 Unit).....	16	Studies in Catholic Thought .....	46
English Extension 2 (1 Unit).....	17	Biology (2 Unit) .....	47
English EAL/D (2 Unit).....	18	Chemistry (2 Unit).....	48
Drama (2 Unit) .....	20	Earth and Environmental Science (2 Unit).....	49
Aboriginal Studies (2 Unit).....	21	Investigating Science (2 Unit) .....	50
Business Studies (2 unit).....	22	Physics (2 Unit) .....	51
Economics (2 Unit).....	23	Science Extension (1 Unit) .....	52
Geography (2 Unit) .....	24	Changes to Stage 6 Science Pattern and Pathways of Study .....	52
History - Ancient (2 Unit).....	25	Design and Technology (2 Unit).....	53
History - Modern (2 Unit) .....	26	Food Technology (2 Unit) .....	54
History Extension (1 Unit).....	27	Textiles and Design (2 unit) .....	55
Legal Studies (2 Unit).....	28	Engineering (2 unit) .....	56
Society and Culture (2 Unit) .....	29	Software Design and Development (2 unit) ...	57
Italian Beginners (2 Unit).....	30	Visual Arts (2 Unit) .....	58
Italian Continuers (2 Unit) .....	30	Visual Design.....	59
Italian Extension (1 Unit) .....	31	Vocational Education and Training (VET) Courses .....	60
Japanese Beginners (2 Unit) .....	32	Hospitality Operations – SIT20412 (2 Unit) ....	61
Japanese Continuers (2 Unit) .....	32	Glossary of Terms .....	62
Japanese Extension (1 Unit) .....	33		
Saturday School of Languages .....	34		
NSW School of Languages .....	34		
Mathematics Standard 2 (2 Unit) .....	35		

## Relevant Staff/Subject Areas:

**Assistant Principal - Learning**

Ms M Taborda

**Senior Guidance Coordinator**

Mr Q Watson

**English Coordinator**

Ms J Durand

**Mathematics Coordinator**

Mr V Zurlo

**Science Coordinator**

Ms T Robson

**Religious Education Coordinator**

Ms P Pope

**Aboriginal Studies Ancient History, Modern History, Society & Culture**

Mr K Smith

**Business Studies, Economics, Geography, Legal Studies**

Ms J Boland

**PDHPE Coordinator**

Ms L Palmer

**TAS Coordinator**

Ms L Tulevski

**Visual Arts Coordinator**

Ms V Armstrong

**Drama Coordinator**

Ms L Sills

**Music Coordinator**

Ms C Miao

**Teacher in Charge of Languages**

Ms S Rumiz

**Careers / VET Coordinator**

Ms J Cousins

# Higher School Certificate

The Higher School Certificate (HSC) is the credential issued to students in New South Wales who have completed post-compulsory schooling, remaining in school until the conclusion of Year 12. The HSC is divided into two distinct sections:

## The Preliminary Course

- This course is usually completed in Preliminary.
- Students completing this course at St Scholastica's College will need to select a minimum of 12 units.
- Students completing this course who leave school at the end of Preliminary, before the completion of the HSC, are entitled to the Record of School Achievement (ROSA).
- Any changes to subjects require a form to be completed (collect from the Assistant Principal - Learning) and signed by parents, class teacher and the Careers Counsellor. This form is to be handed in to the assistant Principal - Learning no later than 30 March 2022. No changes to subjects are allowed after this date.

## The Year 12 Course

- This Course is usually completed in Year 12.
- Students completing the Year 12 Course must select a *minimum* of 10 Units.
- A student must complete the Preliminary course in order to be eligible to study a Year 12 Course. Preliminary courses contain content which is a prerequisite for Year 12 Courses.

## Required Pattern of Study

St Scholastica's College requires all students to study a minimum of **1 Unit of Religion**.

To qualify for the award of the Higher School Certificate students must study:

- At least two units of English
- At least four subjects
- At least three courses of 2 Unit value or greater
- At least six units of NESA Developed Courses

Some subjects have **Category B Status**. This means that only 2 units from study in these subjects can be counted in the 10 best units aggregated for the calculation of the ATAR. At St Scholastica's College, the Category B subject is **Hospitality, Maths Standard 1 and English Studies 1**.

Some subjects are **Content Endorsed Courses** (CEC). This means that their units can be counted in satisfying HSC requirements but cannot be counted for the calculation of the ATAR. At St Scholastica's College, we offer (if we get the class numbers) **Exploring Early Childhood**, which are CEC courses.

## HSC Pathways

This mechanism provides flexibility for students who, for various reasons, do not intend to complete their HSC over the usual two-year period. Pathways offered to students include:

- **Accumulation:** Students may wish to accumulate study for the HSC over a period of 5 years.
- **Repeating Courses:** Students may repeat one or more courses but must do so within the 5-year period.

- **Recognition of Prior Learning (RPL):** Students who have studied courses elsewhere, for example at TAFE or overseas, may be able to count some of that study towards their HSC. This particularly applies to Vocational Education courses offered at the College where students are encouraged to seek RPL for course appropriate part-time work.
- **Acceleration:** Students who have ability in an area may progress through their study requirements at a faster rate.
- **Part-time Traineeships:** Students who have a traineeship, a job that combines paid work and training that leads to a recognised qualification, are also able to complete their HSC.

## Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated for the purpose of university selection only, by UAC – the Universities Admission Centre.

To be **eligible for an ATAR** a student must:

- Complete at least 10 units of NESA Developed Courses including at least 2 Units of English
- Study at least three courses of 2 Units or greater
- Study at least four subjects
- Must include at least 8 units of Category A subjects

UAC will calculate the ATAR based on an aggregate of scaled marks in 10 Units of NESA Developed Courses that include:

- The best two units of English
- The best eight units from the remaining units; only two units of Category B courses may be included.

**These ATAR rules are important only if you wish to go to university** and are additional considerations to the rules for eligibility for the Higher School Certificate.

# Vocational Education

A feature of the HSC has been the recognised importance of studies in the area of Vocational Education and Training. Students at St Scholastica's College have been studying courses in this area for many years and will continue to do so. The advantage offered by vocational courses is that they allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation.

AQF qualifications are recognised by industry and employers throughout Australia. The courses involve a minimum period which students must spend in the workplace. AQFII is generally regarded by industry as the minimum entry requirement for effective employment. Students who complete VET courses in school will have the advantage of having qualifications that make them immediately employable. In the past, students who have studied such courses have gained only a partial accreditation towards such qualifications.

St Scholastica's will offer access to a range of Vocational Education courses. Each course delivers different advantages to the student.

## NESA Developed VET Courses delivered at school

**Hospitality** a 240-hour course, studied in both Years 11 and 12, will offer the student the ability to achieve Certificate level AQFII, as well as contribute to the number of NESA Developed Courses a student selects. If students elect to sit for the HSC examination in this area, they may also use this subject as part of their ATAR calculation. This course is assessed by competency rather than by the allocation of marks. When a student demonstrates competence, it will be recorded in the student's individual log and then reported to NESA.

## TAFE Delivered VET (EVET)

Students who are interested in studying in a vocational subject may elect to study courses delivered by TAFE NSW or Southern Cross Vocational College, Burwood. These courses are typically offered at Sydney Institute of TAFE campuses and involve the students being placed in cluster classes with students from other high schools. EVET is offered in a wide range of vocational subject areas and is targeted at students who are seeking a vocational education path. Students who wish to pursue a EVET course will be required to pay the cost of the course fees and in some cases a percentage of this fee maybe subsidised. This is dependent on Government Grants.

**All NESA Developed VET courses, whether offered at St Scholastica's, Southern Cross Vocational College, Burwood or by TAFE NSW, have a Category B status.** In the calculation of the ATAR, 2 units from such courses may be included. This typically means that only **one** of these courses may be included in the 10 units used in the calculation.

## Extension Courses

**If you are picking up a new extension subject in Year 12 it must count as your 11<sup>th</sup> or 12<sup>th</sup> unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).**

The HSC offers students an opportunity to extend their study in certain key subject areas. Extension Units will be offered to students in the following subject areas:

### **Mathematics:**

Mathematics Extension 1 studied in Preliminary and HSC years.

Mathematics Extension 2 studied in the HSC year ONLY.

### **English:**

Extension 1 Studied in Preliminary and HSC years.

English Extension 2 Studied in HSC year ONLY.

### **History:**

Students studying Ancient and / or Modern History are able to study a single History extension unit in the HSC year ONLY.

### **Science:**

Students studying any of the Science courses are able to study a single Science extension unit in the HSC year ONLY.

### **Music:**

Students who demonstrate particular ability may be offered Extension Music. This is offered in the HSC year ONLY.

### **Languages:**

Students who demonstrate particular ability may pursue extension courses in some languages where the *Continuers* course is studied. Extension language courses offered during the HSC year ONLY.

### **Vocational Courses:**

Students studying Vocational courses may study up to 4 Units in a particular framework.

## An Important Requirement: "All My Own Work"

NESA has an important requirement for eligibility for the Higher School Certificate. Students must complete a program of work, before commencing the HSC Course, which is designed to teach them about avoiding plagiarism in the completion of HSC assessment tasks; using appropriate methods to acknowledge sources; respecting copyright and working collaboratively. This program is known as "All My Own Work".

All students will complete this compulsory program before the commencement of Preliminary and the ideas will be reinforced often.

## NESA Developed Courses for the Higher School Certificate

<p><b>English</b></p> <p>English Standard English Advanced English Studies Preliminary English Extension 1 English EAL/D (<i>HSC English Extension 2</i>)</p>	<p><b>HSIE</b></p> <p>Aboriginal Studies Business Studies Legal Studies Economics Geography Society and Culture History Modern History Ancient (<i>HSC History Extension</i>)</p>
<p><b>Science</b></p> <p>Biology Chemistry Earth and Environmental Science Investigating Science Physics (<i>HSC Science Extension</i>)</p>	<p><b>Mathematics</b></p> <p>Mathematics Standard 2 Mathematics Advanced Mathematics Extension 1 (<i>HSC Mathematics Extension 2</i>) (<i>HSC Mathematics Standard 1 ATAR or Non-ATAR</i>)</p>
<p><b>TAS</b></p> <p>Design and Technology Food Technology Textiles and Design Engineering Software Design and Development</p>	<p><b>PDHPE</b></p> <p>Personal Development, Health and Physical Education Community and Family Studies Exploring Early Childhood (Content Endorsed Course)</p>
<p><b>RE</b></p> <p>Studies of Religion I Studies of Religion II Studies in Catholic Thought</p>	<p><b>Visual Arts</b></p> <p>Visual Arts Visual Design (Content Endorsed Course)</p>
<p><b>Languages</b></p> <p>Italian Beginners Italian Continuers (<i>HSC Italian Extension</i>) Japanese Beginners Japanese Continuers (<i>HSC Japanese Extension</i>)</p>	<p><b>Music</b></p> <p>Music 1 Music 2 (<i>HSC Music Extension</i>)</p>
<p><b>All Languages</b></p> <p>All other languages are available through: - NSW School of Languages - Saturday School of Community Languages</p>	<p><b>Drama</b></p> <p>Drama</p>

## English Standard (2 Unit)

2 units for Preliminary and Year 12

NESA Developed Course

**Exclusions:** English Advanced; English Studies; English EAL/D; English Extension

### Course Description

In the English Standard Preliminary course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts. In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

### Content

#### - Preliminary

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

#### - Year 12

The course has two sections:

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### Course Requirements

Across the English Standard Stage 6 Course students are required to study:

- A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- Texts with a wide range of cultural, social and gender perspectives.

#### - Preliminary

Students are required to study:

- One complex multimodal or digital text in Module A (this may include the study of film)

- One substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- A wide range of additional related texts and textual forms.

## - Year 12

Students are required to study:

- At least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- At least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- At least one related text in the *Common module: Texts and Human Experiences*.

## English Studies

### Category B Subject

2 units for Preliminary and Year 12

NESA Developed Course.

**Exclusions:** English Advanced; English Standard; English EAL/D; English Extension

### Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.
- The status of ATAR eligibility is not yet determined.

### Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

### Content

#### - Preliminary

- Students study the mandatory module, Achieving Through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Student's study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

#### - Year 12

- The HSC Common Content consists of one module Texts and Human Experiences, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Student's study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

## Course Requirements

Across the English Studies Stage 6 Course students are required to study:

- A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- Texts with a wide range of cultural, social and gender perspectives.

## Preliminary and Year 12

Students are required to:

- Read, view, listen to and compose a wide range of texts including print and multimodal texts
- Study at least one substantial print text (for example a novel, biography or drama)
- Study at least one substantial multimodal text (for example film or a television series)
- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- Engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

## - Year 12

**In addition** to the above requirements, students in Year 12 **only** are required to:

- Study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

## English Advanced (2 Unit)

2 units for Preliminary and Year 12

NESA Developed Course.

**Exclusions:** English Standard; English Studies; English EAL/D

### Course Description

In the English Advanced Preliminary course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

### Content

#### - Preliminary

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

#### - Year 12

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

### Course Requirements

Across the English Advanced Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples texts with a wide range of cultural, social and gender perspectives. (continue to next page)

## - Preliminary

Students are required to study:

- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- A wide range of additional related texts and textual forms.

## - Year 12

Students are required to study:

- At least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used
- At least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- At least one related text in the Common module: Texts and Human Experiences.

## English Extension 1 (1 Unit)

1 unit for Preliminary and Year 12

NESA Developed Course.

### Prerequisites:

(a) English Advanced

(b) English Extension in Preliminary is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**Exclusions:** English Standard; English Studies; English EAL/D.

### Course Description

In the English Extension Preliminary course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

### Content

#### - Preliminary

The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

#### - Year 12

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are:

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

### Course Requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

### - Preliminary

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

### - Year 12

In the English Extension 1 course students are required to study:

- at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

## English Extension 2 (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11<sup>th</sup> or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

1 unit for Year 12

NESA Developed Course.

#### **Prerequisites:**

(a) English Advanced

(b) English Extension in Preliminary is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**Exclusions:** English Standard; English Studies; English EAL/D.

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
  - short fiction
  - creative non-fiction
  - poetry
  - critical response
  - script – short film, television, drama
  - podcasts – drama, storytelling, speeches, performance poetry
  - multimedia.

## English EAL/D (2 Unit)

2 units for Preliminary and Year 12

NESA Developed Course.

**Exclusions:** English Advanced; English Standard; English Studies; English Extension

**Eligibility rules apply.** The English EAL/D course is for students who have been educated in English for five years or fewer, either in Australia or overseas. The eligibility rules for this course are available on the [ACE website](#).

### Course Description

In the English EAL/D Preliminary course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

### Content

#### - Preliminary

Student's study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are *Language and Texts in Context*, *Close Study of Text* and *Texts and Society*.

Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

#### - Year 12

Student's study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

The fourth module, *Focus on Writing*, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

### Course Requirements

Across the English EAL/D Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives. (continue to next page)

## - Preliminary

Students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

## - Year 12

Students are required to:

- study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- study at least one related text in Module A: Texts and Human Experiences
- engage in speaking and listening components in each module.

## Drama (2 Unit)

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

Students should consult the Drama Coordinator to discuss their suitability to this course.

### Preliminary Course

The course content comprises an interaction between the components of Improvisation, Play- building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance styles. Learning comes from practical experiences in each of these areas.

### Year 12 Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes and styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8-12 minutes' duration). It provides the opportunity for each student to demonstrate her performance skills. Choice of performance topic is influenced by the published "Course Prescriptions".

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama. The project is negotiated between the student and the teacher at the beginning of the HSC Course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years.

*Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.*

**Written Examination:** Students also undertake study in TWO areas of theatre; namely Australian Theatre either Traditions or Contemporary and a topic area from World Theatre. They must write one essay for each topic area in the Higher School Certificate.

## Aboriginal Studies (2 Unit)

Aboriginal Studies enables students to think critically about the historical and contemporary experiences of First Nations peoples.

### Preliminary Course

This course focuses on First Nations peoples' relationship to the Land, First Nations heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies.

### Main Topics Covered:

- Part I: Aboriginality and the Land (20%)
- Part II: Heritage and Identity (30%)
- Part III: International Indigenous Community: Comparative Study (25%)
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%)

### Year 12 Course

This course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### Main Topics Covered:

- **Part I – Social Justice and Human Rights Issues (50%)**  
A Global Perspective (20%) Global understanding of human rights and social justice  
 AND  
B Comparative Study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic (20%)**  
 Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project (30%)**  
 Choice of project topic based on student interest.

In both courses students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

## Business Studies (2 unit)

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

### Preliminary Course

- Nature of business (20%) – the nature and role of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

There is a research project investigating the operation of a small business or planning the establishment of a small business.

### Year 12 Course

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human Resources (25%) – human resource management and business performance

## Economics (2 Unit)

The study of Economics develops students' knowledge and understanding of the operation of the Australian and Global Economy. The course investigates issues such as economic growth, external stability, unemployment, inflation, distribution of income and environmental management. The impact of economic issues and problems on individuals, businesses and governments is assessed. Students develop a knowledge of economic concepts, relationships and theory, as well as analytical and communication skills. There is an emphasis on the economic problems and issues in a contemporary Australian context and the processes of globalisation.

### Preliminary Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and the role of labour in the economy
- Financial Markets – the financial market of Australia including monetary policy market
- Government and the Economy – the role of government in the Australian economy, including fiscal policy

### Year 12 Course

- The Global Economy – features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance flows, balance of payments and exchange rates.
- Economic Issues – including economic growth, unemployment, inflation, the distribution of income and wealth and the environment.
- Economic Policies and Management – the range of macro and micro economic policies used to manage the economy.

## Geography (2 Unit)

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people.

### Preliminary Course

This course investigates Biophysical and Human Geography and develops students' knowledge and understanding about the spatial and ecological dimensions of Geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues such as Global Warming.

### Topics Covered:

- Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.
- Global Challenges (45%) – geographical study of social, cultural, political, economic and environmental challenges at a global scale
- Senior Geography Project (10%) – a geographical study of the student's own choice

12 hours of fieldwork is mandatory.

### Year 12 Course

This course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.

### Topics Covered:

- Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection with case studies of coral reefs and intertidal wetlands
- Urban Places (33%) – study of cities such as Sydney and urban dynamics
- People and Economic Activity (33%) – geographic study of economic activity at a local and global context with a case study on Tourism.

12 hours of fieldwork is mandatory.

## History - Ancient (2 Unit)

2 units for Preliminary and Year 12

NESA Developed Course.

**Exclusions:** Nil

### Course Description

The Preliminary course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

### Content

#### Preliminary

The Preliminary course comprises three sections:

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')
  - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours)
  - Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Preliminary.

#### Year 12

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours) Sparta
- One 'Personalities in their Times' topic (30 indicative hours) Agrippina the Younger
- One 'Historical Periods' topic (30 indicative hours) Julio-Claudians

Historical concepts and skills are integrated with the studies undertaken in Year 12.

## History - Modern (2 Unit)

2 units for Preliminary and Year 12

NESA Developed Course.

**Exclusions:** Nil

### Course Description

The Preliminary course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of Modern History. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

### Content

#### Preliminary

The Preliminary course comprises three sections.

1. Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies'). Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
2. Historical Investigation (20 indicative hours)
3. The Shaping of the Modern World (40 indicative hours). At least one study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Preliminary.

#### Year 12

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One 'National Studies' topic (30 indicative hours) Russia
- One 'Peace and Conflict' topic (30 indicative hours) Cold War
- One 'Change in the Modern World' topic (30 indicative hours) South Africa

Historical concepts and skills are integrated with the studies undertaken in Year 12.

## History Extension (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11<sup>th</sup> or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

1 unit for Year 12 only  
NESA Developed Course.

### Prerequisites:

Preliminary Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.  
Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

**Exclusions:** Nil

### Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

### Content

The course comprises two sections:

#### 1. Constructing History (Minimum 40 indicative hours)

Key Questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Case Studies: The Salem Witch Trials

- Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

#### 2. History Project (Maximum 20 indicative hours)

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

## Legal Studies (2 Unit)

Legal Studies focuses on the way in which law is generated, how it is structured and how it operates. It enables students to be better prepared to be active and informed citizens.

### Preliminary Course

This develops students' knowledge and understanding of the nature and functions of the law and law making, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

### Topics Covered:

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.

### Year 12 Course

This course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in society influence law reform.

Core Part I: Crime (30% of course time)

Core Part II: Human Rights (20% of course time)

Part III: Two options (50% of course time)

Each topic's themes and challenges are integrated into the study of the topic.

Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

## Society and Culture (2 Unit)

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interactions of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

### Preliminary Course

#### Main Topics Covered:

- The Social and Cultural World (30%) – an examination of our relationship to the world around us.
- Personal and Social Identity (40%) – an exploration into the formation of identity through genetics, socialisation and coming of age processes.
- Intercultural Communication (30%) – an investigation into communication between differing groups and the underlying issues that can impact on this process.

### Year 12 Course

#### Main Topics Covered:

- Social and Cultural Continuity and Change (20%) – a study of a selected country and the application of research methodologies in both the micro and macro world.
- The PIP (40%) – an individual research project encompassing all aspects of the course.
- Belief Systems & Ideologies (20%) – a reflection on the nature of the students own beliefs and a focus study on Buddhism.
- Popular Culture (20%) – an analysis of the interconnection between the individual and popular cultures with a particular focus on Rock Music.

## Italian Beginners (2 Unit)

- Students who study this course cannot study Italian Continuers.
- This course is designed for students with no prior knowledge or experience of the Italian language OR for those who have had no more than the equivalent of 100 hours of study in either Stage 4 or Stage 5.

### Preliminary Course

Students will begin to develop their knowledge and understanding of Italian. During this course, students must acquire some knowledge of the Italian language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

### Year 12 Course

Students will continue to develop their knowledge and understanding of Italian through listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Preliminary course will be studied in greater depth.

#### Main topics covered:

- Family life and home
- Neighbourhoods and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

## Italian Continuers (2 Unit)

Students wishing to study this course must have completed the 200-hour Italian course as an elective in Stage 5.

The Preliminary and Year 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect themes and topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

Themes studied by students:

- The individual
- The Italian speaking communities
- The changing world.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Italian culture through texts.

## Italian Extension (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11<sup>th</sup> or 12<sup>th</sup> unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

- Students who study this course must be studying Italian Continuers concurrently.
- Students studying Italian Beginners cannot study Italian Extension.

The Extension course builds upon the body of knowledge and skills acquired in the Italian Continuers course. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues in Italian.

The Italian Extension course provides opportunities for students to:

- enhance their enjoyment of learning Italian by broadening and deepening their language experience
- gain insight into the culture of Italian-speaking communities and the communities' perspectives on contemporary issues
- gain an appreciation of the Italian language through the study of contemporary texts
- use Italian as an adjunct to their career path

The Italian Extension course complements other subjects in the Stage 6 curriculum and assists students to prepare for tertiary education, employment, and full and active participation as citizens in a multicultural society.

## Japanese Beginners (2 Unit)

- Students who study this course cannot study Japanese Continuers.
- This course is designed for students with no prior knowledge or experience of the Japanese language OR for those who have had no more than the equivalent of 100 hours of study in either Stage 4 or Stage 5.

### Preliminary Course

Students will begin to develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

### Year 12 Course

Students will continue to develop their knowledge and understanding of Japanese through listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Preliminary course will be studied in greater depth.

#### Main topics covered:

- Family life and home
- Neighbourhoods and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

## Japanese Continuers (2 Unit)

Students wishing to study this course must have completed the 200-hour Japanese course as an elective in Stage 5.

The Preliminary and Year 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

#### Themes studied by students:

- The individual
- The Japanese speaking communities
- The changing world.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

## Japanese Extension (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11<sup>th</sup> or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

- Students who study this course must be studying Japanese Continuers concurrently.
- Students studying Japanese Beginners cannot study Japanese Extension.

The Extension course builds upon the body of knowledge and skills acquired in the Japanese Continuers course. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues in Japanese.

The Japanese Extension course provides opportunities for students to:

- enhance their enjoyment of learning Japanese by broadening and deepening their language experience
- gain insight into the culture of Japanese-speaking communities and the communities' perspectives on contemporary issues
- gain an appreciation of the Japanese language through the study of contemporary texts
- use Japanese as an adjunct to their career path

The Japanese Extension course complements other subjects in the Stage 6 curriculum and assists students to prepare for tertiary education, employment, and full and active participation as citizens in a multicultural society.

## Saturday School of Languages

Community languages such as Chinese Background Speakers, Modern Greek, Spanish, Vietnamese and many others, are offered at Saturday School. These courses are all 2 Unit NESA Developed courses. Saturday School of Community Languages takes place at many locations around Sydney and requires an on-going Saturday commitment.

Information is available from their website:

[www.curriculumsupport.education.nsw.gov.au/secondary/languages/sscl/](http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/sscl/)

## NSW School of Languages

The NSW School of Languages offers a wide variety of foreign languages to students who wish to study languages not offered by the College. The courses are taught in a correspondence mode with a teacher at the College nominated as supervisor. Enrolment is subject to an administration charge. This fee is set by the NSW School of Languages and is currently levied at \$800 per year.

Information is available from their website: <http://www.nswschoollang.schools.nsw.edu.au>

Students wishing to apply to either the Saturday School of Community Languages or NSW School of Languages must see Ms Rumiz for an application form.

**First** students must select a full set of subjects offered by St Scholastica's College. Only when a place is confirmed at Saturday School or NSW School of Languages can students then withdraw from a subject offered by the College.

## Mathematics Standard 2 (2 Unit)

2 units Preliminary and Year 12  
 NESAs Developed Course

### Prerequisites:

The Mathematics Standard 2 Preliminary course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all sub-strands of Stage 5.1 and the following sub-strands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- Some content from Equations
- Some content from Probability.

### Exclusions:

Students may not study any other Stage 6 Mathematics Preliminary course in conjunction with the Mathematics Standard Preliminary course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Students who have followed the Mathematics Standard pathway in Preliminary are encouraged to study the Mathematics Standard 1 Year 12 course.

### Course Description

- The Mathematics Standard Preliminary course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

### The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

## Content

The Mathematics Standard Preliminary course comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

### Preliminary

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

### Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

## Mathematics Standard 1 (2 Unit Year 12 Course only)

The Mathematics Standard 2 Preliminary course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students can elect to study either the Standard 1 course (Category B) or the Standard 2 course (Category A).

## Content

The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:

<b>Topic: Algebra</b>	<ul style="list-style-type: none"> <li>• Types of Relationships</li> </ul>
<b>Topic: Measurement</b>	<ul style="list-style-type: none"> <li>• Right-angled Triangles</li> <li>• Rates</li> <li>• Scale Drawings</li> </ul>
<b>Topic: Financial Mathematics</b>	<ul style="list-style-type: none"> <li>• Investment</li> <li>• Depreciation and Loans</li> </ul>
<b>Topic: Statistical Analysis</b>	<ul style="list-style-type: none"> <li>• Further Statistical Analysis</li> </ul>
<b>Topic: Networks</b>	<ul style="list-style-type: none"> <li>• Networks and Paths</li> </ul>

## Mathematics Advanced (2 Unit)

- This course is based on the assumption that students have achieved the outcomes in the Mathematics course at the 5.3 level in Year 10.
- You must discuss your choice with your Mathematics teacher.
- Students who have studied 5.3 Mathematics in Year 10 are best suited to this course.

### Course Description

This course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics. It has general educational merit and is useful if studying courses in Science and Commerce for the HSC.

Mathematics is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences and commerce. Students who require substantial mathematics at a tertiary level, supporting the Physical Sciences, Computer Science or Engineering, should undertake the Mathematics Extension 1 course or both Mathematics Extension 1 and 2 courses.

### Preliminary Course Topics

- Functions
- Trigonometric ratios
- Tangent to a curve and derivative of a function
- Statistical Analysis

### Year 12 Course Topics

- Geometrical applications of differentiation
- Integration
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series application.
- Further Statistical Analysis

## Mathematics Extension 1 (1 Unit)

- This course is based on the assumption that students have achieved the outcomes in the Mathematics course at the 5.3 level in Year 10.
- You must discuss your choice with your Mathematics teacher.
- Students who have studied 5.3 Mathematics in Year 10 and achieved at a high level are best suited to this course.

### Course Description

- The Mathematics Extension 1 Preliminary course includes the Mathematics Advanced Preliminary course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.
- The study of Mathematics Extension 1 in Stage 6:
  - enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
  - provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
  - provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
  - provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
  - provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

### Course Topics

#### Preliminary

Topic: Functions - Further Work with Functions - Polynomials

Topic: Trigonometric Functions - Inverse Trigonometric Functions - Further Trigonometric Identities

Topic: Calculus - Rates of Change

Topic: Combinatorics - Working with Combinatorics

#### Year 12

Topic: Proof - Proof by Mathematical Induction

Topic: Vectors - Introduction to Vectors

Topic: Trigonometric Functions - Trigonometric Equations

Topic: Calculus - Further Calculus Skills - Applications of Calculus

Topic: Statistical Analysis - The Binomial Distribution

## Mathematics Extension 2 (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11<sup>th</sup> or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

- This course is only taught in Year 12.
- It is for students who are studying Mathematics Extension 1 and demonstrate a special aptitude for the subject.
- The decision to take up Extension 2 Mathematics is made during the Preliminary Course and requires teacher nomination.

### Course Description

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Preliminary course and the Mathematics Extension 1 Preliminary course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

### Course Topics

Topic: Proof - The Nature of Proof - Further Proof by Mathematical Induction

Topic: Vectors - Further Work with Vectors

Topic: Complex Numbers - Introduction to Complex Numbers - Using Complex Numbers

Topic: Calculus - Further Integration

Topic: Mechanics - Applications of Calculus to Mechanics

## Music 1 (2 Unit)

- The prerequisite for this course is the Music mandatory course, studied in Stage 4.
- Music 1 students may not study Music 2.

In the **Preliminary and Year 12 courses**, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in each year of the course. Topics are chosen from the list of 21 which cover a range of styles, periods and genres.

### HSC Course

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Students studying composition electives will be required to complete a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

*The College has expectations for students electing to study Senior Music.*

*It is expected that all students will:*

- *Continue to learn a musical instrument or singing through private music tuitions.*
- *Attend at least one orchestral concert (evening performance)*
- *Perform in the Preliminary/12 Soirees*

## Music 2 (2 Unit)

Students who choose this course must have completed Elective Music in Years 9 and 10. Students who have only completed one year of Stage 5 Elective course may still be able to enter the course under special discretions, for example, if a student has obtained extended instrumental and music literacy skills through extra-curricular music training prior to the Preliminary course.

In the Preliminary and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Student's study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary Course the Mandatory Topic is Music 1600-1900. In the Year 12 Course the Mandatory Topic is Music of the last 25 years (Australian focus).

### Year 12 Course

In addition to core studies in performance, composition, musicology and aural, students select one additional elective from performance, composition and musicology. Students studying composition or musicology electives will be required to complete a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

**All students will be required to develop a composition portfolio for the core composition. The core performance repertoire must be chosen from the Mandatory topic (Music of the last 25 years (Australian focus)).**

*The College has expectations for students electing to study Senior Music.  
It is expected that all students will:*

- *Continue to learn a musical instrument or singing through private music tuitions.*
- *Attend at least one orchestral concert (evening performance)*
- *Perform in the Preliminary/12 Soirees*

## Music Extension (1 unit)

If you are picking up a new extension subject in Year 12 it must count as your 11<sup>th</sup> or 12<sup>th</sup> unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

- Students who study this course must be studying Music 2 concurrently.
- Students studying Music 1 cannot study Music Extension.

This course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in Performance or Composition or Musicology and will follow an individual program of study which will be negotiated between teacher and student.

Students selecting Composition or Musicology as their area of specialisation will be required to complete a portfolio of work as part of the process of preparing a submitted work. NESA may request that the authorship of the submitted work be validated.

## Community and Family Studies (2 Unit)

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

### Preliminary Course

Topics studied are:

- Resource management
- Individuals and Groups
- Families and communities

### Year 12 Course

Topics studied are:

- Research methodology – culminating in the production of an independent research project
- Groups in context – the characteristics and needs of specific community groups
- Parenting and Caring – issues facing individuals and groups who adopt roles of parenting and caring in contemporary society
- One option from:
  - Family and Societal interactions
  - Social impact of technology
  - Individuals and work

## Exploring Early Childhood (2 unit)

Childhood is a unique and intense period for growth, development and learning. The Exploring Early Childhood course is designed to provide knowledge about childhood development they will then be able to support and encourage this development when interacting with children.

This course aims to achieve this by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children as a parent, friend, carer or educator.

### Core Studies

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

### Option Modules

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting school
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood.
- The Children's Services Industry
- Young Children and the Media
- Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.

This is a Content Endorsed Course for the HSC and there is no external examination.

This is a non ATAR course

## Personal Development, Health and Physical Education (2 Unit)

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that looks at the intellectual, social, emotional, spiritual and physical development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

### Preliminary Course

This course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

### Major topics covered:

Core (60%)

- Better health for individuals
- The body in motion

Options (40%)

- First Aid
- Fitness choices

### Year 12 Course

In this course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

### Major topics covered:

Core (60%)

- Health priorities in Australia
- Factors affecting performance.

Options (40%) – choice of two

- The health of young people
- Sport and physical activity in Australian society
- Sports medicine

## Studies of Religion I (1 Unit)

At least one unit of Studies of Religion is compulsory for all students at St Scholastica's College. Students with a particular interest may elect to take the 2 Unit Studies of Religion course.

Studies of Religion I promotes awareness, understanding and critical analysis of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

### Preliminary Course

- Nature of Religion and Beliefs
- TWO x Religious Tradition Studies selected from: Buddhism, Christianity, Hinduism, Islam, Judaism

### Year 12 Course

- Religion and Belief Systems in Australia post -1945
- TWO x Religious Tradition Depth Studies selected from: Buddhism, Christianity, Hinduism, Islam, Judaism

## Studies of Religion II (2 Unit)

Studies of Religion II promotes awareness, understanding and critical analysis of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

### Preliminary Course

- Nature of Religion and Beliefs
- THREE x Religious Tradition Depth Studies selected from: Buddhism, Christianity, Hinduism, Islam, Judaism
- Religions of Ancient Origin
- Religion in Australia pre-1945

### Year 12 Course

- Religion and Belief systems in Australia post-1945
- THREE x Religious Tradition Depth Studies selected from: Buddhism, Christianity, Hinduism, Islam, Judaism
- Religion and Peace
- Religion and Non-Religion

# Studies in Catholic Thought

## 1 unit for Preliminary and Year 12

Exclusions: Nil

Non-ATAR

Studies in Catholic Thought requires students to engage with theological, philosophical, ethical and aesthetic tradition of the Catholic Church. It equips students to engage with the richness of this faith tradition and the complex ways it continues to captivate people and ideas throughout the ages and in the modern world. *Studies in Catholic Thought* draws upon the liberal arts approach, to develop and challenge students' thinking and analytical skill as they engage with the depth and breadth of the Catholic tradition.

Studies in Catholic Thought continues to develop the skills and understandings developed in the Religious Education courses undertaken by students throughout K-10.

Studies in Catholic Thought complements the pattern of study for students undertaking Studies of Religion I. This subject provides students with added depth of knowledge concerning the Catholic Church within the broader Christian tradition.

## Content

### Preliminary

The Preliminary course comprises three sections drawn from the theme 'The Human Person':

- Who is a Human Person?
- The Trinitarian God and Humanity
- The Re-imagining of Creation

### Year 12

The Year 12 course comprises three sections drawn from the theme 'The Good Life':

- Virtue, Vice, Salvation
- The Good Works
- The Common Good

## Biology (2 Unit)

2 units for Preliminary and Year 12

NESA Developed Course.

**Exclusions:** Nil

### Course Description

The Preliminary course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

### Content

#### Preliminary

The Preliminary course consists of four modules.

**Module 1** Cells as the Basis of Life

**Module 2** Organisation of Living Things

**Module 3** Biological Diversity

**Module 4** Ecosystem Dynamics

#### Year 12

The Year 12 course consists of four modules.

**Module 5** Heredity

**Module 6** Genetic Change

**Module 7** Infectious Disease

**Module 8** Non-infectious Disease and Disorders

### Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Preliminary and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Preliminary and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
- Fieldwork is also mandated in Preliminary and is an integral part of the learning process.

## Chemistry (2 Unit)

2 units for Preliminary and Year 12

NESA Developed Course.

**Exclusions:** Nil

### Course Description

The Preliminary course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Preliminary by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

### Content

#### Preliminary

The Preliminary course consists of four modules.

**Module 1** Properties and Structure of Matter

**Module 2** Introduction to Quantitative Chemistry

**Module 3** Reactive Chemistry

**Module 4** Drivers of Reactions

#### Year 12

The Year 12 course consists of four modules.

**Module 5** Equilibrium and Acid Reactions

**Module 6** Acid/base Reactions

**Module 7** Organic Chemistry

**Module 8** Applying Chemical Ideas

### Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Preliminary and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Preliminary and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## Earth and Environmental Science (2 Unit)

2 units for Preliminary and Year 12

NESA Developed Course.

**Exclusions:** Nil

### Course Description

The Preliminary course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

### Content

#### Preliminary

The Preliminary course consists of four modules.

**Module 1** Earth's Resources

**Module 2** Plate Tectonics

**Module 3** Energy Transformations

**Module 4** Human Impacts

#### Year 12

The Year 12 course consists of four modules.

**Module 5** Earth's Processes

**Module 6** Hazards

**Module 7** Climate Science

**Module 8** Resource Management

### Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Preliminary and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Preliminary and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
- Fieldwork is mandated in both Preliminary and Year 12 and is an integral part of the learning process.

## Investigating Science (2 Unit)

2 units for Preliminary and Year 12  
NESA Developed Course.

**Exclusions:** Nil

**Note:** The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

### Course Description

The Preliminary course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Preliminary with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

### Content

#### Preliminary

The Preliminary course consists of four modules.

**Module 1** Cause and Effect – Observing

**Module 2** Cause and Effect – Inferences and Generalisations

**Module 3** Scientific Models

**Module 4** Theories and Laws

#### Year 12

The Year 12 course consists of four modules.

**Module 5** Scientific Investigations

**Module 6** Technologies

**Module 7** Fact or Fallacy?

**Module 8** Science and Society

### Course Requirements

- Students are provided with 30 hours of course time for Depth Studies in both Preliminary and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Preliminary and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## Physics (2 Unit)

2 units for Preliminary and Year 12  
NESA Developed Course.

**Exclusions:** Nil

### Course Description

The Preliminary course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how electricity and magnetism and their interrelated effects are described and measured.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Preliminary to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

### Content

#### Preliminary

The Preliminary course consists of four modules.

**Module 1** Kinematics

**Module 2** Dynamics

**Module 3** Waves and Thermodynamics

**Module 4** Electricity and Magnetism

#### Year 12

The Year 12 course consists of four modules.

**Module 5** Advanced Mechanics

**Module 6** Electromagnetism

**Module 7** The Nature of Light

**Module 8** From the Universe to the Atom

### Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Preliminary and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Preliminary and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## Science Extension (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11<sup>th</sup> or 12<sup>th</sup> unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

NESA developed course

Exclusions: (must be studying at least 2 units of Science for the HSC)

### Course Description:

The Science Extension course focuses on the development of the processes of scientific research. In this course students develop their skills of analysing and interpreting data and are challenged to critically evaluate new ideas, technologies and research.

Students design and conduct their own scientific research. This culminates in the production of a detailed scientific research report that would be eligible for publication in a scientific journal.

### Content

The Year 12 course consists of four modules of study

**Module 1.** The Foundations of Scientific Thinking

**Module 2.** The Scientific Research Proposal

**Module 3.** The Data, Evidence and Decisions.

**Module 4.** The Scientific Report

## Changes to Stage 6 Science Pattern and Pathways of Study

The pattern and pathways of study requirements for Stage 6 Science courses have been amended.

From 2018 students will continue to be able to study six units of Science in Preliminary and for the 2019 HSC examination students can study up to seven units of Science in Year 12. This change allows for the study of Science Extension - a new one unit Year 12 course which will be examined for the first time as part of the 2019 HSC.

Students may study **one of, or any combination of**, the following Stage 6 Science courses up to a maximum of 7 HSC units:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12 only)

## Design and Technology (2 Unit)

Students study design processes, design theory and factors in relation to design projects.

### Preliminary Course

In this course, students study designing and producing, this includes the completion of two design projects that cover Environments, Products and Systems, and a designer case study.

### Major Topics Covered:

- Designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacture and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.
- Environments: students select an environment and apply design principles to solve a problem. Such a playground for disabled children
- Products: students use the characteristics of a product to produce an entirely different product. Such as an upcycled bridal gown
- Systems: students design a system to solve a problem. Such as a personal management app.

### Year 12 Course

In the Year 12 course, students study innovations and emerging technologies. They also study designing and producing, which includes the completion of a Major Design Project (MDP).

### Major Topics Covered:

- The MDP involves following the design process and producing a portfolio including a project proposal, project development and realisation, and project evaluation.
- Innovations, emerging technologies, commercial applications and comparisons, designs and design practice, factors which may impact on successful innovation, entrepreneurial activity, the impact of emerging technologies, the impact on Australian society, historical and cultural influences, ethical and environmental issues and creativity.

## Food Technology (2 Unit)

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations. Students should be prepared to work in the practical aspects of the course.

### Preliminary Course

#### Main Topics Covered:

- Food availability and selection - Communities endeavour to obtain an adequate supply of food. Throughout human history, the availability of food has been determined by local and/or external influences. Selection of food is influenced by physiological and psychological factors as well as broader social and economic factors.
- Food quality- Quality food products result from safe and hygienic handling of food in domestic, commercial and industrial settings. The sensory characteristics and functional properties of food determine the most appropriate storage, preparation and presentation techniques used.
- Nutrition - Nutrition is a significant factor contributing to the health of the individual and to the economic and social future of the people of Australia. Planning diets to meet the requirements of particular individuals, preparing foods that are nutritious and assessing the nutritional value of products requires knowledge of nutrition and skills in food preparation.

### Year 12 Course:

#### Main Topics Covered:

- The Australian food industry - The Australian food industry has developed in response to changes in our physical, social, technological, economic and political environment. This is evident in the structure, operations and products of the Australian food industry. The industry contributes significantly to the gross domestic product and is a major employer.
- Food manufacture - Developments in food manufacture have an impact on society and the environment. A knowledge and understanding of food manufacturing processes informs choices and encourages responsible patterns of consumption.
- Food product development - Food product development is an integrated system involving expertise in the fields of marketing and manufacture. The food product development process applies knowledge and skills developed through study of a range of areas, including nutrition, food properties and food manufacture.
- Nutrition - The decisions people make have social, economic, health and environmental consequences. Raising, investigating and debating contemporary nutrition issues enable individuals to make informed decisions and respond appropriately.

Practical activities are mandatory in this course.

## Textiles and Design (2 unit)

Textiles and Design course is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

### In the Preliminary Course students study the following topics:

- Design – this allows students develop knowledge and understanding of the principles and elements of design as well as functional and aesthetic aspects of design.
- Properties and performance of textiles - understand and appreciate the properties and end-uses of textiles, a knowledge of fabrics, yarns and fibres.
- Australian Textile, Clothing, Footwear and Allied Industries - studies factors affecting the selection and quality of textile products from a local and global perspective. The changing nature of career options is investigated.

### In the Year 12 Course students:

- Design - Studies in this area will enable students to develop an understanding and appreciation of the influences of historical, cultural and contemporary aspects of design in society
- Properties and performance of Textiles - this area of study allows students to develop knowledge and understanding of scientific and technological developments. A critical approach towards the effects of innovations and emerging technologies is a major area of study
- Australian Textile, Clothing, Footwear and Allied Industries - Studies in this area will enable students to make decisions about factors affecting the consumer, producer, manufacturer and retailer.

## Course Requirements

### Preliminary Course

Preliminary Textile Projects and Practical Applications Students will undertake TWO textile projects as part of the Preliminary course.

Project 1 – Drawn from the area of study of Design, this project focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources.

Project 2 – Drawn from the area of study of Properties and Performance of Textiles, this project focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

### Year 12 Course

Major Textiles Project Students will undertake a Major Textiles Project worth 50 percent of the HSC mark. The project focus is selected from ONE of the following areas:

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel

The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

## Engineering (2 unit)

The *Engineering Studies Stage 6 Syllabus* provides a context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Engineering Studies Stage 6 Syllabus* to enhance student learning. The key competencies of **collecting, analysing and organising information** and **communicating ideas and information** reflect core processes of inquiry and reporting which are explicit in the objectives and outcomes of Engineering Studies. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students work as individuals and as members of groups to conduct investigations into engineered products and systems and through this, the key competencies **planning and organising activities** and **working with others and in teams** are developed. When students solve problems related to engineering and analyse data they become competent in **using mathematical ideas and techniques**. When students analyse, synthesise and report on engineered products and systems they will be involved in a specific study and application of a range of technologies and they will develop competency in **using technology**. Finally, the exploration of issues and investigation of the nature of engineered products and systems contributes towards the students' development of the key competency **solving problems**.

### Course Structure

#### Engineering Studies syllabus structure

Preliminary modules    HSC modules

\*120 hours indicative time    \*120 hours indicative time

<p><b>Engineering application module 1</b> Engineering fundamentals</p>	<p><b>Engineering application module</b> Civil structures</p>
<p><b>Engineering application module 2</b> Engineered products</p>	<p><b>Engineering application module</b> Personal and public transport</p>
<p><b>Engineering application module 3</b> Braking systems</p>	<p><b>Engineering focus module</b> Aeronautical engineering</p>
<p><b>Engineering focus module 4</b> Biomedical engineering</p>	<p><b>Engineering focus module</b> Telecommunications engineering</p>

**Note:** The modules in the Preliminary course have been designed to progressively develop knowledge, understandings, and skills, commencing with Engineering fundamentals module 1 and concluding with Biomedical engineering module 4.

\* Each module is 30 hours indicative time

# Software Design and Development (2 unit)

## Course requirements

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.

It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

## Course description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

## What students learn:

### Preliminary course

- **Concepts and Issues in the Design and Development of Software (30%)**
- **Introduction to Software Development (50%)**
- **Developing Software Solutions (20%)**

### HSC course

- **Development and Impact of Software Solutions (15%)**
- **Software Development Cycle (40%)**
- **Developing a Solution Package (25%)**
- **Options (20%)** – Study ONE of the following options:
  - Programming paradigms or
  - The interrelationship between software and hardware

## Visual Arts (2 Unit)

There is no prerequisite for this course, other than the Visual Arts mandatory course studied in Stage 4.

In Visual Arts students will learn about the content areas of Practice, the Conceptual Framework and the Frames through the course components of Artmaking and Critical and Historical Studies.

In **Artmaking** students explore a variety of media, techniques and subject matter in 2D, 3D and 4D forms. They will develop their own artworks based on an increasing knowledge and understanding about artmaking practice. Artmaking carries a 50% weighting in Visual Arts.

In **Critical and Historical Studies** students investigate artists, critics and historians from a variety of cultures, traditions and times. Art Criticism and Art History carries a 50% weighting in this course.

Reading, research, independent art gallery visits, essay writing and presentations are components of this course.

### Preliminary Course

- The nature of practice in artmaking, art criticism and art history;
- The role and relationships between artists, artworks, the world and the audience;
- The different ways the visual arts may be interpreted through the development of sophisticated visual literacy skills;
- The ways meaning, focus and interest may be developed in their own artmaking.

Students must complete:

- artworks in at least two expressive forms;
- a record of their progress and development in a Visual Arts Process Diary;
- research, essays and examinations covering artmaking, art criticism and art history topics.

### Year 12 Course

Students develop:

- their own practice of Artmaking, Art Criticism and Art History applied to selected areas of interest;
- informed points of view in increasingly independent ways using different interpretive frameworks;
- an understanding of the relationships between artists, artworks, the world and the audience;
- an increasingly sophisticated meaning and focus in their artmaking as they develop a Body of Work in their selected media which may be painting, ceramics, graphic design, photo-media, time-based forms, sculpture, printmaking, textiles and fibre, collection of works, documented forms, drawing, or designed objects.

Students must complete:

- A Body of Work;
- a record of their progress and development in a Visual Arts Process Diary;
- a minimum of 5 case studies involving research, essays and examinations covering art criticism and art history topics;
- an external HSC examination.

## Visual Design

### Content Endorsed Course

- Visual Design (1 unit – Preliminary)
- Visual Design (2 units – Preliminary)
- Visual Design (1 unit – HSC)
- Visual Design (2 units – HSC)

**Prerequisites:** Nil

**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

### Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.

### What Students Learn

Modules may be selected in any of the four broad fields of:

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design.

The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

### Course Requirements

Students are required to keep a diary throughout the course.

## Vocational Education and Training (VET) Courses

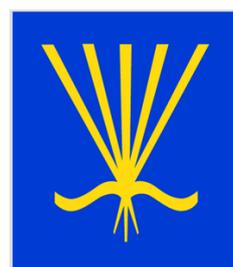
VET Courses are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications. They are all 2-unit in value. Students who complete all the required units of competency for their course are eligible for AQF Certificate II in that particular framework area. Students who fail to complete all units of competency are eligible for a Statement of Attainment.

The Accreditation aimed for by students is as follows:

- Statement of Attainment Towards AQF Certificate II in Hospitality (Commercial Cookery)

All VET courses at the College are accredited by NSW VETAB (Vocational Education Training Accreditation Board). The College is a member of the Catholic Archdiocese of Sydney Registered Training Organisation (RTO). The qualifications attained by students through this RTO are recognised across Australia by all other RTOs including TAFE and Southern Cross Vocational College (SCVC).

VET courses are different to other NESA Developed Courses in that they require all students to complete work placement. Work placement is conducted in both Years 11 and 12 and is mandatory. A student who fails to complete this component has not satisfied the requirements of the course



NSW Vocational  
Education & Training  
Accreditation Board

## Hospitality Operations – SIT20412 (2 Unit)

240-hour course

This course is for students who wish to work in the hospitality industry.

The course is based on units of competency that have been developed by the hospitality industry to describe the competencies and skills and knowledge needed by workers in this industry. It incorporates five mandatory units plus a range of units from various elective areas. Students study the strand Kitchen Operations.

### Units of Competency covered:

Students concentrate on developing skills to work effectively in a hospitality environment including: hospitality industry awareness; communicating with customers and staff; working safely and hygienically and operating equipment.

The elective strand of the course builds on core skills. The Cookery/Catering strand concentrates on developing skills in dealing with the organisation and preparation of food and/or catering.

### Particular Course Requirements:

#### Equipment and Cost

- Students are required have their own Chef's uniform, which is approximately \$180.00.
- There is an additional one-off levy for students studying Hospitality Operations of approximately \$400 to cover the cost of ingredients and the hire of a tool kit.

SITXFSA001	Use hygienic practices for food safety
SITHCCC001	Use food preparation equipment
SITXWHS001	Participate in safe work practices
SITHCCC011	Use cookery skills effectively
SITHCCC002	Prepare and present simple dishes
SITHKOP001	Clean kitchen premises and equipment
BSBWOR203	Work effectively with others
SITHCCC003	Prepare and present sandwiches
SITHCCC005	Prepare dishes using basic methods of cookery
SITXINV002	Maintain the quality of perishable items
BSBSUS201	Participate in environmentally sustainable work practices
SITHIND002	Source and use information on the hospitality industry
SITHCCC006	Prepare appetisers and salads
SITXFSA002	Participate in safe food handling practices
<a href="https://scs-vet.org/2016/01/20/hospitality-kitchen-operations/">https://scs-vet.org/2016/01/20/hospitality-kitchen-operations/</a>	

### Practical Application

- Students must cater for two College functions as part of the course.

### Work placement

- Students must complete a minimum of 70 hours' work placement.

### Competency Assessment

- Students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either "competent" or "not yet competent".
- Students will be progressively assessed as "competent" or "not yet competent" in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student logbook.
- Competency based assessment determines the vocational qualification that a student will receive.

### External Assessment – HSC Examination

- The HSC exam will be drawn from the units of competency and the HSC requirements and advice.
- The exam is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to achieve AQF qualifications.

# Glossary of Terms

**NSW Education Standards Authority (NESA)** is the government office responsible for the operation of the HSC. It sets the rules and develops the curriculum that is taught in schools.

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au).

**Subject:** the general name given to an area of study. For example, History is a subject. Subjects may offer one or more courses.

**Course:** the name given to an area of study within a subject area. For example, the subject English offers many different courses such as ESL, Fundamentals of English, Standard, Advanced and Extension English.

**NESA Developed Courses:** courses for which the NESA designs the syllabus and HSC examinations. These courses contribute to the calculation of the ATAR.

**NESA Endorsed Courses:** courses that count towards the HSC but are not designed by NESA. They do not count towards the ATAR.

**AQF: Australian Qualifications Framework.** This system of qualifications is applicable across Australia and is recognised by both industry and employers. AQF Certificate II is generally recognised as the entry level of training for the workforce.

**VET: Vocational Education and Training.** This term generally refers to courses that teach you skills relevant to future study and employment. These courses gain you HSC qualifications and AQF qualifications.

**Exclusion:** this refers to subjects that you may not study if you choose to take a particular course. For example, the rules say you may not study the course Science at the same time as Physics, Chemistry and Earth and Environmental Science.

**Prerequisite:** this refers to a course that you must study in order to complete another course. For example, you must study Preliminary Ancient History Course in order to complete Year 12 Ancient History Course. It is vital that students check what University prerequisites exist before choosing their subjects for the HSC.

**UAC: Universities Admission Centre.** This is the body that administers the system of university placement in NSW. Website: [www.uac.edu.au](http://www.uac.edu.au).

**Unit:** this refers to the amount of time devoted to a course. Most subjects are 2 Unit; this is a course that will be studied for 240 hours across Years 11 and 12.

**ATAR:** Australian Tertiary Admission Rank. This was known as the UAI and is a rank based on the statistical manipulation of the HSC scores so that the Universities can determine who is offered a place. The ATAR is calculated out of 100, the maximum rank possible being 99.95. The closer to 100, the better your result. The ATAR is only necessary for students who wish to go to university.