



MACKILLOP
Catholic College
WARNERVALE

YEAR 11

PRELIMINARY HSC

COURSE SUMMARY HANDBOOK

2027

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1. DEPUTY HEAD STUDENT ACHIEVEMENT

Welcome to an exciting stage of your educational journey at **MacKillop Catholic College**. As you begin exploring your options for Years 11 and 12, you will be making important decisions about the courses and pathways that will shape your senior years and prepare you for life beyond school.

At MacKillop, we recognise that every student is unique. With different strengths, interests, talents, and aspirations, it is important that students choose a pathway that aligns with their goals and keeps them motivated and engaged over the next two years. Students are most successful when they study subjects they enjoy, challenge themselves, and can see a connection between their learning and their future plans.

We offer a range of pathways to support students in achieving their goals:

- **University Pathway**

For students seeking university entry through the HSC and an Australian Tertiary Admission Rank (ATAR).

- **University and/or Vocational Education and Training (VET) Pathway**

For students wanting to gain practical skills and nationally recognised qualifications while completing their HSC.

- **Apprenticeship and Traineeship Pathway**

For students interested in combining school studies with workplace learning and industry experience.

- **Vocational NON ATAR Pathway**

For students preparing for direct entry into the workforce or further study through TAFE and other training providers. Students will receive their HSC and take a NON ATAR pathway.

No matter the pathway you choose each student can complete their High School Certificate and graduate with this credential. Choosing the right pathway is one of the most important decisions you will make during your time at school. I encourage you to carefully consider your interests, strengths, and future aspirations, while taking advantage of the support and information available through the subject selection process.

This handbook has been designed to help you make informed decisions and explore the many opportunities available to you. Speak with your parents, teachers, Careers Adviser, and Leader of Wellbeing as you consider your options and begin planning your future.

At MacKillop, our goal is to ensure every student is supported to achieve their personal best and leave school with the confidence, skills, and qualifications needed to thrive in their chosen pathway.

I wish you every success as you begin this exciting journey and start creating your future.

Mrs Alexandra Walters

Deputy Head Student Achievement

2. YEAR 11 2027 SUBJECT SELECTION PROCESS - IMPORTANT DATES

Term 1	
Week 10	Careers Expo
Term 2	
Week 1-11	Goal Setting, Careers quiz, Career investigation in PDHPE classes.
Weeks 6-8	Introduction into pathways
Weeks 9-10	University Pathways Vocational Education Pathways Apprenticeship and Traineeship Pathways
Weeks 9-10	Faculty presentation to students regarding individual subjects
Week 10 Pastoral Period	Explanation of HSC requirements and expectations. Stage 6 Course Summary Handbook available.
Week 11	Year 10 reports released
Week 11 Wednesday	Information Evening & Subject Market – • Parents and students are invited to speak with the LoLTs and teachers about courses • Information Evening – outlining Stage 6 expectation, NESA requirements and outline of the course selection process • Straw Poll open
Term 3	
Week 1	Straw Poll closed
Week 2 Wednesday	Student and parent interviews – review selections against student on a page data; ATAR eligibility; major works; VET pathways; external courses. Student on a page distributed.
Week 2 Thursday	Edval selections open.
Week 4 Thursday	Edval selections close
Week 10	2027 classes and lines finalised

3. 2027 COURSE OFFERINGS

	University (ATAR) Pathway	University OR Vocational Pathway	Vocational (Non ATAR) Pathway
	Compulsory HSC Examination	Optional HSC examination	NO HSC examination
Religion	Studies of Religion 2U Studies of Religion 1U	Studies in Catholic Thought	Studies in Catholic Thought
English	English Standard English Advanced English Extension 1 English Extension 2 (Yr 12)	English Studies	English Studies
Mathematics	Mathematics Standard Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 (Yr 12)	Mathematics Standard	Numeracy
Science	Biology Chemistry Investigating Science Physics Science Extension (Yr 12) *		Marine Studies
HSIE	Aboriginal Studies* Ancient History Business Studies Economics Geography Japanese Continuers Legal Studies Modern History Society & Culture* History Extension (Yr 12) *		Work Studies
PDHPE	Community & Family Studies Health & Movement Science		Exploring Early Childhood Sport, Lifestyle & Recreation
TAS	Design & Technology* Enterprise Computing Food Technology Industrial Technology – Timber* Textiles & Design*		
CAPA	Dance* Drama* Music 1* Visual Art*		Ceramics Photography, Video & Digital Imaging
VET		Business Services Construction Entertainment Industry Hospitality- Kitchen Ops Hospitality- Food & Bev	Fitness
Cross Campus	Japanese Beginners Italian Beginners		Active Volunteering Outdoor Recreation Outdoor Leadership
NESA	Board Developed Courses – ATAR eligible *Major Project/Performance	To be included in ATAR the optional HSC examination must be done	Board Endorsed OR Content Endorsed Courses do NOT count towards an ATAR.

NESA Board Developed courses are offered as Life Skills options -see Stage 6 Life Skill Course Handbook.
 Classes can only be formed where a sufficient number of students select a particular course.

4. HSC AND ATAR

After successful completion of Year 11 and 12 all students will obtain a Higher School Certificate. The **HSC** shows how well you performed in each subject as a mark out of 100 (2 unit course) or 50 (1 unit course). The HSC is issued by NESA and shows achievement based on set standards.

To meet HSC requirements, you must complete the following patterns of study:

- Year 11 HSC pattern – must include at least 12 units
- Year 12 HSC pattern – must include at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses.
- 2 units of a Board Developed Course in English.
- 3 courses with 2 or more units, either Board Developed or Board Endorsed Courses.
- 4 subject areas

Within a Catholic school there is also a compulsory requirement for at least 1 unit of a Stage 6 religion course.

When students complete the HSC they will receive a portfolio showing their achievement. This will include:

- **HSC Testamur**: official certificate confirming completion of the HSC
- **Record of Achievement**: Lists courses and final marks and bands.
- **Course Reports**: Show the marks and performance levels for most subjects.

In most courses HSC marks are calculated using 50% from school assessment and 50% from the HSC examination. The mark for VET courses uses 100% from the HSC examination. 2 unit courses are marked out of 100 (1 unit courses out of 50). A mark of 50 is the minimum standard. Results are grouped into bands showing different levels of achievement. Band 6 (90-100) is the highest achievement level.

The **ATAR** (Australian Tertiary Admission Rank) is issued by UAC. It is a rank which shows your position compared to all other students in NSW studying the same course. To be eligible for an ATAR students must complete 10 units of Board Developed courses and sat the HSC examination for each. The ATAR is calculated from your best 2 units in English and the best 8 units you're your remaining eligible units. Students wishing to gain university entrance using their HSC should ensure that they have the correct number of eligible units. Not all students sitting the HSC will be eligible for an ATAR – they will still receive the HSC credential.

5. SELECTION GUIDELINES

ATAR PATHWAY

Year 11 HSC ATAR Students must study at least 12 units including:

- At least 1 unit of Religion
- An English Course
- 5 x 2 Unit Courses – this may include ONLY 1 Board or Content ENDORSED Course.

Students studying Studies of Religion 2U and/or an extension subject may have a different pattern of study. Students cannot choose more than 6 units of science courses: Investigating Science, Physics, Biology and Chemistry.

Students may drop units at the completion of Year 11 Preliminary Course. You must have AT LEAST 10 units of ATAR eligible subjects to get an ATAR. Students must retain a Religion and English course in Year 12. If a Board or Content ENDORSED Course is chosen in Year 11 this is the only course that may be dropped in Year 12.

NON - ATAR PATHWAY

Year 11 HSC Non-ATAR Students must study at least 12 units including:

- At least 1 unit of Religion
- An English Course
- 5 x 2 Unit Courses

Students may drop units at the completion of Year 11 Preliminary Course. They must have AT LEAST 10 units of ATAR eligible subjects to get their HSC certificate. Students must retain a Religion and English course in Year 12. Students must choose at least 3 **Board Developed Courses** and cannot choose more than 3 **Board Endorsed Courses**.

SBAT pathway students may be enrolled in TAFE for one day per week. All students in a school-based apprenticeship or traineeship (SBAT) will do at least one day per week in the workplace.

TVET students (studied at TAFE) will have to do this as one of their subject selections. Please seek advice about this from the Careers Advisor.

Course Units

HSC courses are worth 1, 2 or 3 units. Each unit is worth 60 hours of study.

2 unit	Most courses are 2 units. 120 hours in Year 11 and 120 hours in Year 12 Worth 100 marks in the HSC 7 lessons per fortnight
1 unit	Religion and Extension courses 60 hours in Year 11 and 60 hours in Year 12 Worth 50 marks in the HSC 4 lessons per fortnight

VET Courses

VET (Vocational Education and Training) courses:

- are developed by industry to meet industry standards.
- are practical, 'hands on' courses.
- develop generic skills valued in the workplace.
- focus on skills and knowledge within a specific industry.
- contribute towards both the HSC and a national qualification

Assessment is mostly practical and students are assessed as either Competent or Not Yet Competent. If a student is assessed as Not Yet Competent, they will be given other opportunities to demonstrate competence.

VET courses can be studied on an ATAR pathway if student sits the optional HSC examination.

6. NESA ADVISE FOR STUDENTS CHOOSING HSC COURSES

A summary of the NESA advise is provided below. For further information go to <https://www.nsw.gov.au/education-and-training/nesa/hsc/subject-selection>

Meeting HSC eligibility requirements

Eligibility basics - To be eligible for the HSC, you must fulfil the following criteria:

- Satisfactorily complete Years 9 and 10 or obtain equivalent qualifications recognised by the NSW Education Standards Authority (NESA).
- Attend a government school, an accredited non-government school, a NESA recognised school outside NSW, or a TAFE college.
- Successfully complete the [HSC: All My Own Work program](#) (or its equivalent) before submitting any work for Preliminary or HSC courses. You do not need to do if you're only enrolled in Year 11 and Year 12 Life Skills courses.
- Satisfactorily complete the required courses as part of the specified study patterns.
- Sit for and make a serious attempt at the HSC exams as required.
- Meet the [HSC minimum standard of literacy and numeracy](#) within 5 years of starting your HSC course.

Understanding HSC pathways

While most students complete their HSC over 2 years during Years 11 and 12, there are alternative pathways that suit different circumstances. For example, if you want to study while you work, care for your family or even take part in elite sports or cultural activities, one of these pathways may be suitable for you. Refer to the table on NESA website.

Useful links

- [HSC Minimum Standards](#)
- [University Admission Centre](#)
- [My Future - Occupations -](#)
- [TAFE NSW](#)
- [Workforce Australia](#)
- [Explore Your Career | Your Career](#)
- [NESA Subject Syllabus](#)
- [Assessment Certification Examination \(ACE\) | NSW Curriculum | NSW Education Standards Authority](#)

7. COURSE INFORMATION PAGES

Board Developed Course	These are courses set and examined by NESA that can contribute to the calculation of the ATAR. They have a HSC examination. These are inclusive of Life Skills and VET Framework.
Board Endorsed Course	These count towards the HSC but do not have an HSC exam and do not contribute towards the calculation of the ATAR
VET	VET courses can count as 3 or 4 Units of study towards (typically 2 units Preliminary, 2 units HSC). They have dual accreditation - Higher School Certificate and a National qualification (AQF) e.g. Certificate III in Business. These are competency based and require 70 hours of Work Placement over two years. (Fitness requires 35 hours of work placement). VET courses can count towards ATAR if optional HSC examination is done – except for FITNESS.
Cross Campus & Distance Ed	Cross Campus Courses are run through the supervision of CSBB. They may contain face to face and online components. Students interested in a Cross Campus course will be required to discuss this with Mrs Winkler.
Life Skills	For Stage 6 Life Skills course options see the Stage 6 Life Skills Course Handbook

Aboriginal Studies

HSIE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Sullivan

Subject Level	2	Content Demand	Mid	Literacy	Mid	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

Aboriginal history and culture are fundamental to the development of Australian identity. This course acknowledges the vital contributions of Aboriginal cultures and communities to Australian society.

Through this study, students will:

- Develop a heightened understanding of social justice and shared histories.
- Critically examine their role as active and informed citizens.
- Build essential analytical, independent research, and argumentation skills to prepare for further education, training, and employment.

Be actively encouraged to play a role in the process of reconciliation

Course Outline:

PRELIMINARY COURSE

Preliminary Course (Pre-Contact to 1960s)

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

HSC COURSE

Part 1: Social Justice & Human Rights Issues

A- Global Perspective

B – Comparative Study on an Aboriginal and international Indigenous community

Part II

- Aboriginality and the Land
- Heritage and Identity

Part III: Research & Inquiry Methods – Major Project

Specific Course Requirements:

Mandatory Research Component: Both the Preliminary and HSC courses require a research project investigated within the context of the Local Aboriginal Community.

For the Year 12 HSC Major Project, students select a topic of their own choice related to the course, negotiated in consultation with their teacher.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Ancient History

HSIE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Sullivan

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	Low	Major Project	N	Depth Study	Y	Practical Work	N	Work Placement	N
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Course Description:

The study of Ancient History is of enduring contemporary relevance as it enables students to investigate and interpret the ancient world through a range of archaeological and written evidence. Students develop the skills to analyse and evaluate different interpretations and representations of ancient societies, events and individuals. The course encourages students to engage with contestable historical questions and to consider how the ancient past is constructed and understood. Ancient History also explores important ethical issues surrounding the ownership, conservation and display of cultural heritage, fostering an appreciation of our responsibility to preserve the remains of the ancient world for future generations.

Course Outline:

PRELIMINARY COURSE

1. The Nature of Ancient History

Students develop an understanding of how the ancient past is constructed and interpreted through archaeological and written sources.

2. Case Studies

- Masada
- Alexandria

3. Features of Ancient Societies

Students explore key features of ancient societies specifically through:

- Weapons and warfare in Assyria
- Power and image in Ancient Rome

4. Historical Investigation

Students undertake an independent historical investigation of a topic of their choice, applying historical inquiry methods, analysing sources and developing evidence-based interpretations.

HSC COURSE

1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum

Students investigate daily life in Pompeii and Herculaneum before the eruption of Mount Vesuvius in 79 AD, using archaeological and written evidence to explore society, culture and the impact of the eruption.

2. Ancient Societies

Students study one ancient society in depth, such as Sparta, examining its political, social and cultural structures.

3. Personalities in their Times

Students investigate significant individuals from the ancient world, such as Agrippina the Younger, evaluating their role, influence and historical significance.

4. Historical Periods

Students examine a defined period of ancient history, such as the Julio-Claudian dynasty, analysing key developments, events and interpretations.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Biology

Science

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mrs Martin

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	Mid	Major Project	N	Depth Study	Y	Practical Work	Y	Work Placement	N
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Course Description:

The Biology 11–12 Syllabus provides students with the opportunity to analyse, study and enjoy an understanding of the biological world around us. Students build on their learning from the Science 7–10 Syllabus as they investigate phenomena, make predictions and solve problems related to health, sustainability and biotechnology. Students generate and analyse data and evaluate results to make ethical, evidence-based decisions as informed, reflective and scientifically literate citizens.

Course Outline:

PRELIMINARY COURSE

- Cells as the basis of life
- Cells to systems
- Evolution and ecosystems
- The Year 11 course involves a depth study related to one or more of the above modules.

HSC COURSE

- Heredity
- Diseases
- Biodiversity
- Biotechnology
- The Year 12 course involves a depth study related to one or more of the above modules.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Exclusions:

Students may only study a maximum of 6 units of a Science based course in Year 11.

Business Services (Certificate III)

VET

Pathway: ATAR or Vocational

2 Unit

VET

Contact:
Mrs McArdle

Subject Level	3	Content Demand	Mid	Literacy	Mid	Numeracy	Mid	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	Y
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Course Description:

This course is intended for students who wish to work in clerical and administrative occupations.

It is based on units of competency developed by the business services industry to describe the competencies, skills and knowledge needed by clerical-administrative workers.

Students develop a range of skills required to work effectively and safely in a modern office environment. These may include oral and written communication skills, information handling and record keeping, processing financial documents and operating office equipment including computers.

Specific Course Requirements:

Students must complete a minimum of 70 hours of work placement over 2 years. This is normally completed within Term 3 and 4 of the first year of the course.

Students will complete their First Aid Certificate as part of the course. The College will organise, otherwise students will need to obtain the certificate privately. The cost is approximately \$80.

Assessment:

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in an office environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Students successfully completing this course at the College will be awarded a Certificate III in Business (BSB30120). A Certificate III course can be used as alternate entry pathways to some universities.

Business Studies

HSIE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Sullivan

Subject Level	2	Content Demand	Mid	Literacy	High	Numeracy	Mid	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Course Outline:

PRELIMINARY COURSE

- Nature of business – the role and nature of business
- Business management – the nature and responsibilities of management
- Business planning – establishing and planning a small to medium enterprise

HSC COURSE

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

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Ceramics

CAPA

Pathway: Vocational (Non-ATAR)

2 Unit

Content
Endorsed Course

Contact:
Mrs Baird

Subject Level	3	Content Demand	Low	Literacy	Low	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found, and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

Course Outline:

Compulsory

- Introduction to Ceramics (Core)
- Occupational Health and Safety

Electives can come from a variety of types of clay making processes including:

- Hand building
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media.

Assessment:

Students are required to keep a diary throughout this course.

There is no HSC examination for this course.

Chemistry

Science

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mrs Martin

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	High	Major Project	N	Depth Study	Y	Practical Work	Y	Work Placement	N
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Course Description:

Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms to gain a better understanding of how chemicals interact.

Course Outline:

PRELIMINARY COURSE

- Properties and Structure of Matter: properties of matter, atomic structure and atomic mass, periodicity, bonding
- Introduction to Quantitative Chemistry: chemical reactions and stoichiometry, mole concept, concentration and molarity, gas laws.
- Reactive Chemistry: chemical reactions, predicting reactions of metals, rates of reactions.
- Drivers of Reactions: energy changes in chemical reactions, enthalpy and Hess's Law, entropy and Gibbs free energy.
- The Year 11 course involves a depth study related to one or more of the above modules.

HSC COURSE

- Equilibrium and Acid Reactions: static and dynamic equilibrium, factors that affect equilibrium, calculating the equilibrium constant, solution equilibria.
- Acid / Base Reactions: properties of acids and bases, using Bronsted-Lowry theory, quantitative analysis.
- Organic Chemistry: Nomenclature, hydrocarbons, products of reactions involving hydrocarbons, alcohols, reactions of organic acids and bases, polymers.
- Applying Chemical Ideas: analysis of inorganic substances, analysis of organic substances, chemical synthesis and design.
- The Year 12 course involves a depth study related to one or more of the above modules.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course

Exclusions:

Students may only study a maximum of 6 units of a Science based course in Year 11.

Community & Family Studies

PDHPE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Abel

Subject Level	2	Content Demand	High	Literacy	High	Numeracy	Mid	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

Community and Family Studies (CAFS) are the study of people, relationships and wellbeing in a changing society. The course explores how individuals, families and communities' function, and how factors such as culture, technology, economics, health and government policies influence wellbeing and life opportunities. Community and Family Studies help students to better understand the world around them while developing practical skills that prepare them for future study, employment and active participation in their communities. Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future.

Course Outline:

PRELIMINARY COURSE

- **Resource Management**
 - Learn how people make decisions about managing their resources to meet their specific needs and improve their wellbeing.
- **Individuals and Groups**
 - Explore the roles of individuals within groups, the causes and outcomes of conflict, and the strategies that promote positive relationships.
- **Families and Communities**
 - Investigate the changing nature of families and communities and the ways they support individuals throughout life.

HSC COURSE

- **Research Methodology**
 - Design and complete a teacher directed independent research project by collecting, analysing and evaluating data on a contemporary issue.
- **Groups in Context**
 - Examine the needs and challenges faced by groups such as rural and remote families, youth, Aboriginal and Torres Strait Islander People and the Homeless.
- **Parenting and Caring**
 - Investigate the factors that contribute to positive outcomes for individuals and families.
- **HSC Option Module: Social Impact of Technology**
 - Explore how evolving technologies influence individuals, families and communities, examining both the opportunities and challenges they create for society.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Construction
VET
Pathway: Vocational or ATAR
2 Unit
VET
**Contact:
Mrs McArdle**

<i>Subject Level</i>	3	<i>Content Demand</i>	Mid	<i>Literacy</i>	Mid	<i>Numeracy</i>	Mid	<i>Major Project</i>	N	<i>Depth Study</i>	N	<i>Practical Work</i>	Y	<i>Work Placement</i>	y
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Course Description:

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

Course Outline:

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

Specific Course Requirements:

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

Students must undertake mandatory SafeWork NSW approved WHS induction training program (White Card). The College will organise the training at end of 2026 otherwise it must be obtained privately. The cost is approximately \$100.

Students will complete their First Aid Certificate as part of the course. The College will organise, otherwise students will need to obtain the certificate privately. The cost is approximately \$80.

Assessment:

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a construction environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.

Students successfully completing this course at the College will be awarded a Certificate II in Construction Pathways (CPC20220) and a Statement of Attainment towards Certificate II in Construction (CPC20120)

Dance

CAPA

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mrs Baird

Subject Level	2	Content Demand	Mid	Literacy	Mid	Numeracy	Low	Major Project	Y	Depth Study	Y	Practical Work	Y	Work Placement	N
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Course Description:

Students undertake a study of Dance as an artform through the interrelated components of Performance, Choreography and Appreciation. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. While the course builds on the Stage 5 Dance course, it also caters for students with less experience in Dance.

Course Outline:

PRELIMINARY COURSE

- Performance (Technique and Safe Practice)
- Choreography (Creating works using the elements of Dance)
- Appreciation (History of Dance in Australia)

HSC COURSE

- Perform two contrasting solo dance works
- Research ONE prescribed practitioner
- Choreograph a solo dance work inspired by a prescribed practitioner
- Study a prescribed dance work (Yuldea, Bangarra Dance Theatre)

Specific Course Requirements:

Willing to perform in groups and/or solo (Mandatory).

See at least ONE outside Dance production during Preliminary course (highly recommended).

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course. Students are assessed physically, orally and in written form on their ability to perform, compose and appreciate dance. The practical assessment is performed before a panel of markers. Each component is supported by an interview where students are to discuss the elements of their work.

Design & Technology

TAS

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mr Clair

Subject Level	2	Content Demand	Mid	Literacy	Mid	Numeracy	Mid	Major Project	Y	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

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

In the Preliminary course students study designing and producing, which includes the completion of at least two design projects.

In the HSC course, students study innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

Course Outline:

PRELIMINARY COURSE

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

HSC COURSE

Innovation and Emerging Technologies, including a case study of innovation.

The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas:

- project proposal and management,
- project development and realisation,
- project evaluation.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course (40%).

The Major Design Project is worth (60%) of the HSC mark and is marked externally by NESA.

Drama
CAPA
Pathway: ATAR
2 Unit
**Board Developed
Course**
**Contact:
Mrs Baird**

Subject Level	2	Content Demand	Mid	Literacy	Mid	Numeracy	Low	Major Project	Y	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

Students learn about the practices of making, performing and critically reflecting Drama. These practices are explored through both practical experience (Improvisation, Play Building, Acting and Stagecraft) and Critical Theory (theatre styles, movements and analysis of specific plays).

Drama allows students to explore issues and experiment with different performance styles in an inclusive and supportive environment, as well as gaining insight into the history and development of theatre in society.

Whilst the course builds on Stage 5, it also caters for students who have not studied Drama in junior years.

Course Outline:
PRELIMINARY COURSE

- Forms and Styles
- Improvising and Devising
- Scripts in Practice

HSC COURSE

- Australian Drama and Theatre (Two dramatic works)
- Approaches to Drama and Theatre
- Ensemble Performance
- Individual Project (Student choice)

Specific Course Requirements:

Willingness to perform in groups (Mandatory).

See at least ONE outside Theatre production during Preliminary course (highly recommended).

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course (40%).

The Individual Project and Ensemble Performance is 60% of the HSC mark.

Economics

HSIE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Sullivan

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	Mid	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

Economics provides students with an understanding of how individuals, businesses, governments and nations make decisions about the allocation of scarce resources. Students investigate the operation of the Australian and global economies and examine contemporary economic issues that affect individuals and society. The course develops knowledge of economic concepts, models and principles, including markets, demand and supply, and the interactions between different sectors of the economy. Students also explore economic performance, management and globalisation, while developing analytical, problem-solving and communication skills through the application of economic theory to real-world situations.

Course Outline:

PRELIMINARY COURSE

- Introduction to Economics
- Markets
- Household and business sector
- Financial sector
- Government sector
- International sector

HSC COURSE

- Economic issues in the Australian economy
- Economic management of the Australian economy
- Australia and the global economy

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

English Studies

English

Pathway: Vocational (Non-ATAR)

2 Unit

Board Developed
Course

Contact:
Ms Goodwin

Subject Level	3	Content Demand	Mid	Literacy	Mid	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

English Studies is designed as a more practical course for students who wish to refine their skills and knowledge in English. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course. It helps develop practical communication skills.

Course Outline:

PRELIMINARY COURSE

- Reading to Write: Transition to English Studies.
- Elective K: Achieving through English – English in Education, Work and Community
- Elective H: Uncovering the Truth

HSC COURSE

- Narrative and Human Experience
- Writing for Purpose
- Elective E: Lyrical Voices
- Elective C: On the Road

Assessment:

Students will undertake a range of assessment tasks across the Preliminary and HSC courses.

Students studying English Studies may elect to undertake an optional HSC examination to contribute to the student's ATAR.

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

It is recommended that any student wishing to receive an ATAR selects the English Standard or English Advanced course.

Exclusions:

Students cannot study English (Standard) or English (Advanced) concurrently with English Studies.

English Standard

English

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Goodwin

<i>Subject Level</i>	2	<i>Content Demand</i>	High	<i>Literacy</i>	High	<i>Numeracy</i>	Low	<i>Major Project</i>	N	<i>Depth Study</i>	N	<i>Practical Work</i>	N	<i>Work Placement</i>	N
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Course Description:

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations to be effective, creative and confident communicators.

Course Outline:

PRELIMINARY COURSE

- Reading to Write: A Transition to English Standard.
- Contemporary Possibilities
- Close Study of Literature

HSC COURSE

- Texts and Human Experiences
- Language, Identity and Culture
- Close Study of Literature
- The Craft of Writing.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Exclusions:

Students cannot study English Studies or English Advanced concurrently.

English Advanced

English

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Goodwin

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts to develop their academic achievement through understanding the nature and function of complex texts.

Course Outline:

PRELIMINARY COURSE

- Reading to Write: Transition to Advanced English
- Narratives that Shape our World
- Critical Study of Literature

HSC COURSE

- Texts and Human Experiences
- Textual Conversations
- Critical Study of Literature
- The Craft of Writing

Specific Course Requirements:

Student entry into the course will be based on their overall performance in the Stage 5 English Course and upon receiving a recommendation from the Leader of Learning and Teaching in English.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Exclusions:

Students cannot study English (Standard or Studies) at the same time

English Extension 1

English

Pathway: ATAR

1 Unit

Board Developed
Course

Contact:
Ms Goodwin

Subject Level	Ext	Content Demand	High	Literacy	High	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Course Outline:

PRELIMINARY COURSE

- Texts, Culture and Value
- a related research project
- Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures
- Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project

HSC COURSE

- Literary Worlds
- ONE elective option
- The study of at least THREE texts must be selected from a prescribed text list for the module study including
 - at least TWO extended print texts which may include poetry
- Students are required to study at least ONE related text

Specific Course Requirements:

Student entry into the course will be based on their overall performance in the Stage 5 English Course and upon receiving a recommendation from the Leader of Learning and Teaching in English. Only students recommended by the English LoLT will be allowed to enrol in English – Extension 1.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Exclusions:

Students cannot study English (Standard or Studies) at the same time.

Corequisites:

To study the English Extension 1, students must be studying the English Advanced course.

Enterprise Computing

TAS

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mr Clair

<i>Subject Level</i>	2	<i>Content Demand</i>	High	<i>Literacy</i>	High	<i>Numeracy</i>	Low	<i>Major Project</i>	Y	<i>Depth Study</i>	N	<i>Practical Work</i>	Y	<i>Work Placement</i>	N
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Course Description:

The Year 11 course allows students the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources whilst being aware of their social, ethical and legal implications.

The Year 12 course allows students to extend their knowledge. This will then be applied to the development of a major enterprise project using project management skills.

Course Outline:

PRELIMINARY COURSE

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

HSC COURSE

- Data science
- Data visualisation.
- Intelligent systems.
- Enterprise project.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course. The HSC exam for this course is an ONLINE examination.

Exclusions:

Technology Life skills (where computing technology is included within the course).

Entertainment Industry

VET

Pathway: Vocational or ATAR

2 Unit

VET

Contact:
Mrs McArdle

Subject Level	3	Content Demand	Mid	Literacy	Mid	Numeracy	Mid	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	Y
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Course Description:

This course provides students with the opportunity to develop basic skills and knowledge suitable for entry to employment in live production, theatre and events industries.

Course Outline:

The course is flexible, with students able to select units of competency from the entertainment and music industries.

Compulsory units of competency represent the basic skills, knowledge and attitudes required for workers within the entertainment industry.

The compulsory units of competency specifically address workplace communication, working with others in the industry, basic entertainment industry knowledge and working in culturally diverse environments.

Elective units include areas such as vision systems, audio, lighting, staging, marketing and music industry.

Specific Course Requirements:

Students must complete a minimum of 70 hours of work placement over 2 years.

Students must undertake a mandatory SafeWork NSW approved WHS induction training program (White Card). This will be done at the end of 2026 otherwise it must be obtained privately. The cost is approximately \$100.

Students will complete their First Aid Certificate as part of the course. The College will organise the training at the end of 2026; otherwise, it is to be obtained privately. The cost is approximately \$80.

Assessment:

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Competency-based assessment determines the vocational qualification that a student will receive.

Students successfully completing this course at the College are awarded S.O.A. towards Certificate III in Live Production and Services (CUA30420).

Exploring Early Childhood

PDHPE

Pathway: Vocational (Non-ATAR)

2 Unit

Content
Endorsed Course

Contact:
Ms Abel

Subject Level	3	Content Demand	Mid	Literacy	Mid	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

Exploring Early Childhood gives students the opportunity to learn about the fascinating world of children from birth to eight years of age. The course explores how children grow, learn and develop, and the factors that influence their physical, social, emotional, cognitive and language development. Students study topics such as pregnancy and birth, play and learning, nutrition, health and safety, parenting, childcare, family and community influences, and the importance of positive relationships in a child's life. Students also investigate current issues affecting children and examine how different environments and experiences shape development.

Course Highlights:

- *Real Care Virtual Baby Program* – Experience the responsibilities of caring for an infant through the use of a computerised baby.
- *Working within MacKillop Primary Classrooms* – Apply classroom learning in authentic settings by working alongside primary students, developing communication, leadership and interpersonal skills.
- *Hands-on Learning* – connecting theory with real-world experiences in child growth, development and wellbeing.
- *Future Pathways* – Explore careers in education, early childhood, health and community services while developing valuable life skills for working with and caring for children.

It is an engaging and rewarding course for students interested in working with children or pursuing future pathways in education, childcare, health and community services, while also developing valuable life skills for everyone.

Course Outline:

Core A – Pregnancy & Childbirth
 Core B – Child Growth & Development
 Core C – Promoting Positive Behaviour

Options:

- Starting School
- Gender and Young Children
- Play and the Developing Child
- Food and Nutrition
- Child Health & Safety

Assessment:

There is no HSC examination for this course. Assessment includes tasks such as the 'virtual babies' and delivery of a group lesson to a kindergarten class.

Fitness
VET
Pathway: Vocational
2 Unit
VET
Contact:
Mrs McArdle

<i>Subject Level</i>	3	<i>Content Demand</i>	Mid	<i>Literacy</i>	Mid	<i>Numeracy</i>	Mid	<i>Major Project</i>	N	<i>Depth Study</i>	N	<i>Practical Work</i>	Y	<i>Work Placement</i>	Y
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Course Description:

The Certificate III in Fitness course prepares students to be able to assist new gym members to use equipment and lead small group classes through basic programming. This course leads into the Certificate IV in Fitness to become a qualified Personal Trainer.

Course Outline:

This course covers 15 topics/ competencies including:

- Conduct fitness appraisals
- Maintain equipment for activities
- Facilitate groups
- Provide healthy eating information
- Provide health screening and fitness orientation

Specific Course Requirements:

Students must complete a minimum of 35 hours of work placement over 2 years.

Students will complete their First Aid Certificate as part of the course. The College will organise the training at the end of 2026, otherwise students will need to obtain the certificate privately. The cost is approximately \$80.

Assessment:

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Students successfully completing this course at the College are awarded S.O.A. towards Certificate III in Fitness (SIS30321).

Food Technology

TAS

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mr Clair

Subject Level	2	Content Demand	Mid	Literacy	Mid	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

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

Course Outline:

PRELIMINARY COURSE

- Food Availability and Selection
- Food Quality
- Nutrition

HSC COURSE

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

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Geography

HSIE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Sullivan

Subject Level	2	Content Demand	Mid	Literacy	High	Numeracy	Mid	Major Project	N	Depth Study	Y	Practical Work	N	Work Placement	N
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Course Description:

The study of Geography develops students' understanding of the spatial and ecological dimensions of the Earth and the complex interactions between people, places and environments. Through geographical inquiry, students investigate contemporary geographical issues using fieldwork, spatial technologies and a range of geographical tools and skills. The course encourages students to think critically about change, sustainability and global patterns, and to understand the ways geographical processes shape the world at local, national and global scales.

Course Outline:

PRELIMINARY COURSE

Earth's Natural Systems

- the functioning of natural systems and the spatial patterns and processes that shape the Earth's physical environments, including the atmosphere, hydrosphere, lithosphere and biosphere.

People, Patterns and Processes

- human geography, exploring how population, settlement, economic activity and cultural change places through a contemporary case study.

Human-Environment Interactions

- interactions between human activity and natural systems, including land cover change and climate change, and consider the causes and impacts.

Geographical Investigation

- inquiry of their own choosing, applying geographical concepts, skills and fieldwork to investigate a contemporary geographical issue.

HSC COURSE

Global Sustainability

- explore contemporary global challenges, including environmental management, social wellbeing and economic development, and evaluate responses.

Rural and Urban Places

- spatial characteristics, processes and change in rural and urban places, with a focus on issues, challenges and sustainability.

Ecosystems and Global Biodiversity

- functioning of ecosystems, the value of biodiversity, and the impacts of natural processes and human activity on global biodiversity, including management strategies and responses.

Fieldwork

- Students complete a minimum of 12 hours of fieldwork in the HSC course, applying geographical inquiry skills in real-world contexts.

Specific Course Requirements:

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Health & Movement Science

PDHPE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Abel

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	Low	Major Project	N	Depth Study	Y	Practical Work	N	Work Placement	N
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Course Description:

Health and Movement Science combine knowledge from fields such as biology, exercise science, psychology, nutrition and public health to help students understand the factors that influence health and movement. Students investigate the health status of Australians and the interconnected social, cultural, environmental and biological factors that affect individuals and communities. They also explore the scientific principles that influence movement and performance, developing the knowledge and skills to enhance movement, improve performance and promote lifelong health and physical activity for themselves and others. The study of health sciences enables students to think critically about the equity, access and sustainability of health and wellbeing for individuals and communities. Health promotion is explored to improve health for individuals and communities.

Learning in, through and about the movement sciences involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation.

Course Outline:

PRELIMINARY COURSE

- **Health for individuals and communities (40 hr)** - Investigate the factors that influence the health of individuals and communities and strategies to improve health outcomes.
- **The body and mind in motion (40 hr)** - Explore factors that influence movement and performance & how scientific principles can enhance both.
- **Collaborative Investigation (20 hr)** - Contemporary health or movement issue using research, collaboration and evidence-informed decision-making.
- Depth studies (a minimum of 2 - 20 hours)

HSC COURSE

- **Health in an Australian and global context (45hr)** - Investigate epidemiology, Australia's healthcare system and the United Nations Sustainable Development Goals to understand and improve health outcomes locally and globally.
- **Training for improved performance (45 hr)** - Explore the principles of training, recovery and performance to enhance movement, fitness and athletic performance.
- Depth studies (a minimum of 2 - 30 hours)

Assessment:

A range of assessment tasks across the Preliminary and HSC courses including a collaborative investigation.

Mandatory HSC Examination in 2027 for the Year 12 component of the course.

Hospitality – Food & Beverage

VET

Pathway: Vocational or ATAR

2 Unit

VET

Contact:
Mrs McArdle

Subject Level	3	Content Demand	Mid	Literacy	Mid	Numeracy	Mid	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	Y
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Course Description:

This course provides students with basic skills and knowledge as preparation for entry-level employment with the focus on the preparation and service of food and non-alcoholic beverages.

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

Course Outline:

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

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

Specific Course Requirements:

Students must complete a minimum of 70 hours of work placement over 2 years

Hospitality black uniform \$80 – Self source, details will be provided to students with specifics.

Students will complete their First Aid Certificate as part of the course. The College will organise the training at the end of 2026, otherwise, students will need to obtain the certificate privately. The cost is approximately \$80.

Assessment:

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

To attain this qualification, students must provide evidence of participating in at least 12 'service periods'.

Students will attain a Certificate II in Hospitality (SIT20322).

Hospitality – Kitchen Operations

VET

Pathway: Vocational or ATAR

2 Unit

VET

Contact:
Mrs McArdle

Subject Level	3	Content Demand	Mid	Literacy	Mid	Numeracy	Mid	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	Y
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Course Description:

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

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

Course Outline:

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

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

Specific Course Requirements:

Students must complete a minimum of 70 hours of work placement over 2 years

Chef's uniform \$80 – Self source, details will be provided to students with specifics.

Students will complete their First Aid Certificate as part of the course. The College will organise the training at the end of 2026, otherwise, students will need to obtain the certificate privately. The cost is approximately \$80.

Assessment:

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

To attain this qualification, students must provide evidence of participating in at least 12 'service periods'.

Students will attain a Certificate II in Cookery (SIT20421) and Statement of Attainment towards Certificate III Catering (SIT30921)

Industrial Technology – Timber Furnishings

TAS

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mr Clair

Subject Level	2	Content Demand	Mid	Literacy	Mid	Numeracy	Mid	Major Project	Y	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

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

The Focus Areas: Timber Products and Furniture Industries.

Course Outline:

PRELIMINARY COURSE

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

HSC COURSE

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

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

Specific Course Requirements:

In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio.

In the HSC course, students must design, develop and construct a major project with a management folio.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

The Major Project is worth (60%) of the HSC mark and is marked externally by NESA.

Investigating Science

Science

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mrs Martin

Subject Level	2	Content Demand	Med	Literacy	High	Numeracy	Mid	Major Project	N	Depth Study	Y	Practical Work	Y	Work Placement	N
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Course Description:

Investigating Science is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science, scientific skills and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society.

Course Outline:

PRELIMINARY COURSE

- Cause and Effect – Observing.
- Cause and Effect – Inferences and Generalisations
- Scientific Models:
- Theories and Laws

HSC COURSE

- Scientific Investigations
- Technologies.
- Fact or Fallacy
- Science and Society

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Exclusions:

Students may only study a maximum of 6 units of a Science based course in Year 11.

Japanese Continuers

HSIE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Sullivan

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	Low	Major Project	N	Depth Study	Y	Practical Work	Y	Work Placement	N
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Course Description:

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Japanese. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, the individual, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, the Japanese-speaking communities, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, the changing world, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

Course Outline:

Themes:

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

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes studying Japanese culture through texts

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course worth 80% and a 10 minute externally marked oral worth 20%.

Exclusions:

Students must have studied 200 hr Japanese elective in Years 9 and 10 to qualify for this course. Japanese Beginners is available as a Cross Campus course for students not eligible for Japanese Continuers.

Students studying Japanese Beginners; Japanese Background Speakers are ineligible for this course.

Legal Studies

HSIE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Sullivan

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

Legal Studies provides students with an understanding of the role of law and justice in society and how legal systems operate at both domestic and international levels. Students investigate key legal concepts, institutions and processes, while examining the legal issues that affect individuals, groups and communities. The course develops students' skills in legal research, analytics, critical thinking and communication through the investigation of contemporary legal issues from a variety of perspectives.

In Year 11, students investigate the key processes of Australia's legal system, from its creation to the current system. In Year 12, students examine the foundations of the domestic international legal systems, the core principles underpinning the criminal justice system and Australia's relationships with other countries. Through the selection of options, students learn about specialist fields in the law, including consumer, family, housing, workplace, and peace, conflict and the law.

Course Outline:

PRELIMINARY COURSE

- Investigating the law
- Disputes under the law
- Changing the law
- Experiences with the law

HSC COURSE

- The criminal justice system (core)
 - International relations and human rights (core)
- Students will study two focus studies chosen from:
- Consumer law
 - Family law
 - Housing law
 - Peace, conflict and the law
 - Workplace law

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Numeracy

Mathematics

Pathway: Vocational (Non-ATAR)

2 Unit

Content
Endorsed Course

Contact:
Mrs Martin

Subject Level	3	Content Demand	Low	Literacy	Mid	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

The Numeracy course builds upon the knowledge, skills and understanding presented in the K-10 curriculum and supports students to develop the functional numeracy skills required to become active and successful participants in society. It is informed by the *Australian Core Skills Framework* Level 3. When students become numerate, they can manage situations or solve problems in personal and community, workplace and employment, and education and training contexts. This course offers students the opportunity to prepare for post-school options of employment or further training.

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

Course Outline:

PRELIMINARY COURSE

Module 1

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

Module 2

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

HSC COURSE

Module 3

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

Module 4

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

Assessment:

There is no external examination for the Numeracy Stage 6 CEC. All students studying the Numeracy Stage 6 CEC for the HSC will have their school-based assessment reported on NESA credentials as a grade (A to E). Schools will use the Achievement Level Descriptions for Numeracy Stage 6 to award grades for school-based assessment. NESA monitors the grades awarded by all schools and conducts work sample reviews to ensure the grades reported on NESA credentials are comparable.

Exclusions:

Students cannot study Mathematics Standard or Mathematics Advanced at the same time.

Marine Studies

Science

Pathway: Vocational (Non-ATAR)

2 Unit

Content
Endorsed Course

Contact:
Mrs Martin

Subject Level	3	Content Demand	Mid-Low	Literacy	Mid-Low	Numeracy	Low	Major Project	N	Depth Study	Y	Practical Work	Y	Work Placement	N
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Course Description:

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students acquire skills to solve real life problems.

Course Outline:

Core Modules (30 hours):

- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and Maritime Employment

Optional modules to 30 hours selected by the teacher.

Specific Course Requirements:

This course includes a number of non-mandatory off-site experiences (excursions) which will incur an additional cost.

Assessment:

There is no mandatory HSC examination for this course.

A range of assessments will be undertaken across the Preliminary and HSC course including at least one formal examination.

Mathematics Standard

Mathematics

Pathway: ATAR or Vocational

2 Unit

Board Developed
Course

Contact:
Mrs Martin

Subject Level	2	Content Demand	Mid	Literacy	Mid	Numeracy	Mid	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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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. Upon successful completion of the Preliminary Mathematics Standard course, students have the option of completing with Mathematics Standard 2 or Mathematics Standard 1. Mathematics Standard 2 is designed for those students who want 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. Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful.

Course Outline:

PRELIMINARY COURSE

- Formulas and Equations
- Linear Relationships
- Earning Money
- Managing Money
- Applications of Measurement
- Time and Location
- Networks, Paths and Trees
- Data Analysis

HSC COURSE (Standard 1)

- Algebraic Relationships
- Investment
- Depreciation and Loans
- Right-angled Triangles
- Ratios and Rates
- Bivariate Data Analysis
- Relative Frequency and Probability

HSC COURSE (Standard 2)

- Algebraic Relationships
- Investments and Loans
- Annuities
- Trigonometry
- Ratio and Rates
- Network Flow
- Critical Path Analysis
- Bivariate Data Analysis
- Relative Frequency and Probability
- The Normal Distribution

Specific Course Requirements:

This subject will be offered as a Year 11 course to be followed by either Standard 1 or Standard 2 for Year 12. Students intending to undertake this will have successfully completed the Stage 5 Mathematics Standard Pathway.

Assessment:

Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. Mathematics Standard 2 has an HSC examination. The examination mark may be used by to contribute to the student's ATAR.

Exclusions:

Students cannot study Mathematics and either of the two Standard Mathematics courses at the same time

Mathematics Advanced

Maths

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mrs Martin

Subject Level	1	Content Demand	High	Literacy	Mid	Numeracy	High	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

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

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Course Outline:

PRELIMINARY COURSE:

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Identities and Equations
- Introduction to differentiation
- Exponential and Logarithmic Functions
- Graph Transformations
- Probability and Data

HSC COURSE:

- Further Graph Transformations and Modelling
- Sequences and Series
- Differential Calculus
- Integral Calculus
- Applications of Calculus
- Random Variables Financial Mathematics

Assessment:

Mandatory HSC Examination in 2028 after the completion of the Year 12 component of the course.

Exclusions:

Students cannot study Mathematics Standard at the same time

Mathematics Extension 1

Maths

Pathway: ATAR

1 Unit

Board Developed
Course

Contact:
Mrs Martin

Subject Level	Ext	Content Demand	High	Literacy	Mid	Numeracy	High	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Course Outline:

PRELIMINARY COURSE

- Further work with Functions
- Polynomials
- Further Trigonometry
- Permutations and Combinations
- The Binomial Theorem

HSC COURSE

- Proof by Mathematical Induction
- Introduction to Vectors
- Inverse Trigonometric Functions
- Further Calculus Skills
- Further Applications of Calculus
- The Binomial Distribution and Sampling Distribution of the Mean

Assessment:

Mandatory HSC Examination in 2028 after the completion of the Year 12 component of the course.

Exclusions:

Students cannot study Mathematics Standard at the same time.

Corequisites:

To study the Mathematics Extension course, students must either be studying, or have already completed, the Preliminary Mathematics Advanced course.

Modern History

HSIE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Sullivan

<i>Subject Level</i>	1	<i>Content Demand</i>	High	<i>Literacy</i>	High	<i>Numeracy</i>	Low	<i>Major Project</i>	N	<i>Depth Study</i>	Y	<i>Practical Work</i>	N	<i>Work Placement</i>	N
Course Description: The study of Modern History enables students to investigate significant events, individuals, movements and ideas that have shaped the modern world. It develops students' ability to analyse and evaluate historical sources, interpretations and perspectives, recognising that history is constructed and contested. Students engage with a range of historical contexts from the eighteenth century to the present, exploring themes such as power, conflict, change and continuity. The course encourages critical thinking about how and why interpretations of the past differ, and how history influences the contemporary world. Through historical inquiry, students develop the skills to construct evidence-based arguments and to understand the complexity of human experience across time.															
Course Outline: PRELIMINARY COURSE Students have opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. - Investigating Modern History - The Nature of Modern History - Case Studies Each case study should be a minimum of 10 hours. - Historical Investigation - The Shaping of the Modern World HSC COURSE The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. - Core Study: Power and Authority in the Modern World 1919–1946 - National Studies - Peace and Conflict - Change in the Modern World															
Specific Course requirements: Students complete an Historical Investigation which makes up 20 hours of the Preliminary course.															
Assessment: Mandatory HSC Examination in 2028 for the Year 12 component of the course.															

Music 1

CAPA

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mrs Baird

Subject Level	2	Content Demand	Mid	Literacy	Mid	Numeracy	Low	Major Project	Y	Depth Study	N	Practical Work	Y	Work Placement	N
Course Description: In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. This course should only be considered by students who have demonstrated ability and skills on an instrument/s and or vocally. Music 1 caters for students who have a passion for music and can perform with skills that can be built upon during Year 11.															
Course Outline: Students study three topics in each year of the course. PRELIMINARY COURSE - Context of Music - Creative practice - Music in Focus HSC COURSE - Music of the last 25 years (Australian Focus) - Music across cultures, traditions and times - Music for screen, stage and story															
Specific Course Requirements: Students must continue learning an instrument (including voice) outside class time. Performing in front of an audience is a prerequisite.															
Assessment: Mandatory written AND practical HSC Examination in 2028 for the Year 12 component of the course. A performance examination, submitted composition and elective performance are additional to the written HSC examination. Assessment covers performance, composition, listening and music theory.															
Exclusions: Students cannot study Music 2 at the same time.															

Photography, Video & Digital Imaging

CAPA

Pathway: Vocational (Non-ATAR)

2 Unit

Content
Endorsed Course

Contact:
Mrs Baird

Subject Level	3	Content Demand	Low	Literacy	Low	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students develop knowledge, understanding and skills through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Course Outline:

- Modules may be selected in any of the three broad fields of:
 - Wet Photography
 - Video
 - Digital Imaging.
 - Compulsory Work, Health & Safety module
- Modules include:
- Introduction to the Field
 - Developing a Point of View
 - Traditions, Conventions, Styles and Genres
 - Manipulated Forms
 - The Arranged Image
 - Temporal Accounts.

Assessment:

There is no HSC examination for this course.

Physics

Science

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mrs Martin

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	High	Major Project	N	Depth Study	Y	Practical Work	Y	Work Placement	N
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Course Description:

The *Physics 11–12 Syllabus* provides students with the opportunity to analyse, study and enjoy an understanding of the physical world around us. Students build on their learning from the *Science 7–10 Syllabus* as they investigate phenomena, make predictions and solve problems related to emerging technologies, energy systems and scientific innovation. Students generate and analyse data and evaluate results to make ethical, evidence-based decisions as informed, reflective and scientifically literate citizens.

Course Outline:

PRELIMINARY COURSE

- Fundamentals of Mechanics
- Waves
- Electricity and Magnetism
- The Year 11 course involves a depth study related to one or more of the above modules.

HSC COURSE

- Advanced Mechanics
- Electromagnetism
- Nature of Light
- Matter, Energy and the Cosmos
- The Year 12 course involves a depth study related to one or more of the above modules.

Specific Course Requirements:

Proficient science skills based on assessment tasks in Years 9 & 10 (recommended). The maths content in this course requires mathematical skills equivalent to Year 10 Advanced pathway level.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Exclusions:

Students may only study a maximum of 6 units of a Science course in Year 11.

Society & Culture

HSIE

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Ms Sullivan

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	Low	Major Project	Y	Depth Study	Y	Practical Work	N	Work Placement	N
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Course Description:

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

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

Course Outline:

PRELIMINARY COURSE

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

HSC COURSE

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

Depth Studies - Two to be chosen from:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity.

Specific Course Requirements:

During Year 12 students will complete a Personal Interest Project (PIP) worth 40% of the HSC mark. The PIP is marked externally by NESA.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course worth 60% and the PIP worth 40%.

Sport, Lifestyle & Recreation

PDHPE

Pathway: Vocational (Non-ATAR)

2 Unit

Content
Endorsed Course

Contact:
Ms Abel

Subject Level	3	Content Demand	Low	Literacy	Low	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

Sport, Lifestyle and Recreation is a practical course that combines physical activity with the study of health, fitness and recreation. Students explore how to lead a healthy and active lifestyle while developing the knowledge and skills required to participate confidently in a wide range of sports and recreational activities.

Students study topics such as fitness and training, coaching and officiating, outdoor recreation, sports performance, first aid and the role of physical activity in promoting lifelong health and wellbeing. Through a balance of practical and theory lessons, students develop teamwork, leadership, communication and decision-making skills while discovering activities they can enjoy beyond school.

The course also aims to provide opportunities for students to gain valuable industry-recognised micro-credentials, including qualifications such as Senior First Aid Certificate, Bronze Medallion and Community Coaching Certificate (where available). These experiences enhance student's employability and provide practical skills that can be used in workplace and the wider community.

As this is a highly practical course, students are expected to wear the correct Sport, Lifestyle and Recreation shirt (to be purchased) for all practical lessons to ensure they can participate safely and effectively. A willingness to be active and engaged is essential for success and enjoyment in this course.

Course Outline:

- | | |
|---|---|
| <ul style="list-style-type: none"> Games and Sports Applications (individual and team sports) Outdoor Recreation First Aid and Sports Injuries | <ul style="list-style-type: none"> Resistance Training Aquatics Sports Coaching and Training |
|---|---|

Course Highlights:

- Coaching and leading primary school students through practical sporting experiences.
- Opportunity to attend the annual sport elective Snow Trip to Perisher Valley to put those Outdoor Recreation skills to the test.
- Opportunities to gain valuable micro-credentials, including a First Aid Certificate, Bronze Medallion and Community Coaching Certificate (where available).

Assessment:

Class based practical and theoretical assessments including sport coaching in primary school.

There is no mandatory HSC examination for this course.

Studies of Religion 1

Religion

Pathway: ATAR

1 Unit

Board Developed
Course

Contact:
Mrs Baxter

Subject Level	2	Content Demand	High	Literacy	High	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

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

Course Outline:

PRELIMINARY COURSE

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

Two Religious Traditions Studies from:

- Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.

HSC COURSE

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

Two Religious Tradition Depth Studies from:

- Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Exclusions:

Students cannot study either Studies of Catholic Thought or Studies or Religion 1 or 2 at the same time

Studies of Religion 2

Religion

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mrs Baxter

Subject Level	1	Content Demand	High	Literacy	High	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

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

Course Outline:

PRELIMINARY COURSE

- Nature of Religion and Beliefs, including Australian Aboriginal beliefs and spirituality, as a distinctive response to the human search for meaning in life.

Three Religious Traditions Studies from:

- Buddhism, Christianity, Hinduism, Islam, Judaism

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

The response to the human search for ultimate meaning in two religions of ancient origin from:

- Aztec or Inca or Mayan
- Celtic
- Nordic
- Shinto
- Taoism
- an Indigenous religion outside Australia

Religion in Australia pre-1945

HSC COURSE

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

Three Religious Tradition Depth Studies from:

- Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.

Religion and Peace

- The distinctive response of religious traditions to the issue of peace.

Religion and non-religion

- The human search for meaning through new religious expression, non-religious worldviews and the difference between Religious and Non-Religious worldviews.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course.

Exclusions:

Students cannot study either Studies in Catholic Thought or Studies or Religion 1 or 2 at the same time

Studies in Catholic Thought

Religion

Pathway: Vocational (Non-ATAR)

1 Unit

Content
Endorsed Course

Contact:
Mrs Baxter

Subject Level	3	Content Demand	Mid	Literacy	Mid	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	N	Work Placement	N
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Course Description:

The study of Studies in Catholic Thought develops students' understanding of the Catholic tradition. It offers students the opportunity to focus on one religion that has made a significant contribution to the world; spiritually, ethically, politically, and socially.

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

Course Outline:

PRELIMINARY COURSE

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

HSC COURSE

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

Assessment:

Students complete a variety of assessment tasks throughout the Preliminary and HSC course. There is an end of course school assessment in the trial examination period.

There is no HSC examination for this course. Students will receive a mark on their NESA transcript.

Exclusions:

Students cannot study either Studies in Catholic Thought or Studies of Religion 1 or 2 at the same time

Textiles & Design

TAS

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mr Clair

Subject Level	2	Content Demand	Mid	Literacy	Mid	Numeracy	Low	Major Project	Y	Depth Study	N	Practical Work	Y	Work Placement	N
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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.

Course Outline:

PRELIMINARY COURSE

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

HSC COURSE

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

Specific Course Requirements:

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study Design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The Textiles project is worth 50% of the HSC mark.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course worth 50% and complete a Textiles design project worth 50%.

Visual Art

CAPA

Pathway: ATAR

2 Unit

Board Developed
Course

Contact:
Mrs Baird

Subject Level	2	Content Demand	Mid	Literacy	High	Numeracy	Low	Major Project	Y	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Course Outline:

PRELIMINARY COURSE

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

HSC COURSE

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

Specific Course Requirements:

Submission of a body of work for external marking worth 50% of the final HSC mark.

Assessment:

Mandatory HSC Examination in 2028 for the Year 12 component of the course worth 50% and complete a major body of work worth 50%.

Work Studies

HSIE

Pathway: Vocational (Non ATAR)

1 or 2
Unit

Content
Endorsed Course

Contact:
Mrs Walters

Subject Level	3	Content Demand	Low	Literacy	Mid	Numeracy	Low	Major Project	N	Depth Study	N	Practical Work	Y	Work Placement	N
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Course Description:

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. Students have an opportunity to practise these skills in appropriate work contexts.

Course Outline:

- Core Module: My Working Life
- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work

Specific Course Requirements:

The 1-unit option will be offered to students who do extension subjects or 2 unit religion to complete their pattern of study for Preliminary.

Students cannot study Work Studies and Work & Community Life Skills concurrently.

Assessment:

No mandatory HSC examination.

8. EXTERNALLY DELIVERED COURSES

A) eVet

There are a broad range of VET courses that senior secondary school students may study at an external training organisation (such as TAFE) while completing their HSC at school. These eVET courses are taught by trainers at a separate campus or online. Students enrolled in eVET courses are subject to rights, obligations and policies enforced by the relevant institution.

eVET courses at a glance:

- count towards your HSC, typically 2 units
- some count towards an ATAR
- some require Work Placement
- some can contribute towards a Traineeship or Apprenticeship
- all eVET courses entail a considerable fee
- students need to apply or enrol to the external institution for eVET courses

eVET can be extremely valuable for students with specific vocational goals. It can be a 'stepping stone' to further study. Due to the associated costs and disruption to the school day, students are discouraged from selecting eVET as an 'easy elective' or as a hobby/interest course.

As examples, students at MacKillop have studied courses in:

- Tourism
- Children's Services
- Horticulture
- Animal Care
- Metals & Engineering
- Automotive
- Electrotechnology

Please see Mrs McArdle if interested in these courses. Applications for TAFE courses close early September. Delivery at TAFE is generally Tuesday afternoons 2.00pm – 6.00pm. Students leave MacKillop around 12.30pm every Tuesday and may miss some timetabled classes. It is the student's responsibility to ensure that they 'catch-up' on work missed.

B) School Based Apprenticeships (SBAT)

School Based Apprenticeships and Traineeships (SBATs) provide a student with the opportunity to combine their HSC with paid employment, on-the-job- training and formal trade training. If a student is interested in a SBAT please refer to <https://sbatinnsw.info/> and see Mrs McArdle if you have an employer interested.

Some opportunities come our way which are communicated to students; however, we cannot source employers.

Outcome	Certificate II or Certificate III in a selected industry or trade Contribution towards the HSC Completion of a Traineeship or commencement of an Apprenticeship. A career path into a selected industry
Duration	School Based Apprenticeship: generally, 5 years – 2 years part-time followed by 3 years full-time post the HSC School Based Traineeship: generally, 1½ to 2 years
HSC Unit Credit:	A minimum of 4 units over two years (Preliminary and HSC).
Eligible for ATAR	Industry Curriculum Frameworks only.
Course delivery	The employment and training can be undertaken during school time, after school and during school holidays. On the job ~ generally a minimum requirement of 100 days of paid employment. This will generally require extra training during the holidays or after hours Off the job ~ can be delivered face-to-face, classroom, flexibly or mixed mode. Delivery must be by a Registered Training Organisation such as MacKillop Catholic College, TAFE NSW or a private RTO.
How will you be assessed?	Both on the job and off the job through written tests, project work & practical exercises.
Cost	The costs for SBATs vary greatly depending on the RTO delivering the course, the industry and if the student qualifies for Smart and Skilled funding.
Industry-based Learning course	This optional course is offered as recognition of the significant work component involved in the school-based traineeship - an additional 4 units of credit.

C) Cross Campus Courses (CSBB)

Cross Campus Courses are run through the supervision of CSBB. They may contain face to face and online components. Students interested in a Cross Campus course will be required to discuss this with Mrs Winkler.

2027 Course Offerings

- Japanese Beginners
- Italian Beginners
- Active Volunteering (VET)
- Outdoor Recreation (VET)
- Outdoor Leadership (VET)

STAGE 6 - JAPANESE BEGINNERS COURSE



WHY IS THIS COURSE FOR ME?

Japan and Japanese culture have never been more popular. Last year, the number of Australian tourists surpassed the one million mark – you might have even been one of those visitors who were included in the count.

Learning a second language takes you even deeper than travel, creating opportunities that you can never predict. Your teachers have had a range of experiences in Japan such as climbing Mt Fuji, appearing on Japanese radio, riding festival floats, and meeting geisha and sumo wrestlers.

Some students in this course plan to live and work in Japan, others see themselves skiing powder snow in Hokkaido or watching anime without subtitles.

Your teachers will help you work towards your own Japanese dreams for the future.

ARE THERE ANY PRACTICAL COMPONENTS ASSOCIATED WITH THIS COURSE?

Yes. The course includes up to 6 optional workshops experienced either online or in person. These target HSC skills and deepen your understanding of the syllabus and the exam technique required to succeed. Opportunities to enjoy Japanese culture such as kendo, calligraphy, and the tea ceremony are also included as well as conversation practice with native speakers.

WHO CAN TAKE THIS COURSE?

This subject is a 2-unit ATAR subject for students who did not study Japanese in Stage 5.

Unlike many other language learning centres, the Cross Campus Centre has no tuition fee for CSBB students. Mrs Sullivan or Sullivan Sensei as you will soon know her, is a native speaker and she will teach you two hours per week in live lessons in person or via Zoom. The remaining two hours you will work through tasks in a workbook supported by content on Canvas.

CROSS CAMPUS CENTRE CONTACT

Liberty Campbell | liberty.campbell@dcb.catholic.edu.au
 Student Achievement | Learning Partner Cross Campus Centre

THE CROSS CAMPUS CENTRE - YOUR PLACE TO BE YOU

COURSE OVERVIEW

Module 1 & 2

Learn to introduce yourself and others, exchanging basic details such as family & age. Hiragana script focus.

Module 3 & 4

Learn about Japanese home and school life, mastering vocabulary for features that are uniquely Japanese. Katakana script focus.

Module 5 & 6

Learn to discuss activities you enjoy including mastering vocabulary for Japanese foods. Text type focus plain form emails and letters.

Module 7-10

Learn to persuade others and share ideas in formal settings. Text type focus speeches, notes & messages.

Module 11-13

Learn to exchange information about your future plans for travel, work & study. Text type focus newsletter articles in the plain form.

COURSE MODE OF DELIVERY

This course is delivered in a blended format that includes 2-hour weekly live or Zoom lessons, online coursework that you complete at your own pace and face-to-face workshops with your whole class.



CROSS CAMPUS CENTRE CONTACT

Liberty Campbell | liberty.campbell@dbb.catholic.edu.au
Student Achievement | Learning Partner Cross Campus Centre



STAGE 6 - ITALIAN BEGINNERS COURSE



WHY IS THIS COURSE FOR ME?

Italy and Italian culture continue to capture the imagination of people around the world. From famous cities and beautiful coastlines to football, fashion, food and music, millions of people dream of experiencing Italy for themselves – and you may already be one of them. Learning Italian takes you beyond being a tourist, opening the door to experiences and connections you could never expect. Your teachers have had opportunities such as exploring ancient ruins, attending local festivals, tasting regional foods, and speaking with people from all walks of life across Italy. Some students in this course dream of travelling through Rome, Venice or Florence, others imagine watching Serie A football live, ordering authentic Italian food with confidence, or connecting more deeply with their family heritage. Your teachers will help you work towards your own Italian dreams for the future.

ARE THERE ANY PRACTICAL COMPONENTS ASSOCIATED WITH THIS COURSE?

Yes. The course includes up to 6 optional workshops experienced either online or in person. These target HSC skills and deepen your understanding of the syllabus and the exam technique required to succeed. Opportunities to enjoy Italian culture such as gelato and authentic Italian cooking classes are included as well as introductions to local Sydney festivals such as La festa della Repubblica.

WHO CAN TAKE THIS COURSE?

This subject is a 2-unit ATAR subject for students who did not study Italian in Stage 5.

Unlike many other language learning centres, the Cross Campus Centre has no tuition fee for CSBB students. Mrs Raso or Professoressa Raso as you will soon know her, is excited to share her Italian heritage with you. You will have two hours per week as live lessons (in person or via Zoom). The remaining two hours you will work through tasks in a workbook supported by content on Canvas.

CROSS CAMPUS CENTRE CONTACT

Liberty Campbell | liberty.campbell@dbb.catholic.edu.au
 Student Achievement | Learning Partner Cross Campus Centre

THE CROSS CAMPUS CENTRE - YOUR PLACE TO BE YOU

COURSE OVERVIEW

Module 1 & 2

Learn to introduce yourself and others, exchanging basic details such as age, birthday, star signs and introduce your family and friends.

Module 3 & 4

Learn about recreational outdoor activities, seasons and weather and go out and about, around the town using various modes of transport.

Module 5 & 6

Learn to discuss hobbies, enjoying a healthy lifestyle to the world of Italian cuisine – ordering in a restaurant or following a homemade recipe.

Module 7-10

Learn everything you need to know about the Italian world. From the home to school, to holidays, travel and tourism, you will become familiar with iconic Italy and the Italian way of life.

Module 11-12

Learn to exchange information about your future plans and aspirations, work & study.

Module 13-14

Topic review and HSC Focus.



CROSS CAMPUS CENTRE CONTACT

Liberty Campbell | liberty.campbell@dbb.catholic.edu.au
 Student Achievement | Learning Partner Cross Campus Centre



STAGE 6 - ACTIVE VOLUNTEERING VET COURSE



WHY IS THIS COURSE FOR ME?

The Certificate II in Active Volunteering is the Cross Campus course with the most flexible delivery. You can begin the course at multiple entry points and can dial up or dial down your progress to accommodate changes in your schedule.

Volunteering is one of the simplest ways to improve your wellbeing while making a real difference. Research shows that helping others can reduce stress and anxiety by building social connection, giving you a sense of purpose, and shifting your focus away from everyday pressures. The course is taught by Mrs Campbell who enjoys volunteering each week with the A.M.E.P. (an Australian Government program that provides free English language classes to eligible migrants and humanitarian entrants to help them settle into life in Australia).

Why not help others while balancing the stress of Stage 6?

HOW WILL THIS COURSE ENHANCE MY FUTURE PLANS?

After completing this Certificate II, you'll be equipped to contribute to community and charity organisations, ready to support programs focused on social justice, youth work, aged care, and welfare. The experience will also be valuable in school and parish contexts, such as pastoral care groups, peer mentoring, and outreach initiatives. You'll build communication, teamwork, and initiative—qualities that are valued by employers and on early entrance University applications.

WHO CAN TAKE THIS COURSE?

Active Volunteering is a one-year two-unit VET Board Endorsed course that will provide you with a nationally recognised VET Certificate II. Students from both ATAR and Non-ATAR patterns of study have completed this course as it is a good option for students planning to either drop a subject or pick up an Extension subject in Year 12. It can help balance the stress many feel in Stage 6 due to the positive experience of engaging with the broader community.

CROSS CAMPUS CENTRE CONTACT

Liberty Campbell | liberty.campbell@dbb.catholic.edu.au
Student Achievement | Learning Partner Cross Campus Centre



THE CROSS CAMPUS CENTRE - YOUR PLACE TO BE YOU



COURSE OVERVIEW

Module 1: Preparing to Volunteer

HLTWHS001 – Participate in workplace health and safety
BSBCMM201 – Communicate in the workplace
FSKRDG10 – Read and respond to routine workplace information

Module 2: Volunteering in Action

CHCDIV001 – Work with diverse people
CHCVOL001 – Be an effective volunteer
FSKOCM007 – Interact effectively with others at work

Module 3: Working with Others

BSBTEC201 – Use business software applications
CHCGRP001 – Support group activities

Work placement Volunteering Experience

Students must complete 20 hours of volunteering with a registered organisation. There is flexibility about how you do this though – some students do two hours a week after school or on the weekend, while others do four full days spread across a month. Choose to volunteer with a cause you relate to. Examples include: dog walking for an animal shelter, Surf Life Saving Patrols, Vinnies Retail, Food shelters, helping out with a local football club, Lifeline Book Fair, Park Run volunteers, Bush Care regeneration projects.

CROSS CAMPUS CENTRE CONTACT

Liberty Campbell | liberty.campbell@dbb.catholic.edu.au
Student Achievement | Learning Partner Cross Campus Centre



ACTIVE VOLUNTEERING

CHC24015 Certificate II in Active Volunteering

NATIONALLY RECOGNISED
TRAINING

VERSION: MAY 2026

CROSS CAMPUS

This course is delivered online through the CSBB Cross Campus Centre, with support from a qualified teacher. Students complete nationally recognised training while staying connected to their school community.

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

The qualification is recognised as an entry-level qualification for volunteer workers, under direct and regular supervision within clearly defined guidelines. Students will develop skills in the areas of communication, teamwork, problem solving, innovation, enterprise, planning and organising (prioritising).

Hours	120 hours	Training Package	CHC
Type	VET Board Endorsed Course	Work Placement	Mandatory 20 hours
Unit Value	2 Unit Preliminary or HSC	SBAT	No
Specialisation	No	Recognition	National AQF and HSC Qualification
HSC Exam	No	ATAR	No

ASSESSMENT

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

- Observation
- Questioning
- Structured Activities
- Supervisor's Report

FURTHER STUDY

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

PERSONAL REQUIREMENTS

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

Australian Qualifications Framework (AQF) Level 2
Basic operational knowledge and skills for work or further learning. Work is structured with some autonomy and limited responsibility.

SKILLS GAINED AND JOB ROLES IN INDUSTRY

Involvement in the volunteer industry provides opportunities to:

- Apply knowledge & understanding of WHS requirements
- Develop communication skills and the ability to work with diverse people
- Update knowledge and understanding of the needs and welfare of Aboriginal and/or Torres Strait Islander and young people
- Assist with the implementation of activities and strategies that contribute to lifelong learning and wellbeing.
- Organise work schedules to meet outcomes
- Job opportunities may include Community Worker, Event Volunteer, or work within charities.

Volunteering is about making the world a better place, by taking action on issues that are important to you, to make a difference. There is great satisfaction that comes from helping and giving to others.

In helping others, it is also an opportunity to learn new skills, meet new people, experience new things, and grow as an individual.

SKILLS FOR SUCCESS



SKILLS FOR LIFE

SIS20419 CERTIFICATE II IN OUTDOOR RECREATION



YEAR 9 & 10 STUDENTS



Why study outdoors?

- Experience a real workplace environment delivered by leading industry specialists.
- Learn new skills in an outdoor classroom.
- Develop skills and knowledge contributing to a nationally recognised qualification.
- Provides students with pathways for employment and future study options.

Study options

All courses are delivered through a series of weekly block sessions, designed to reflect the experience of working in the outdoor industry. Students will be required to work through unit workbooks and participate in practical sessions.



Cert II in Outdoor Recreation provides the skills and knowledge to 'participate' and support outdoor adventure activities.



100% of assessments will be completed in the field!



**SCAN THE QR CODE
TO REGISTER YOUR
INTEREST**



Course structure:
Face to face training blocks: Students will be required to work through unit workbooks and participate in practical sessions.
Proposed dates:
Block 1: Term 1 dates TBA
Block 2: Term 2 dates TBA
Block 3: Term 3 dates TBA

Self directed learning:

- Journaling – for students to provide evidence of learning, a review will be conducted each evening during the blocked sessions.

Work Placement (35 hours): Students will experience a weeklong school camp program.

- Date: TBC

What you will study:

15 Units of competency *subject to availability

- HLTWHS001 - Participate in workplace health and safety
- SISORLD001 - Assist in conducting recreation sessions
- SISORLD002 - Minimise environmental impact
- SISXIND002 - Maintain sport, fitness and recreation industry knowledge
- SISXOCS004 - Provide quality service
- SISOCNE001 - Paddle a craft using fundamental skills
- SISOABS001 - Abseil single pitches using fundamental skills
- SISOCUM002 - Top rope climb single pitches, natural surfaces
- SISXEMR003 - Respond to emergency situations
- SISOBWG001 - Bushwalk in tracked environments
- SISORLD006 - Navigate in tracked environments
- SISXFAC006 - Maintain activity equipment
- HLTAID011 - Provide First Aid (Undertaken by external provider)



Need more information? visit us at:
www.ausoutdooredu.com/cert2



OUTDOOR RECREATION

SIS20419 Certificate II in Outdoor Recreation



VERSION: MAY 2026

CROSS CAMPUS

This course is delivered in blocks through the CSBB Cross Campus Centre, in partnership with Australian Outdoor Education. Students complete nationally recognised training while staying connected to their school community.

This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.

Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps. The combined skills and knowledge provided by this qualification do not provide for a job outcome as a leader and further training would be required before moving into those roles.

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Hours	180 hours	Training Package	SIS
Type	Board Endorsed Course	Work Placement	Mandatory 35 hours
Unit Value	3 units Preliminary OR 3 units HSC	Recognition	National AQF and HSC Qualification
HSC Exam	No	ATAR	No

ASSESSMENT

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

- Observation
- Student Demonstration
- Questioning
- Written tasks

DUTIES AND TASKS IN OUTDOOR RECREATION

As a hiking guide or outdoor recreation tour coordinator, you'll coordinate outdoor recreation activities including:

- bushwalking
- canoeing
- abseiling
- horse riding

You'll ensure groups participate safely and make sure equipment is properly maintained.

Australian Qualifications Framework (AQF) Level 2

Basic operational knowledge and skills for work or further learning. Work is structured with some autonomy and limited responsibility.

PERSONAL REQUIREMENTS

- Good customer and personal service
- Enjoy teaching and helping others
- Good physical health
- Good communication skills
- Organised and be able to prioritise daily tasks.

FURTHER STUDY

Further training pathways from this qualification include, but are not limited to, Certificate III in Outdoor Leadership, Certificate IV in Outdoor Leadership, Diploma of Outdoor Leadership

JOB ROLES IN THE OUTDOOR RECREATION INDUSTRY

Possible job titles relevant to this qualification are:

hiking guide,
outdoor adventure guide,
outdoor recreation officer,
tour coordinator,
outdoor recreation program manager.

SKILLS FOR SUCCESS



SIS30619 **CERTIFICATE III IN OUTDOOR LEADERSHIP**



YEAR 11 & 12 STUDENTS



Why the outdoors?

- Experience a real workplace environment delivered by leading industry specialists.
- Learn new skills in an outdoor classroom.
- Develop skills and knowledge contributing to a nationally recognised qualification.
- Provides students with pathways for employment and future study options.



Study options

All courses are delivered through a series of weekly block sessions, designed to reflect the experience of working in the outdoor industry. Students will be required to work through unit workbooks and participate in practical sessions.



Cert III in Outdoor Leadership provides the skills and knowledge to 'deliver' adventure activities under supervision.



100% of assessments will be completed in the field!

**SCAN THE QR CODE
TO REGISTER YOUR
INTEREST**



Course structure:

Face to face training blocks: Students will be required to work through unit workbooks and participate in practical sessions.

Block 1: Term 1 dates TBA

Block 2: Term 2 dates TBA

Block 3: Term 3 dates TBA

Block 4: Term 1 dates TBA

Block 5: Term 2 dates TBA

Block 6: Term 3 dates TBC

Self directed learning:

- Journaling – for students to provide evidence of learning, a review will be conducted each evening during the blocked sessions.

What you will study:

Students entering this course directly will need to complete units from both columns **AND complete 70 hours of work placement.**

- HLTWHS001 – Participate in workplace health and safety
- SISOFLD002 – Minimise environmental impact
- SISOBWG001 – Bushwalk in tracked environments
- SISOFLD006 – Navigate in tracked environments
- SISOCNE001 – Paddle a craft using fundamental skills
- SISOFLD001 – Assist in conducting recreation sessions
- SISXCCS001 – Provide quality service
- SISXEMR001 – Respond to emergency situations
- SISXFAC001 – Maintain equipment for activities
- HLTAD011 – Provide First Aid

Students continuing on from Cert II Outdoor Recreation will only need to complete the below units **AND 35 hours of work placement:**

- PUAOPE015 – Operate communications systems and equipment
- SISOPUN001 – Finalise operation of outdoor recreation activities
- SISOPUN004 – Identify hazards, assess and control risks for outdoor recreation activities
- SISOPUN005 – Interpret weather and environmental conditions for outdoor recreation activities
- SISOBWG005 – Lead bushwalks in tracked environments
- SISOCNE002 – Paddle a canoe on inland flatwater
- SISOCNE005 – Lead canoeing activities on inland water
- TUH5002 – Plan and navigate routes
- SISOFLD007 – Navigate in difficult tracked environments
- SISOBWG002 – Bushwalk in difficult tracked environments
- SISOKYK001 – Paddle a kayak on inland flatwater
- SISOFLD003 – Select, setup and operate a temporary or overnight site



Need more information? reach out at
info@ausoutdooredu.com





OUTDOOR LEADERSHIP

SIS30619 Certificate III in Outdoor Leadership

CROSS CAMPUS

This course is delivered in blocks through the CSBB Cross Campus Centre, in partnership with Australian Outdoor Education. Students complete nationally recognised training while staying connected to their school community.

This course is designed for students interested in developing leadership skills in outdoor environments. It provides a well-rounded learning experience, combining practical training with theoretical knowledge to prepare participants for guiding groups in a variety of outdoor settings. Topics include navigation, basic survival techniques, effective communication, and leadership strategies. Whether you're pursuing professional opportunities or personal growth, the course offers valuable skills to support safe and confident outdoor experiences. Training and assessment will be completed through face-to-face training blocks, students develop and demonstrate the required skills and knowledge in practical sessions and workbooks.

Students who have successfully completed Certificate II in Outdoor Recreation (SIS20419) are eligible for credit transfer towards units of competency in this course and can complete the 120hr Outdoor Leadership course.

Course Options:		Training Package	SIS
Hours	300 hours (70hr work placement)	Work Placement	Mandatory
Unit Value	A total of 5 units at the Preliminary and/or HSC level	Recognition	National AQF and HSC Qualification HSC Qualification
For students who have completed Outdoor Recreation		ATAR	No
Hours	120 hours (35hr work placement)	HSC Exam	No
Unit Value	2 units at Preliminary or HSC level	Type	Board Endorsed Course

ASSESSMENT

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

- Observation
- Student Demonstration
- Questioning
- Written tasks

DUTIES AND TASKS IN OUTDOOR RECREATION

As a hiking guide or outdoor recreation tour coordinator, you'll coordinate outdoor recreation activities including:

- Bushwalking
- Canoeing
- Abseiling
- Horse riding

You'll ensure groups participate safely and make sure equipment is properly maintained.

Australian Qualifications Framework (AQF) Level 3

Broad range of technical and practical skills. Individuals apply knowledge to varied contexts and take responsibility for their own outputs.

PERSONAL REQUIREMENTS

- Good customer and personal service
- Enjoy teaching and helping others
- Good physical health
- Good communication skills
- Organised and be able to prioritise daily tasks.

FURTHER STUDY

Further training pathways from this qualification include, but are not limited to, Certificate IV in Outdoor Leadership, Diploma of Outdoor Leadership

JOB ROLES IN THE OUTDOOR RECREATION INDUSTRY

Possible job titles relevant to this qualification are:

- Hiking guide,
- Outdoor adventure guide,
- Outdoor recreation officer,
- Tour coordinator,
- Outdoor recreation program manager.

SKILLS FOR SUCCESS



SKILLS FOR LIFE

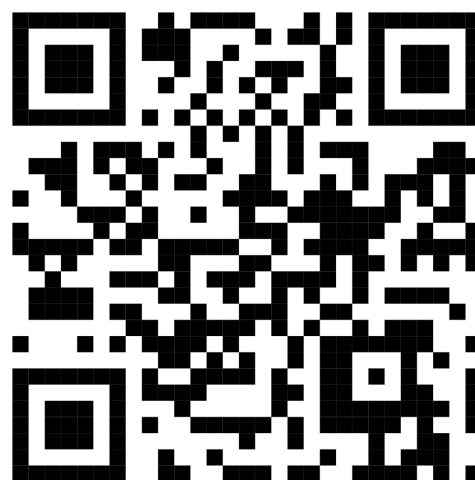
D) Distance Education Courses

Languages

Students can study languages through The NSW School of Language. Students will work independently online with School of Language teacher. There are additional fees for School of Language courses.

LANGUAGES

Arabic	Macedonian
Armenian	Modern Greek
Bosnian	Persian
Chinese	Polish
Croatian	Portuguese
Filipino	Punjabi
Hindi	Russian
Italian	Serbian
Japanese	Spanish
Khmer	Turkish
Korean	Vietnamese



Other Courses

We will also support students to enrol in a single subject by distance education for courses not offered or not running at Mackillop in 2027-2028. Students will work independently online with Distance Education teacher. There are additional fees for Distance Education courses.

9. COURSE SUMMARY PAGE

Subject	Subject Level	Content Demand	Literacy	Numeracy	Major Project	Depth Study	Practical Work	Work Placement
Aboriginal Studies	2	Mid	Mid	Low	Yes	No	No	No
Ancient History	1	High	High	Low	No	No	No	No
Biology	1	High	High	Low	No	Yes	Yes	No
Business Studies	1	High	High	Mid	No	No	No	No
Chemistry	1	High	High	High	No	Yes	Yes	No
CAFS	2	High	High	Mid	No	No	No	No
Ceramics	3	Low	Mid	Low	No	No	Yes	No
Dance	2	Mid	Mid	Low	Yes	Yes	Yes	No
Design & Tech	2	Mid	Mid	Mid	Yes	No	Yes	No
Drama	2	Mid	Mid	Low	Yes	No	Yes	No
Economics	2	High	High	Mid	No	No	No	No
English Studies	3	Mid	Mid	Low	No	No	No	No
English Standard	2	High	High	Low	No	No	No	No
English Advanced	1	High	High	Low	No	No	No	No
English Extension 1	Ext	High	High	Low	No	No	No	No
Enterprise Computing	2	High	High	Low	Yes	No	Yes	No
Exploring Early Childhood	3	Mid-Low	Mid-Low	Low	No	No	No	No
Food Technology	2	Mid	Mid	Low	No	No	Yes	No
Geography	2	Mid	High	Mid	No	No	No	No
Health & Movement Science	1	High	High	Low	No	Yes	No	No
Ind Tech – Timber	2	Mid	Mid	Mid	Yes	No	Yes	No
Investigating Science	2	Mid	Mid	Mid	No	Yes	Yes	No
Japanese- Continuers	1	High	High	Low	No	No	Yes	No
Legal Studies	2	High	High	Low	No	No	No	No
Maths-Numeracy	3	Low	Mid	Low	No	No	No	No
Maths-Standard	2	Mid	Mid	Mid	No	No	No	No
Maths- Advanced	1	High	Mid	High	No	No	No	No
Maths- Extension 1	Ext	High	Mid	High	No	No	No	No
Marine Studies	3	Mid-Low	Mid-Low	Low	No	No	Yes	No
Modern History	2	High	High	Low	No	No	No	No
Music 1	2	Mid	Mid	Low	Yes	No	Yes	No
PVDI	3	Low	Mid	Low	No	No	Yes	No
Physics	1	High	High	High	No	Yes	Yes	No
Sports, Lifestyle & Recreation	3	Low	Low	Low	No	No	Yes	No
Society & Culture	2	High	High	Low	Yes	No	No	No
Studies of Religion 1	2	High	High	Low	No	No	No	No

Studies of Religion 2	1	High	High	Low	No	No	No	No
Studies in Catholic Thought	3	Mid	Mid	Low	No	No	No	No
Textiles & Design	2	Mid	Mid	Low	Yes	No	Yes	No
Visual Art	2	Mid	High	Low	Yes	No	Yes	No
VET COURSES								
Business Services	3	Mid	Mid	Mid	No	No	Yes	Yes
Construction	3	Mid	Mid	Mid	No	No	Yes	Yes
Entertainment	3	Mid	Mid	Mid	No	No	Yes	Yes
Fitness	3	Mid	Mid	Mid	No	No	Yes	Yes
Hospitality	3	Mid	Mid	Mid	No	No	Yes	Yes