

STAGE 6 YEAR 11

PRELIMINARY COURSE OVERVIEW



2023

St Brigid's Catholic College
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COMMENCING SENIOR STUDIES

This is an important time for a young person in deciding what the final two years of school will look like. Senior Schooling is a time for personal and academic growth and maturity. This handbook is an attempt to guide you in your decision-making during this transition. This handbook includes key information about the Higher School Certificate (HSC), Australian Tertiary Admission Rank (ATAR), course offerings, contact information and how to select your courses.

Our hope for our students is to attain the best possible Higher School Certificate result they can. To do this, you should choose courses that you are interested in, good at and ones that you may use in the future. When considering which courses to study, explore the content and videos of each of the courses you think you may like to choose. For example

As you reflect on your strengths, interests and passions, we would invite you to undertake the following steps which will assist you in your decision-making:

- i. Carefully read the handbook
- ii. Have a look at the Stage 6 Subject Selection site with courses on offer.
- iii. Attend all information sessions that are offered
- iv. View the following websites:
 - University Admissions Centre (UAC) School Link Page www.uac.edu.au/schoolink/
 - NESA <http://educationstandards.nsw.edu.au>
 - Jobjump- a website we subscribe to, to support our students www.jobjump.com.au
- v. Ask questions. Seek the wisdom of mentors, the careers advisor, studies and student coordinators, classroom teachers, and members of the school executive.
- vi. Complete the online course preference process which will be accessible after our information evening on Wednesday 15th June. Details of the online process will be provided via email to students.

THE HIGHER SCHOOL CERTIFICATE (HSC)

- is the culmination of a student's school career
- is the highest educational award that can be achieved at secondary school in New South Wales
- reports student achievement in terms of a standard achieved in individual courses
- presents a profile of student achievement across a broad range of subjects

HSC COURSE STRUCTURE

- All courses in the HSC have a unit value
- Most courses are 2 units which equates to 120 hours of study and an HSC result out of 100
- Some courses are 1 unit. This is equivalent to 60 hours of study and a HSC result out of 50
- Some 1 unit courses are extension courses, enabling 3 or 4 units of a course to be studied

REQUIREMENTS OF THE HSC

Year 11 Course

- minimum of 12 units
- students must satisfactorily complete the Year 11 course before commencing the corresponding Year 12 course

Year 12 Course

- minimum of 10 units

Both the Year 11 and Year 12 patterns of study must include:

- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units value or greater
- at least 4 subjects (including English)

- a maximum of 7 units of Science may be included in each of the Year 11 and Year 12 pattern of study
- At StBrigid's Catholic College, a minimum of 1 unit of study must be undertaken in Religion (either Studies of Religion or Catholic Thought) in both Year 11 and Year 12.

SATISFACTORY COMPLETION OF A COURSE

Students must:

- follow the course developed or endorsed by NESA (NSW Education Standards Authority)
- apply themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and
- achieve some or all of the course outcomes
- complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where internal assessment marks are submitted, and
- sit for and make a serious attempt at any requisite Higher School Certificate examinations for a course
- Complete mandatory work placement if undertaking VET Board Developed Courses

REPORTING OF THE HSC

There are two main components to the reporting of the HSC.

- Higher School Certificate
 - The testamur shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award.
- Higher School Certificate Record of Achievement
 - The Higher School Certificate Record of Achievement (RoSA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages. This provides formal recognition of students' senior secondary school achievements.

- Assessment mark

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

- Examination mark

The examination mark for each course shows the student's performance in NESA's HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

- HSC mark

The HSC mark is a 50:50 combination of a student's external examination mark and school based assessment mark for each course.

- Performance band

A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks. Students receiving a mark less than 50 (Band 1) are deemed to have not met the minimum standard in that subject. A performance band of E1–E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.

- Stage 6 Preliminary grades

Schools using the Common Grade Scale for Preliminary courses award A–E grades for Stage 6 Preliminary courses (other than Life Skills and Vocational Educational and Training (VET) courses). It should be noted that the HSC does not report a single, overall score.

TYPES OF HSC COURSES

BOARD DEVELOPED COURSES

- Count toward the unit requirements for the HSC
- Include a HSC Examination (except for Life Skills courses)
- May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)
- Includes some Vocational Education and Training (VET) courses
- Includes Life Skills courses

BOARD ENDORSED COURSES

- Count toward the unit requirements for the HSC
- No HSC examination – school-based assessment only
- Not included in the calculation of a student's ATAR
- Includes some Vocational Education and Training (VET) courses

VOCATIONAL EDUCATION AND TRAINING COURSES

- Count toward the unit requirement for the HSC
- Carry dual accreditation as they also contribute toward the Australian Qualifications Framework (AQF)
- Optional HSC examination in some VET courses. Completion of this optional examination means that the course can be included in the calculation of a student's ATAR (Category B)
- Can be studied either at school or through TAFE NSW
- Include mandatory work placement in both Year 11 and Year 12

PATTERNS OF STUDY

It is important that students recognize the importance of course selection in helping them determine possible future outcomes. It is crucial for students to understand the many training, educational and employment options available to them at the end of their HSC as, statistically, less than half of the students' undertaking the HSC in any given year, receive an offer from university. Students must seek to follow a pathway that best suits their needs and goals:

- **HSC and ATAR (eligible)**
Students contemplating further study at university immediately after school will need to select a pattern of study that not only fulfils HSC eligibility requirements, but also enables them to access an Australian Tertiary Admission Rank (ATAR).
- **HSC ONLY**
Students not intending to study at university immediately after school, must select a pattern of study that fulfils the HSC eligibility requirements. Students selecting such a pathway may be seeking apprenticeships or employment post-school or might be intending to undertake further study at TAFE or a private institution. Students who are following this sort of pathway, might genuinely consider one of the VET courses that links with their future aspirations.
- **ACCUMULATED HSC**
Students are advised that they may accumulate their HSC over a period of up to five years. This option requires an interview with the Assistant Principal of Learning and Teaching, as there are a number of specific rules that govern this pathway. This option is a possibility for students who may have significant sporting obligations, chronic illness, a wish to combine school and work or difficult circumstances at home.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

- is for students wishing to gain a place at a university
- is a rank NOT a mark provides information about how a student performs overall in relation to other students

ATAR CALCULATION

- Best 10 units in Board Developed Courses
- The best 2 units of English must be counted
- The best 8 units from the remaining units (no more than 2 units of Category B courses may be included)

BOARD DEVELOPED COURSE CATEGORIES AND THE ATAR

CATEGORY A COURSES

- May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)
- Compulsory HSC examination

CATEGORY B COURSES

- No more than 2 units of Category B courses can be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)
- Optional HSC examination (the exam is compulsory if the course is to count toward the ATAR)
- Include VET Curriculum Framework Courses and have a compulsory work placement

PATTERN OF STUDY FOR YEAR 11 2021 AT ST BRIGID'S CATHOLIC COLLEGE

The overall requirements to satisfactorily complete the Preliminary Higher School Certificate course are:

- satisfactory completion of the Preliminary course in each of your chosen subjects
- at least two units of a Board Developed course in English
- at least one unit of Studies of Religion or Catholic Thought
- no more than six units of Science
- at least three courses of two units value (or greater) and at least four subjects
- a pattern of study that includes 6 units of Board Developed courses.

Students wishing to be awarded an ATAR are advised to include no more than one Category B subject.

IMPORTANT DATES

Week 8: Subject Selection Evening

Week 9-10: Course selections process

Week 3-4: Year 10 Interviews - compulsory meeting for students and parents/guardians with Middle Leaders to finalise the course selection

HSC AND PRELIMINARY COURSES OFFERED AT ST BRIGID'S

The following Stage 6 Courses may be offered at St Brigid's College in 2021 for the Preliminary Higher School Certificate course. The courses below are presented in KLA areas. Those students wishing to do a *Life Skills* course may only select these courses after discussion with Mrs Benham.

Mandatory Courses

Students MUST choose ONE English and ONE Religious Education course.

KLA	2 unit Course
Religious Education	Catholic Thought Studies of Religion I and II
English	English Studies English Standard English Advanced English Extension

Elective Courses

KLA	2 unit Course
Creative and Performing Arts	Drama Music Visual Arts
Human Society and Its Environment (HSIE)	Business Studies Geography Economics Legal Studies Modern History Society and Culture

Mathematics	Mathematics Standard 2 Mathematics Mathematics Extension 1 Numeracy (CEC)
PDHPE	Community and Family Studies PDHPE Exploring Early Childhood (CEC) Sports, Lifestyle and Recreation (CEC)
Science	Biology Chemistry Investigating Science Physics
Technology	Agriculture Design and Technology Food Technology Industrial Technology (Timber and Furniture Products) Textiles and Design
Language	French Beginners and Continuers
VET Courses	Construction Entertainment Hospitality
Online Courses	Japanese Beginners Italian Beginners Active Volunteers (VET)

Religious Education Courses

Courses Offered

Catholic Studies

Studies of Religion I and II

Catholic Thought

1 unit for each of Preliminary and HSC School Developed Board Endorsed Course

Contact Person

Michael Landrigan, Chelsea Hokin

Course Exclusions

Studies of Religion I and II

Course Description

Catholic Studies gives students an overview of the core beliefs of the Catholic Church and how those beliefs find expression in the lives of adherents. Students will investigate how the Catholic Worldview is foundational for the ministries adherents undertake and the vocations they live.

Preliminary Course

- Portraits of Jesus: Human and Divine
- A Catholic Approach to Suffering and Death
- Catholic Ethical Teaching
- Youth Spirituality and Ministry Project
- The Church in the World

HSC Course

- The Church in the World
- The Search for Meaning
- Life, Work and Love

Studies of Religion 1

1 unit for each of Preliminary and HSC Board Developed Course

Contact Person

Michael Landrigan, Chelsea Hokin

Course Exclusions

Studies of Religion II

Course Description

Preliminary Course - Nature of Religion and Beliefs

This includes the Study of Australian Aboriginal beliefs and spiritualities as a distinctive response to the human search for meaning in life.

Religious Traditions Studies including Christianity plus one from: Buddhism, Hinduism, Islam, Judaism

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

HSC Course - Religion and Belief Systems in Australia post-1945

Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Religious Depth Studies including Christianity plus one from: Buddhism, Hinduism, Islam, Judaism

- Significant people and ideas
- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents

Studies of Religion 2

2 unit for each of Preliminary and HSC Board Developed Course

Contact Person

Michael Landrigan, Chelsea Hokin

Course Exclusions

Studies of Religion I

Course Description

Preliminary Course

Nature of Religion and Beliefs: The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

- Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism: - Origins, Principal beliefs, Sacred texts and writings, Core ethical teachings, Personal devotion/expression of faith/observance.
- Religions of Ancient Origin: The response to the human search for ultimate meaning in TWO religions of ancient origin from: -Aztec or Inca or Mayan, Celtic, Nordic, Shinto, Taoism, an Indigenous religion from outside Australia
- Religion in Australia pre-1945: The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC course

Religion and Belief Systems in Australia post-1945: Religious expression in Australia's multicultural and multi faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

- Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism Significant people and ideas, A religious tradition's ethical teachings about bioethics or environmental ethics or sexual ethics, Significant practices in the life of adherents.
- Religion and peace The distinctive response of religious traditions to the issue of peace
- Religion and Non-Religion: The human search for meaning through new religious expression Non-religious worldviews and the difference between religious and Non-religious worldviews.

English KLA Courses

Courses Offered

English Studies

English Standard

English Advanced

English Extension

English Studies

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Ashley Sadler, Monique Smith

Course Exclusions

Students cannot study English Standard or English Advanced at the same time as English Studies.

Course Description

English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course. The course contributes to the required Preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

Preliminary Course

- A mandatory first module: Achieving through English
- An additional 2–4 modules from the elective modules
- 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).

HSC Course

- a common mandatory first module: Texts and Human Experiences which includes the study of one prescribed text.
- an additional 2–4 modules from the elective modules
- 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).
- study ONE text from the prescribed text list and one related text for the Common Module

English Standard

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Ashley Sadler, Josh Killen, Chelsea Hokin

Course Exclusions

English (Advanced); English Studies; English Board Developed Course (Extension)

Course Description

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Preliminary Course

The course has two sections:

Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis.

Students are required to study ONE complex multimodal or digital text in *Module A: Contemporary Possibilities*. (This may include the study of film.) Students are required to study ONE substantial literary print text in *Module B: Close Study of Literature*, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.

HSC Course

The course has two sections:

Texts and Human Experiences where students analyse and explore texts and apply skills in synthesis.

Modules A and B emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to study prescribed texts from each of two Modules A: Language, Identity and Culture and Module B: Close Study of Literature.

In Module C: Craft of Writing students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

English Advanced

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Ashley Sadler, Monique Smith

Course Exclusions

English (Standard); English Studies ; Board Developed Course (Extension)

Course Description

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a module entitled *Reading to Write*.
- Students explore texts and develop skills in synthesis.
- Students study texts from a range of text types in *Module A: Narratives that Shape our World and Module B: Critical Study of Literature*.
- The Year 11 course requires students to support their study of texts with their own wide reading.

HSC Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a module entitled *Texts and Human Experiences* where students analyse and explore texts and apply skills in synthesis.
- Modules A and B emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to study prescribed texts from each of two Modules A: Module A: Textual Conversations and Module B: Critical Study of Literature.

Preliminary English Extension

1 unit for each of Preliminary and HSC Board Developed Course

Contact Person

Ashley Sadler

Course Exclusions

English (Standard); English Studies

Course Description

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Course Content

The course has one mandatory section: Module: Texts, Culture and Value. Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

HSC English Extension Course 1

The course has one Common module: Literary Worlds from which one elective is chosen. It includes the study of at least THREE texts which must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.

HSC English Extension Course 2

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

CAPA KLA Courses

Courses Offered

Drama

Music

Visual Arts

Drama

1 unit for each of Preliminary and HSC Board Developed Course

Contact Person

David Walkerl, Michelle Wilson

Preliminary Course

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

Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills.

For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics include:

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

Music I

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

David Walker, Dan Hoolihan

Course Exclusions

Music II

Course Description

In the Preliminary and HSC 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.

Course Content

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

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 selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Preliminary course

In the Preliminary course, students 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 the Preliminary course.

HSC course

In the HSC course, students 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 the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study.

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.

Visual Arts

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

David Walker, Kate Barrow

Course Exclusions

Nil

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a Body of Work in the HSC course. Students critically and historically investigate artists and their artworks and how meaning can be understood in artworks. Students also investigate critics, historians and artists from Asia, Africa, Europe, USA and Australia as well as those from other cultures, traditions and times. Visual Arts studies are dynamic and expressive and encourage the development of critical thinking and creative thinking skills.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts, as it is not necessary to have completed Stage 5 in Visual Arts.

Preliminary Course

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms

HSC Course

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work

HSIE KLA Courses

Courses Offered

Business Studies

Geography

Economics

Legal Studies

Modern History

Society and Culture

Business Studies

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Luke Richardson, Rebecca Broughton

Course Exclusions

Nil

Course Description

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 – the nature and role of business
- Business Management – the nature and responsibility of management.
- Business Planning – the process of establishing and planning a small to medium enterprise.

HSC Course

- Operations – the strategies for effective operations management in large businesses
- Marketing – the nature and role of marketing for business
- Finance – financial management for success in business
- Human Resources – the nature of effective employment relations in business

Geography

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Luke Richardson

Course Exclusions

Nil

Course Description

Preliminary Course

The Preliminary 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.

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of a student's own choosing.

HSC Course

The HSC 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 geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

Economics

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Luke Richardson, William Ardern

Course Exclusions

Nil

Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It can help individuals, groups and societies make choices that assist them to improve their quality of life and investigates issues such as unemployment or inflation and their impact on individuals' rational behaviour.

Economics also develops students' knowledge and understanding of the operation of the global and the Australian economy and the impact of fluctuations in economic growth. It develops analytical, problem-solving and communication skills of students and challenges them to critique policies adopted to resolve economic issues in a contemporary Australian economic context.

Main Topics Covered

Preliminary Course and % of time allocated

- Introduction to Economics (10%) – the nature of economics and the operation of an economy.
- Consumers and Business (10%) – the role of consumers and business in the economy.
- Markets (20%) – the role of markets, price determination, demand, supply and variations in competition.
- Labour Markets (20%) – the workforce, role of labour in the economy, labour market outcomes and institutions.
- Financial Markets (20%) – types and regulation of financial markets in Australia including the share market.
- Government in the Economy (20%) – the role of government in the Australian economy including the Federal Budget.

HSC Course and % of time allocated

- The Global Economy (25%) – Features of the global economy, trade protection, globalisation case study.
- Australia's Place in the Global Economy (25%) – Australia's trade and financial flows, exchange rates, free trade.
- Economic Issues (25%) – Growth, unemployment, inflation, income distribution, external stability and environmental management.
- Economic Policies and Management (25%) – Macroeconomic and microeconomic policies to manage the economy.

Legal Studies

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Luke Richardson, William Ardern

Course Exclusions

Nil

Course Description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law- reform, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. Students develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens.

A critical understanding of the processes of reform and change helps students to contribute to making our society more equitable for all. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

Preliminary Course and % of time allocated

Core Part I – The Legal System (40% of course time)

Core Part II – The Individual and the Law (30% of course time)

Core Part III – The Law in Practice (30% of course time)

The HSC course investigates criminal law and human rights through a variety of focus studies which consider the effectiveness of law in achieving justice. The subject enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

HSC Course and % of time allocated

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

Core Part II – Human Rights (20% of course time) Part III – Options (50% of course time)

In the Options unit, students study TWO from the following:

- *Consumers*
- Global environmental protection
- *Family*
- Indigenous peoples
- Shelter
- Workplace
- World order

Modern History

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Luke Richardson, Dominique Lahey

Course Exclusions

Nil

Course Description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments

The HSC course provides the opportunity for students to investigate in depth a source-based study. They also study key features and issues in the history of ONE country during the 20th century, ONE modern conflict and ONE period of change in the modern world.

Main Topics Covered

Year 11 Course

Part I: Investigating Modern History

This part of the course will not be taught as an explicit unit of work. Concepts and skills will be integrated into units of work from Case Studies, Historical Investigation and The Shaping of the Modern World.

Part II: Historical Investigation

School-Developed Unit: French Colonisation of Indochina (1857-1940). Integrated skills include- The Contestability of the Past.

Part III: Case Studies

List A: The Decline and Fall of the Romanov Dynasty List B: The Cuban Revolution

Part IV: The Shaping of the Modern World Topic: World War I.

Integrated skills include- History and Memory, The Representation and Commemoration of the Past and The Investigation of Historic Sites and Sources.

HSC Course

Part I: Core Study: Power and Authority in the Modern World (1919-1946)

Part II: National Study: Russia and the Soviet Union (1917-1941)

Part III: Peace and Conflict: Conflict in Indochina (1954-1979)

Part IV: Change in the Modern World: Civil Rights in the USA (1945-1968)

Society and Culture

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Luke Richardson, Erin Gilbert

Course Exclusions

Nil

Course Description

The aim of the course is to develop social and cultural literacy. Students will develop knowledge, understanding, skills, values and attitudes essential to an appreciation of the social and cultural world. How the interaction 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

- The Social and Cultural World – the interaction between aspects of society and cultures
- Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communication – how people in different cultures interact and communicate to better understand each other..

HSC COURSE

- Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project – an individual research project. Depth Studies

Two to be chosen from:

- Popular Culture – the interaction between popular culture, society and the individual.
- Belief Systems – focus on belief systems and ideologies in relation to culture and identity.
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion and the implication for groups in societies and cultures.
- Social Conformity and Non-Conformity – the formation, influences, attitudes and behaviours of groups and their members. Factors influencing conformity and nonconformity.

Mathematics

KLA

Courses

Courses Offered

Mathematics Standard

Mathematics Advanced

Mathematics Extension 1

Numeracy

Mathematics Standard 2

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Rachel Foo, Tess Higgins

Course Exclusions

Mathematics, Mathematics Extension 1 and 2

Course Description

Mathematics Standard promotes the development of knowledge, skills and understanding in areas of mathematics that have direct application to a broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques. Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

Mathematics Standard 1 and Mathematics Standard 2 follow identical Preliminary Courses. At the end of the Preliminary Course students select to continue with the HSC course in either Mathematics Standard 1 or 2.

Course Content

Preliminary Course

Strands

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebraic Modelling

Focus Studies

- Mathematics and Communication
- Mathematics and Driving

Mathematics Advanced

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Rachel Foo, Scott Williams

Course Exclusions

Mathematics Standard.

Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. **All students studying the Mathematics Advanced course will sit for an HSC examination.**

What students learn

- 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 ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Year 11 course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

Year 12 course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics

Mathematics Extension I

1 unit for each of Preliminary and HSC Board Developed Course

Contact Person

Rachel Foo, Scott Williams

Course Exclusions

Mathematics Standard

Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world.

The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. The Mathematics Extension 1 Course includes all of the content from the Mathematics course, and the additional content listed below:

Preliminary Course

- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary course topics

HSC Course

- Methods of integration
- Primitive of $\sin 2x$ and $\cos 2x$
- Exponential growth and decay
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

Numeracy

2 units for each of Preliminary and HSC Content Endorsed Course

Contact Person

Rachel Foo

Course requirements

Nil

Course description

The Numeracy course builds on the knowledge, skills and understandings presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

Year 11 course

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

Module 1:

- 1.1: Whole numbers
- 1.2: Operations with whole numbers
- 1.3: Distance, area and volume
- 1.4: Time
- 1.5: Data, graphs and tables

Module 2:

- 2.1: Fractions and decimals
- 2.2: Operations with fractions and decimals
- 2.3: Metric relationships
- 2.4: Length, mass and capacity
- 2.5: Chance

Year 12 course

The Numeracy Year 12 course content comprises 2 modules, with the Modules divided into content areas.

Module 3:

- 3.1: Percentages
- 3.2: Operations with numbers
- 3.3: Finance
- 3.4: Location, time and temperature
- 3.5: Space and design

Module 4:

- 4.1: Rates and ratios
- 4.2: Statistics and probability
- 4.3: Exploring with NRMT

PDHPE KLA Courses

Courses Offered

Community & Family Studies

PDHPE

Sports, Lifestyle and Recreation

Exploring Early Childhood

Community and Family Studies

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Meredith Carantinos, Paul Nield, Alex Walters

Course Exclusions

Nil

Course Description

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.

Main Topics Covered

Preliminary Course

- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

HSC Course

- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

HSC Option Modules

Select **one** of the following (approximately 25% of course time):

- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

PDHPE

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Meredith Carantinos, Paul Lynch, Nick McFarlane, Alex Walters

Course Exclusions

Nil

Course Description

The Preliminary 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.

In the HSC 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.

Preliminary Course

Core Topics (60%)

- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

Optional Component (40%) **Two** options each from:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%) **Two** options each from:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and health

Sports, Lifestyle and Recreation

1 unit for of Preliminary Board Endorsed Course

Contact Person

Meredith Carantinos

Course Exclusions

Nil

COURSE DESCRIPTION:

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

What students learn

Through the study of Sport, Lifestyle and Receptions course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

Course requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered.

Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.

Exploring Early Childhood

1 unit for of Preliminary Board Endorsed Course

Contact person

Meredith Carantinos

Course Exclusions

Nil

COURSE DESCRIPTION

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

What students learn

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

Course requirements

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.

The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.

The table below explains the requirements for the 1 unit or 2-unit course, depending on the way in which the course is delivered.

Science KLA Courses

Courses Offered

Biology

Chemistry

Investigating Science

Physics

Biology

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Kylie Robinson, Iona Symons

NESA Weblink

<http://syllabus.nesa.nsw.edu.au/biology-stage6/>

Course Exclusions

nil

COURSE DESCRIPTION:

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

TOPICS COVERED:

PRELIMINARY COURSE:

Module 1 - Cells as the Basis of Life

Module 2 - Organisation of Living Things **Module 3** -
Biological Diversity

Module 4 - Ecosystem Dynamics

HSC COURSE:

Module 5 - Heredity

Module 6 - Genetic Change

Module 7 - Infectious Disease

Module 8 - Non-infectious Disease and Disorders

Particular course requirements:

Scientific investigations including both practical investigations and secondary-sourced investigations are integrated into each module to develop skills in Working Scientifically. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time, including 15 hours allocated to practical investigations in depth studies in **both** year 11 and 12. One fieldwork exercise must be completed in Year 11.

Chemistry

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Kylie Robinson, Sherie Cooper

Course Exclusions

Nil

Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Preliminary Course

Module 1 - Properties and Structure of Matter

Module 2 - Introduction to Quantitative Chemistry

Module 3 - Reactive Chemistry

Module 4 - Drivers of Reactions

HSC Course

Module 5 - Equilibrium and Acid Reactions

Module 6 - Acid/base Reactions

Module 7 - Organic Chemistry

Module 8 - Applying Chemical Ideas

Particular course requirements:

Scientific investigations including both practical investigations and secondary-sourced investigations are integrated into each module to develop skills in Working Scientifically. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time, including 15 hours allocated to practical investigations in depth studies in **both** year 11 and 12.

Investigating Science

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Kylie Robinson

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 Year 11 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 11 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

The Year 12 course builds on the skills and concepts learnt in Year 11 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.

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 Year 11 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 Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Physics

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Kylie Robinson, Nadia Hagberg

Course Exclusions

Nil

Course Description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and helps them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Topics Covered Preliminary Course

Module 1 - Kinematics

Module 2 - Dynamics

Module 3 - Waves and Thermodynamics

Module 4 - Electricity and Magnetism

HSC Course

Module 5 - Advanced Mechanics

Module 6 - Electromagnetism
Module 7 - The Nature of Light

Module 8 - From the Universe to the Atom

Particular course requirements:

Scientific investigations including both practical investigations and secondary-sourced investigations are integrated into each module to develop skills in Working Scientifically. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time, including 15 hours allocated to practical investigations in depth studies in **both** year 11 and 12.

Technologies

KLA

Courses

Courses Offered

Agriculture

Design and Technology

Food Technology

Industrial Technology (Timber Products and Furniture Technologies)

Textiles and Design

Agriculture

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Joe Martindale

Course Exclusions

Nil

COURSE DESCRIPTION:

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

What students learn

Preliminary course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC course

- Core (80%)
- Plant/Animal Production (50%)
- Farm Product Study (30%)
- Elective (20%)
-

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Design and Technology

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Joe Martindale

Course Exclusions

Nil

COURSE DESCRIPTION:

Students study Design Processes, Design Theory and factors in relation to Design Projects. In the Preliminary Course, students have the opportunity to complete two design projects. Choices are available and students may complete briefs involving graphics, textiles, interior design, woodwork, 3D Modelling. Students will learn about designers, innovations and entrepreneurs and about the design process in theory and practice. They will also develop and/or establish their communication and IT skills.

In the HSC Course, students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a major design project.

Students will learn about factors affecting design and technological activities eg. ethics, environment, function, aesthetics etc. They will develop skills in critical analysis and research while continuing to improve their IT skills.

The major design project is started at the beginning of the HSC Course, giving students twelve months to complete it. The major design project can be in any area and it is the student's choice eg. woodwork, jewellery, set design, interior design, clothing, accessories, fashion, computer programs, websites, toys and games.

MAIN TOPICS COVERED: PRELIMINARY COURSE:

Designing and producing includes the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

HSC COURSE:

Innovation and emerging technologies including a case study of innovation. The study of designing and producing includes a major design project. The project folio includes a project proposal and management, project development and realisation, and project evaluation

PARTICULAR COURSE REQUIREMENTS:

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.

Food Technology

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Joe Martindale, Rebecca Ardern

Course Exclusions

Nil

COURSE DESCRIPTION:

Students will develop knowledge and understanding about the production, processing and consumption 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 will also develop an appreciation of food in relation to the well being of the individual and to the social and economic future of Australia.

MAIN TOPICS COVERED: PRELIMINARY COURSE:

- Food Availability and Selection
- Nutrition
- Food Quality

HSC COURSE:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

PARTICULAR COURSE REQUIREMENTS:

Completion of the 2 unit Preliminary Course is a prerequisite to the study of the 2 unit HSC Course. In order to meet the course requirements, students must learn about Food Availability and Selection, Food Quality, Nutrition, the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues.

It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'Learn To' section of each strand in the syllabus.

Industrial Technology (Timber Products and Furniture Technologies)

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Joe Martindale, Mark Peterson

Course Exclusions

nil

COURSE DESCRIPTION:

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area check, and an introduction to industrial processes and practices.

The Focus Areas include Automotive Industries; Building and Construction Industries; Electronics Industries; Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Plastics Industries; Timber Products and Furniture Industries.

Topics covered in the course:

PRELIMINARY COURSE

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety Issues
- Design– elements and principles of design, types of design, quality, influences affecting design
- Management and Communication – Manage work through the completion of a management folio linked to each project produced
- Production
- Industry related manufacturing technology

HSC COURSE

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Major Project - Design and Management and communication, Production
- Industry related Manufacturing Technology

Particular course requirements

In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Textiles and Design

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Joe Martindale, Rebecca Ardern

Course Exclusions

nil

COURSE DESCRIPTION:

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.

The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Topics covered in the course:

PRELIMINARY COURSE

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries

HSC COURSE

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project

Languages

KLA

Courses

Courses Offered

French Beginners/Continuers

French Beginners

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Luke Richardson

Exclusions: French Continuers; French Extension. Strict eligibility rules apply to the study of this subject.

COURSE DESCRIPTION:

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Main Topics Covered

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

French Continuers

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Luke Richardson

Prerequisites: 200-400 hours study of the language or equivalent knowledge is assumed.

Exclusions: French Beginners

COURSE DESCRIPTION:

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

Prescribed Themes

The individual

The French-speaking communities

The changing world

Mandatory Topics

Personal identity

Relationships

School life and aspirations

Leisure and interests

Daily life/lifestyles

Arts and entertainment

Travel and tourism

The world of work

Current issues

The young people's world

VET Courses

Courses offered

Construction

Entertainment

Hospitality

Construction (Certificate II in Construction Pathways CPC20211)

Contact Person

Janice Peel, Mark Peterson

COURSE DESCRIPTION:

The purpose of this course is to provide students with an opportunity to develop basic knowledge and skills in the general construction industry.

Topics covered in the course:

The compulsory units of competency represent the basic skills, knowledge and attitudes required by workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These compulsory units of competency focus on developing the skills required to work effectively within the industry. The compulsory units of competency specifically address workplace health and safety procedures, industry awareness, communicating with others, measuring and calculating, handling construction tools and materials.

Particular course requirements:

Students must complete a minimum of 70 hours of work placement over 2 years (typically 2 x 1 week blocks)

Students must undertake a mandatory SafeWork NSW approved general OHS induction training program, commonly known as the 'White Card'

Competency-based Assessment

This is a competency-based course. This means that 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 a construction environment. 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 and recorded by the assessor.

Students successfully completing this course at the College will be awarded a Certificate II in Construction Pathways (CPC20211).

Hospitality (Certificate II in Kitchen Operations SIT20416)

Contact Person

Janice Peel, Rebecca Ardern

COURSE DESCRIPTION:

This course provides students with basic skills and knowledge as preparation for entry-level employment.

The course is based on units of competency which have been developed by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

Topics covered in the course

Through completion of the compulsory units of competency students develop skills required to work effectively in a hospitality environment including:

- work with customers and colleagues
- work in a socially diverse environment
- follow health, safety, security and hygiene procedures
- verbal and non-verbal communication
- teamwork
- hospitality industry awareness.

Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by 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 environment. 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 competency record book.

Students successfully completing this course at the College will be awarded a Certificate II in Kitchen Operations (SIT20416). To attain this qualification, students must provide evidence of participating in at least 12 'service periods'.

Entertainment (Certificate III in Live Production and Services CUA30415)

Contact Person

Janice Peel, Dan Hoolihan

COURSE DESCRIPTION:

Entertainment Industry (240 indicative hours) AQF VET qualification

The Entertainment Industry (240 indicative hours) course provides a pathway to the following qualification: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services Course structure

This course consists of:

- seven mandatory focus areas (containing eight associated units of competency)
 - Audio
 - Lighting
 - Customer service
 - Safety
 - Staging
 - Working in the Entertainment Industry

- a range of elective units of competency from the HSC elective pool HSC Content – for the mandatory focus areas.

Entertainment Industry HSC examination An external written Higher School Certificate examination will be conducted for the 240 indicative hour course

Online Courses

Japanese Beginners
Italian Beginners
Active Volunteering

Japanese Beginners

2 units for each of Preliminary and HSC Board Developed Course

Contact Person

Alex Walters

Broken Bay Cross Campus Course: This course is offered as a Blended Course. Students will complete four periods online and four periods face-to-face each fortnight.

Eligibility Requirements:

- Students have had no more than 100 hours' study of the language at the secondary level.
- Students have little or no previous knowledge of the language.

Exclusions: Japanese Continuers (2 units)

COURSE DESCRIPTION:

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

What students learn

Topics studied through two interdependent perspectives, the personal world and Japanese communities, provide contexts in which students develop their communication skills and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts.

Preliminary Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

HSC Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

Japanese Beginners

2 units for each of Preliminary and HSC Board Developed Course

Contact Person:

Alex Walters

Broken Bay Cross Campus Course: This course is offered as a Blended Course. Students will complete four periods online and four periods face-to-face each fortnight.

Prerequisites:

Nil

Eligibility Requirements:

- Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent).
- Students have little or no previous knowledge of the language.

Exclusions:

- Japanese Continuers (2 units)
- Japanese Extension (1 unit)
- Japanese In Context (2 units)
- Japanese and Literature (2 units)

COURSE DESCRIPTION:

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Topics studied through two interdependent perspectives, the personal world and Japanese communities, provide contexts in which students develop their communication skills and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts.

Preliminary

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

HSC

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

Topics

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

Active Volunteering

Contact Person

Alex Walters

Broken Bay Cross Campus Course: This course is offered as a Blended Course. Students will complete four periods online and four periods face-to-face each fortnight.

COURSE DESCRIPTION:

This VET Board Endorsed course aims to provide students with the foundation knowledge and the elementary skills required to work as a volunteer in pastoral, social justice, career, enterprise and work programs.

- The qualification is recognised as an entry-level qualification for volunteer workers, under direct and regular supervision within clearly defined guidelines.

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

JOB ROLES IN INDUSTRY

- Involvement in the volunteer industry provides opportunities to:-
- Apply knowledge & understanding of WHS requirements
- Develop communication skills and the ability to work with diverse people
- Update knowledge and understanding of the needs and welfare of Aboriginal and/or Torres Strait Islander and young people
- Assist with the implementation of activities and strategies that contribute to lifelong learning and well-being.
- Organise work schedules to meet outcomes

FURTHER STUDY

- CHC34015 - Certificate III in Active Volunteering
- CHC32015 Certificate III in Community Services

PERSONAL REQUIREMENTS

- Able to work methodically, accurately and neatly
- Good oral and written communication skills
- Able to work as part of a team
- Work independently
- Neat personal appearance.

STUDENT OUTCOMES FOR CERTIFICATE II IN ACTIVE VOLUNTEERING

These are the outcomes of graduates surveyed six months after completing their training.

All statistics are supplied by <https://www.myskills.gov.au/>



For further information on subject selection, please refer to the St Brigid's Subject Selection site.