



SAN CLEMENTE
CATHOLIC COLLEGE
MAYFIELD

STAGE 6 2026
CURRICULUM HANDBOOK

PRAYER | STUDY | SERVICE | COMMUNITY

Introduction

Dear Students and Families,

It is with great pleasure that I present to you the 2026 San Clemente Catholic College Stage 6 Curriculum Handbook. As we transition to a Years 7-12 Catholic college, we are excited to offer a wide range of Year 11 courses and opportunities through the NSW Education Standards Authority (NESA) courses, VET, and School-Based Apprenticeships (SBATS). This diverse suite of offerings allows students the opportunity to choose courses that align with their aspirations and pathways.

San Clemente Catholic College is dedicated to educating and nurturing students in partnership with parents and carers, grounded in our Catholic ethos and the four Dominican pillars of study, community, prayer, and service. At San Clemente, students live and learn within a supportive Catholic community, where the focus is on educating the whole person. Positive relationships and a vibrant, inclusive learning environment contribute to our capacity to engage young people in high-quality, comprehensive education.

We are committed to knowing our students and fostering their enthusiasm for learning, curiosity, and leadership. Our high expectations for academic achievement and student wellbeing, combined with our caring and supportive learning environment, ensure that students have every opportunity to receive an outstanding education.

At San Clemente, we are focused on preparing our young adults for the future, giving them the best chance to thrive in a changing and evolving world. Our specialist teachers and challenging curriculum provide pathways leading to the attainment of an Australian Tertiary Admission Rank (ATAR), Vocational Education and Training (VET) qualifications, and/or future employment. Our inclusive and diverse curriculum will cater to all learning types and abilities, offering opportunities for students to pursue interests that inspire and challenge them.

Studying at the senior level allows students to take greater responsibility for their learning direction. When considering subject choices, it is important to reflect on previous successful learning experiences, hopes and goals, as well as areas of study that will be both challenging and enjoyable. This Stage 6 Curriculum Handbook is designed to make the transition into senior school as smooth as possible, providing the necessary information to make informed decisions about senior education.

I commend this Handbook to both students and families as a valuable resource. Together, you can make informed choices that ensure students are future-focused and prepared for post-secondary pathways. We wish all students well as they move through this important transition to senior school and trust that conversations will be centered on a commitment to personal growth and a desire to shape their own destinies.

Yours sincerely,

Emma South
College Principal

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Stage 6 Terminology

Term	Definition
ATAR	<ul style="list-style-type: none"> • Australian Tertiary Admission Rank • One method to gain direct entry to university post schooling.
Board Developed Course (BDC)	<ul style="list-style-type: none"> • Course developed by NESA (for example: Physics, English Standard) and make up most courses offered • Need at least 6 units of BDC to achieve the HSC • Includes an HSC Examination • May be included in the calculation of a student's ATAR
Board Endorsed Course (BEC)	<ul style="list-style-type: none"> • Course endorsed by NESA • Three categories: Content Endorsed Courses; School Developed Courses; University Developed Courses • No HSC examination in course, only school-based assessment • BEC cannot contribute to the calculation of the ATAR.
Content Endorsed Course (CEC)	<ul style="list-style-type: none"> • A course endorsed by NESA. • No HSC examination, only school-based assessment • CEC cannot contribute to the calculation of the ATAR.
EVET	<ul style="list-style-type: none"> • External Vocational Education and Training
HSC	<ul style="list-style-type: none"> • Higher School Certificate (Issued by NSW Education Standards Authority)
AMOW	<ul style="list-style-type: none"> • All My Own Work • Mandatory program designed to help HSC students to follow the principles and practices of good scholarship • Must be completed before students commences their studies in the Preliminary Course
HSC Minimum Standard	<ul style="list-style-type: none"> • Students are required to demonstrate a minimum standard in literacy (reading and writing) and numeracy skills to attain the HSC.
Industry Curriculum Frameworks	<ul style="list-style-type: none"> • Also referred to as Frameworks • Can count as Board Developed unit credit for the HSC • Frameworks include an HSC examination • HSC examination mark contribute to the calculation of their ATAR.
Life Skills	<ul style="list-style-type: none"> • Life Skills courses are designed for a small percentage of students with special education needs.
NESA	<ul style="list-style-type: none"> • New South Wales Education Standards Authority
RoSA	<ul style="list-style-type: none"> • Record of School Achievement. • Provided for studies completed in Years 10 and 11. • Students must complete the RoSA in Years 10 and 11 to qualify for their HSC.
SBAT	<ul style="list-style-type: none"> • School Based Apprenticeships and Traineeships.
Stage 6	<ul style="list-style-type: none"> • The study of Years 11 and 12 combined. • Year 11 students must complete a minimum of 12 units of study. • Year 12 students must complete a minimum of 10 units of study.
Unit	<ul style="list-style-type: none"> • Value of courses offered for the HSC • either 2 units (120 hours of study) or 1 unit (60 hours)
VET	<ul style="list-style-type: none"> • Vocational Education and Training • Pathway to many diverse careers and offers a nationally accredited and recognised qualifications • Possible to achieve HSC and VET qualification in chosen field in most courses. <i>Refer to course information.</i>

Year 11 2026 Transition Schedule

Event	Week	Details
Stage 6 General Information Evening	Week 9 Term 1 Tuesday 1 st April	Information communicated during this session includes building updates, Pathways including University and VET speakers. Curriculum Handbook distributed to families.
Year Meeting	Week 9 Term 1 Wednesday 2 nd April	Curriculum Handbook distribution to students. Explanation of key elements of handbook and process of subject selection.
Stage 6 Subject Selection Information Evening	Week 2 Term 2 Wednesday 7 th May	Specific subject information provided by specialist teachers to students and families outlining options for study in 2026/27.
EDVAL Web Choices OPEN for selection	Week 2 Term 2 7 th May	Students submit their course selections using the Web Choices link.
EDVAL Web Choices CLOSE	Week 4 Term 2 18 th May	Students are recommended to consult with staff to assist in the decision-making process.
Student/Parent/Teacher Stage 6 meetings	Commencing Week 7 Term 2	Checklist: <ul style="list-style-type: none"> - Course of study check - Expectations of HSC - Fee structures - Uniform May include VET consultation
Year Meeting	Week 5 Term 3	Maintaining the Balance - Wellbeing support structures for Stage 6
SCCC Stage 6 Transition Week	Term 4 Week 8	Students will experience one lesson in each of their Year 11 courses. After this experience, students may wish to change courses (permitted within the lines and class sizes available).

Types of Credentials

There are a range of HSC (Year 12) credentials issued to eligible students upon completion of the HSC:

1. Higher School Certificate Testamur

This shows that a student has met the requirements for the award of the Higher School Certificate. It includes the student's name, school and date of the award.

2. Higher School Certificate Record of Achievement

The Higher School Certificate (HSC) Record of Achievement (RoA) includes a student's:

- Year 12 HSC (Stage 6) Results:
 - Assessment Mark
 - Examination Mark
 - HSC Mark
 - Performance Band

- Year 11 (Preliminary Stage 6) Grades - other than Life Skills and Vocational Educational and Training (VET) courses.

- Year 10 (Stage 5) Grades - other than Life Skills and Vocational Educational and Training (VET) courses.

Results for each year appear on separate pages. This provides formal recognition of a student's senior secondary school achievements.

3. Life Skills Profile of Student Achievement

Where students satisfactorily complete a Life Skills Course, the course is listed on the Record of Achievement with the annotation 'Refer to Profile of Student Achievement'. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.

4. VET Certificate and Statement of Attainment

Students who have undertaken a VET course as part of their Record of School Achievement (RoSA) or Higher School Certificate (HSC) will be issued with vocational documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification.

Certificate + Transcript of Competencies Achieved - Students who successfully complete all requirements of an AQF VET qualification will receive a Certificate and an accompanying Transcript of Competencies Achieved.

Statement of Attainment - Students who achieve partial completion of an AQF VET qualification will receive a Statement of Attainment which lists all units of competency achieved towards the qualification.

NESA Requirements to be eligible for the HSC

To be eligible for the award of the HSC, students must:

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed All My Own Work (AMOW) or its equivalent, and
- d. have demonstrated the minimum standard of literacy and numeracy, and
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. undertake and make a serious attempt at the requisite HSC exams.

Source: <https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-hsc>

HSC Minimum standard

If you are sitting your HSC exams in or after 2026 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. **The minimum standard online tests are not based on NAPLAN.**
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until five after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

HSC: All My Own Work (AMOW)

AMOW is an educational program designed to instruct students about scholarship principles and ethical practices, and comprises content across 4 topics related to locating and acknowledging sources of information, plagiarism, copyright, and working with others.

To be eligible for entry into a Preliminary and/or HSC course, and for the award of the HSC, all students must complete All My Own Work (AMOW) or its equivalent, and all other eligibility requirements.

AMOW:

- a. must be completed by every student before they are entered into any Preliminary or HSC course, as it has a specific focus on preparing students for HSC assessment, and
- b. is designed to be flexible for different school contexts, delivery methods and modes.

Students undertaking a pattern of study that comprises only Stage 6 Life Skills courses, are not required to complete AMOW.

NESA Pattern of Study

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a Preliminary (Year 11) pattern of study comprising at least 12 units, and
- an HSC pattern of study comprising at least 10 units.
- To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:
 - 2 units of a Board Developed course in English
 - at least 4 more units of Board Developed courses
 - at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
 - at least 4 subjects.

Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.

For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.

At San Clemente Catholic College, a minimum of 1 unit of study must be undertaken in Religion (either Studies of Religion or Studies in Catholic Thought) in both Year 11 and Year 12.

Students with Learning Support Needs

All students with a diagnosed disability can satisfy the requirements of the HSC using a combination of the following courses:

- Board Developed Courses and / or;
- Board Endorsed Courses (including Content Endorsed Courses) and / or;
- Board Developed Life Skills Courses and / or;
- Vocational Educational and Training Courses.

Families with children who have Learning Support needs are asked to discuss patterns of study with the San Clemente Catholic College Learning Support Coordinator and/or with the Assistant Principal.

Types of Courses

Before exploring the types of courses, students should gain an understanding of the many options available to them at the end of the HSC. Consideration of their intended pathway, will guide the courses that they choose:

HSC Only	HSC and ATAR (eligible)	Accumulated HSC
<p>Students not intending to study at university immediately after school.</p> <p>Pathway may include:</p> <ul style="list-style-type: none"> - apprenticeship; or - employment post-school; or - further study at TAFE or private institution. <p>Students may consider a VET course that links to future aspirations.</p>	<p>Students intending on studying at university immediately after school.</p> <p>Study must fulfill:</p> <ul style="list-style-type: none"> - HSC eligibility requirements - ATAR (refer to page 11) - Minimum 10 units of Board Developed units in Year 12. 	<p>Study over a period of up to five years.</p> <p>Option for students with:</p> <ul style="list-style-type: none"> - Significant sporting obligations; - Chronic illness; - Combination of school and work - Difficult circumstances at home. <p>Requires interview with Assistant Principal - Teaching & Learning to discuss rules that govern this pathway.</p>

Board Developed Courses

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

Board Endorsed Courses

- Count towards the unit requirements for the HSC.
- No HSC Examination - school-based assessment only.
- Not included in the calculation of a student's ATAR.
- Include some Vocational Education and Training (VET) Courses.

Vocational Education and Training (VET) Courses

Vocational Education and Training Courses are nationally accredited courses. VET courses:

- Carry dual accreditation as they count towards the unit requirements for the HSC and also contribute toward the Australian Qualifications Framework (AQF).
- Optional HSC Examination in some VET Courses. Completion of this optional examination means that the course can be included in the calculation of a student's ATAR.
- Studied at school.
- Includes mandatory work placement in both Year 11 and Year 12.

San Clemente will be offering the following VET Courses commencing 2026:

- *Business Services*
- *Construction*
- *Hospitality*

As the Diocese of Maitland-Newcastle is the Registered Training Organisation (RTO), standardised information has been provided for students to learn more about the VET Courses. This information is available via the QR code on page 18 of this handbook.

What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 Unit or 2 Units. Most courses are 2 Unit.

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

2 Unit Courses	This is the basic structure for almost all courses, is 120 hours of study in each year and is marked out of 100.
Extension Courses	<p>Extension study is available in a number of subjects. 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 may be available to selected students in English, Mathematics, History, and Science.</p> <p>English and Mathematics Extension courses are available at Year 11 and HSC levels. Students must study the Preliminary Extension Course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.</p> <p>HSC Extension Courses in subjects other than English and Mathematics are offered and examined in Year 12 only.</p>
1 Unit Courses	<p>These are 60 hour courses in each year and are marked out of 50.</p> <p>1 Unit Board Developed courses (SoR, English Extension and Mathematics Extension) count towards an ATAR.</p> <p>There are a number of 1 Unit Board Endorsed Courses. These courses do not count in the ATAR.</p>

Australian Tertiary Admission Rank (ATAR)

What is the ATAR?

Tertiary institutions in Australia have found that a selection rank based on a student's overall academic achievement is the best single predictor of success for most tertiary courses. The ATAR provides a measure of a student's overall academic achievement in relation to that of other students. It is calculated solely for use by institutions, either on its own or with other selection criteria, to rank and select school leavers for their courses.

The ATAR is a rank, not a mark

The ATAR is a number between 0.00 and 99.95 and indicates a student's position relative to all the students who started high school with them in Year 7. So, an ATAR of 80.00 means that you are in the top 20 per cent of your Year 7 group, not your Year 12 group. *The average ATAR is usually around 70.00.* If everyone from Year 7 went on to achieve an ATAR, the average ATAR would be 50.00, but because some students leave early and the ones who stay on to receive an ATAR are generally a smaller, more academically able group, the average ATAR is higher.

Source: <https://www.uac.edu.au/media-releases/fact-sheet-all-about-the-atar>

ATAR Eligibility

To be eligible for an ATAR a student must complete at least ten units of NESA Developed courses. These ATAR courses must include:

- i. Ten units from Board Developed courses
- ii. Two units of English
- iii. Three NESA Developed Courses of two Units or greater
- iv. Four subjects

What courses can be included in the ATAR?

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

- the best two units of English
- the best eight units from the remaining units of Board Developed courses
- In deciding the best 10 units, one unit may be counted in two-unit courses.

For further information about the ATAR, ring UAC on (02) 9752 0200, or see the UAC Website: www.uac.edu.au

University Entry

The **University Admissions Centre (UAC)** has published information to assist students who are completing their HSC in 2026. This information aims to assist Year 10 students as they are selecting their courses for Stage 6. The information includes:

- General information about ATARs
- Various case studies demonstrating different 'Patterns of Study' students can undertake to be eligible for an ATAR
- Advice on which Stage 6 courses are complimentary to specific career pathways
- Tips for Year 10 students selecting their courses for Stage 6
- Information from tertiary institutions on the courses they intend to offer in 2026.

The information can be accessed at: <https://www.uac.edu.au/future-applicants/year-10-students>

Students intending on studying at university should consider their course choices. Some universities assume students have undertaken studies in particular courses and are classified as:

Recommended Studies - HSC courses the university suggests will assist you in your chosen university course.

Assumed knowledge - the knowledge expected that you will possess at the commencement of a particular university course.

Prerequisites - some university courses require that you have achieved a specific standard in an HSC course that is a requirement *in addition to your ATAR*.

Advice for Selecting Courses

The research paper [Choosing Wisely, Choose Well](#) by Cooney and DeCourcy (2016) was written to provide advice to Year 10 students when selecting courses for their Stage 6 pattern of study. They identified three critical factors that need to be strongly considered when selecting courses. These factors are:

Interest

When defining **interest** they suggest, "students should be strongly encouraged to undertake courses they have a genuine interest in. The motivation and drive that come from interest can be the crucial factor in the hard work of Years 11 and 12" (p.4).

Challenge

In contextualising **challenge** Cooney and DeCourcy outline, "students do well when they stretch themselves beyond what they thought they were capable of. It is important in course preference advice to encourage realistic aspiration" (p.4).

Realism

In unpacking **realism**, the authors identify the need for teachers "to develop a realistic sense with students of what they are currently capable of, how they can improve and develop their capacity, and what is needed for success in particular HSC courses" (p.5).

Cooney and DeCourcy claim, "balancing interest, challenge and realism gives the best chance of positive outcomes within school and beyond" (p.2).

Therefore, taking into account this advice, students and their families need to:

- review the information contained in this handbook.
- seek advice from Leaders of Learning, the Careers Advisor and teachers.
- consult the UAC information for Year 10 students: to clarify any pre-requisite or recommended courses for tertiary institutions.
- review the information which outlines complementary courses specific to Career pathways.

For example, if you were considering studying *Business, Commerce, Economics or Marketing and Management* at university it is recommended you consider studying the following courses, Business Studies, Economics, English, Mathematics, Society and Culture, Business Services and Retail Services.

The 'Steps to Uni for Year 10 students' booklet can be accessed at: <https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2027.pdf>

Further guidelines for selecting courses:

- Remember you will be studying the course for TWO years;
- Don't select a course because your friends are also doing the course;
- Don't select a course because you believe a particular teacher will be teaching the course;
- Don't select a course because of rumours that it 'scales' will when an ATAR is being calculated;
- Make informed choices - keep asking questions until you have all the information you require to make the right choice for YOU!

Selecting Courses at San Clemente Catholic College

As San Clemente is a Catholic College, it is **mandatory that all students study a Religion course**. There are THREE courses from which to choose:

Studies in Catholic Thought	1 Unit	Non-ATAR Course
Studies of Religion 1	1 Unit	ATAR Course
Studies of Religion 2	2 Unit	ATAR Course

NESA mandates that all students studying for the HSC must study **at least TWO units of English**. There are a range of English options to choose from:

English Advanced	2 Unit	ATAR Course
English Extension 1 must be studied in conjunction with English Advanced	1 Unit	ATAR Course
English Standard	2 Unit	ATAR Course
English Studies	2 Unit	ATAR Course (only if the HSC Examination is completed)

Along with other students in the state, students at San Clemente Catholic College are required to study a minimum of TWELVE units for the Year 11 Course. This will consist of:

- A minimum of THREE units comprising of at least ONE unit of Religion and TWO units of English.
- A combination of other courses based on personal preferences to make up the remainder of the TWELVE units.

At San Clemente, students can opt to study a maximum of TWELVE UNITS.

These preferences must also satisfy the following requirements:

- Students intending to study English Extension 1 must also study English Advanced, likewise students intending to study Mathematics Extension 1 must also study Mathematics Advanced;
- Depending on the cohort's preferences, Extension Courses in English (Year 11 & 12) and Mathematics (Year 11 & 12) may need to be studied outside of the 'normal timetable' - this could be either before or after school. These arrangements will be determined once the students' patterns of study are finalised.

In addition to these requirements students need to:

- Nominate TWO *reserve* TWO-unit courses to assist with the construction of the course lines and to allow for a clash between their initial TWELVE units;
- Be aware that the courses they select for the Year 11 Course will be the courses they will continue to study in the HSC year.

Therefore, students at San Clemente Catholic College will select a pattern of study for Stage 6 that includes either:

FIVE x TWO-unit courses and TWO x ONE-unit courses

or

SIX x TWO-unit courses

The College will endeavour to satisfy all student's course preferences; however, ultimately for a course to proceed numbers must be viable. If it becomes evident that there are insufficient numbers to proceed, a student's reserve subject may be an option or a second-round choice.

Projects, Extension Courses, Costs and Exclusions

Projects

A number of courses require students to undertake project work, performances, or orals for either internal or external assessment. The projects developed may only be used for that particular course, and are not to be used either in full or in part for any other course. Students are cautioned to complete multiple courses that require submission of projects.

Projects are required in the following courses:

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

Extension Courses

A History Extension course is available in Year 12 (only) and can be studied in conjunction with Ancient History and/or Modern History course(s).

A Science Extension course is available in Year 12 (only) and can be studied in conjunction with any other Science course.

Costs

Costs for all courses are included in the Senior Resource Fee. For some subjects, additional costs may be associated with some excursions, practical experiences and/or students' Major Work(s).

Exclusions

A student is not permitted to study more than 6 units of the science courses, including:

Biology

Chemistry

Earth & Environmental Science

Physics



STAGE 6

Vocational Education and Training (VET) Courses

VET courses provide students with workplace skills and technical knowledge to help them advance their career, now and in the future.

Vocational Education and Training (VET) in Catholic Schools Maitland-Newcastle provides students with the opportunity to obtain a nationally recognised Australian Qualification Framework (AQF) qualification while completing their Higher School Certificate (HSC), providing dual accreditation.

Depending on the course, students may be awarded a Certificate I, II, or III, or a Statement of Attainment (SOA) towards these qualifications.

The Diocese of Maitland Newcastle is a Registered Training Organisation (RTO 90477) that meets national standards and supports the delivery of VET courses in secondary schools in the Diocese.



VET HSC COURSES ARE EITHER:

BOARD DEVELOPED CURRICULUM FRAMEWORK COURSES

- ▶ Business Services
- ▶ Construction
- ▶ Electrotechnology
- ▶ Entertainment Industry
- ▶ Hospitality
- ▶ Primary Industries
- ▶ Retail Services

Contribute towards the ATAR if the student sits the optional HSC examination.

Work placement is a mandatory HSC requirement. Students are required to complete a minimum 70 hours work placement.

BOARD ENDORSED VET COURSES

- ▶ Manufacturing & Engineering – Introduction
- ▶ Skills for Work Vocational Pathways
- ▶ Sport Coaching

Do NOT contribute towards the ATAR (no HSC examination).

Some courses include a mandatory HSC work placement component.

Most VET courses contribute a minimum 2 units towards the Preliminary and/or HSC year, depending on the specific course.

Learning and assessment are practical-focused, simulating workplace environments to help students achieve course competencies. Competency is assessed through observations, questions, and structured activities.

School Based Traineeships & Apprenticeships

- Provide students with a VET qualification and HSC while gaining work skills and experience through part-time paid employment.
- Require a minimum of 100 days of paid employment with their contracted employer over two years.
- Delivered and assessed by an external Registered Training Organisation (RTO).

External VET Courses (EVET)

- Additional Stage 6 HSC VET courses offered by external RTO providers (e.g. TAFE, other RTOs) approved by the NSW Government and NESAs.
- Requires students to study externally and provide their own transport to and from the RTO location.
- Courses may run outside school hours
- Additional course fees will be required to be paid before commencing the course.
- Suited to self-disciplined students passionate about a specific post-school pathway.



SCAN FOR FURTHER INFORMATION ON ANY OF THE ABOVE VET COURSE OPTIONS

Contact your VET Leader of Learning to find out the VET courses offered in your school.



2026

Course Offerings

Subject Overview

The pattern of study at San Clemente Catholic College for Year 11 is 12 units.

BEC = Board/Content Endorsed Courses. These are NON-ATAR courses.

Mandatory Courses

Religious Studies		
Course	Unit	BEC
Studies in Catholic Thought	1	BEC
Studies of Religion	1	
Studies of Religion	2	

English		
Course	Unit	BEC
English Advanced	2	
English Extension (must be studied in conjunction with English Advanced)	1	
English Standard	2	
English Studies	2	

Additional units of study

Mathematics		
Course	Unit	BEC
Mathematics Advanced	2	
Mathematics Extension (must be studied in conjunction with Mathematics Advanced)	1	
Mathematics Standard	2	

Science (maximum of 6 units)		
Course	Unit	BEC
Biology	2	
Chemistry	2	
Earth & Environmental Science	2	
Marine	1	BEC
Physics	2	

HSIE		
Course	Unit	BEC
Aboriginal Studies	2	
Ancient History	2	
Business Studies	2	
Economics	2	
Geography	2	
Legal Studies	2	
Modern History	2	
Society & Culture	2	

Creative Arts		
Course	Unit	BEC
Drama	2	
Music 1	2	
Photography, Video and Digital Imaging	1	BEC
Visual Arts	2	

PDHPE		
Course	Unit	BEC
Community & Family Studies	2	
Exploring Early Childhood	1	BEC
Health & Movement Science	2	
Sports, Lifestyle and Recreation Studies	1	BEC

TAS		
Course	Unit	BEC
Engineering Studies	2	
Enterprise Computing	2	
Food Technology	2	
Industrial Technology - Timber	2	
Textiles and Design	2	

Languages other than English		
Course	Unit	BEC
French Beginners	2	

VET		
Course	Unit	BEC
Business Services	2	
Construction	2	
Hospitality - Food & Beverage	2	

Aboriginal Studies

2 Units | Board Developed | ATAR



Course description

Aboriginal Studies is an interdisciplinary course that explores the history, cultures, identities, and contributions of Aboriginal and Torres Strait Islander peoples. The Preliminary course examines Aboriginal heritage, self-determination, and contemporary social justice issues through case studies and ethical research. The HSC course builds on this foundation, focusing on national and international Indigenous issues, reconciliation, and policy impacts, culminating in a major research project developed in consultation with Aboriginal communities.

Who should consider this course?

Aboriginal Studies is ideal for students who are passionate about social justice, history, and cultural awareness, and who want to develop a deeper understanding of Aboriginal and Torres Strait Islander perspectives. It suits those interested in critical thinking, ethical research, and exploring contemporary issues affecting First Nations communities. The course is valuable for students considering careers in education, law, social work, government, or community advocacy, as well as anyone who wants to engage meaningfully with Australia's First Nations peoples and contribute to reconciliation.

Course Content

Preliminary Course	HSC Course
Students study the following modules/topics: <ul style="list-style-type: none">· Aboriginality and the Land· Heritage and Identity· International Indigenous Community-Comparative Study· Research and Inquiry Methods- Local Community Case Study	Students study the following modules/topics: <ul style="list-style-type: none">· Social Justice and Human Rights Issues· Aboriginality and the Land, OR Heritage and Identity· Research and Inquiry Methods

Assessment

Internal Assessment	External Assessment
In the Preliminary and HSC course there are a variety of assessment tasks including class-based source analysis tasks, structured responses and examinations. The HSC Major Project is internally marked.	The HSC Examination is a 3-hour written paper which consists of short and extended response writing, as well as unseen stimulus material.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Ancient History

2 Units | Board Developed | ATAR



Course description

Ancient History offers students the opportunity to explore the fascinating civilizations of the ancient world, uncovering the events, people, and ideas that have shaped our history. Through a detailed examination of key societies such as Ancient Egypt, Greece, Rome, Persia and China, students will gain an insight into the culture, politics, and daily life of these ancient civilizations. By studying ancient societies, students will develop a deeper understanding of the past and its ongoing influence on the modern world.

Who should consider this course?

Ancient History is ideal for students who are curious about the past and enjoy uncovering stories through historical evidence. The course is well-suited for those who enjoy critical analysis, problem-solving, and drawing connections between the past and present. Studying Ancient History helps students develop a wide range of skills, including critical thinking, historical inquiry, and the ability to analyse and interpret various sources, such as documents and archaeological findings. Students learn to synthesise information, construct evidence-based arguments, and communicate complex ideas effectively. The subject also fosters ethical reflection on the past and encourages appreciation of diverse cultures. These skills prepare students for future study, careers, and active, informed citizenship.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Investigating Ancient HistoryFeatures of Ancient SocietiesHistorical Investigation	<ul style="list-style-type: none">Core Study: Cities of Vesuvius - Pompeii and HerculaneumAncient SocietiesPersonalities in their TimesHistorical Periods

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">ExaminationSource AnalysisHistorical InquiryResearch Task	<ul style="list-style-type: none">The HSC examination is a 3-hour written paper. This formal examination includes extended response writing, short answer questions and unseen stimulus material.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Biology

2 Units | Board Developed | ATAR



Course description

The Biology course delves into the variety of life, ranging from molecular processes to complex biological systems. It investigates the relationships between organisms and the ecosystems they inhabit. Additionally, the course highlights the practical applications of biology and its importance in addressing health and sustainability challenges in an evolving world.

Who should consider this course?

Biology equips students with valuable analytical and critical thinking skills that are highly sought after in various career paths. Whether aspiring to become a healthcare professional, environmental scientist, researcher, veterinarian, or biotechnologist, a strong foundation in biology is essential. With advancements in fields like genetics and bioinformatics, the demand for skilled biologists is growing. Students should have demonstrated a sound to high level of achievement in Stage 5 Science. It is recommended that students discuss this subject option with their Science teacher.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">· Cells as the Basis of Life· Organisation of Living Things· Biological Diversity· Ecosystem Dynamics· Working Scientifically Skills	<ul style="list-style-type: none">· Heredity· Genetic Change· Infections Disease· Non-infectious Disease and Disorders· Working Scientifically Skills

Assessment

Internal Assessment	External Assessment
<p>Year 11: A maximum of three assessment tasks including an examination, a working scientifically skills task and a depth study.</p> <p>Year 12: A maximum of four assessment tasks including a working scientifically skills task, topic test, trial HSC examination and depth study.</p>	<p>Formal 3-hour examination including multiple choice, short answer and extended response questions.</p> <p>The Year 11 course is assumed knowledge and may be assessed.</p>

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information



Business Studies

2 Units | Board Developed | ATAR



Course description

Business Studies is a course designed to enable students to participate effectively in a changing business world. The course provides students with an opportunity to bridge the gap between school and work and develop a range of business-related skills. Business Studies is for students who have an interest in gaining an understanding of the planning of a small business through to the management of operations, marketing, finance and human resources in large businesses, many of which operate at a global scale. This course provides students with opportunities to develop an understanding of how theoretical and practical aspects of business combine. Students study contemporary business issues through case studies and apply their knowledge to problems encountered in the business environment.

Who should consider this course?

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Students interested in careers in business, finance, accountancy, marketing, management, commerce and law will find this course interesting and useful.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">· Nature of Business· Business Management· Business Planning	<ul style="list-style-type: none">· Operations· Marketing· Finance· Human Resources

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">· School-based assessment in both Year 11 and the HSC Course will involve examinations, research, stimulus-based responses and business report writing tasks	<ul style="list-style-type: none">· The HSC Examination is a 3-hour written paper which consists of four sections; multiple choice, short answer, business report and an extended response

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Chemistry

2 Units | Board Developed | ATAR



Course description

The Chemistry course examines the structure, composition, and interactions of elements, compounds, and mixtures found throughout the Universe. It emphasises the discovery and creation of new compounds, the observation of elements and compounds in various environments, and the study of industrial processes. These concepts are pivotal to advancing humanity, fostering innovation in future industries, and promoting sustainability.

Who should consider this course?

Chemistry students are interested in explaining the natural world and using this knowledge to solve complex real-world problems including energy needs and uses, the development of new materials, and sustainability issues as they arise. Chemistry is an important subject for careers in medicine, environmental science, pharmaceuticals, engineering, toxicology, developing consumer products, development and research.

Students should have demonstrated aptitude in year 10 Mathematics Path and achievement of an A or B in Stage 5 Science. It is recommended that students discuss this subject option with their Science teacher.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Properties and the Structure of Matter• Introduction to Quantitative Chemistry• Reactive Chemistry• Drivers of Reactions• Working Scientifically Skills	<ul style="list-style-type: none">• Equilibrium and Acid Reactions• Acid/Base Reactions• Organic Chemistry• Applying Chemical Ideas• Working Scientifically Skills

Assessment

Internal Assessment	External Assessment
Year 11: A maximum of three assessment tasks including an examination, a working scientifically skills task and a depth study.	Formal 3-hour examination including multiple choice, short answer and extended response questions.
Year 12: A maximum of four assessment tasks including a working scientifically skills task, topic test, trial HSC examination and depth study.	The Year 11 course is assumed knowledge and may be assessed.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Community and Family Studies

2 Units | Board Developed | ATAR



Course description

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

Who should consider this course?

Community-minded students would be interested in this course. Students interested in careers in social work, psychology, education, nursing, community services, early childhood education, and related fields. This course also explores issues of social justice.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Resource ManagementIndividuals and GroupsFamilies and Communities	<ul style="list-style-type: none">Research MethodologyGroups in ContextParenting and Caring

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">There will be no more than four school-based assessments including a combination of Independent Research Project, Trial HSC, and Research Presentation.	<ul style="list-style-type: none">Formal 3-hour examination including multiple-choice, short answer and extended response questions.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Drama

2 Units | Board Developed | ATAR



Course description

Drama aims to build students' experience, understanding, joy, and values of national and international society, and themselves as a social, collaborative, and creative art form. In this course, students will explore and express culture through making, performing, and critically studying theatrical conventions, playwrights, dramatic techniques, and self-creativity. Drama is not only designed for students with an interest in drama but also an interest in building vital skills that will last them a lifetime.

Who should consider this course?

This course is suited to students who have an interest in drama in any capacity regardless of performative or design skills. It is also catered for students who strive for a career in law, marketing, communication, education, business, design, theatre, and film. Drama is a course focused on building strong communication, individual research, group collaboration, self-esteem, and creativity skills, so it is equipped for any student looking to work in a career requiring those skills.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Theatrical Traditions and Performance StylesImprovisation, Play Building, ActingElements of Production in Performance	<ul style="list-style-type: none">Australian Drama and TheatreStudies in Drama and TheatreGroup PerformanceIndividual Project- one project chosen from: Critical Analysis, Design, Performance, Scriptwriting, Video Drama

Assessment

Internal Assessment	External Assessment
Year 11: 3 Assessment Tasks including 1 written examination Year 12: 4 Assessment Tasks including 1 written examination	Written examination (1.5 Hrs) and TWO MAJOR WORKS: An individual project where students can choose between performance, critical analysis, design, scriptwriting, or video drama and, additionally, a group performance .

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Earth and Environmental Science

2 Units | Board Developed | ATAR



Course description

Earth and Environmental Science provides students with the opportunity to learn about the compositional layers of the Earth and investigate how processes of plate tectonics, the formation of water and the introduction of life interact with different spheres and climate. An understanding of the Earth's resources and sustainability is central.

Who should consider this course?

Students who study Earth and Environmental Science will have a deep interest in the interdisciplinary nature of this course; the formation of the universe, the Earth and evolving, diverse and complex life. Students will apply critical and creative thinking to explore current and future problems faced by humanity and design plausible solutions to a changing Earth through natural and human induced actions. Students who are interested in science, ecology, the environment, sustainability and conservation issues should consider Earth and Environmental Science.

Students should have demonstrated a sound level of achievement in Stage 5 Science. It is recommended that students discuss this subject option with their Science teacher.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Earth's Resources• Plate Tectonics• Energy Transformations• Human Impacts• Working Scientifically Skills	<ul style="list-style-type: none">• Earth's Processes• Hazards• Climate Science• Resource Management• Working Scientifically Skills

Assessment

Internal Assessment	External Assessment
<p>Year 11: A maximum of three assessment tasks including an examination, a working scientifically skills task and a depth study.</p> <p>Year 12: A maximum of four assessment tasks including a working scientifically skills task, topic test, trial HSC examination and depth study.</p>	<p>Formal 3-hour examination including multiple choice, short answer and extended response questions.</p> <p>The Year 11 course is assumed knowledge and may be assessed.</p>

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Economics

2 Units | Board Developed | ATAR



Course description

The Economics course provides students with a comprehensive understanding of economic concepts and issues within a contemporary Australian and global context. Economics provides understanding for students about many aspects of the economy, its operation and how it is managed by the government. This course is designed to develop students' analytical, problem-solving, and communication skills, enabling them to make informed judgments about economic matters.

Who should consider this course?

Studying Economics for the HSC can be of benefit to students undertaking university courses related to Finance, Economics, Political Studies, Accounting, Law, International Studies, Finance, Law. Students studying Economics will need to be an avid reader of the business and finance sections of newspapers to stay updated with Australian and International economic events.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">· Introduction to Economics· Consumers and Business· Markets· Labour Markets· Financial Markets· Government in the Economy	<ul style="list-style-type: none">· The Global Economy· Australia's Place in the Global Economy· Economic Issues· Economic Policies and Management

Assessment

Internal Assessment	External Assessment
A maximum of four assessment tasks including a combination of written examinations, research projects, and practical applications of economic theories.	Formal 3-hour examination including multiple choice, short answer and extended response questions.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Engineering Studies

2 Units | Board Developed | ATAR



Course description

This course offers 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.

Who should consider this course?

Engineering Studies is ideal for students interested in science, technology, and problem-solving, particularly those considering careers in engineering, design, or related fields. The course covers mechanics, materials, real-world case studies, sustainability, and engineering principles, developing critical thinking and practical skills. It's a great choice for students who enjoy both theoretical and applied learning and want to explore how engineering shapes the world. While no prior experience is needed, an interest in mathematics and science is recommended.

Course Content

Preliminary Course	HSC Course
Three application modules based on engineering concepts and impacts through the study of engineering products in the following categories: <ul style="list-style-type: none">· Engineering Fundamentals· Engineered Products· Braking Systems One focus module relating to the field of Biomedical Engineering.	Two application modules related to the fields of: <ul style="list-style-type: none">· Civil Structures· Personal and Public Transport Two focus modules relating to the fields of: <ul style="list-style-type: none">· Aeronautical Engineering· Telecommunications Engineering

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">· Engineering Report· Engineering Project· Examination	Formal 3-hour examination.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



English Advanced

2 Units | Board Developed | ATAR



Course description

The English Advanced Preliminary and HSC Course provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts.

Who should consider this course?

English Advanced is best suited for students who are:

- Seeking to obtain an ATAR.
- Striving to go to university and achieve a tertiary level of education.
- Have a love for literature and enjoy engaging in rich and complex texts, such as films, poetry, drama and prose.
- Highly organised in regard to work ethic and time management.
- Enjoy engaging in rich academic discussions and philosophical debates.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Reading to Write: Transition to English Advanced• Narratives that Shape Our World• Critical Study of Literature	<ul style="list-style-type: none">• Texts and Human Experience• Textual Conversations• Critical Study of Literature• The Craft of Writing

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">• Over the Preliminary Course, students will be required to complete 3 summative assessments ONE for each module studied, as well as a further 4 in the HSC Course.	<p>The HSC examination is made up of 2 papers over 2 days:</p> <ul style="list-style-type: none">• Paper 1: Section 1 (Short Answer) and Section 2 (analytical response)• Paper 2: Module A (analytical response), Module B (analytical response), Module C (imaginative or persuasive or discursive and/or a reflection).

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



English Extension 1

1 Unit | Board Developed | ATAR



Course description

English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.

Who should consider this course?

English Extension 1 is best suited for students who are:

- Studying English Advanced and want to delve deeper into critical analysis and exploration of language and literature.
- Have an interest in literature and a desire to pursue specialised study of English.
- Avid readers, passionate about English and received A grades in Year 10 English.
- Students in the top 20% who are undertaking the English Advanced Course.
- Demonstrate a high level of skill in both analytical and imaginative writing.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Texts, Culture and Value• Related Research Project <p>(This project may be undertaken concurrently)</p>	<ul style="list-style-type: none">• Literary Worlds (including ONE elective option)

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">• There will be three school-based internal assessment tasks in Year 11 and three assessment tasks in Year 12. These internal assessment tasks will be made up of a variety of forms: written examinations, research projects and creative responses.	<ul style="list-style-type: none">• HSC ONLINE examination. (2 hours)• Two questions from:<ul style="list-style-type: none">- Literary Worlds- Electives

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



English Standard

2 Units | Board Developed | ATAR



Course description

The English Standard Preliminary and HSC Course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.

Who should consider this course?

English Standard is suited to students who are:

- Seeking to obtain an ATAR.
- Striving to go to university and achieve a tertiary level of education
- Organised in regard to work ethic and time management.
- Finding some aspects of English challenging but enjoy engaging with unique texts (such as film and novels) and participating in class discussion around interesting themes and ideas.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Reading to Write: Transition to English Standard• Contemporary Possibilities• Close Study of Literature	<ul style="list-style-type: none">• Texts and Human Experience• Language, Identity and Culture• Close Study of Literature• The Craft of Writing

Assessment

Internal Assessment	External Assessment
Over the Preliminary Course, students will be required to complete 3 summative assessments ONE for each module studied, as well as a further 4 in the HSC Course.	The HSC examination is made up of 2 papers over 2 days: <ul style="list-style-type: none">• Paper 1: Section 1 (Short Answer) and Section 2 (analytical response)• Paper 2: Module A (analytical response), Module B (analytical response), Module C (imaginative or persuasive or discursive and/or a reflection).

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



English Studies

2 Units | Board Developed | Non-ATAR or ATAR



Course description

English Studies aims to teach a practical understanding of English. The English Studies Preliminary and HSC Course provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes.

Who should consider this course?

English Studies may be suited to students who:

- Don't want to go to university straight away.
- Are considering pursuing a practical trade or studying a qualification or certificate at TAFE.
- Are hoping to leave school before the HSC and gain an apprenticeship or traineeship.
- Struggle working with the skills, texts, tasks and ideas of English.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Reading to Write: Transition to English Studies• An additional 2 elective focus areas	<ul style="list-style-type: none">• Narrative and Human Experiences• Writing for Purpose• 2 elective focus areas

Assessment

Internal Assessment	External Assessment
In the Preliminary Course students will have 3 summative assessments, and in Year 12, students will complete 4 summative assessments.	This level of HSC English only has one Exam Paper. If students want to sit the exam for this course, they will obtain an ATAR. If students opt to be excluded from sitting the English Studies examination, they will not receive an ATAR.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Enterprise Computing

2 Units | Board Developed | ATAR



Course description

The study of Enterprise Computing in Stage 6 enables students to develop and understanding of how computing technologies can be harnessed to provide compelling 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 will also use their acquired knowledge and skills in the development of an enterprise project.

Who should consider this course?

Students should consider this course if they are interested in working within the Information technology sector in positions that involve working with data, programming and interface design.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Principles of CybersecurityInteractive media and the user experienceNetworking Systems and Social Computing	<ul style="list-style-type: none">Data ScienceData VisualisationIntelligent SystemsEnterprise Project

Assessment

Internal Assessment	External Assessment
<p>In year 11 there will be 3 assessment tasks:</p> <ul style="list-style-type: none">A research assignmentA major projectA formal written examination <p>In year 12 there will be 4 assessment tasks:</p> <ul style="list-style-type: none">A design taskA data analysis taskA major enterprise projectA formal written examination	<p>The HSC examination is 2 hours and 30 minutes completed online.</p>

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.

Exploring Early Childhood

1 Unit | Board Endorsed | Non-ATAR



Course description

Our society acknowledges childhood as a unique and intense period for growth, development, and learning. When members of society are provided with knowledge about childhood development, they will then be able to support and encourage this development when interacting with children. The Exploring Early Childhood course aims to achieve this by giving students an overview of development and related issues within an early childhood context.

Who should consider this course?

Students who have an interest in working with children (e.g., childcare, teaching, paediatric healthcare, social work) want to understand early childhood development, learning, and health. Enjoy practical and research-based learning about young children. Are considering careers in education, nursing, psychology, or family services.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">· Pregnancy and Childbirth· Child Growth and Development· Promoting Positive Behaviour· Children's Literature	<ul style="list-style-type: none">· Starting School· Child Health and Safety· Young Children and Media· The Children's Service Industry

Assessment

Internal Assessment	External Assessment
Instruments used for assessment purposes may include Research projects, Short Answer tests, Observation Reports, Internet research assignments and at least one formal exam.	There is no external HSC examination in this course.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Food Technology

2 Units | Board Developed | ATAR



Course description

The Food Technology course offers students a comprehensive understanding of food production, processing, and consumption, as well as the properties of food, human nutrition, and the impact of food choices on individuals and society. It provides opportunities to develop knowledge through research, analysis, and technological advancements in food production. The course offers further learning through practical applications, where students extend skills through experimentation, preparation and sensory evaluation of foods.

Who should consider this course?

Food Technology is a subject for students who wish to pursue further studies or careers in areas such as food science, nutrition, hospitality, agriculture, or the food industry. The course is suitable for those who want to develop transferable skills in research, analysis, problem-solving, and communication. It can also benefit students seeking a strong foundation in food-related topics for both vocational and general life skills.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Food Availability and SelectionFood QualityNutrition	<ul style="list-style-type: none">The Australian Food IndustryFood ManufactureFood Product DevelopmentContemporary Nutrition

Assessment

Internal Assessment	External Assessment
Preliminary course features a maximum of 3 assessment tasks, with 4 assessment tasks in the HSC, including a combination of written examinations, research tasks, and practical tasks.	Formal 3-hour examination including objective response questions, short answer and one extended response questions.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Geography

2 Units | Board Developed | ATAR



Course description

Geography is the study of the world's environments, the people who interact with them, and the challenges facing our planet. This course develops students' ability to think critically about contemporary global and local issues, such as sustainability, urbanisation, climate change, and natural hazards. Through fieldwork, spatial technologies, and data analysis, students gain practical skills in inquiry-based learning, problem-solving, and decision-making.

Who should consider this course?

Geography is an excellent choice for students interested in understanding the world's natural and human environments while developing skills that are highly valued in a range of careers. It is particularly suited to those who enjoy problem-solving, research, and analysing real-world issues. Geography also pairs well with students considering Earth and Environmental Studies as part of their package. This course provides a strong foundation for careers in international development, tourism, urban and regional planning, environmental science and management, politics, meteorology and many more.

Course Content

Preliminary Course	HSC Course
Students study the following modules/topics: <ul style="list-style-type: none">· Earth's Natural Systems· People, Patterns and Processes· Human-Environment Interactions· Geographical Investigation	Students study the following modules/topics: <ul style="list-style-type: none">· Global Sustainability· Rural and Urban Places· Ecosystems and Global Biodiversity

Assessment

Internal Assessment	External Assessment
The Preliminary course will be internally assessed through three formal tasks: Fieldwork Analysis, Geographical Investigation (Student directed) and a Yearly Examination The HSC Course will be internally assessed through four school-based tasks including: Research, Trial Examination, Skills and Tools, and a Stimulus Response.	The HSC Examination is a 3-hour written paper which consists of four sections: Multiple Choice Skills, Short Answer and two Extended Responses.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.

Health and Movement Science

2 Units | Board Developed | ATAR



Course description

Health and Movement Science aims to deepen understanding of health, movement, and performance. The course aims to provide students with insights into how body systems contribute to movement, the impact of training and nutrition, and to develop their abilities to analyse health issues from various perspectives. It also includes components that enhance collaborative skills and critical thinking related to real-world health and performance issues.

Who should consider this course?

Health and Movement Studies in the HSC is intended for students interested in learning about health, physical activity, and movement sciences. It is particularly suited for those considering careers in fields such as: Health and Fitness (e.g., personal training, physiotherapy, sports science), Teaching (e.g., PDHPE teaching, coaching), Sports and Recreation (e.g., sports management, outdoor education), Healthcare (e.g., nursing, occupational therapy, rehabilitation).

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Health for individuals and communitiesThe body and mind in motionStudents will also undertake a collaborative investigation and a minimum of 2 depth studies.	<ul style="list-style-type: none">Health in an Australian and global contextTraining for improved performanceStudents will undertake 2 depth studies.

Assessment

Internal Assessment	External Assessment
There will be no more than four school-based assessments including a Collaborative investigation, Depth Study, Formal Written examination Research paper or Extended Response	Formal 3-hour examination including multiple-choice, short answer and extended response questions.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Industrial Technology:

Timber Products and Furniture Technologies

2 Units | Board Developed | ATAR



Course description

Industrial Technology is designed to develop in students' knowledge, understanding and skills of the timber industry and its related technologies with an emphasis on designing, planning, constructing and communicating through practical applications in Timber Products and Furniture Industries.

Who should consider this course?

The course has been designed to cater for students who have an interest in working with timber. They may wish to undertake further study in a related area at university level, pursue further industry training or gain skills for life. This course would be especially useful for students entering professions such as joinery, carpentry and cabinet making. This subject is open to all students. It is not a requirement to have completed Year 9 & 10 Industrial Technology.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Industry StudyDesignManagement and CommunicationProductionIndustry Related Manufacturing Technology	<ul style="list-style-type: none">Industry StudyMajor ProjectIndustry Related Manufacturing Technology

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">Minor Project and FolioIndustry ReportEnd of course examinationMajor Project ProposalTrial HSC Examination	<ul style="list-style-type: none">Major Project and FolioHSC Examination

Leader of Learning

Gillian Rutherford

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Languages: French Beginners

2 Units | Board Developed | ATAR



Course description

This course offers students the opportunity to develop their linguistic and intercultural knowledge while building essential communication skills in French across speaking, listening, reading and writing. Through various topics of the personal world and cultural perspectives, students will explore real-life contexts that enhance their ability to communicate effectively in French while deepening their understanding of the language and culture.

Who should consider this course?

This course is for students who would like to learn French as an additional language. Students must meet the specific **eligibility criteria**: students with little to no prior experience in French **or** whose previous study is limited to a maximum of 100 hours in Stages 4 or 5 (e.g. students who learned French in Year 7 only).

Course Content

Preliminary Course

The Preliminary Course focuses on 3 objectives: interacting, producing and understanding texts. Topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

HSC Course

In the HSC course students will extend and refine their communication skills in French, based on the 3 objectives, and will gain a deeper knowledge and understanding of language and culture. The syllabus content is to be studied through the prescribed topics.

Assessment

Internal Assessment

Year 11: 3 Assessment Tasks
Year 12: 4 Assessment Tasks (covering reading, listening, writing and speaking).
The course has a heavy emphasis on practical skills: answers on prescribed topics are short answer type, and **no essay** writing is required.

External Assessment

HSC examination **Part One**: Listening (answers in English), Reading (answers in English) and Writing (in French). Duration: **2.5Hours**. Dictionaries can be used.
HSC **Part Two**: Oral examination. Duration: approximately **5 minutes** for a conversation on the prescribed by syllabus topics, between student and examiner.

Leader of Learning

Kate James

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NESA Course Information

For more information, please use the QR code to access the NSW curriculum information.



Legal Studies

2 Units | Board Developed | ATAR



Course description

Legal Studies is for students who are inquisitive about the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Studying Legal Studies offers students valuable insights into specific areas of law, human rights, policing, dispute resolution and influence of media, international affairs and government relations. By studying Legal Studies, students will develop a deeper understanding of their rights and responsibilities as citizens within the Australian and international legal systems.

Who should consider this course?

Legal Studies is an excellent choice for students with a strong interest in how laws are made, applied and evolve in both Australian and international contexts. This course is ideal for students who enjoy debating legal and ethical dilemmas and are keen to explore how law influences everyday life. Studying Legal Studies requires students to stay informed by reading the news and supplementary materials to effectively engage in writing and analysis tasks.

This course provides a strong foundation for careers in: Anyone considering a career in law, criminology, policing, international relations, government, journalism, or business.

Course Content

Preliminary Course	HSC Course
The three parts of the Core to be studied include: <ul style="list-style-type: none">· The Legal System· The Individual and the Law· The Law in Practice	The components to be studied include: <ul style="list-style-type: none">· Core Part 1: Crime· Core Part 2: Human Rights· Part 3: TWO options· These options can be chosen from:

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">· A variety of assessments throughout years 11 and 12 with the focus on research of current legal issues and cases.	<ul style="list-style-type: none">· Formal written Exam, 3 hours Multiple Choice, Short Answer, one Structured Response and two Extended Response.

Leader of Learning

Michael Flanagan

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Marine Studies

1 Unit | Board Endorsed | Non-ATAR



Course description

The Marine Studies course is designed to cultivate a greater understanding and appreciation for the marine environment. The course aims to develop the capacity to think critically about key issues relating to the marine environment, to utilise and protect the resources it offers and to develop skills that allow students to participate safely in a wide range of practical experiences.

Who should consider this course?

Marine Studies is a course for students with a broad range of interests in the marine environment including in both local and global conservation issues, sustainability and leisure-based activities and careers in areas including care for the environment, water-based sports and leisure, tourism, lifeguarding, swim instructing, seafood catering, fishing, boating and merchant or Australian Navy. There are no pre-requisites for this course however, during the course you will be expected to complete a 200-metre swim in 5 minutes, tread water and float for 10 minutes and successfully complete a resuscitation course.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Marine SafetyMarine EnvironmentLife in the SeaHumans in the WaterMarine Employment <p>And a selection of optional modules</p>	<p>Modules may include:</p> <ul style="list-style-type: none">Dangerous Marine CreaturesCoastal StudiesLocal Area StudyMarine CommunicationPilotage and NavigationCommercial and Recreational Fishing

Assessment

Internal Assessment	External Assessment
<p>Year 11: A maximum of two assessment tasks incorporating knowledge and skills tasks.</p> <p>Year 12: A maximum of two assessment tasks incorporating knowledge and skills tasks.</p>	<p>There is NO external examination of this course at the HSC.</p>

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information



Mathematics Advanced

2 Units | Board Developed | ATAR



Course description

The Mathematics Advanced course is a fast-paced, content rich calculus-based course with a heavy focus on Algebra. It is intended for students with a keen interest in mathematics. It covers the development of deductive reasoning skills and the ability to construct, solve and interpret mathematic models.

Who should consider this course?

The Mathematics Advanced course provides the most appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines including sciences, business, health, technology, engineering and education. Students who have attained are well accomplished in Stage 5 PATH will achieve well in this course.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Working with FunctionsTrigonometry and Measure of AnglesTrigonometric Identities and EquationsIntroduction to DifferentiationExponential and Logarithmic FunctionsGraph TransformationsStatistical Analysis	<ul style="list-style-type: none">Further Graph Transformations and ModellingSequences and SeriesDifferential CalculusIntegral CalculusApplications of CalculusRandom VariablesFinancial Mathematics

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">There will be three school-based assessment in Year 11 and four in Year 12 including examinations, tests and problem-solving tasks	<ul style="list-style-type: none">Students studying Advanced Mathematics must complete an external HSC examination paper.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Mathematics Extension 1

1 Unit | Board Developed | ATAR



Course description

The Mathematics Extension 1 course is a specialist course intended for students who are interested in the study of further skills and ideas in mathematics and extends on the key ideas studied in the Mathematics Advanced course. The course is a recommended minimum standard for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.

Who should consider this course?

The Mathematics Extension 1 course is intended to give students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. Students who have demonstrated a mastery in Stage 5 PATH will achieve well in this course.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Further work with Functions• Polynomials• Further Trigonometry• Permutations and Combinations• The Binomial Theorem	<ul style="list-style-type: none">• Proof by Mathematical Induction• Introduction to Vectors• Inverse Trigonometric Functions• Further Calculus Skills• Further Application of Calculus• The Binomial Distribution and Sampling Distribution of the Mean

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">• There will be three school-based assessment in Year 11 and four in Year 12 including examinations, tests and problem-solving tasks with a stronger emphasis on understanding, interpretation and communication.	<ul style="list-style-type: none">• Students studying Extension 1 Mathematics must complete two external HSC examination papers. The first will be Mathematics Advanced 2 Unit (3 hours) and the second will be Mathematics Extension 1 (2 hours)

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Mathematics Standard

2 Units | Board Developed | ATAR



Course description

The Mathematics Standard course is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful through a large variety of real-world applications.

Who should consider this course?

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students can elect either the Standard 1 course or the Standard 2 course. The course is for students wanting to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. The course offer students the opportunity to prepare for post- school options of employment or further training.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Formulas and Equations• Linear Relationships• Earning Money• Managing Money• Applications of Measurement• Time and Location• Networks, Paths and Trees• Data Analysis	<ul style="list-style-type: none">• Algebraic Relationships• Investments and Loans• Annuities• Trigonometry• Ratios and Rates• Network Flow• Critical Path Analysis• Bivariate Data Analysis• Relative Frequency and Probability• The Normal Distribution

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">• There will be three school-based assessment in Year 11 and four in Year 12 including examinations, tests and problem-solving tasks.	<ul style="list-style-type: none">• Students studying Standard 2 must complete an external HSC examination.• The examination in Mathematics Standard 1 is optional. Students can choose to<ul style="list-style-type: none">• undertake the examination and have the mark contribute to their ATAR, or• receive a HSC mark based on internal school assessment which will not contribute to the ATAR.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information



Modern History

2 Units | Board Developed | ATAR



Course description

Modern History course provides students with opportunities to develop and apply their understanding of forces that have shaped the world politically, culturally, economically and socially, by analysing and interpreting various sources. Through a core study, students investigate the nature of power and authority from 1919 to 1946. Studying Modern History for the HSC offers students insights into areas of historical research and investigation, international relations, politics and conflict resolution.

Who should consider this course?

Students who undertake this course should have a genuine interest in modern historical studies. This course is well-suited for those who enjoy research, expressing ideas through both written and oral communication, working independently and collaboratively, and conducting a major historical investigation.

Course Content

Preliminary Course	HSC Course
Students study the following sections: <ul style="list-style-type: none">· Investigating Modern History· Historical Investigation· The Shaping of the Modern World	The HSC course comprises of four sections <ul style="list-style-type: none">· Core Study: Power and Authority in the Modern World 1919-1946· National Studies· Peace and Conflict· Change in the Modern World

Assessment

Internal Assessment	External Assessment
School-based assessment in both Preliminary and the HSC Course will involve: <ul style="list-style-type: none">· examinations, research, stimulus-based responses, historical investigations and presentation tasks.	<ul style="list-style-type: none">· The HSC Examination consists of a written paper worth 100 marks. It consists of four sections and is 3 hours in duration.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Music 1

2 Units | Board Developed | ATAR



Course description

In Music 1, students perform, create and analyse music both individually and in groups. They will learn about the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of musical styles, periods and genres. The course prepares students for further study at University, TAFE, and private Tertiary institutions such as the Australian Institute of Music and School of Audio Engineering leading to career in performance (musician), teaching, sound engineering, music production, journalism, composing, arranging, and arts management. All students must sing or play an instrument in Music 1.

Who should consider this course?

Music 1 is a subject for students with an interest in all types of music regardless of their past musical experiences. Students may already be proficient musicians, or beginners with little or no prior knowledge. This course is for students who would like to perform, discuss and create music. There are no essays in the HSC Examination. 70% of the HSC Examination is a Practical Examination.

Course Content

Preliminary Course

Students will perform, compose, analyse and listen (musicology and aural) to a range of musical styles periods and genres. Students will study three topics. Topics may include Australian Music; Music for Small Ensembles; Music for Film, Radio, Television and Multimedia; Music of a Culture; Theatre Music.

HSC Course

Students will perform, compose, analyse, and listen across diverse musical styles. They will study three topics: An Instrument and its Repertoire, Own Choice topic, and Music of the 20th/21st Centuries. Students select three electives from a combination of performance, composition and musicology. Electives must represent each of the three topics.

Assessment

Internal Assessment

Year 11: 3 Assessment Tasks
Year 12: 4 Assessment Tasks
Assessment tasks cover Performance, Musicology, Composition and Aural

External Assessment

A **Core Performance** representing a topic studied.
Aural Examination written responses to four recorded musical excerpts. **Electives:** Choice of 3 electives from any combination of Performance, Composition, and/or Musicology. Each representing a topic studied.

Students selecting Composition electives will be required to compile a portfolio as a part of the process of preparing a submitted work. NESAs may request portfolio to validate authorship of the submitted work.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NSW curriculum information.



Photography, Video and Digital Imaging

1 Unit | Board Endorsed | Non-ATAR



Course description

This course offers students a practical and creative introduction to the world of visual storytelling through photography, and/or film and digital imaging. It is designed as a **non-ATAR** Content Endorsed Course and provides opportunities for students to develop conceptual and technical accomplishment in photography, **digital media production** and **image editing**. Critical and historical investigations of the work of artists and photographers are explored to inform student photographic practices.

Who should consider this course?

This course is ideal for students who enjoy being creative and have an interest in visual storytelling, photography, film, or digital media. It suits those who prefer hands-on learning and want to develop practical skills in using cameras, editing software, and digital tools. No prior experience is needed—just curiosity and a willingness to experiment and express ideas visually.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">Occupational Health and SafetyDeveloping a Point of ViewTraditions, Conventions, Styles and Genres	<ul style="list-style-type: none">Manipulated FormsThe Arranged Image

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">Photographic journal/portfolioPhotographic body of worksTheory analysis of photographic and digital works.	<ul style="list-style-type: none">As this is a school-developed course, there is no HSC examination. Instead, a school-based assessment mark will be recorded on the student's Record of Achievement.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NSW curriculum information.



Physics

2 Units | Board Developed | ATAR



Course description

Physics is the exploration of matter and its movement through space and time, as well as related ideas like energy and force. It examines phenomena across a vast range of scales—from the behaviour and interactions of nuclear particles to the dimensions and history of the Universe. This field helps students deepen their understanding of the physical world, recognise the Universe's uniqueness, and contribute to shaping and guiding the future.

Who should consider this course?

Students who study Physics will need an inquisitive mind, a natural aptitude for mathematics and a keen eye for detail. Students who are interested in science, communications technology, engineering, medicine, automotive and aerospace industries, healthcare, data science and materials technology should consider studying Physics.

Students should have demonstrated aptitude in year 10 Mathematics Path and achievement of an A or B in Stage 5 Science. It is recommended that students discuss this subject option with their Science teacher.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">· Kinematics· Dynamics· Waves and Thermodynamics· Electricity and Magnetism· Working Scientifically Skills	<ul style="list-style-type: none">· Advanced Mechanics· Electromagnetism· The Nature of Light From the Universe to the Atom· Working Scientifically Skills

Assessment

Internal Assessment	External Assessment
<p>Year 11: A maximum of three assessment tasks including an examination, a working scientifically skills task and a depth study.</p> <p>Year 12: A maximum of four assessment tasks including a working scientifically skills task, topic test, trial HSC examination and depth study.</p>	<p>Formal 3-hour examination including multiple choice, short answer and extended response questions.</p> <p>The Year 11 course is assumed knowledge and may be assessed.</p>

Leader of Learning

Julia Nolan

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information



Society and Culture

2 Units | Board Developed | ATAR



Course description

This engaging course helps students understand how societies change and cultures evolve over time. By exploring different perspectives and social theories, they'll develop critical thinking skills to analyse the world around them. Society and Culture encourages students to examine individuals, groups, and institutions, fostering a deeper awareness of diverse communities and improving intercultural understanding and communication.

Who should consider this course?

Society and Culture encourages students to take an active role in their own learning while also developing teamwork and collaboration skills. By exploring topics that connect to their everyday lives, students gain a deeper understanding of the world around them. This course supports lifelong learning by equipping students with essential skills such as critical thinking, problem-solving, and adaptability—helping them succeed in both their studies and future careers.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">· The Social and Cultural World· Personal and Social Identity· Intercultural Communication	<p>Core:</p> <ul style="list-style-type: none">○ Personal Interest Project○ Social and Cultural Continuity and Change <p>Depth Studies. Two From</p> <ul style="list-style-type: none">○ Popular Culture○ Belief Systems and Ideologies○ Social Inclusion and Exclusion○ Social Conformity and Non-Conformity

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">· Research tasks· Examinations	<ul style="list-style-type: none">· Personal Interest Project· Formal Written examination

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NSW curriculum information.



Sport, Lifestyle and Recreation Studies

1 Unit | Board Endorsed | Non-ATAR



Course description

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

Who should consider this course?

Students who are interested in sport and recreation participation will enjoy this course. Students who aim to have careers in sport and/or recreation may benefit from this course.

Course Content

Preliminary Course	HSC Course
Games and Sports Applications I	Healthy Lifestyle
Sports Administration	Resistance Training
Games and Sports Applications II	First Aid and Sports Injuries

Assessment

Internal Assessment	External Assessment
Assessment will involve research, 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.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NESA curriculum information.



Studies in Catholic Thought

1 Unit | Board Endorsed | Non-ATAR



Course description

Studies in Catholic Thought is a NESA Board Endorsed Course developed by the Catholic dioceses of NSW, designed to explore fundamental human questions through the lenses of philosophy, the arts, history, scripture, and Catholic beliefs. This course examines the profound philosophical and life questions and delves into how the Catholic religion responds to them. Additionally, the course helps students make sense of everyday life within the broader context of the mystery, complexity, confusion, and awe inherent in life from a Catholic viewpoint.

Who should consider this course?

Enrolment in a Catholic school within the Diocese of Maitland-Newcastle requires students to complete either the *Studies in Catholic Thought* or *Studies of Religion* course. *Studies in Catholic Thought* encourages meaningful discussions about life's purpose and responsibilities in today's world. This course is designed to be accessible and relevant to all students, whether they are pursuing an ATAR or Non-ATAR pathway. It is ideal for students who can:

- Critically analyse issues and develop thoughtful responses.
- Actively participate in class discussions.
- Express ideas and solutions related to personal, social, and spiritual matters.
- Show respect and empathy toward religious beliefs.

Course Content

Preliminary Course	HSC Course
Preliminary Course (60 hours): The Human Person <ul style="list-style-type: none">• Who is the Human Person?• The Trinitarian God and Humanity• Re-Imagining Creation	HSC Course (60 hours): The Good Life <ul style="list-style-type: none">• Vice, Virtue and Salvation• The Good Works• The Common Good

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">• In the Year 11 course students will have three internal assessments.• In the Year 12 course, student will have three internal assessments, including an HSC style exam task in Year 12.	<ul style="list-style-type: none">• Students DO NOT sit for an external HSC examination, as all assessments are school based.

Leader of Learning

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Studies of Religion (1 Unit)

1 Unit | Board Developed | ATAR



Course description

The Studies of Religion 1 Unit Course aims to cultivate a critical awareness and deep appreciation of the nature and significance of religion, particularly within the Australian context. By exploring various religious traditions, beliefs, and practices, students gain insight into their influence on both individuals and societies. The course also fosters an understanding of spiritual and religious identity in Australia, encouraging students to become active and informed citizens. Beyond expanding their knowledge of world faiths, students develop important skills in critical thinking, observation, thoughtful communication, and clear writing.

Who should consider this course?

This course is ideal for students interested in exploring a variety of religious worldviews, as the course offers valuable insights into different cultures and global events. It provides a strong foundation for careers in journalism, politics, education, health, or any field that involves engaging with our diverse society. Academically rigorous, the course includes a challenging external HSC examination and internal assessments, requiring strong English skills for success. Students will develop critical thinking by reflecting on complex issues, formulating thoughtful responses, and expressing ideas on personal, social, and spiritual matters. Active participation in class discussions, the ability to write extended and meaningful responses, and working both independently and collaboratively are key expectations. Additionally, students are encouraged to approach religious beliefs with respect and empathy. This course can be used by students as a part of their ATAR. As a requirement of enrolment in a Catholic school in the Diocese of Maitland-Newcastle, students must complete either the Studies in Catholic Thought or Studies of Religion course.

Course Content

Preliminary Course

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

HSC Course

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

Assessment

Internal Assessment

- There will be three school-based assessment in Year 11 and three in Year 12. These assessment tasks will be made up of a variety of forms: written examinations; research reports; written and graphic communication.

External Assessment

- External HSC written examination. (1 ½ hours)

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NSW curriculum information.



Studies of Religion (2 Unit)

2 Unit | Board Developed | ATAR



Course description

The Studies of Religion 2 Unit Course aims to cultivate a critical awareness and deep appreciation of the nature and significance of religion, particularly within the Australian context. By exploring various religious traditions, beliefs, and practices, students gain insight into their influence on both individuals and societies. The course also fosters an understanding of spiritual and religious identity, encouraging students to become active and informed citizens. The 2 Unit course also includes a critical study of the role of religion in individual and world peace.

Who should consider this course?

This course is ideal for students interested in exploring a broad variety of religious worldviews, as the course offers valuable insights into different cultures and global events. It provides a strong foundation for careers in journalism, politics, education, health, or any employment that involves engaging with our diverse society. Academically rigorous, the course includes a challenging external HSC examination and internal assessments, requiring consistently excellent English skills for success. Students will develop critical thinking by reflecting on complex issues, formulating thoughtful responses, and expressing ideas on personal, social, and spiritual matters. Active participation in class discussions, the ability to write extended and meaningful responses, and working both independently and collaboratively are key expectations. Additionally, students are encouraged to approach religious beliefs with respect and empathy. This course can be used by students as a part of their ATAR. As a requirement of enrolment in a Catholic school in the Diocese of Maitland-Newcastle, students must complete either the Studies in Catholic Thought or Studies of Religion course.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Nature of Religions and Beliefs• Religions of Ancient Origin• Religious Tradition Study 1• Religious Tradition Study 2• Religious Tradition Study 3• Religion in Australia up to 1945	<ul style="list-style-type: none">• 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 Assessment	External Assessment
<ul style="list-style-type: none">• There will be three school-based internal assessment tasks in Year 11 and a maximum of four in Year 12. These internal assessment tasks will be made up of a variety of forms: written examinations; research reports; written and graphic communication.	<ul style="list-style-type: none">• External HSC written examination. (3 hours)

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NSW curriculum information.



Textiles and Design

2 Units | Board Developed | ATAR



Course description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects. The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area, and which includes supporting documentation and textile item/s.

Who should consider this course?

Textiles and Design is a versatile subject. Students will be able to engage creatively in a textile area of their interest and will gain experience and insight into industries with an emphasis on design, management and production through practical applications. Students who are driven to engage in practical/ hands-on experiences and projects can thrive in this subject.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">DesignProperties and Performance of TextilesThe Australian Textiles, Clothing, Footwear and Allied IndustriesPractical experiences	<ul style="list-style-type: none">DesignProperties and Performance of TextilesThe Australian Textiles, Clothing, Footwear and Allied IndustriesMajor Textiles Project

Assessment

Internal Assessment	External Assessment
<ul style="list-style-type: none">A maximum of four assessment tasks including a combination of practical projects and design documentation, research tasks and written examinations.	<ul style="list-style-type: none">Formal 1 ½ hour examination including multiple choice, short answer and extended response questions.Major Textiles Project includes practical project and design folio.

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NSW curriculum information.



Visual Arts

2 Units | Board Developed | ATAR



Course description

Visual Arts is an engaging course which encourages students to think critically and creatively, developing skills to interpret the world around them from an informed point of view. Learning in Visual Arts involves students in the practices of Artmaking, Art Criticism and Art History. Students develop their own artworks, culminating in a 'Body of Work' in the HSC course that reflects their knowledge and understanding of art making, and demonstrates their ability to resolve conceptually strong work. Students develop evaluative and analytical skills through essay writing, discussion, and debate, critically and historically investigating artworks and artists from Australia as well as those from other cultures, traditions and times.

Who should consider this course?

Visual Arts is a subject for students who enjoy engaging in creative processes. Students need to be committed, motivated learners who are willing to develop autonomous learning skills and are interested in enriching their understanding of a world progressively dominated by visual culture. There is no requirement to have studied Visual Arts in Stage 5. A study of Visual Arts develops skills and attitudes that are transferable to a multitude of occupations and areas of study that are not limited to the area of fine arts.

Course Content

Preliminary Course	HSC Course
<ul style="list-style-type: none">· Topic 1- Representation of the Human Figure Over Time (drawing, sculpture, photography)· Topic 2- Identity the Human Experience (drawing, painting, digital media)· Topic 3- Art, Place and Contemporary Practice (assemblage, documented form, digital media)	<p>Development of 'Body of Work' (student choice of media) and use of a process diary</p> <p>A minimum of five Case Studies (4-10 hours each)</p> <p>Deeper and more complex investigations of ideas in art criticism and art history</p>

Assessment

Internal Assessment	External Assessment
<p>Year 11: 3 assessment tasks</p> <p>Year 12: 4 assessment tasks (50% artmaking, 50% art criticism and art history)</p>	<p>HSC course only: Formal written examination (50%)</p> <p>Submission of Body of Work (50%)</p>

Leader of Learning

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NESA Course Information

For more information, please use the QR code to access the NSW curriculum information.



