

# Curriculum Handbook 2024



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# FOREWORD

By Mr Colin Mulhearn, Assistant Principal – Teaching and Learning



On behalf of the College, I would like to extend a warm welcome to you as you commence your transition to the next phase of your learning.

This is an exciting time for you and one which we hope will contribute to setting you on a positive course, not only for the next couple of years, but also in your life beyond your secondary schooling. As a senior student, you will need to assess your strengths and talents, develop areas for improvement and respect and value all members of the St Francis Xavier's College community.

We have high expectations of our students and we look forward to working with you in an adult learning environment. As St Francis Xavier's College is one of the largest HSC cohorts in NSW, you have a broad range of courses to choose from, however, you need to understand that your choices will ultimately determine the timetable and therefore you need to choose wisely. We understand that you cannot always know what you will enjoy and be motivated by, and therefore encourage you to carefully read this handbook and seek the advice of your teachers as well as outside agencies before finalising your course selections.

There are NSW Educational Standards Authority (NESA) requirements for eligibility in regard to the HSC and these are outlined in this book, however, selecting a program of study should enable you to respond to your own learning needs and circumstances. Remember that your abilities and interests are an effective guide in selecting courses, and also that you are the one who needs to make the final decision.

This handbook contains information which we feel will help you in the decision-making process. This is but one of several useful resources available to you. As well as referring to this Handbook, students and their parents are encouraged to:

- Attend the course information evenings conducted at St Francis Xavier's College.
- Speak with your School Career's Advisor.
- Attend Open Days at the various universities, TAFE and other tertiary educational institutions to become aware of the vast array of courses available.

Refer to the:

University Admissions Centre (UAC) School Link page

(<http://www.uac.edu.au/schoolink/>)


Career Development Association of Australia

(<http://www.cdaa.org.au/>)

TAFE NSW Counselling & Career Advice

(<https://www.tafensw.edu.au/student-services/counselling-and-career-advice/>)

and any other materials available online from the institutions.



You are asked to make a choice of 12 Units or 13 Units if including an Extension course. Students choosing an Extension course have the option of the accelerated 1 Unit Studies of Religion program which means they may choose 12 Units and complete the 1 Unit Studies of Religion course in 2024.

There are a variety of options for a program of study:

- Students who wish to be eligible for tertiary entrance (ATAR) - 12 Units including English and a Religion course.
- Students who wish to be eligible for tertiary entrance (ATAR) - 13 Units including a Religion and English course and additional English Extension or Mathematics Extension course.
- Students who do not require tertiary entrance (ATAR) and who wish to study a HSC program, may include a combination of NESA approved and endorsed courses including Religion and English.
- Students may also include a TAFE course, and may remain eligible to receive an ATAR, and will be eligible for an HSC.

All three options offer a curriculum that is challenging and diverse and provides students with flexibility:

- To pursue a variety of learning opportunities both within and outside of the College.
- To develop knowledge and skills relative to their future career goals and aspirations.

These will be further refined as you move through the senior years of schooling.

We look forward to working in partnership with you and wish you well in making considered and informed decisions based on thorough research. We encourage you to take full advantage of the support available.

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# Introduction

This handbook contains information on the general organisation and structure for Years 11 and 12. It is intended that you use this handbook as a guide to your course selection, read all the information carefully and discuss your choices with your parents and teachers.

## What types of courses can I select?

There are different types of courses that you can select in Years 11 and 12.

### Board Developed Courses

Most of the courses available at St Francis Xavier's College are Board Developed Courses. These courses are developed by NSW Education Standards Authority (NESA), are examined externally at the end of the HSC course, and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Note that some Board Developed Courses (namely, Numeracy, Hospitality, Retail Services, Entertainment, Construction) are called 'Category B' courses. You can include as many of these courses as you wish for the HSC and ATAR provided you have an English and a Religious Studies course included in your program.

### Vocational Education and Training (VET) Courses - most are Board Developed Courses

VET courses are offered as part of the HSC. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace. They each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students gain a statement of attainment or a certificate qualification on completion.

Students can sit an optional written examination to be used in their ATAR calculation, however, only one course (BDC) can be counted towards the ATAR. Please note that Sport Coaching cannot be used in determining university eligibility.

### Content Endorsed Courses

Photography, Marine Studies, Exploring Early Childhood, Computer Applications, Sport, Lifestyle & Recreation, Studies in Catholic Thought, Manufacturing and Engineering and Sports Coaching are courses that do not have an external exam and, therefore, do not count to a student's ATAR. Students usually choose these Content Endorsed Courses out of interest, because they may be linked to a possible career, or to simply broaden their education. These courses place a greater emphasis on practical work and practical skill development than Board Developed Courses thereby giving skills to the student that they will be able to use in recreation or in a workplace.

All Content Endorsed Courses count towards the HSC and appear on your Record of Achievement. Content Endorsed Courses do not count in the calculation of the ATAR.



## What are units?

All courses offered for the HSC have a value of 1 unit or 2 units with most courses being 2 units. In the HSC each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks.

The following is a guideline to help you understand the pattern of courses.

2-unit course	The basic structure for all courses, 4 periods of class time per week (120 hours) and be marked out of 100.
1-unit course	2 periods of class time per week (60 hours) and be marked out of 50.
Extension course	Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2-unit course, extension courses are available in English, Mathematics, and History.

English and Mathematics extension courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these courses before proceeding to one or both Year 12 extension courses (Extension 1 and Extension 2).

The HSC extension course in History, Science, Music, Languages and some VET may be offered and examined in Year 12 only.

## Requirements for the HSC

The NSW Educational Standards Authority (NESA) divides the two years of Senior Schooling into Year 11 and Year 12. Students must have satisfactorily completed the Year 11 course before they can attempt the HSC component of a course. HSC courses commence in Term 4 of Year 11.

If you wish to be awarded the HSC, you must have:

- Satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA). This includes the completion of the practical, oral and/or project works required for specific courses and the assessment requirements for each course.
- Sat for and made a serious attempt at all internal assessments and the HSC examinations.
- Study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course.
- Both the Year 11 course and the HSC course must include the following:
  - At least 6 units from Board Developed Courses (2 units must be a Board Developed Course in English.
  - At least three courses of 2 units value or greater.
  - At least four courses including English.
  - At most 7 units of courses in Science can contribute to HSC eligibility.
  - If studying a Category B VET course, complete 70 hours of work placement over two years.
  - Content Endorsed Courses do not count in ATAR calculations.
- If a student chooses to receive an Australian Tertiary Admission Rank (ATAR) they must study minimum of 10 Board Developed units in Year 12.
- At St Francis Xavier's College Hamilton every student is required to include at least 1 unit of Religion in their program.

# ATAR (Australian Tertiary Admission Rank)

The ATAR provides a measure of a student's overall academic achievements in relation to that of other students in the cohort and helps universities to rank applicants into their courses.

## Rule 1 – Eligibility for an ATAR

To be eligible for an ATAR a student must complete at least ten units of Board Developed courses including at least two units of English. The Board Developed courses must include at least three courses of two units or greater, and at least four courses.

## Rule 2 – Categorisation of Courses

Board Developed courses are classified by the universities as Category A or Category B. The criteria for Category A courses are academic rigor, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies.

Category B courses are available for inclusion in the calculation of the ATAR. All the VET courses eligible for an ATAR are Category B. (NB: NOT Sport Coaching and Manufacturing and Engineering)

## Rule 3 – Calculation of the ATAR

The ATAR will be based on an aggregate of the scaled marks in the best ten units of Board Developed courses comprising:

- the best two units of English.
- the best eight units from the remaining units,

The scaled results are added together to give a score out of 500 which is then ranked between 0.00 and 99.95.

UAC WEBSITE: [www.uac.edu.au](http://www.uac.edu.au)

UAC WEBSITE: Steps to Uni for Year 10 Students <https://www.uac.edu.au/future-applicants/year-10-students>

# HSC all my own work

The HSC: All My Own Work program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program's content is divided into five modules:

Module one: [Scholarship Principles and Practices](#)

Module two: [Acknowledging Sources](#)

Module three: [Plagiarism](#)

Module four: [Copyright](#)

Module five: [Working with others](#)

All students need to complete the NESA, HSC: All My Own Work program prior to Term 1 of Year 11. Students who enrol in the College at the start of the Year 11 or HSC Course and have not completed the program are required to complete it by the date prescribed on the NESA events calendar (usually towards the end of February). Students enrolling beyond this date who have not completed the program will be required to do so within four weeks of enrolling.

For further information follow the [HSC All My Own Work \(AMOW\) Link](#)



## Transition Information

Choosing courses can be daunting enough without choosing career pathways. It is important however, that students recognise the importance of course selection in helping to determine possible outcomes.

Statistically, around 60% of the Colleges' students receive an offer from University. The remainder undertake apprenticeships, traineeships, attend TAFE or take up employment.

### Apprenticeship

Apprenticeships are increasing in numbers and significant funding is being made available in skills shortage areas. Work experience, a licence, white card are ever more important criteria. Students who are intending on gaining an apprenticeship should consider VET courses as part of their program.

### Employment

Most students who engage in employment immediately after school typically enter positions that require little skill or no formal training. Some form of Vocational Education Training - VET course would assist.

### TAFE

TAFE entry varies depending on the course. Students who complete their HSC can generally enter at a Certificate III or IV. Students who are considering a TAFE level qualification should consider a VET course in their intended area of study as it will provide credit towards their study.

### University Entry

There are several ways to gain access to university, but for some school leavers the ATAR remains the key entry method. Students who are considering a University pathway could consider one VET Course as part of their ATAR. Students should only consider an ATAR pathway where the intended outcome is University Entry.

## Alternative Entry to University (Newcastle)

<b>Spotlight</b> Under this program, UoN matches your performance in your Year 12 courses with related degrees for entry.	<b>Alternative degree</b> If your ATAR is not sufficient for your chosen degree then you can opt for an alternative degree, with a lower ATAR. In the first year at Uni, complete 2 courses that you're very good at. (High Distinctions = equivalent 85-100 ATAR) (Distinctions = equivalent 74-84 ATAR) (Credit = 65-74)	<b>Educational Access Scheme (EAS)</b> The Educational Access Scheme, offers 4 additional adjustment points if you have experienced educational or other disadvantage.
<b>Regional Adjustment points</b> Apply for your preferred degrees through UoN and get 5 points which are automatically added to your rank.	<b>Open Foundation (replacing Newstep)</b> A program for students who are 17+. There are no fees. For students who were disadvantaged because of, Illness / Death / Disability / Family commitments / failing to make the ATAR required.	<b>Australian Aboriginal &amp; Torres Strait Islanders</b> Applicants are able to access University study through special entry procedures. If you are an Aboriginal and Torres Strait Islander applicant, you can get help to gain entry into UoN.
<b>Adjustment points</b> You can be awarded up to 4 adjustment points for your HSC results. For example, if you achieve a Band 5 in Mathematics and are applying for an engineering degree, you will be awarded two adjustment points, as Math is an important component of this degree.	<b>Elite Athlete Program</b> UoN support elite athletes to get into university. Once you start at UON, they provide a range of support services to help balance study with your sporting career.	<b>TAFE Guaranteed Entry</b> UoN offer TAFE Guaranteed Entry into a number of undergraduate programs for anyone who has completed a Certificate IV, Diploma, or Advanced Diploma.
<b>Undergraduate Certificates and Diplomas</b> UoN are offering 9 introductory Diplomas. They allow students to gain possible units of credit towards a degree. The minimum ATAR for one of these Dipoomas is 50.	<b>SRS</b> The Schools Recommendation Scheme allows students to use their year 11 results and a rating from the school to gain entry into University.	<b>UoN Early Entry scheme – new for 2023</b> Applications are direct to the UoN via their web site. Based on year 11 results, through NESA. Not available for every degree.

For more information please contact the College Careers Advisors:

Julie McLoughlin email: [julie.mcloughlin@mn.catholic.edu.au](mailto:julie.mcloughlin@mn.catholic.edu.au)

Ashley Phillips email: [ashley.phillips@mn.catholic.edu.au](mailto:ashley.phillips@mn.catholic.edu.au)

## Course Selection for University Entry

All students intending to enrol in University should be on an ATAR pathway. These students must enrol in either 1 Unit or 2 Unit Studies of Religion and English Standard or English Advanced.

Students attending university should consider their course choices. Some universities assume students have undertaken study at a pre-requisite level. See table below for examples:

### Course Recommendations for University

Engineering	Mathematics (Band 5 or above)
Psychology	Mathematics Standard
Architecture	Industrial Technology-Graphics Design, Visual Communication – Design & Technology, Visual Arts, Engineering Studies
Arts and Communications	English Advanced
Biomedicine and Medical Radiation Science	Mathematics Advanced, Chemistry or Biology
Business, Commerce, Economics	Mathematics, Business Studies, Economics
Education	Minimum Band 5 in any 2 Units of English (Secondary & Primary) and Band 5 in two other courses. In addition the completion of a Mathematics course at HSC level.
Engineering Surveying	Mathematics Advanced, Mathematics Extension, Engineering Studies, (either of Biology, Chemistry, Physics or Earth & Environmental Science)
Information Technology	Mathematics
Software Design & Development	Mathematics Advanced, Mathematics Extension
Law	English Advanced
Medicine, Vet Science, Pharmacy	Mathematics Advanced, Chemistry and/or Biology
Nursing	Biology, PDHPE
Nutrition & Dietetics, Occupational Therapy	Mathematics, Chemistry and Biology and/or PDHPE
Social Work	Mathematics Standard
Speech Pathology, Podiatry, Physiotherapy	Biology, Chemistry, Mathematics and English Advanced
Science	Mathematics

**Note:** The information provided forms the basis of a recommendation only. The College makes every effort to ensure the information is correct at the time of publication.

For more information please contact the College Careers Advisors:

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Ashley Phillips email: [ashley.phillips@mn.catholic.edu.au](mailto:ashley.phillips@mn.catholic.edu.au)

## HSC Board Developed Courses

Course	Year 11 and Year 12 Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	Year 12 Extension Courses (1 Unit)	Year 11 and Year 12 Courses Category B
Aboriginal Studies	✓			
Ancient History	✓			
Biology	✓			
Business Studies	✓			
Chemistry	✓			
Community & Family Studies	✓			
Dance (Diocesan Administered)	✓			
Design & Technology (iSTEM) Focus	✓			
Drama	✓			
Earth & Environmental Science	✓			
Economics	✓			
Engineering Studies	✓			
English Advanced	✓			
English Extension 1		✓	✓	
English Extension 2			✓	
English Standard	✓			
English Studies	✓			✓
Enterprise Computing	✓			
Food Technology	✓			
French Beginners	✓			
Geography	✓			
History Extension Year 12			✓	
Industrial Technology	✓			
Investigating Science	✓			
Languages by Distance Education	✓			
Legal Studies	✓			
Life Skills	✓			
Mathematics Extension 2 (Year 12)			✓	
Mathematics Extension 1 (Year 11)		✓	✓	
Mathematics Advanced	✓			
Mathematics Standard	✓			
Modern History	✓			
Music 1	✓			
Music 2	✓			
Music HSC Extension Year 12			✓	
PDHPE	✓			
Physics	✓			
Science Extension (Year 12)			✓	
Society & Culture	✓			
Software, Design & Development	✓			
Studies of Religion	✓			
Textiles & Design	✓			
VET Business Services	✓			✓
VET Construction	✓			✓
VET Entertainment	✓			✓
VET Hospitality	✓			✓
VET Manufacturing & Engineering	✓			✓
VET Retail Services	✓			✓
Visual Art	✓			

## Courses that DO NOT count towards an ATAR but DO contribute to the HSC

These courses are not externally examined and have the school assessment mark recorded on the HSC Record of Achievement.

Course	Year 11 & Year 12 Course 1 Unit	Year 11 & Year 12 Course 2 Unit
Studies in Catholic Thought	✓	✓
Computing Applications	✓	
Explore Early Childhood	✓	
Marine Studies	✓	
Photography	✓	
Sport, Lifestyle & Recreation	✓	
Mathematics Standard Non ATAR		✓

## Vocational Education & Training Courses (VET)

Course	Year 11 & Year 12 Course 1 Unit	Year 11 & Year 12 Course 2 Unit
Manufacturing & Engineering		✓
Sports Coaching		✓

**SPECIAL NOTES:** Students can only select a 1 Unit Course if they choose 1 Unit Studies of Catholic Thought or 1 Unit Studies of Religion

English Studies only contributes to an ATAR if the student sits for the External HSC Examination.

With the exceptions of Studies of Religion, Studies in Catholic Thought and English, course availability at the College will be based on expressions of interest, class numbers and availability of teaching staff.



## Vocational Education & Training (VET courses)

Vocational Education and Training (VET) courses are nationally recognised courses that have been developed by NESA and offered as part of the HSC. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. VET courses allow students to gain HSC qualifications, which can contribute to their ATAR and to receive accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). All VET courses require students to complete a mandatory work-placement component in their course. This requires the completion of 70 hours (over the two years) of structured work-placement in a workplace setting. At the conclusion of the course all students will receive a Competency Certificate listing all Units of Competency achieved.

VET courses are designed for all students and are taught by teachers at school or at TAFE. They allow students to gain work related skills in a variety of industry areas. Courses on offer at St Francis Xavier's College include Business Services, Construction, Entertainment, Hospitality, Manufacturing and Engineering, Retail Services and Sport Coaching.

VET courses are accessible to all students and have a good mix of practical and theory content.

VET courses within Industry Curriculum Frameworks count as Board Developed unit credit for the HSC. This means students can sit for an optional HSC Exam but is mandatory for student wishing to seek an ATAR. Students also receive a nationally recognised AQF qualification.

VET Board Developed Courses:

- Business Services
- Construction
- Entertainment
- Hospitality
- Retail Services

VET Board Endorsed courses count as Board Endorsed unit credit for the HSC but do not contribute towards an ATAR. They are competency based only and there is no external examination. Students receive a nationally recognised AQF qualification.

VET Board Endorsed Courses:

- Sports Coaching
- Manufacturing and Engineering

The benefits of VET:

- VET graduates earn wages comparable to that of university graduates.
- VET graduates have a higher employment rate than undergraduates.
- VET courses continue to adapt to changing workforce needs.
- VET courses supply workers to areas where Australia faces skill shortages.
- All students receive a nationally recognised, Australian Qualification (AQF) upon successful completion of the course. AQF qualifications link with each other, creating learning pathways between school, vocational education and training and university as your education and career ambitions change or develop.

### Contact Person

Leader of Learning VET: Rosemary Wilkinson

Email: [rosemary.wilkinson@mn.catholic.edu.au](mailto:rosemary.wilkinson@mn.catholic.edu.au)

## TAFE delivered VET Courses (EVET)

Students in NSW have the option of studying VET courses at school or through TAFENSW or other training providers. EVET is Externally delivered Vocational Education and Training. VET delivered through TAFENSW is sometimes referred to as TVET.

VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency in their scope of registration.

EVET courses can provide significant benefits by providing:

- Broader choices of study
- Skills and knowledge that are valuable to employment.

For NSW school students VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment).

Some EVET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

Delivery is in an adult learning environment with industry experienced teachers. Students have access to industry standard workshops and environments.

Courses run at various locations and are delivered either face to face, online or in block release. Some courses may require a student to attend for part or a full day per week. Students should consider the impact the delivery mode may have on their study pattern at school.

### EVET Application Process

**Students interested in EVET must complete an expression of interest application through their Year 10 Careers Adviser at the time of course selection.**

Process

- The list of all available courses which are offered for delivery by external providers, including TAFE NSW and Private Registered Training Organisation (RTO) will be published for students as soon as they become available.
- There is an expression of interest application for all Maitland- Newcastle Catholic Secondary School students, who wish to undertake an EVET course. This will be made available to students during the course selection process.
- Course information for any current NESA developed or endorsed course can be provided to students as required.
- There is no guarantee that an external VET delivery course will proceed, as viability will be determined by student demand and within a defined budget.
- Once the final list of providers and courses are made available, the school will provide the students and parents with information and further enrolment processes.

External RTOs charge a fee for VET delivered to secondary school students. Some funding is made available to schools for EVET and similar vocational pathways, but the funding is limited. A co-contribution fee of \$300 per unit per year is required for all EVET courses. (For example, Animal Studies 2 units x 1 year the co-contribution would be \$600). This fee is payable on submission of the expression of interest. (It will be refunded only if the course does not run, or if the student withdraws from the EVET course before classes begin.

There is a \$300 per unit per year fee for all EVET courses.

### Contact

Careers Advisor: Julie McLoughlin Email: [julie.mcloughlin@mn.catholic.edu.au](mailto:julie.mcloughlin@mn.catholic.edu.au)

Carees Advisor: Ashley Phillips Email: [ashley.phillips@mn.catholic.edu.au](mailto:ashley.phillips@mn.catholic.edu.au)

## School Based Apprenticeships & Traineeships (SBA/T)

School Based Apprenticeships and Traineeships (SBA/Ts) are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

Students undertaking an HSC VET course as part of a school-based apprenticeship or traineeship (SBA/T) can achieve a nationally recognised VET qualification as well as their HSC and gain valuable work skills and experience through paid employment.

Some apprenticeships and traineeships can contribute towards the ATAR. School-based apprenticeships and traineeships (SBA/Ts) are more than just part-time jobs. They are a great way for students to set themselves up for the career they want while completing their HSC. Opportunities are available across a wide range of occupations.

SBA/Ts must study the relevant HSC VET course (formal learning/off-the-job training) which will contribute HSC unit credit towards the 22 units required for the HSC.

SBA/Ts may complete HSC courses of study such as Business Services, Retail, Hospitality and Exploring Early Childhood.

SBA/T are available with local employers including:

- McDonalds
- Kentucky Fried Chicken (KFC)
- Local Government
- Hunter New England Health
- St Nicholas Early Education Service

### Industry-based Learning (IBL)

This Board Endorsed course is only available to students with an approved SBA/T training contract, and who are also entered for the appropriate HSC VET course for the formal learning/off-the-job training component of their SBA/T.

The course enables students to demonstrate the additional knowledge, understandings, skills, values, and attitudes they develop from the on-the-job training component of their SBA/T.

For further information on SBA/T follow the [School-Based Apprenticeships and Traineeships Link](#)

### Contact

Careers Advisor: Julie McLoughlin Email: [julie.mcloughlin@mn.catholic.edu.au](mailto:julie.mcloughlin@mn.catholic.edu.au)

Carees Advisor: Ashley Phillips Email: [ashley.phillips@mn.catholic.edu.au](mailto:ashley.phillips@mn.catholic.edu.au)

## Projects, Extension Courses and Exclusions

Several courses include a requirement for the development of project work, performances, or orals for either internal or external assessment. This applies to:

- Aboriginal Studies
- Community & Family Studies
- Drama
- Industrial Technology
- Languages
- Music 1 or Music 2
- Science Extension
- Society & Culture
- Software Design Development
- Textiles & Design
- Visual Arts

Projects developed for assessment in one course are not to be used either in full or in part for assessment in any other course.

There is only one History Extension course and it is available ONLY in Year 12. It can be studied with the Ancient History course and/or the Modern History course.

There is only one Science Extension course and it is available ONLY in Year 12. Science Extension can be studied with any other Science course.

A student may not include more than 6 units of the following Science courses:

- Biology
- Chemistry
- Earth & Environmental Science
- Physics
- Investigating Science

Mathematics Standard 1 (Year 12 Only) is a BEC (Non ATAR) course so students intending to study this course need to ensure that they have at least 6 Board Developed Course units as part of their program in Year 12 to qualify for an HSC.

A student must study the Music Course 2 if they wish to study HSC Extension Music.

A student must study the Continuers course of a language if they wish to study the Extension course.

A student may not study both the Studies of Religion 2 unit course and the Studies of Religion 1 unit course. While changes from 2 Unit to 1 Unit are permissible the reverse does not apply.

Software Design & Development cannot be taken in association with Computing Applications.

Please refer to the [NESA Website](#) for further information regarding Courses and the HSC.









# Course Information 2024



# Aboriginal Studies 2 unit | ATAR Course

## Introduction

Aboriginal Studies is a 2 Unit course in both Year 11 and Year 12.

The Aboriginal Studies course involves the study of the historical and contemporary experiences of Aboriginal peoples. The course aims to develop students' knowledge, understanding and skills about the inter-relationship between the concepts of an Aboriginal world view, a shared history of Australia and social justice, with a view to enabling students to be active and informed citizens.

## For Whom is the Course Intended?

**This course is for students who have an interest in the study of Indigenous culture.**

Students studying this course will develop skills in research, written and oral communication. Students who have an interest in the course, can express themselves well in writing, and have a willingness to work consistently in their study, should do well in this course.

The skills and knowledge acquired by students in this course have the potential to be recognised by industry and training organisations, including TAFE NSW.

## Content

### Year 11 Course

The Year 11 Course consists of four sections:

- Part I Aboriginality and the Land
- Part II Heritage and Identity
- Part III International Indigenous Community – Comparative Study
- Part IV Research and Inquiry Methods – Local Community Case Study

### Year 12 Course

The HSC course consists of three sections:

- Part I Social Justice and Human Rights Issues
- Part II Aboriginality and the Land, OR Heritage and Identity
- Part III Research and Inquiry Methods (*Major Project 40% of the HSC school assessment*)

## Assessment

During Years 11 and 12 there are a variety of assessment tasks which include short answer responses, structured responses, essays, research tasks and oral presentations.

For further information please follow the [NESA Aboriginal Studies Link](#)

## Contact Person

Leader of Learning HSIE: Tony Stone

Email: [anthony.stone@mn.catholic.edu.au](mailto:anthony.stone@mn.catholic.edu.au)



# Ancient History 2 unit | ATAR Course

## Introduction

Ancient History is a 2 Unit course and involves a study of ancient societies, such as Egypt, Greece, Persia, China and Rome.

Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. Students can study the motivation and actions of groups and individuals from the past and how they shaped the political, social, economic and cultural landscapes of the ancient world. This study encourages students to appreciate a range of cultures and beliefs and helps them to understand how our modern world has been shaped.

There is an extension course (an additional 1 Unit) available in Year 12 for those students who have shown interest and a high level of ability in the course during Year 11.

## For Whom is the Course Intended?

Ancient History is for those students who are interested in the ideas and achievements of the ancient world, going back to about 5000BC.

Students will need to be able to write well-structured and detailed responses and have sound comprehension skills. They will need to be prepared to develop their skills in research methods and written communication. They will also need to be able to engage with sources, written and archaeological, and interpret and analyse them.

## Content

### Year 11 Course

- Investigating Ancient History eg Tutankhamen's Tomb, Troy, the Celts.
- Features of Ancient Societies eg Slavery in the Roman World, Art and Architecture in Ancient Greece.
- Historical Investigation (students choose their own topic to investigate).

### Year 12 Course

- Compulsory Core Study: (Pompeii and Herculaneum)
- One Ancient Society: (from Egypt, Persia, China, Rome or Greece)
- One Important Individual: (from Egypt, Persia, China, Greece or Rome)
- One Historical Period: (from Egypt, Persia, China, Greece or Rome)

## Assessment

- There is one assessment task per term. Assessment tasks will include source analysis, short response questions and structured responses.
- For the HSC, there is one examination paper of three hours, consisting of four sections worth 25% each.
- There will also be internal (within the school) tasks set, including individual and/or group research, and tasks which reflect those in the HSC paper (as above).

For further information please follow the [NESA Ancient History Link](#)

## Contact Person

Leader of Learning HSIE: Tony Stone

Email: [anthony.stone@mn.catholic.edu.au](mailto:anthony.stone@mn.catholic.edu.au)

# Biology 2 unit | ATAR Course

## Introduction

Biology 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.

Students can combine Biology with ONE or TWO other Science courses selected from Chemistry, Earth & Environmental Science, Investigating Science or Physics

## For Whom is the Course Intended?

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.

Biology is suited to students who wish to continue with further studies at TAFE or university such as Nursing, Pathology, Medical Sciences, Environmental Studies.

## Pre-Requisites

Satisfactory completion of Year 10 Science.

## Content

### Year 11 Course

- Cells as a Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics
- Working Scientifically Skills

### Year 12 Course

- Heredity
- Genetic Change
- Infectious Disease
- Non-Infectious Disease and Disorders
- Working Scientifically Skills

## Assessment

- External Higher School Certificate examination.
- Internal Assessment program may include:
  - Depth Study
  - Working Scientifically Skills Tasks
  - Examination

For further information please follow the [NESA Biology Link](#)

## Contact Person

Leader of Learning Science: Robert Angeli

Email: [robert.angeli@mn.catholic.edu.au](mailto:robert.angeli@mn.catholic.edu.au)

# Business Studies 2 unit | ATAR Course

## Introduction

Business Studies encompasses the theoretical and practical aspects of business which students will encounter throughout their lives. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to their learning. Students will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication.

**Please note that Business Studies is very different from Commerce.**

## For Whom is the Course Intended?

Students with an interest in the world of business will find this course stimulating and challenging. Students are offered a range of co-curricular opportunities that broaden their experiences and enhance their understanding of both the knowledge and skill outcomes of the course.

The course provides good preparation for further study at TAFE or university in Business, Accounting, Finance, Marketing, Human Resources Management. Choosing this course in combination with Economics or Food Technology is a sound career option. Similarly, when combined with VET courses for future hospitality management or trades careers.

Students are offered the opportunity to enter both the EBE and UoN Business Studies competitions in Year 11.

## Content

### Year 11 Course

- Nature of Business
- Business Management
- Business Planner

### Year 12 Course

- Operations
- Marketing
- Finance
- Human Resources

## Assessment

- College Assessment in both the Year 11 and Year 12 courses comprises a formal examination and a range of tasks, such as reports and research assignments.
- The HSC Examination is a 3 hour paper consisting of four sections:
  - 20 multiple choices
  - 4-6 short responses
  - A Business Report
  - An Extended Response

For further information please follow the [NESA Business Studies Link](#)

## Contact Person

Leader of Learning HSIE: Tony Stone

Email: [anthony.stone@mn.catholic.edu.au](mailto:anthony.stone@mn.catholic.edu.au)

# Chemistry 2 unit | ATAR Course

## Introduction

Chemistry 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.

Students can combine Chemistry with ONE or TWO other Science courses selected from Biology, Earth & Environmental Science, Investigating Science or Physics.

## For Whom is the Course Intended

Students taking this course should be achieving at Grade A or B for Science during Year 10.

Chemistry 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.

## Pre-Requisites

- Sound skills in Mathematics 5.3 Mathematics course in Stage 5.
- A good understanding of Algebra.

## Content

### Year 11 Course

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions
- Working Scientifically Skills

### Year 12 Course

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas
- Working Scientifically Skills

## Assessment

- External Higher School Certificate examination.
- Internal Assessment program includes:
  - Depth Study
  - Working Scientifically Skills Tasks
  - Examinations

For further information please follow the [NESA Chemistry Link](#)

## Contact Person

Leader of Learning Science: Robert Angeli

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# Community and Family Studies 2 unit | ATAR Course

## Introduction

The central aim of Community and Family Studies is to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities. This is an interdisciplinary course drawing upon components of family studies, sociology, developmental psychology and general life experiences. It develops knowledge, skills and attitudes relevant to decision making, problem solving and management of everyday living.

Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future.

## For Whom is the Course Intended?

This Course is especially suited to students who have an interest in current issues that are influential in Australian society (eg. technology, families, and communities), and is relevant to careers in Early Childhood Studies, Sociology, Education (Teaching) and Management.

The students will need to develop strong research, organisational and writing skills. They need to be able to work effectively both independently and within group situations.

## Content

### Year 11 Course

- Resource Management
- Individuals and Groups
- Families & Communities

### Year 12 Course

#### Core:

- Research Methodology
- Groups in Context
- Parenting and Caring

#### Option:

- Social Impact of Technology

## Assessment

Both the Year 11 Course and the Year 12 Course are internally assessed. Tasks include:

- Resource Management Scenarios
- Examining Community Issues
- Independent Research Report
- Researching Community Groups
- Formal Examinations
- HSC examination will be a single three-hour examination.

For further information please follow the [NESA Community & Family Studies Link](#)

## Contact Person

Leader of Learning PDHPE: Chris Henry

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# Computing Applications 1 unit | NON ATAR Course

## Introduction

**This Course is a Content Endorsed Course and does not contribute to the ATAR but contributes to the HSC.**

It is a course which enables students to develop familiarity with common software packages.

This course allows students to study aspects of computing they find interesting and may be used as a general introduction to computing. It will help develop students' technological literacy and will assist them in other courses they may be studying. Students will produce a folio of work that they can use to help gain employment in the future. This is a basic course which may also be undertaken by those interested in gaining basic competency skills.

## For Whom is the Course Intended?

This is a highly flexible student-centred course based around computers and technology. This course is being offered as a 1 Unit course in Year 11 with the potential to continue and do a further 1 Unit in Year 12.

## Content

- Students will study four modules for each unit in this course.
  - 1 Unit = four modules
  - 2 Unit = eight modules
- Hardware and software skills (Raspberry Pi, Arduino, Robotics)
- Graphics/ Photo editing (using Adobe Photoshop, Illustrator)
- Advanced graphic editing
- Animation (using Adobe Animate, Adobe After Effects, Blender)
- Video Production (using Adobe Premiere Pro)
- Website Development (HTML, CSS, Dreamweaver)
- Microsoft Office Skills

## Assessment

This course is assessed internally with 40% coming from written tests on theory and 60% from practical tasks relating to the modules students are taking.

## Exclusions

This course cannot be taken in association with any other computing course including:

- Enterprise Computing 2 Units
- Software Engineering 2 Units
- There is no guarantee that this course will continue in Year 12 as this is dependent on student numbers and staff availability.

For further information please follow the [NESA Computing Applications 1 Unit Link](#)

## Contact Person

Leader of Learning TAS: Rowan Kelly

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# Dance 2 unit | ATAR Course

## Introduction

This course is for students who enjoy the art of dance through performing, composing, and analysing. Dance in Stage 6 is run as an external course throughout the Diocese.

The Diocesan Dance Course allows for small elective classes at schools to still run the course. Currently, there are five schools who have students completing the Diocesan Dance Course, some of those schools only have one student enrolled. Students engage in a mixture of face-to-face teaching time, video conferencing lessons on laptops and an interactive website to access their work.

## For Whom is the Course Intended

Students with a strong desire for performing and choreographing dance works. Students who are prepared work independently and have a high level of self-motivation.

Students will create a Major Work in their strongest area of either Performance, Composition, Appreciation or Film and Video. Therefore, students must have the ability to apply commitment and dedication to a 40% task.

The course can be used in the calculation of the ATAR and students can enter a Dance Degree at University or complete several diploma and certificate courses for Dance Teaching, Performing or Choreography.

## Pre-Requisites

Past dance studies would be beneficial, and an outside tutor is highly recommended to assist with dance technique.

## Content

### Year 11 Course

- Performance
- Composition
- Appreciation

### Year 12 Course

- Performance
- Composition
- Appreciation

### Major Study Option:

- Performance
- Composition
- Appreciation
- Dance Technology

## Assessment

- Year 11: Performance, Composition and Appreciation.
- Year 12: Performance, Composition, Appreciation, and a Major Study option.
- HSC External Practical Examination.
- HSC Examination during the normal HSC examination period.

For further information please follow the [NESA Dance Link](#)

## Contact Person

CSO Education Officer Secondary Curriculum: Claudette Stace

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# Design & Technology iSTEM Focus 2 unit | ATAR Course

## Introduction

Design & Technology allows students to understand technology and design and apply this knowledge creatively to specific design problems (challenges) through a series of projects.

It also seeks to develop students' application of the historical and cultural influences on design and the relationship between design, technology, society and the environment.

## For Whom is the Course Intended

This is a course for designers of tomorrow. Design & Technology provides creative and innovative students with the opportunity to study design and production as they face design challenges. Students will be required to develop, manage and complete a major design project where a design folio and practical project are undertaken.

A student who wishes to pursue a career in the science, technology, engineering, mathematics, multimedia and/or graphic design industry would benefit from studying this course.

This course can provide fundamental skills for future study at university and TAFE eg Science, Engineering, Mathematics, Multimedia, Design, Graphic Design, Enterprise Computing, Software Engineering, Computer Science, Visual Design, Visual Communication.

## Content

### Year 11 Course

Students will complete at least two minor design projects and the content area covers the following:

- Design theory process and folio development manufacturing and iSTEM production.
- Study of practices in industry and enterprise.
- Research and research methods.
- Science
- Technology about iSTEM i.e. robotics and physical computing using Arduino and Raspberry Pi.
- Safety in industry.

### Year 12 Course

Students will complete a major project and content area covers the following:

- Innovations in technology.
- Intellectual property.
- The study of emerging technologies.
- The impact of innovation(s) on Australian society.

## Assessment

- Year 11 – Two design projects, Designer Case study and Exam
- Year 12 – Internal Innovation Research and Major Project Proposal
- HSC – Major Project and External Exam

For further information please follow the [NESA Design & Technology Link](#)

## Contact Person

Leader of Learning TAS: Rowan Kelly

Email: [rowan.kelly@mn.catholic.edu.au](mailto:rowan.kelly@mn.catholic.edu.au)

# Drama 2 unit | ATAR Course

## Introduction

This course is designed for students with an interest in Drama, regardless of their past dramatic experience. Students may have a performance background or be beginners with little knowledge of Drama.

Students are given the opportunity to perform individually and in groups, and they are encouraged to appreciate the rich dramatic tradition of various cultures by watching, writing and performing.

## For Whom is the Course Intended?

Students of varying academic abilities can find success in this course. Drama involves detailed study of theoretical components and practical work and allows a wide range of choice within the course. Students can maximise marks in areas where they show skill and interest.

## Pre-Requisites

Students need to be competent English students and be confident to perform in front of an audience.

## Content

### Year 11 Course

- Improvisation, Play building and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

### Year 12 Course

- Group Presentation
- Individual Project
- Australian Drama and Theatre (two compulsory texts)
- Studies in Drama and Theatre – Black Comedy (two compulsory texts)

## Assessment

- Year 11 – Scripted Piece, Group Presentation in a particular style and Theatrical Traditions (one essay).
- Year 12 HSC
  - HSC written examination (1 ½ hours) comprising of two essays.
  - Group Presentation
  - Individual Project

For further information please follow the [NESA Drama Link](#)

## Contact Person

Leader of Learning CAPA/LOTE: Patrick Campbell

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# Earth & Environmental Science 2 unit | ATAR Course

## Introduction

Earth & Environmental Science uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles.

Fieldwork is an integral part of these investigation processes.

Students can combine Earth & Environmental Science with ONE or TWO other Science courses selected such as Biology, Chemistry, Investigating Science or Physics.

## For Whom is the Course Intended?

Earth & Environmental Science provides the foundation knowledge and skills required to study earth and environmental science after completing school and supports participation in careers in a range of related industries.

The application of earth and environmental science is essential in addressing current and future environmental issues and challenges.

It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

## Pre-Requisites

Satisfactory completion of Year 10 Science.

## Content

### Year 11 Course

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts
- Working Scientifically Skills

### Year 12 Course

- Earth's Processes
- Hazards
- Climate Science
- Resource Management
- Work Scientifically Skills

## Assessment

- External: Higher School Certificate examination.
- Internal: Assessment program includes:
  - Depth Study
  - Working Scientifically Skills Tasks
  - Examination

For further information please follow the [NESA Earth & Environmental Science Link](#)

## Contact Person

Leader of Learning Science: Robert Angeli

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# Economics 2 unit | ATAR Course

## Introduction

Economics is ideal for students who have an interest in current economic problems/issues, and who wish to develop a greater understanding of how Australia's economy functions, and the impact on Australian people. Economics looks at how Australians are affected by global events and the role of government/politics in managing these problems/issues.

**Please note that Economics is very different from Commerce.**

## For Whom is the Course Intended

Studying Economics for the HSC gives students excellent preparation for further study in Political Studies, International Studies, Business, Accounting, Finance, Media, Law, History, Geography, Environmental Studies. Economists are in demand.

Students who have studied economics are at an advantage in degree courses in Business Management, Commerce, Economics and Politics.

## Pre-Requisites

Strong competencies in English and Mathematics are encouraged to consider this course.

## Content

### Year 11 Course

The Year 11 course focuses on aspects of the economic behaviour of consumers, business and government, developing group skills. Six topics are studied and the issues facing these sectors are discussed. These are Introduction to Economics, Economic Behaviour: Consumers and Firms, The Market, Labour Markets, Financial Markets and Government in the Economy

### Year 12 Course

The Year 12 course examines the external framework in which the Australian economy operates with a focus on problems and issues. There are four topics. The Global Economy, Australia's Place in the Global Economy, Economic Issues and Economic Policies and Management.

## Assessment

- Internal assessment consists of formal examinations at the College and writing tasks based on course work which are submitted periodically throughout both Year 11 and Year 12. These tasks can include research reports and stimulus-based responses.
- The HSC Examination is of three hours duration. It consists of multiple choice, short answers and two extended responses.

For further information please follow the [NESA Economics Link](#)

## Contact Person

Leader of Learning HSIE: Tony Stone

Email: [anthony.stone@mn.catholic.edu.au](mailto:anthony.stone@mn.catholic.edu.au)

# Engineering 2 unit | ATAR Course

## Introduction

Engineering Studies is made up of several Engineering Modules based on study from different engineering fields. Both Year 11 and Year 12 courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

## For Whom is the Course Intended

It is ideally suited to students who intend to pursue careers in architecture, design, engineering or technology at university level or TAFE. TAFE may offer advanced standing in the following courses:

- Associate Diploma in Building and Mechanical Engineering.
- Certificate courses in Mechanical Technology and Industrial Engineering.

## Pre-Requisites

Students must be capable of attempting Mathematics 2 Unit successfully. This means Pathways 5.3 or Top 10% of Pathways 5.2 Mathematics.

## Content

### Year 11 Course

Students undertake the investigation of engineering principles and practice through the study of four modules: Engineering Fundamentals, Engineering Products, Braking Systems and Bio Engineering.

By studying "real world" scenarios, students can gain a realistic knowledge of current engineering innovation and impact on society.

### Year 12 Course

Students undertake the study and develop engineering reports for either:

- Two applications modules being Civil structures and Personal and Public Transport.
- Two focus modules – Aeronautical engineering and Telecommunications Engineering.

## Assessment

### Year 11 Course

- Modules: text and exams
- Engineering Report Assessment

### Year 12 Course

- Modules: text and exams
- One Engineering Report Assessment
- Engineering Research
- HSC Examination of three hours

For further information please follow the [NESA Engineering Studies Link](#)

## Contact Person

Leader of Learning TAS: Rowan Kelly

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# English Advanced 2 unit | ATAR Course

## Introduction

The course aims to develop critical and sophisticated use of English to enhance the personal, educational, social and vocational lives of students.

## For Whom is the Course Intended?

The English Advanced course is designed for students who enjoy wide reading, writing both imaginatively and analytically, actively participating in class work and discussion, working independently and being challenged by new ideas.

It will appeal to accomplished users of language who have shown a particular interest in all aspects of English in Years 7 to 10, and who are self-motivated and organised learners.

Candidates with a passion for English should consider the Year 11 Extension 1 course as an additional 1 Unit. This is a pre-requisite if you are considering doing Extension 2 English for your HSC.

## Pre-Requisites

Students who are likely to attain a Grade A or B in Stage 5 are advised to study the English Advanced course.

## Content

### Year 11 Course

This course emphasises exploring the ways events, experiences, ideas and values are represented in and through texts and an analysis of the ways in which texts reflect different attitudes and values.

Students will study a Common Module: Reading to Write, Module A: Narratives that Shape our World and Module B: Critical Study of Literature. Student will study a range of Shakespearean Drama, Prose Fiction, Poetry or Drama, Film or Non-fiction or Media and multimedia texts.

### Year 12 Course

This course emphasises the analytical and evaluative response to and composition of texts. It centres on a more detailed focus on texts supported by wide reading.

HSC students will study Common Module: Texts and Human Experiences, Module A: Textual Conversations, Module B: Critical Study of Literature, Module C: The Craft of Writing. Students will study four types of prescribed texts, drawn from Shakespearean drama, Prose fiction, Poetry or Drama, Non-fiction or Film or Media or a text from the category above.

## Assessment

- Assessment will include HSC Examination – type tasks and a range of Non-HSC Examination tasks such as creative responses and a multimodal presentation.
- The external assessment is a written HSC Examination.

For further information please follow the [NESA English Advanced Link](#)

## Contact Person

Leader of Learning English: Mary Picton

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# English Extension 1 unit | ATAR Course

## Introduction

This is a specialised study of English completed in addition to the Advanced English course.

The course aims to provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the process of responding to and composing texts.

## For Whom is the Course Intended?

Students who are in the top 20% of students undertaking the English Advanced course.

These students will have demonstrated a high level of skill in both analytical and imaginative use of language. They need to be capable of independent investigation and accomplished in the composition of both creative and critical texts.

## Pre-Requisites

Students who are likely to attain a Grade A or B in Stage 5 are advised to study the English Advanced course.

## Content

### Year 11 Course

Students explore a common module entitled Texts, Culture and Values and then complete a research project independently. Students will study a range of: Prose Fiction, Poetry, Non-fiction, media and multimedia texts and Drama.

Teachers will prescribe one text from the past and its manifestations in one or more

### Year 12 Course

Students must complete the common module Literary Worlds with one elective option, determined by teachers each year. Students will study three prescribed texts, drawn from: Drama, Prose Fiction, Poetry.

A range of other media including film and a wide range of multimodal and non-fiction texts as classroom learning experiences.

### Year 12 English Extension 2 Course

Students undertaking the Year 12 English Extension 2 course must complete a Major Work in the form of a sustained composition. The major work may be imaginative, investigative, interpretive, or analytical, or any combination of these. The chosen form and medium should be appropriate to the nature of the task, the student's interests, and the resources available.

## Assessment

- Internally assessed through a range of written and spoken tasks, and externally examined in a written examination in the HSC.
- The English Extension 2 course internal assessment mark is based on the Year 12 course only. The Major Work is assessed internally as a process, through Viva Voce, Literature Review, Critique of the Creative Process.

For further information please follow the [NESA English Extension 1 1 Unit Link](#)

## Contact Person

Leader of Learning English: Mary Picton

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# English Standard 2 unit | ATAR Course

## Introduction

The course aims to develop proficiency in English to enhance the personal, educational, social and vocational lives of students. It is the course that most students will undertake in Stage 6.

## For Whom is the Course Intended?

The English Standard course caters for a broad range of abilities, from students who have basic literacy skills to those who are competent in reading and writing.

The course provides a wide experience in English, encompassing a varied range of quality literature from the past and modern reading and viewing studied in relationship to contemporary Australian culture and other cultures. Emphasis is placed on providing students with the opportunity to become confident and effective communicators.

## Pre-Requisites

Students who are likely to attain a Grade C or D in Stage 5 are strongly advised to study the Standard English Course if they wish to obtain an ATAR.

## Content

### Year 11 Course

Students explore the ways events, experiences and ideas are represented in and through texts. Students will study: Common Module: Reading to Write, Module A: Contemporary Possibilities, Module B: Close Study of Literature. Students study a range of Prose Fiction, Poetry or Drama, Film or Non-Fiction or Media and multimodal texts.

### Year 12 Course

This course emphasises reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students will study Common Module: Texts and Human Experiences, Module A: Language, Identity and Culture, Module B: Close Study of Literature and Module C: The Craft of Writing.

Students study three types of prescribed texts, drawn from Prose Fiction, Poetry or Drama and Film or Media or Non-Fiction.

## Assessment

- Assessment will include HSC Examination-type tasks and a range of Non-HSC Examination tasks such as creative responses and a multimodal presentation.
- The external assessment is a written HSC Examination.

For further information please follow the [NESA English Standard Link](#)

## Contact Person

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# English Studies 2 unit | Optional ATAR Course

## Introduction

The aim of English Studies is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society. English Studies is designed to support students in developing proficiency in English to enhance their personal, educational, social and vocational lives.

## For Whom is the Course Intended?

English Studies addresses the needs of a specific group of students who wish to complete and be awarded an HSC but who are seeking an alternative to the current English Standard course.

Students in this course may be eligible for an ATAR if they elect to undertake an optional HSC Examination.

**Students who do not sit for the English Studies HSC Examination are not eligible for the calculation of an ATAR.**

## Pre-Requisites

Students who have a vocational direction other than university directly from school OR students who are likely to attain a Grade D or E in Stage 5 are advised to study the English Studies course.

## Content

### Year 11 Course

Students will study Achieving through English: English in Education, Work and Community (first unit – mandatory module), On the Road – English and the Experience of Travel, MiTunes and Text – English and the Language of Song

Students will study one substantial print text and one substantial multimodal text from a wide range of print and multimodal texts.

### Year 12 Course

Students will study Common Module: Texts and Human Experiences, The Big Screen: English in Filmmaking, who do I think I am? English and the Self and Local Heroes: English and Community Life.

Students study one text from the prescribed list and one related text for the Common Module. Classroom experiences will include the study of a wide range of print and multimodal texts across the modules.

## Assessment

- The HSC mark is based on school-based assessment and provides a measure of a student's achievement based on the range of syllabus content and outcomes. A variety of tasks, with flexibility in the design, are used to give students the opportunity to demonstrate outcomes in different ways. Examples of the types of tasks include mock job interviews, letters, reports, reviews and multi-modal presentations.
- Tasks are designed to develop the skills students will need at work.
- Students requiring an ATAR must complete the written HSC examination.

For further information please follow the [NESA English Studies Link](#)

## Contact Person

Leader of Learning English: Mary Picton

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# Enterprise Computing 2 unit | ATAR Course

## Introduction

The study of *Enterprise Computing 11–12* enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings. Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives. Students perform project work and apply their knowledge and skills in interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

## For Whom is the Course Intended?

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity, and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises. Enterprise Computing makes a particularly good combination with Software Engineering and/or Industrial Technology (Multimedia) and/or Software Engineering.

## Pre-Requisites

Students with previous experience with ICT tools and programs would find it advantageous.

## Content

### Year 11 Course

- Interactive media and the user experience
- Networking systems and social computing
- Principles of cybersecurity

### Tools used:

- Adobe Creative Cloud (Photoshop, Dreamweaver, Illustrator, Animate, After Effects and Premiere Pro), Final Cut Pro
- Hardware and its uses eg PCs, Apple iMacs, Graphics tablets, green screen/Chroma key
- Robotics using Lego and Ev3
- Microsoft Office 365 applications and integration
- Networking systems such as routers, switches, and cabling
- Web Design (HTMC, CSS, XML JavaScript)

### Year 12 Course

- Data science
- Data visualisation
- Intelligent systems
- Enterprise project
- Cybersecurity
- Home automation / Intelligent Systems
- Internet of Things (IoT)
- Physical Computing (Raspberry Pi, Arduino)
- Wearable Technology (Apple Watch, Android Wear)
- Data Science
- User Interface (UI) and User Experience (UX) - Data Visualisation
- Artificial Intelligence
- Machine Learning

## Assessment

- At the completion of this course all students will undertake a 2.5 hour examination. It will be computer-based (online).

For further information please follow the [NESA Enterprise Computing Link](#)

## Contact Person

Leader of Learning TAS: Rowan Kelly  
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# Exploring Early Childhood 1 unit | NON ATAR Course

## Introduction

**This Course is a Content Endorsed Course and does not contribute to the ATAR but does contribute to the HSC.**

This Course has both practical and theoretical components. Students will develop understanding and awareness of the growth, development and learning of young children. Through gaining recognition of the uniqueness of all children, students will have the opportunity to reflect upon potential implications for themselves as parents or carers of children.

## For Whom is the Course Intended?

This course presents many possibilities for students who have an interest in, or who wish to work in, childcare services via further study at both TAFE and university.

## Content

### Year 11 Course

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour
- Children's Literature

### Year 12 Course

- Food and Nutrition
- Starting School
- Play and the Developing Child
- Child Health and Safety

## Assessment

- There is no external HSC examination for this course – it does not contribute to an ATAR. The HSC Assessment Mark will appear on the student's HSC.
- Student assessment throughout the Year 11 and Year 12 courses will reflect the extent to which each student has achieved the course objectives and outcomes. Assessment Tasks include school-based examinations, projects and reports.
- There is no guarantee that this course will continue in Year 12 as course is dependent on student numbers and staff availability.

For further information please follow the [NESA Exploring Early Childhood Link](#)

## Contact Person

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# Food Technology 2 unit | ATAR Course

## Introduction

The Food Technology syllabus provides students with a broad knowledge of food related technology and skills that are relevant and transferable to other areas of life. Such skills include the ability to analyse, research, experiment, prepare food, manage resources and communicate. This course has been written to complement both employment and further education options.

This course is suitable for students wishing to continue at either university or TAFE.

## For Whom is the Course Intended?

A thought-provoking and challenging course for those interested in the paddock to plate pathway of food. Food Technology studies the affect food has on our lifestyles, wellbeing, and longevity.

It has a major emphasis upon theory, requiring discussion, research, and analysis. Practical experiences are incorporated to support and supplement learning.

It will appeal to students keen to explore food related issues and/or a desire to work in the food industry, either in nutrition, hospitality, marketing or retail, agriculture, science fields.

Complementary course choices include Biology, PDHPE, Business Studies, Economics, Geography, Hospitality and Chemistry.

## Content

### Year 11 Course

The study of three core units.

- Food Availability and Selection
- Food Quality – including properties of food
- Nutrition

### Tools / skills used:

- Stainless steel commercial kitchens
- KitchenAid mixer / ThermoMixer
- Nutrition / healthy food focus
- Excursions to local food manufacturing businesses

### Year 12 Course

The study of four core units

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

Students participate in extra-curricular design and production of nutritionally balanced meal options that will be made available at our SFX Café and Canteen for sampling.

## Assessment

- The practical component may consist of food analysis, experiments, taste testing, food preparation and presentation.
- The HSC examination will be three hours in duration consisting of two extended response questions, multiple choice and short answer questions.

For further information please follow the [NESA Food Technology Link](#)

## Contact Person

Leader of Learning TAS: Rowan Kelly

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# French Beginners 2 unit | ATAR Course

## Introduction

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 French. Topics covered provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

## For Whom is the Course Intended?

This course is for senior secondary students who have little or no previous knowledge of French. It is for students who have not studied French in Stage 5. **If students have studied French for more than 100 hours in Stages 4 or 5, they are ineligible.**

The French Beginners Level Course is a 2 Unit Course. Students who complete this course for the HSC may be admitted to the second year of French at University.

## Pre-Requisites

An interest in the language and culture of France.

## Content

The course is constructed around the four language skills of listening, speaking, reading and writing. The development of the ability to understand spoken French and to communicate orally in French in the topic areas prescribed comprise half the allocated marks in the assessment.

## Assessment

- This course has a heavy emphasis on practical skills: answers in assignment and assessment work are short answer type and no essay writing is required.
- The internally marked assessment tasks could take a variety of forms, which will assess the performance of the student in each of the skills areas: listening, speaking, reading and writing. Three or four such tasks will be used throughout both the Year 11 and Year 12 courses.
- The HSC Examination will consist of two parts:
  - Oral Examination (approximately 15 minutes)
  - Listening and Written Examination (approximately 2 ½ hours)

For further information please follow the [NESA French Beginners Link](#)

## Contact Person

Leader of Learning CAPA/LOTE: Patrick Campbell

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# Geography 2 unit | ATAR Course

## Introduction

Geography presents a variety of perspectives of the world through time and over space. The course has a strong environmental focus, examining a wide range of contemporary issues, both global and local. There is an emphasis on 'hands-on' learning, and students are frequently in the field, conducting research, observing, questioning, and recording.

The course investigates issues such as:

- Human impacts on ecosystems such as coral reefs, wetlands and coastal dunes.
- How economic activity is affected by global and local forces using the wine industry as a case study.
- Challenges of living in a 'mega city' of over 10 million eg Mumbai.
- Issues concerning Sydney's urban sprawl and inner-city redevelopment eg Balmain.

## For Whom is the Course Intended?

Students will acquire a greater awareness and understanding of the world, and their place in it. The skills acquired will have many applications in their adult life and in tertiary education.

The study of geography is a logical choice for students wishing to pursue a career as a forester, travel consultant, town planner, meteorological technical officer, environmental scientist, journalist, pilot and many more.

TAFE NSW offers credit to geography students in courses such as Environmental Practices, Climate, and Ecology amongst others.

## Content

### Year 11 Course

- Biophysical Interactions
- Population, Development, Natural Resources
- Senior Geography Project (SGP)

### Year 12 Course

- Ecosystems At Risk
- Urban Geography
- People and Economic Activity

- Excursions to Flaggy Creek, Port Stephens, Sydney and Pokolbin will be undertaken over Years 11 and 12.

## Assessment

- The Year 11 course is assessed by both course work, SGP and a final examination (1½ hours).
- An important component of course work is the SGP, a project where the student chooses a topic for investigation, designs a program of research and selects means of presenting the findings of this research.
- The HSC Examination is of three hours duration.
- In Year 12 the internal assessment comprises a Trial HSC examination of three hours and a range of course work focused on research and interpretation of stimulus.

For further information please follow the [NESA Geography Link](#)

## Contact Person

Leader of Learning HSIE: Tony Stone

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# Industrial Technology: Graphics 2 unit | ATAR Course

## Introduction

Industrial Technology Graphics is a hands-on course that involves the realisation of a Major Project and Portfolio. The Major Project incorporates a set of related drawings and models describing the design, planning and manufacture of a product or structure.

## For Whom is the Course Intended?

Industrial Technology Graphics is suited to a diverse range of students wishing to develop technical drawing skills and gain an understanding of the graphics industry. This course would be especially helpful for students who would like to enter the architectural, engineering or product design vocations. It would also help students interested in becoming tradesmen and reading technical drawings.

## Content

### Year 11 Course

- Study of the organisation's individual business
- Design and plan projects
- Completion of a management folio for reach project
- Acquisition of relevant graphical practical skills
- Industry Related manufacturing Technology

### Year 12 Course

- Broad Study of industry
- Production of management folio and practical project.
- Industry Related manufacturing Technology

### Tools used:

- Industry CAD software e.g. AutoDesk, Revit, Fusion 360
- Design and development of projects
- 3D Printing, modelling and prototyping
- 3D animation (Blender, 3Ds Max)

## Assessment

### Year 11 Course

- Industry Study
- Design
- Management and communication
- Production
- Industry Related Manufacturing Technology

### Year 12 Course

- Industry Study
- Major Project
- Industry Related Manufacturing Technology

For further information please follow the [NESA IT Graphics Technologies Link](#)

## Contact Person

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# Industrial Technology: Multimedia 2 unit | ATAR Course

## Introduction

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in Year 12.

## For Whom is the Course Intended?

Industrial Technology is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of Information Communication Technologies (ICT) industry. Industrial Technology multimedia makes a particularly good combination with Software Engineering and Enterprise Computing.

## Pre-Requisites

Students with previous experience with ICT tools and programs would find it advantageous.

## Content

### Year 11 Course

- Multimedia Industry Study Analysis
- Design and Production Techniques
- Management and Communication
- Industry Related Development of practical skills in Adobe Creative Cloud products
- Multimedia skills in image editing, animation, web design, video editing and development

### Year 12 Course

- Industry Study
- Major Project
- Industry Related Manufacturing Technology

### Tools used:

- Multimedia equipment and its uses eg PCs, Apple iMacs, Graphics tablets, green screen/Chroma key, digital video
- Design and development of projects – stop motion, Claymation, video production, special effects.
- Adobe Creative Cloud (Photoshop, Dreamweaver, Illustrator, Animate, After Effects and Premier Pro), Final Cut Pro
- 3D animation (Blender, 3Ds Max)

## Assessment

### Year 11 Course

- Industry Study
- Design Management and Communication
- Production
- Industry Related manufacturing Technology

### Year 12 Course

- Industry Study
- Major Project
- Industry Related Manufacturing Technology

For further information please follow the [NESA IT Multimedia Technologies Link](#)

## Contact Person

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# Industrial Technology: Timber Products & Furniture

## 2 unit | ATAR Course

### Introduction

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio.

### For Whom is the Course Intended?

Industrial Technology is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the furniture industry. This course would be especially helpful for students entering the following professions: joinery, carpentry and cabinet making.

### Pre-Requisites

Students with previous experience in Industrial Technology Wood in Years 9 and 10 would find it advantageous.

### Content

#### Year 11 Course

- Study of the organisation and management of an individual business
- Design and plan projects
- Completion of a management folio for each project
- Acquisition of relevant practical skills
- Development of knowledge of materials, processes, tools and machinery

#### Year 12 Course

- Broad study of industry
- Production of management folio and practical project.
- Industry Related Manufacturing Technology

### Assessment

#### Year 11 Course

- Industry Study
- Design
- Management and Communication
- Production
- Industry Related Manufacturing Technology

#### Year 12 Course

- Industry Study
- Major Project
- Industry Related Manufacturing Technology

For further information please follow the [NESA IT Timber Products & Furniture Link](#)

### Contact Person

Leader of Learning TAS: Rowan Kelly

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# Investigating Science 2 unit | ATAR Course

## Introduction

The course is firmly focused on developing Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

Students can combine Investigating Science with ONE or TWO other Science courses selected from, these include Biology, Chemistry, Physics or Earth & Environmental Science.

## For Whom is the Course Intended?

Investigating Science is designed to assist students who are also studying one or more of the other science courses, to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science.

## Content

### Year 11 Course

- Cause and Effect Observing
- Cause and Effect Inferences and Generalisations
- Scientific Models
- Theories and Laws
- Working Scientifically Skills

### Year 12 Course

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society
- Working Scientifically Skills

## Assessment

- External HSC examination.
- Internal Assessment program includes:
- Depth Study
- Working Scientifically Skills Tasks
- Examination

For further information please follow the [NESA Investigating Science Link](#)

## Contact Person

Leader of Learning Science: Robert Angeli

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# Languages by Distance Education - Beginners

## 2 unit | ATAR Course

### Introduction

**Separate Application Process and Enrolment Form is required for this course.**

Second language study provides a powerful 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. The ability to communicate in a second language, in conjunction with other skills, provides students with enhanced vocational opportunities in many areas such as trade, tourism, banking, technology and education.

### For Whom is the Course Intended?

This course is for senior secondary students who have little or no previous knowledge of the target language. It is for students who have not studied the target language in Stage 5 or lived in the country or come from a house where the language is spoken.

The continuers courses are also available at various schools for students who wish to continue their study from Stage 5.

### Pre-Requisites

An interest in the language and culture of the country, eg France, Germany, Italy, Spain.

### Content

The course is constructed around the four language skills of listening, speaking, reading and writing. The development of the ability to understand the spoken language and to communicate orally in the topic areas prescribed, comprise half the allocated marks in the assessment.

### Assessment

- Year 11: Assessment components and their weightings are based on the Year 12 course assessment components.
- The HSC Examination will consist of two parts:
  - Oral Examination (approximately 5 minutes)
  - Listening and Written Examination (2½ hours)

### Additional Cost

- Distance Education Annual Fee is \$800, payable BEFORE enrolment in Distance Education is processed. Enrolment is not automatic, places are limited. Late entries are not accepted.

**NOTE:** It is the parents' responsibility to complete a distance education application form. This form is available through the provider's website.

It is also necessary to provide a statutory declaration, which is included in the application form. This will need to be signed by a Justice of the Peace

For further information on Language of Distance Education Providers please follow the [Camden Haven Distance Education Link](#) or the [NSW School of Languages Link](#)

For further NESA information please follow the [NESA Languages Link](#)

### Contact Person

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# Languages by Distance Education – Continuers

## 2 unit | ATAR Course

### Introduction

Second language study provides a powerful 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. The ability to communicate in a second language, in conjunction with other skills, provides students with enhanced vocational opportunities in many areas such as trade, tourism, banking, technology and education.

### For Whom is the Course Intended?

Students who have studied a target language as an elective course in Years 8 to 10 or are deemed to have the equivalent level of knowledge from other experiences, such as extended stays in foreign countries or from a family that speaks the native language fluently.

### Content

The main Course aims are to develop the student's:

- ability to use the target language to communicate with others.
- understanding and appreciation of the cultural contexts in which the target language is used.
- cognitive, learning and social skills.
- ability to apply the target language to work, further study, training or leisure.

### Assessment

#### Year 11 Course

- Speaking
- Listening and responding
- Reading and responding
- Writing in the target language

#### Year 12 Course

An oral examination consisting of:

- Conversation

A written examination consisting of:

- Listening and responding
- Reading and responding
- Writing in target language

### Additional Cost

The Distance Education Annual Fee is \$800, payable BEFORE enrolment in Distance Education is processed. Enrolment is not automatic, places are limited. Late entries are not accepted.

NOTE: It is the parents' responsibility to complete a distance education application form which is available through the provider's website.

For further information on Language of Distance Education Providers please follow the [Camden Haven Distance Education Link](#) or the [NSW School of Languages Link](#)

For further NESA information please follow the [NESA Languages Link](#)

### Contact Person

Leader of Learning CAPA/LOTE: Patrick Campbell

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# Legal Studies 2 unit | ATAR Course

## Introduction

Through this course students can develop knowledge, understanding and skills about the effectiveness of the legal system in promoting a just and fair society.

This course will assist students to understand their rights as a citizen within the Australian Legal System and introduce the operation of the International Legal System. The study of this course should empower students to think critically on the role of legal institutions and the law in society.

## For Whom is the Course Intended?

This course is for any student with an interest in how the legal system operates both in Australia and Internationally.

The course is not intended to lead directly to study of law at university but gives an insight into legal proceedings and would be useful for students interested in further legal studies at the tertiary level.

The course will enable students to better understand their rights and responsibilities by examining the way law is generated and structured and how it operates.

## Content

### Year 11 Course

Consists of the following three sections:

- The Legal System
- The Individual and the Law
- The Law in Practice

### Year 12 Course

Consists of the following four sections:

- Crime
- Human Rights
- World Order
- Shelter

## Assessment

- There are a variety of assessments throughout Years 11 and 12 with a focus on research of current legal issues and cases.
- Assessment in the Year 12 course is focused on research-based writing and a trial HSC examination.
- The HSC Examination is of three hours duration and is divided into three sections which consist of multiple-choice questions 20%, short responses and structured responses 30% and extended responses 50%.

For further information please follow the [NESA Legal Studies Link](#)

## Contact Person

Leader of Learning HSIE: Tony Stone

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# Marine Studies 1 unit | NON ATAR Course

## Introduction

**This Course is a Content Endorsed Course and does not contribute to the ATAR but contributes to the HSC.**

It is a Course that explores numerous aspects of the marine environment and our interaction with it. It is not examined at the HSC.

## For Whom is the Course Intended?

It is most suited to students with the following interests:

- Vocational – tourism, merchant or Australian Navy, seafood catering, boating, etc.
- Environment – both local and global issues, attitudes to conservation.
- Recreational – water sports, development of knowledge and skills in the use of associated equipment.
- Technical – design, manufacture and evaluation of equipment and technique used in the different marine associated industries.

## Pre-Requisites

There are no pre-requisites however during the course you will be expected to:

- Swim 200 meters in 5 minutes.
- Tread water and float for 10 minutes.
- Successfully completed a resuscitation course.

## Content

### Core units include:

- The Marine Environment
- First Aid/Resuscitation
- Local Area Study
- Humans in the Water
- Life in the Sea

### Optional Units Include:

- Skindiving and Diving Science
- Resuscitation Certificate
- Dangerous Marine Creatures
- Coastal Studies
- Local Area Study
- Personal Interest Project

## Assessment

Assessment is school based as follows:

- Demonstrate competency in swimming and resuscitation.
- Three assessment tasks that incorporate knowledge and skills.

For further information please follow the [NESA Marine Studies 1 unit Link](#)

## Contact Person

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# Mathematics Advanced 2 unit | ATAR Course

## Introduction

This course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students can develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty.

## For Whom is the Course Intended?

This course is designed to provide a sufficient basis for university courses involving Calculus. Mathematics Advanced is recommended for students who gained a RoSA grade of B8 or better.

## Pre-Requisites

Students should have studied the 5.3 Mathematics Pathway and gained grade B8 or better.

## Content

### Year 11 Course

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

Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.

Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

### Year 12 Course

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

Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.

Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

## Assessment

Students are to be assessed on:

- Their knowledge and skills.
- Their ability to apply this knowledge to the real world.
- Their reasoning and interpretive skills.
- Their ability to explain and communicate methods and solutions.
- Internal Assessment – traditional examinations plus several tasks which have a stronger emphasis on understanding, interpretation and communication.
- External Assessment – HSC Examination (3 hours).

For further information please follow the [NESA Mathematics Advanced Link](#)

## Contact Person

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# Mathematics Extension 1 1 unit | ATAR Course

## Introduction

Mathematics Extension 1 is for the more able mathematics students. It is an additional 1 Unit Course and recommended for students who gained a RoSA grade of A9 or 10.

## For Whom is the Course Intended?

This Extension Course gives students the basis for further university studies which are heavily dependent on Mathematics such as the physical and engineering sciences and Mathematics Students also choose this course because they are good at Mathematics and enjoy the challenge; keep career options open; use their talents to maximise their ATAR score.

It is recommended that students of outstanding mathematical ability should consider undertaking both Extension Courses 1 and 2 (1 Unit each) in the HSC year.

## Pre-Requisites

The Course is intended for students who have demonstrated a mastery of the skills in Stage 5. They should have completed the 5.3 Mathematics Pathway and gained a RoSA Grade A (A10 or A9).

## Content

### Year 11 Course

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

The Mathematics Advanced Year 11 course should be taught prior to or concurrently with this course.

Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

### Year 12 Course

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

The Mathematics Advanced Year 12 course should be taught prior to or concurrently with this course.

The Mathematics Advanced Year 11 course is a prerequisite. Students should be provided with regular opportunities involving the integration of technology.

## Assessment

- Internal Assessment - traditional examinations plus several other tasks which have a stronger emphasis on understanding, interpretation and communication.
- External Assessment – two HSC examinations:
  - Mathematics 2 Unit (3 hours)
  - Extension I (2 hours)

For further information please follow the [NESA Mathematics Extension 1 1 unit Link](#)

## Contact Person

Leader of Learning Mathematics: Matthew Priest

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# Mathematics Standard 2 unit | ATAR Course

## Introduction

This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

## For Whom is the Course Intended?

The Mathematics Standard Year 11 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). Mathematics Standard course is recommended for students who gained a RoSA Grade of C5 or better.

The Year 11 Mathematics Standard course is undertaken by all students intending to study either the HSC Mathematics Standard 2 course or the HSC Mathematics Standard 1 course.

## Content

### Year 11 Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

### Year 12 Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

## Assessment

Students are to be assessed on:

- Their knowledge and skills.
- Their ability to apply this knowledge to the real world.
- Their reasoning and interpretive skills.
- Their ability to explain and communicate methods and solutions.
- Internal Assessment – traditional examinations plus several tasks which have a stronger emphasis on understanding, interpretation and communication.
- External Assessment – HSC Examination.
- Year 12 Mathematics Standard 1 course includes an optional exam for students who wish to use their Mathematics as part of an ATAR calculation.

For further information please follow the [NESA Mathematics Standard Link](#)

## Contact Person

Leader of Learning Mathematics: Matthew Priest

Email: [matthew.priest@mn.catholic.edu.au](mailto:matthew.priest@mn.catholic.edu.au)

# Mathematics Standard 2 unit | NON ATAR Option

## Introduction

This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

## For Whom is the Course Intended?

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students selecting this course will study the Standard 1 course (Category B).

The Year 11 Mathematics Standard course is undertaken by all students intending to study the HSC Mathematics Standard 1 course.

## Content

### Year 11 Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

### Year 12 Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

## Assessment

Students are to be assessed on:

- Their knowledge and skills.
- Their ability to apply this knowledge to the real world.
- Their reasoning and interpretive skills.
- Their ability to explain and communicate methods and solutions.
- Internal Assessment – traditional examinations plus several tasks which have a stronger emphasis on understanding, interpretation, and communication.
- External Assessment – HSC Examination.
- Year 12 Mathematics Standard 1 course includes an optional exam for students who wish to use their Mathematics as part of an ATAR calculation.

For further information please follow the [NESA Mathematics Standard Link](#)

## Contact Person

Leader of Learning Mathematics: Matthew Priest

Email: [matthew.priest@mn.catholic.edu.au](mailto:matthew.priest@mn.catholic.edu.au)

# Modern History 2 unit | ATAR Course

## Introduction

Through the study of Modern History students can consider the great technological, economic, political and moral changes of the nineteenth and twentieth centuries that have made our world the way it is today. This course requires students to analyse causes, the progress and effects of these changes in the world and finally to make judgements about them.

## For Whom is the Course Intended?

This course is suitable for students with an interest in history. Students will further develop their skills in research methods and communication, and they need to be able to express themselves well in writing. History is useful in areas such as Journalism, Law, Defence, Research, Education, Government Administration, Private Enterprise and many more areas.

## Pre-Requisites

It is highly advisable that students taking this course have sound literacy skills. Students considering English Studies will struggle with the demands of this course. This course is substantially different to the history studied in Stage 5. The core focus of Stage 6 Modern History is international history.

## Content

### Year 11 Course

- Investigating Modern History, one option from:
  - The Investigation of Historic Sites and Sources
  - The Contestability of the Past
- At least two Case Studies from:
  - The Decline and Fall of the Romanovs
  - The Meiji Restoration
  - The Origins of the Arab Israeli Conflict
  - The Berlin Wall and the US Civil War
- Historical Investigation
- The Shaping of Modern World, one option from:
  - The French Revolution
  - The Industrial Age
  - World War 1

### Year 12 Course

- Core Study: Power and Authority in the Modern 1919-1946
- National Studies. One topic from
  - China 1927-1949
  - Japan 1904-1937
  - Russia and the Soviet Union 1917-1941
  - USA 1919-1941
- Peace and Conflict. One topic from:
  - Conflict in the Pacific 1937-1951
  - Conflict in Europe 1935-1945
  - The Cold War 1945-1991
- Change in the Modern World. One topic from:
  - The Cultural Revolution to Tiananmen Square 1966-1989
  - The Changing World Order 1945-2011
  - The Nuclear Age 1945-2011
  - Civil Rights in the USA 1945-1968

## Assessment

- A variety of Assessment Tasks are set in both Years 11 and 12.
- HSC Examination (3 hours).

For further information please follow the [NESA Modern History Link](#)

## Contact Person

Leader of Learning HSIE: Tony Stone

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# Music 1 2 unit | ATAR Course

## Introduction

In Music 1 students are given the opportunity to perform and create music in small and large groups as well as individually. Students examine, investigate and learn about a variety of music styles through listening, composing, analysing and performing. Music 1 is a 2-unit course, with a practical component.

Music students may use this course to further their music study at university. Knowledge gained may also assist with TAFE music courses and private Tertiary institutions eg School of Audio Engineering and Australian Institute of Music.

## For Whom is the Course Intended?

This course is for all students with an interest in all types of music regardless of their past musical experience. Students may already be proficient musicians, or beginners with little or no prior knowledge. Many students in the course will be very talented musicians. The course caters for all students to explore their musical tastes.

Music 1 is for students who would like to perform, discuss and create music. There are no essays in the HSC Examination and 70% of the HSC Examination is a Practical Examination.

## Pre-Requisites

There are no pre-requisites, however all students will be required to sing or play a musical instrument in this Music 1 Course.

## Content

### Year 11 Course

Students will perform, compose, analyse and listen (musicology and aural) to a variety of musical styles through a study of 3 topics. Examples of topics include Australian Music; Music for Small Ensembles; Music for Film, Radio, Television and Multimedia; Music of a Culture; Theatre Music.

### Year 12 Course

Students will perform, compose, analyse and listen (musicology and aural) to a variety of musical styles through a study of at least three topics from a list of topics some of which include Rock Music; Jazz; Popular Music; Music of the 20th and 21st Centuries, An Instrument and its Repertoire; Theatre Music.

## Assessment

- Internal Assessment
  - Performance, Musicology, Composition and Aural
  - Three Electives from any combination of Performance, Composition and/or Musicology
- External Assessment
  - Performance and Aural
  - Three Electives from any combination of Performance, Composition and/or Musicology

For further information please follow the [NESA Music 1 Link](#)

## Contact Person

Leader of Learning CAPA/LOTE: Patrick Campbell

Email: [patrick.campbell@mn.catholic.edu.au](mailto:patrick.campbell@mn.catholic.edu.au)

# Music 2 2 unit | ATAR Course

## Introduction

Music 2 involves the study of musical compositions from the last 500 years with a focus on music of the last 25 years. Students perform, compose, listen to and analyse scores of printed music as well as write about the music of other composers. The Music 2 course involves some group/ensemble work, but students do spend a lot of time on their own practicing, composing and examining music. Music 2 students may use this course to further their music study at university.

## For Whom is the Course Intended?

The Music 2 course is for students who enjoy music and are very talented and highly competent musicians. Music 2 is for students who enjoy studying, analysing, composing and performing all types of music with a particular focus on classical music from 1600 to the present day and some contemporary styles.

High achieving Year 11 Music 2 students may choose to extend and deepen their music study by choosing Music Extension (an additional 1 Unit) in their HSC year.

## Pre-Requisites

Students must be able to read and write music fluently. Students must have a high level of formal training either as a singer or as an instrumentalist. It is desirable for Music 2 students to have had some formal training either as a singer or as an instrumentalist over an extended period.

## Content

### Year 11 Course

- Through Performance, Composition, Musicology and Aural students will study a range of styles.
- Compulsory Topic: Music 1600-1900
- Additional Topic: Music 1900-1945 or Australian Music

### Year 12 Course

- Compulsory Topic: Music of the Last 25 Years
- Additional Topics

## Assessment

- Internal Assessment
  - Performance, Musicology, Composition and Aural
  - One Elective from either Performance, Composition or Musicology
- External Assessment
  - Performance, Sight Singing, Submitted Composition, Combined Written Musicology and Aural Exam.
  - One Elective from either Performance, Submitted Composition or Submitted Musicology Essay.

For further information please follow the [NESA Music 2 Link](#)

## Contact Person

Leader of Learning CAPA/LOTE: Patrick Campbell

Email: [patrick.campbell@mn.catholic.edu.au](mailto:patrick.campbell@mn.catholic.edu.au)

# Personal Development, Health & Physical Education (PDHPE)

## 2 unit | ATAR Course

### Introduction

PDHPE involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It also studies social and scientific understandings about movement and enhanced performance potential.

The syllabus focuses on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects. Scientific aspects of the study of movement include anatomy, physiology, biomechanics, and skill acquisition.

### For Whom is the Course Intended?

This course is academically demanding and requires rigorous application to all aspects. It is especially suited to students with an interest in, or desire to enter, the sporting, educational or health professions. This course is largely theory based with emphasis on the scientific aspects of movement and performance as well as on Australia's health priorities.

### Content

#### Year 11 Course

##### Core Content:

- Better Health for Individuals
- The Body in Motion

##### Options:

- First Aid
- Fitness Choices

#### Year 12 Course

##### Core Content:

- Health Priorities in Australia
- Factors Affecting Performance

##### Options:

- Sports Medicine
- Equity and Health

### Assessment

- Both Year 11 and Year 12 courses are internally assessed.
- Tasks may include:
  - Research reports / Researched essays
  - Module quizzes / Topic tests
  - Formal examinations
- HSC written examination (3 hours)

For further information please follow the [NESA PDHPE Link](#)

### Contact Person

Leader of Learning PDHPE: Chris Henry

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# Photography 1 unit | NON ATAR Course

## Introduction

**This Course is a Content Endorsed Course and does not contribute to the ATAR but contributes to the HSC.**

It is a course designed as a practical Introduction to Photography. It covers the basics of camera operation, techniques of photography, composing your own photos and artistic considerations. These components are covered in both the Year 11 and Year 12 courses. The primary emphasis will be on Digital Photography. Continuation of the course in Year 12 will be dependent on student numbers.

## For Whom is the Course Intended?

Photography is intended for students with an interest in the practical nature of photography and a desire to further these skills. Students should realise they will be given clear guidelines about the content of their photographs for Assessment Tasks but are encouraged to further their own skills. The Course can lead to further studies at TAFE.

**NOTE: Extension of course into Year 12 Photography is dependent on student numbers.**

## Content

### Year 11 Course

- Students are required to maintain a photographic journal
- Thematic Studies and Appropriation
- Workplace Health and Safety

### Year 12 Course

- Special Effects and Manipulated Images – Digital
- Work of Famous Photographers – Analysis of the frames eg Postmodern (digital unit)

## Assessment

- There is no HSC examination in this course as it is a School Developed Course. An Assessment mark will appear on the student's Record of Achievement.

### Year 11 Course

- Introduction to Practice Digital
- Final Exams
- Developing and Point of View (digital)

### Year 12 Course

- Arranged Image
- Mid-Year Exams
- Manipulated Image

For further information please follow the [NESA Photography 1 unit Link](#)

## Contact Person

Leader of Learning CAPA/LOTE: Patrick Campbell

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# Physics 2 unit | ATAR Course

## Introduction

Physics 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.

Students can combine Physics with ONE or TWO other Science courses selected from: Biology, Chemistry, Earth & Environmental Science or Investigating Science.

## For Whom is the Course Intended?

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.

## Pre-Requisites

Sound skills in Mathematics, 5.3 Mathematics course in Stage 5 and a good understanding of Algebra.

## Content

### Year 11 Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

### Year 12 Course

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

## Assessment

- External HSC examination
- Internal Assessment program includes:
  - Depth Study
  - Working Scientifically Skills Tasks
  - Examination

For further information please follow the [NESA Physics Link](#)

## Contact Person

Leader of Learning Science: Robert Angeli

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# Society & Culture 2 unit | ATAR Course

## Introduction

The Society & Culture course in Stage 6 focuses on the interaction of persons, societies, cultures, environments and time. This course has relevance to the immediate needs of students and to their future lives. It enables students to achieve social and cultural literacy and develop an understanding of themselves, their own society and culture, and the societies and cultures of others.

## For Whom is the Course Intended?

This course is intended for students who wish to study and investigate their own social world and that of others. Skills in seeking information and writing up results will be taught and developed. The course is excellent preparation for tertiary studies in the Humanities, especially Sociology and Psychology.

**NOTE: This Course involves a Major Research Project, completed in Year 12.**

## Pre-Requisites

There are NO pre-requisites for the study of Society & Culture, however students will need to have good writing skills and be prepared to further develop their communication skills. Students who are considering English Studies will probably struggle with the literacy demands of the course.

## Content

### Year 11 Course

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

### Year 12 Course

#### Core:

- Personal Interest Project
- Social and Cultural Continuity and Change

#### Depth Studies. Two from:

- Popular Culture
- Belief Systems & Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-Conformity

## Assessment

- Students are assessed internally via research tasks and examination.
- The HSC Examination accounts for 60% of the student's marks and is two hours' duration.
- The Personal Interest Project which is marked externally is worth 40% of the HSC mark.

For further information please follow the [NESA Society & Culture Link](#)

## Contact Person

Leader of Learning HSIE: Tony Stone

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# Software Engineering 2 unit | ATAR Course

## Introduction

The Software Engineering course provide students with a capacity to think creatively to develop and program software solutions; an ability to apply knowledge, understanding and thinking skills to develop and communicate solutions to real world problems; a systematic approach to problem-solving, with excellent career prospects and interesting content. Software Engineering is a distinctive field within the Computing discipline. Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in industry. Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. Students will develop their computing skills across the 4 domains: technical skills, social awareness, project management and computational thinking skills.

## For Whom is the Course Intended?

Students interested in the fields of software development / coding, mechatronics, cybersecurity, smart phone apps, game development, software for hardware, and software engineering / computer science will find this course of value. The course is not only for those who seek further study at TAFE and/or university but also for those who wish to understand the underlying principles of software design and development.

## Pre-Requisites

It would be advantageous for students to have studied Information and Software Technology (IST) in Years 9 and 10 or have good mathematical skills. It is also recommended students be capable of undertaking Mathematics Advanced 2 unit.

**NOTE: This course CANNOT be taken in association with Computing Applications**

## Content

### Year 11 Course

- Programming Fundamentals
- Object Oriented Paradigm
- Programming Mechatronics

### Year 12 Course

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

### Tools used:

- Python
- Visual Studio, Visual Basic / C# / C ++
- App development
- Apple Watch, Android Wear
- Computational Thinking
- Artificial Intelligence (A.I.)
- Cybersecurity
- Full Stack Development (Front-end, Back-end, Database interfacing)
- Physical Computing, Raspberry Pi, Arduino, microbits
- Mechatronics – Robotics, Lego, EV3
- Data Science
- Machine Learning, Neural networks

## Assessment

- Internal assessment - students will be required to undertake software engineering projects and examinations.
- External HSC Examination (2.5 hours) - online computer based.

For further information please follow the [NESA Software Engineering Link](#)

## Contact Person

Leader of Learning TAS: Rowan Kelly

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# Sport Lifestyle & Recreation (SLR) 1 unit | NON ATAR Course

## Introduction

**This course is a Content Endorsed Course (CEC) and does not contribute to an ATAR but does contribute to the HSC.**

Sport, Lifestyle and Recreation (SLR) aims to develop knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. It is a Content Endorsed Course offered as a 1 Unit course in Year 11 and Year 12. The emphasis is more on practical participation than the 2 Unit PDHPE course.

## For Whom is the Course Intended?

Sport, Lifestyle and Recreation is suited to students who are interested in health, physical activity and performance. It meets the needs of the increasing number of students completing senior school who require a single unit course to finalise their course selections.

This course provides an alternative to the more academically demanding 2 Unit PDHPE course but may also be studied in addition to that course.

## Pre-Requisites

There are NO formal pre-requisites for this course, however students should not select it unless they are prepared to fully involve themselves in scheduled practical lessons.

## Content

### Year 11 Course

- Games and Sports Applications I
- Social Perspectives of Games and Sports
- Games and Sports Applications II

### Year 12 Course

- Resistance Training
- Outdoor Recreation
- Sports coaching and Training

**NOTE: Students must wear appropriate attire for practical lessons.**

There is no guarantee that this course will continue in Year 12 as this is dependent on student numbers and staff availability.

## Assessment

- Assessment in both courses will involve research and practically based activities, planning tasks and formal school-based examinations. Emphasis will be on knowledge and skills.
- There is no HSC exam for this course.

For further information please follow the [NESA Sport Lifestyle & Recreation Studies Link](#)

## Contact Person

Leader of Learning PDHPE: Chris Henry

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# Studies in Catholic Thought 1 & 2 unit | NON ATAR Course

## Introduction

A course in Religion is compulsory for all students in Year 11 and Year 12 at St Francis Xavier's College. Note that the Year 12 Retreat is an integral part of this course.

**This Course is a Content Endorsed Course and does not contribute to the ATAR but contributes to the HSC.**

Studies in Catholic Thought is a NESA Board Endorsed Course developed by the Catholic dioceses of NSW. It involves new ways of thinking based on philosophy, the arts, history, scripture and Catholic beliefs.

It is a course that examines the 'big questions' that human beings ask and explores ways that the Catholic religion answers them. Students will be involved in researching and constructing balanced arguments around these questions and the religious values and beliefs connected to them.

## For Whom is the Course Intended?

This course is intended for students who can:

- Reflect critically on issues and formulate considered responses.
- Contribute positively to class discussions.
- Express ideas and solutions concerning personal, social, and spiritual matters.
- Work both independently and interdependently in class
- Demonstrate respect and empathy for religious beliefs.

## Content

TOPICS studied in this course are divided into two linked thematic areas:

- The Human Person (Year 11 Course)
- The Good Life (HSC Course)

## Assessment

- Three internal assessment tasks in both the 1 & 2-unit Year 11 courses.
- Three tasks in the 1 unit and 4 tasks in the 2 unit in the Year 12 courses.
- Includes an internal HSC style exam task in Year 12.
- Students DO NOT sit for an external HSC Examination, as all assessments are school based.

For further information please follow the [College Studies in Catholic Thought Link](#)

## Contact Person

Leader of Learning Religion: Jane Rees

Email: [jane.rees@mn.catholic.edu.au](mailto:jane.rees@mn.catholic.edu.au)

# Studies in Religion 1 unit | ATAR Course

## Introduction

A course in Religion is compulsory for all students in Year 11 and Year 12 at St Francis Xavier's College. Note that the Year 12 Retreat is an integral part of this course.

This course is designed to give students a specific understanding of several religious traditions and other world views. It also has a focus on spiritual and religious identity in Australia.

## For Whom is the Course Intended?

Students interested in studying their own religious world view and others will find this course of value. It provides an excellent background for students interested in pursuing careers in journalism, politics, education, health or any employment in our diverse society. This course gives students an insight into other cultures and is very beneficial for those who wish to travel and understand world events. This course is academically rigorous and involves a demanding external HSC examination and internal assessment. Students need to be competent in English to have success in this course. The Course can be used by students as part of their ATAR.

## Content

For the purposes of this syllabus the religious traditions are the five major religions of Buddhism, Christianity, Hinduism, Islam and Judaism.

### Year 11 Course

- Nature of Religion and Beliefs
- Religious Tradition Study 1
- Religious Tradition Study 2

### Year 12 Course

- Religion and Belief Systems in Australia – Post 1945
- Religious Tradition Depth Study 1
- Religious Tradition Depth Study 2

## Assessment

- Internal school assessment is made up of a variety of tasks: exams; written reports; research; written and graphic communication.
- External HSC written examination (1 ½ hours)

For further information please follow the [NESA Studies of Religion 1 unit Link](#)

## Contact Person

Leader of Learning Religion: Jane Rees

Email: [jane.rees@mn.catholic.edu.au](mailto:jane.rees@mn.catholic.edu.au)

# Studies in Religion 1 unit Accelerated | ATAR Course

## Introduction

This course allows students to complete 1 Unit Year 11 and Year 12 Studies of Religion in one year.

**The accelerated course is only available to students studying Extension Mathematics or Extension English. Students will sit for their HSC Examination in Studies of Religion at the end of Year 11.**

Having completed 1 unit of their ATAR requirements, students who choose this program will:

- have an opportunity to concentrate their efforts on excelling in one HSC course while they are in Year 11
- have an early insight into HSC Examination and assessment procedures.
- study with other students who are motivated to achieve good results.
- have more time in Year 12 to focus on other courses.

## For Whom is the Course Intended?

Students interested in studying their own religious world view and others will find this course of value. It provides an excellent background for students interested in pursuing careers in journalism, politics, education, health or any employment in our diverse society.

This course is academically rigorous and involves a demanding external HSC examination and internal assessment.

This course is intended for students that can complete Year 11 and Year 12 Studies of Religion 1 Unit course in 1 year.

## Pre-Requisites

The accelerated course is only available to students studying Extension Mathematics or Extension English.

**NOTE: Students who wish to select this accelerated course need to contact the administration office via [admin@hamilton.catholic.edu.au](mailto:admin@hamilton.catholic.edu.au) for an application to be returned prior to course selection. They should select Studies of Religion 2 unit on their course selections form. This is a highly competitive course and places are limited.**

## Content

For the purposes of this syllabus the religious traditions are the five major religions of Buddhism, Christianity, Hinduism, Islam and Judaism.

### Year 11 Course

- Nature of Religion and Beliefs
- Religious Tradition Study 1
- Religious Tradition Study 2

### Year 12 Course

- Religion and Belief Systems in Australia – Post 1945
- Religious Tradition Depth Study 1
- Religious Tradition Depth Study 2

## Assessment

- Internal school assessment is made up of a variety of tasks: exams; written reports; research; written and graphic communication.
- External HSC written examination (1 ½ hours).
- Students will sit for their HSC Examination in Studies of Religion 1 unit accelerated at the end of Year 11.

For further information please follow the [NESA Studies of Religion 1 unit Link](#)

## Contact Person

Leader of Learning Religion: Jane Rees

Email: [jane.rees@mn.catholic.edu.au](mailto:jane.rees@mn.catholic.edu.au)



# Studies in Religion 2 unit | ATAR Course

## Introduction

A course in Religion is compulsory for all students in Year 11 and Year 12 at St Francis Xavier's College.

**Note that the Year 12 Retreat is an integral part of this course.**

This course is designed to give students a specific understanding of several religious traditions and other world views. It also has a focus on spiritual and religious identity in Australia. The 2 Unit course also includes a critical study of the role of religion in individual and world peace.

## For Whom is the Course Intended?

Students interested in studying their own religious world view and that of others will find this course of value. It provides an excellent background for students interested in pursuing careers in journalism, politics, education, health or any employment in our increasingly diverse society. Studies of Religion gives students an insight into other cultures and is very beneficial for those who wish to travel and understand world events. Both the 1 Unit and 2 Unit courses are academically rigorous and involve a demanding external HSC examination and internal assessment. Students need to be competent in English to have success in this course.

## Content

For the purposes of this syllabus the religious traditions are the five major religions of Buddhism, Christianity, Hinduism, Islam and Judaism.

### Year 11 Course

- Nature of Religion and Beliefs
- Religions of Ancient Origin
- Religious Tradition Study 1
- Religious Tradition Study 2
- Religious Tradition Study 3
- Religion in Australia up to 1945

### Year 12 Course

- Religion and Belief Systems in Australia – Post 1945
- Religion and Non religion
- Religious Tradition Depth Study 1
- Religious Tradition Depth Study 2
- Religious Tradition Depth Study 3
- Religion and Peace

## Assessment

- Internal school assessment is made up of a variety of tasks: exams; written reports; research; written and graphic communication.
- External HSC written examination (3 hours)

For further information please follow the [NESA Studies of Religion 2 unit Link](#)

## Contact Person

Leader of Learning Religion: Jane Rees

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# Textiles & Design 2 unit | ATAR Course

## Introduction

This course focuses on creativity and learning relating to the use of textiles – fibres, yarn and fabric. It is a combination of theoretical knowledge and the practical application of textile manufacturing skills. Two practical projects completed by the student during the Year 11 course will develop skills in readiness for the Major Textiles Project, which is a mandatory component of the Year 12 course.

## For Whom is the Course Intended?

You may choose to study this course due to an interest in the textile or fashion industry as a career opportunity or through personal interest and as an outlet for expression and creativity through textiles.

This course offers further credit in some courses at TAFE and university. This includes Bachelor of Design in Fashion and Textiles – UTS.

This course has a strong theory and practical emphasis. A major textiles project is completed in Year 12.

## Pre-Requisites

There are NO formal pre-requisites for this course, however it is an advantage if students are competent in their chosen field.

## Content

### Year 11 Course

- Communicating as a Designer
- Deconstructing Textiles
- Values and the Textile Industry

### Year 12 Course

- Colour and Culture
- Textile Innovations
- Sustainable Industry
- Major Textiles Project

### Tools / skills used:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Fashion Illustration</li><li>• Fabric manipulation</li><li>• Fabric decoration</li></ul> | <ul style="list-style-type: none"><li>• Pattern Making</li><li>• High quality manufacturing skills</li><li>• Fashion Design</li></ul> |
|--|---|

## Assessment

- Internal school assessment is made up of two minor design projects in Year 11 and one Major Textiles Project in Year 12, which is externally marked and contributes 50% of their final HSC result.
- Formal written examination (1.5 hours)

For further information please follow the [NESA Textiles & Design Link](#)

## Contact Person

Leader of Learning TAS: Rowan Kelly

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# Visual Arts 2 unit | ATAR Course

## Introduction

This course is for students who enjoy looking at, reading about, discussing and creating Artworks. Students need to spend a lot of their own time to create the Artworks.

Visual Arts is a course which can be enjoyed by many students. They are given the opportunity to create varied art works inspired by the student's personal experience of the world and creative efforts of artists in a variety of social and cultural contexts.

## For Whom is the Course Intended?

Many students can find success in this course, but all students will be required to produce a Body of Work of considerable depth. This takes talent and commitment. The theoretical component requires students to be average or above average English students.

The course can be used in the calculation of the ATAR and students can enter a Visual Arts Degree at University with this course as well as several diploma and certificate courses at TAFE.

## Pre-Requisites

There are NO formal pre-requisites for this course, however it is an advantage if students have studied Visual Arts.

## Content

### Year 11 Course

- Making Artworks
- Study of Art (Criticism & History)

### Year 12 Course

- Making Art (Body of Work)
- Study of Art (Criticism & History)

## Assessment

### Year 11 Course

- In Search of My Identity (Painting/Drawing)
- The Found Object (Sculpture)
- Theory –Final Exams - Analysis of Coloured Plates (The Frames) and Essay

### Year 12 Course

- Development of Body of Work and Final Presentation (Externally marked)
- Art Criticism, Art History, Essays, Formal Examinations
- HSC External Examination (1 ½ hours)

For further information please follow the [NESA Visual Arts Link](#)

## Contact Person

Leader of Learning CAPA/LOTE: Patrick Campbell

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# VET Business Services 2 unit | Optional ATAR Course

## Introduction

Certificate III in Business BSB30120 is a nationally recognised entry-level qualification for employment in the Business Services industry.

**Category B Course. Contributes to the HSC and can be included in ATAR calculations.**

This course is dual accredited as it contributes to the HSC as well as an AQF qualification recognised by industry.

This course provides students with entry level office skills, suitable for clerical or administrative work. Business Services includes functions related to management and administration; human resource management; accounting; finance and client services. Students develop skills in the arrangement of administrative and business technology.

Employment opportunities are diverse and there are skills shortages in many of the specialist areas.

## For Whom is the Course Intended?

This course would suit students who are interested in a career in a business environment and in other personal contact & service occupations such as legal or medical secretary, business management, marketing, advertising and finance. The knowledge, skills and attitudes acquired by students in this course will also be of value in future study and daily life.

## Content

- NSW Education Standards Authority (NESA) requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the student's last HSC exam.
- To be eligible for this qualification you must successfully complete 13 units – 6 core and 7 electives.

For further information please follow the [NESA VET Business Services Link](#)

## Assessment

- This is a Board Developed Course, Category B. Students who complete the 240-hour course may sit for the optional HSC exam.
- Students not wishing to achieve an ATAR need not sit the HSC examination.
- **The HSC Exam is optional in Business Services but is mandatory for those students seeking an ATAR.**
- This course is competency based and the student's performance is recognised against a prescribed industry standard.
- Assessment strategies may include demonstration of skills, written reports and projects, integrated practical tasks and role play simulations.

## Contact Person

Leader of Learning VET: Rosemary Wilkinson

Email: [rosemary.wilkinson@mn.catholic.edu.au](mailto:rosemary.wilkinson@mn.catholic.edu.au)

# VET Construction 2 unit | Optional ATAR Course

## Introduction

Certificate II in Construction Pathways CPC20220 is a nationally recognised entry-level qualification for employment in Construction.

**Category B Course.** Contributes to the HSC and can be included in ATAR calculations.

This course is dual accredited as it contributes to the HSC as well as an AQF qualification recognised by industry.

This course addresses skills in handling tools, measurement and calculations, reading and interpreting plans, working sustainably in the construction and associated fields and handling construction materials.

At the completion of this course students are well qualified for entry level positions in the building and construction industry and with a suitable ATAR pathway, towards courses such as Construction Management.

## For Whom is the Course Intended?

This course would suit students who are interested in a career in the building and construction industry, building certification or project management in that industry. The knowledge, skills and attitudes acquired by students in this course will also be of value in future study and daily life.

## Content

- NSW Education Standards Authority (NESA) requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the student's last HSC exam.
- As part of this course students must undertake the WH&S General Induction for Construction Work (White Card). This is delivered as part of the Construction course and Work Cover will credit students who successfully complete the course. It is mandatory that all students complete this course prior to work placement. The WH&S General Induction allows students to work on a construction site. This is completed at student's own expense.

For further information please follow the [NESA VET Construction Link](#)

## Assessment

- This is a Board Developed Course, Category B. Students who complete the 240-hour course may sit for the optional HSC exam.
- Competence is determined by demonstration of skills and knowledge applied in a range of projects and may include oral, practical and written tasks.
- Students not wishing to achieve an ATAR need not sit the HSC examination.
- **The HSC Exam is optional in Construction but is mandatory for those students seeking an ATAR.**

## Contact Person

Leader of Learning VET: Rosemary Wilkinson

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# VET Entertainment 2 unit | Optional ATAR Course

## Introduction

A Statement of Attainment towards a Certificate III in Live Production and Technical Services CUA30415 (Release 4).

Category B Course. Contributes to the HSC and can be included in ATAR calculations.

This course is dual accredited as it contributes to the HSC as well as an AQF qualification recognised by industry.

The Entertainment course offers training opportunities to people who are interested in staging, technical operations and organisation of live productions, performances, and events.

## For Whom is the Course Intended?

The course would suit students who are interested in a career in the Entertainment Industry, working in possible jobs such as stagehand, technical assistant in lighting and sound. Students may also wish to complete this course for general interest and to assist in part-time work while undertaking further study.

The course provides training in a wide range of duties such as lighting and audio-visual operations, staging, Front of House, Work Health & Safety, Stage Management, dealing with patrons and professionals and maintaining costumes, sets and props.

## Content

- NESAs requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the student's last HSC exam.
- To be eligible for this qualification you must successfully complete: 15 units: 4 Core, 11 Electives.
- Specialisation in Year 12 can be made available by arrangement. This 60hr specialisation in a student's course of study enables the opportunity to gain the full Certificate III in Entertainment through the ASPIRE program.
- As part of this course students may undertake the WH&S General Induction for Construction Work (White Card). This is completed at student's own expense.

For further information please follow the [NESA VET Entertainment Link](#)

## Assessment

- This is a Board Developed Course, Category B. Students who complete the 240-hour course may sit for the optional HSC exam.
- Students not wishing to achieve an ATAR need not sit the HSC examination.
- **The HSC Exam is optional in Entertainment but is mandatory for those students seeking an ATAR.**
- The course is competency based and will be assessed using oral, practical and written assessment methods.
- Projects may be undertaken as a group or as individual tasks.
- The Work Placement is a contributing and mandatory part of the assessment. As the Entertainment Industry is mostly performance and event based, Work Placement is frequently completed on a cumulative basis. Students will often attend various entertainment venues and opportunities as they arise and collect hours accordingly. This may involve committing to a placement which is outside normal school hours.

## Contact Person

Leader of Learning VET: Rosemary Wilkinson

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# VET Hospitality 2 unit | Optional ATAR Course

## Introduction

Certificate II in Hospitality SIT20316 is a nationally recognised entry-level qualification for employment in Hospitality.

**Category B Course. Contributes to the HSC and can be included in ATAR calculations.**

This course is dual accredited as it contributes to the HSC as well as an AQF qualification recognised by industry.

The Hospitality course aims to provide students with the opportunity to gain industry recognised qualifications (under Australian Qualification Framework) as part of their HSC.

This course develops student's skills and competency to undertake duties aligned to this industry such as safe and hygienic food preparation and handling, communication and teamwork, and customer service. The course focuses on current industry practices for a range of different business models and changing technologies in the Hospitality industry.

## For Whom is the Course Intended?

The course would suit students who are interested in a career in the Tourism and Hospitality Industry, particularly working in front-of-house roles serving hospitality customers. Students may also wish to complete this course for general interest and to assist in part-time work while undertaking further study.

## Content

- NESAs requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the student's last HSC exam.
- To be eligible for this qualification you must successfully complete: 13 Units: 8 Core, 5 Electives.
- All students in Hospitality undertake a First Aid Certificate at their own expense.

For further information please follow the [NESA VET Hospitality Link](#)

## Assessment

- This is a Board Developed Course, Category B. Students who complete the 240-hour course may sit for the optional HSC exam.
- Students not wishing to achieve an ATAR need not sit the HSC examination.
- **The HSC Exam is optional in Hospitality but is mandatory for those students seeking an ATAR.**
- The course is competency based and will be assessed using oral, practical and written assessment methods and complete projects individually and as a team.
- Work placement in Year 12 can be undertaken in the College Café.

## Contact Person

Leader of Learning VET: Rosemary Wilkinson

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# VET Manufacturing & Engineering 2 unit | NON ATAR Course

## Introduction

Certificate I in Engineering MEM10119 and a Statement of Attainment towards Certificate II in Engineering Pathways MEM20413.

**This course is a VET Board Endorsed course and does not contribute to an ATAR but does contribute towards the HSC.**

This course is dual accredited as it contributes to the HSC as well as an AQF qualification recognised by industry.

The manufacturing, engineering and related service industries include a wide range of industry sectors. These industries are the largest provider of full-time employment within NSW and employ approximately 170,000 people throughout the industries, 90% of these being full time positions.

## For Whom is the Course Intended?

This course is based on units of competency which have been developed by the metal, engineering and related service industries to describe the competencies, skills and knowledge required by workers in these industries as well as other trade pathways such as plumbing. At the completion of this course students are well qualified for several entry positions across numerous trades

Manufacturing and Engineering is perfectly paired with courses such as Electrotechnology and Construction.

## Content

- NESAs requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the student's last HSC exam.
- To be eligible for this qualification you must successfully complete: 13 units: 2 Core, 11 Electives.

For further information please follow the [NESA VET Manufacturing & Engineering Link](#)

## Assessment

- This course does not have an HSC Exam and does not contribute towards the ATAR.
- This course is competency based and will be assessed using oral, practical and written assessment methods.

**NOTE: Students are required to supply overalls, steel capped boots, safety glasses, hearing protection and fabricators.**

## Contact Person

Leader of Learning VET: Rosemary Wilkinson

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# VET Retail Services 2 unit | Optional ATAR Course

## Introduction

A Statement of Attainment towards a Certificate III in Retail Services SIR30216 (Release 4).

**Category B Course. Contributes to the HSC and can be included in ATAR calculations.**

This course is dual accredited as it contributes to the HSC as well as an AQF qualification recognised by industry.

The Retail industry is the largest employer in Australia. Whatever products people want, use or need there will always be some aspect of the retail industry involved in the transfer of these products.

This course will develop students' skills in customer service, sales and merchandising, stock control and developing good communication skills and teamwork.

## For Whom is the Course Intended?

It would suit students who are already working and interested in a career in the retail industry and other personal contact and service industries or who are seeking a traineeship or part time work in the retail industry. At the completion of the course, students can undertake further study or to advance their retail career.

## Content

- NESA requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the student's last HSC exam. Students who work in the retail industry may gain recognition of prior learning for their Work Placement.
- To be eligible for this qualification you must successfully complete: 13 units: 8 Core, 5 Electives.

For further information please follow the [NESA VET Retail Services Link](#)

## Assessment

- This is a Board Developed Course, Category B. Students who complete the 240-hour course may sit for the optional HSC exam.
- Students not wishing to achieve an ATAR need not sit the HSC examination.
- **The HSC Exam is optional in Retail but is mandatory for those students seeking an ATAR.**
- The course is competency based and will be assessed using oral, practical and written assessment methods.

For further information please follow the [NESA VET Retail Services Link](#)

## Contact Person

Leader of Learning VET: Rosemary Wilkinson

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# VET Sport Coaching 2 unit | NON ATAR Course

## Introduction

Certificate III in Sport Coaching SIS30519 (Release 1).

**This course is a Vocational Board Endorsed course and does not contribute towards the ATAR but does contribute towards the HSC.**

This course is dual accredited as it contributes to the HSC as well as an AQF qualification recognised by industry.

This course is designed to enable students to acquire a range of skills and competencies that are valued and recognised in the sport and recreation industry. The course is based on units of competency which have been developed for people wishing to enter the sport and recreation industry.

## For Whom is the Course Intended?

This course would suit students who are interested in sharing their skills and knowledge of a particular sport by undertaking a coaching role under supervision or independently in a sporting club or school, both while at school and post-school while undertaking further study in this or a related field.

## Content

- NESAs requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the student's last HSC exam. Work placement is covered in Primary/Infants Practical's and undertaken in class time.

Main topics include:

- Sport Coaching: coaching styles and practices; preparing and conducting sessions.
- Practical skills: may include a range of sports including Touch Football, Rugby League, Netball and Soccer.
- Careers in Sport, including Refereeing and Officiating.
- Business and Sports Administration.
- Communication in the workplace.
- Work, Health and Safety and First Aid (at student's own expense).
- Sports Medicine – Sport Taping.
- Sports Nutrition – Meal Preparation.
- Primary/Infants Practicals: Developing Fundamental Motor Skills (Infants) and Touch/Netball Skills Lessons (Primary).

## Assessment

- **This course does not have an HSC Exam and does not contribute towards the ATAR.**
- This course is competency based and will be assessed using oral, practical and written assessment methods.

For further information please follow the [NESA VET Sport Coaching Link](#)

## Contact Person

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# Stage 6 Life Skills | 2 unit Board Developed Courses

## Introduction

Stage 6 Life Skills recognise the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

The Stage 6 Life Skills courses stress the application of knowledge, understanding, skills, values and attitude to a range of environments that will be accessed by students with special education needs.

This is an alternate program of studies for students with special learning needs. Applicants for this program are required to have their learning needs assessed.

A Life Skills Syllabus - Stage 6 is directed towards students for whom a regular course of study is inappropriate. The courses presented within Life Skills consist of NSW Education Standards Authority (NESA) developed Life Skills courses. Students will normally enter a Stage 6 Life Skills Program at Year 11 and complete it at the end of Year 12. Students who complete both the Year 11 course of study as well as the Year 12 course will receive a full HSC test amur together with the related Record of Achievement. Students who complete the Year 11 course will only receive NESA's Record of Achievement (ROSA).

## For Whom is the Program Intended?

Courses followed within the Life Skills Program are designed with the special learning needs of students in mind. NESA expects that, in most instances, enrolled students will be those who experience an intellectual disability. Life Skills maintain a strong focus on the development of vocational and independent living skills.

## Purpose of the Life Skills Program

The purpose of Life Skills is to provide a relevant and functional program of transition from the school context to the post-school environment. In support of this, students may be expected to undertake Work Experience each year. Where appropriate, opportunities for TAFE study are available. Students will combine Life Skills courses with a selection of mainstream courses. Close consultation with the College is required when choosing mainstream courses.

## Pre-Requisites

NESA expects that, in most instances, prospective students would have completed at least four Life Skills courses during a Stage 5 course of study. Consideration for enrolment in Life Skills can also be given under special circumstances. An example of this is where a student has experienced significant difficulties in one or more Stage 5 courses. Under NESA guidelines, the student may then apply to enrol in a Life Skills Course for that course(s) only and to follow a regular course of study in his or her remaining courses. Enrolment is approved in consultation with College staff after an interview and psychological testing process.

## Life sills Courses

Each of these are 2 Unit Board Developed Courses:

- Creative Arts Life Skills
- English Life Skills
- HSIE Life Skills
- Mathematics Life Skills
- Technology Life Skills
- Work and the Community Life Skills

Whether the courses will run is dependent on student numbers. Students who have selected a Life Skill HSIE Course will cover the compulsory Catholic component of study required in Catholic Schools.



## Stage 6 Life Skills | 2 unit Board Developed Courses

### Enrolment

Enrolment in Life Skills courses is made through application to the College. Parents will be individually notified of acceptance into Life Skills. A significant feature of Life Skills is the student's Individual Planning Process. This process is based around a series of meetings, held at strategic points throughout both years of the program and involving key stakeholders in the student's education. The student plays an important role in this process and is encouraged to take an active part in all decisions made. The first of these planning meetings usually occurs between May and July of the year prior to enrolment in the program. Prospective students are also invited and encouraged to visit the College during Term 4 prior to commencing as a component of their transition to the Senior College.

### Assessment

Students undertaking Life Skills courses will be assessed internally and in accordance with the assessment guidelines set by NESA. The assessment process is built around achievement of outcomes set within the student's Individual Planning Process. Students will satisfactorily complete a course of study if they apply themselves diligently and with sustained effort.

For more information follow the [NESA Life Skills Link](#)

### Contact Person

Leader of Learning - Learning Support

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Susan Bone email: [susan.bone@mn.catholic.edu.au](mailto:susan.bone@mn.catholic.edu.au)

# Online Course Preferences Preparation

This is an aid only and not a form to return Course Preferences.

Information about the online process will be sent to each family Week 1 of Term 3.

My Preference	Units
Tick ü or Course name where applicable	

## Question 1

Select ONE Religion course from the following (compulsory)

<input type="radio"/>	Studies of Religion 2 Unit Go to <b>Question 3</b>	2
<input type="radio"/>	Studies of Religion 1 Unit Go to <b>Question 2</b>	1
<input type="radio"/>	Studies in Catholic Thought 1 Unit Go to <b>Question 2</b>	1
<input type="radio"/>	Studies in Catholic Thought 2 Unit Go to <b>Question 3</b>	2

## Question 2

Select **ONE**, 1 Unit course from the following if you selected 1 Unit course above

<input type="radio"/>	Computer Applications 1 Unit	1
<input type="radio"/>	Exploring Early Childhood 1 Unit	1
<input type="radio"/>	Marine Studies 1 Unit	1
<input type="radio"/>	Photography 1 Unit	1
<input type="radio"/>	Sport, Lifestyle and Recreation 1 Unit	1

## Question 3

Select ONE English course from the following (compulsory)

<input type="radio"/>	English Studies 2 Unit	2
<input type="radio"/>	English Standard 2 Unit	2
<input type="radio"/>	English Advanced 2 Unit	2

## Question 4

Select ONE 2 Unit course *course name*

## Question 5

Select ONE 2 Unit course *course name*

## Question 6

Select ONE 2 Unit course *course name*

## Question 7

Select ONE 2 Unit course *course name*

## Question 8

	Selection Extension course (s) <b>OPTIONAL</b>	
<input type="radio"/>	Extension English 1 Unit	1
<input type="radio"/>	Extension Mathematics 1 Unit	1

Total number of Units in your program

### PLEASE NOTE

**Accelerated Studies of Religion:** please select Studies of Religion 2 Unit

**Accelerated Mathematics:** please select Advanced Mathematics 2 Unit

2 Units of study can be removed after four weeks and continuation of external studies enrolment ie EVET, SBATs and Language by Distance Education *[all separate applications]*