



# Year 11 Subject Information





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# Introduction

Welcome to the beautiful world of choosing subjects to study for Year 11 next year at Calderwood Christian School. This is a significant time in every student's life, as the decisions made will help shape future direction. It is an equally important time for parents and carers as they accompany their child on their journey through the HSC.

This booklet is designed to assist students in making wise HSC subject selections. Some students have a clear direction toward a career, while future study pathways may be less specific for others. This booklet provides information to guide you with the subjects that Calderwood Christian School may offer.

At Calderwood Christian School, we are committed to providing subject offerings that will enable our students to access the broadest range of courses. This subject offering is designed to equip students with the required skills and knowledge to confidently enter the world of tertiary education, the workforce, mission field or volunteer work. Although we offer a broad range of subjects, we cannot guarantee that any specific subject will run next year. For this reason, we ask students to inform us of their preferences, and we will consider all these requests.

We know that the HSC years are demanding ones, so we have assembled an experienced staff team to assist students in their subject choices. Please be aware that decisions regarding who will teach specific subjects are still under consideration. There is no guarantee that the course contact teacher or the teacher who has enthusiastically promoted the subject through the videos online will become the subject's teacher.

Calderwood Christian School is an authentic Christian school. This means we employ committed Christian staff who deliver a high-quality program from a genuine biblical worldview. Our priority is to ensure that all students have heard the gospel message and understand what it means to have a personal relationship with Christ. Biblical Studies is part of our curriculum even in Years 11 and 12. We pray that our students will leave with a genuine desire to faithfully serve the wider community.

Please be assured that our staff are praying for students and their families during this time of decision-making.

**Mr Andrew Brown**  
**Head of Secondary School**





What is 'ATAR'?

## School leaving age

Since 2010, all NSW students must complete Year 10.  
After Year 10 and until the age of 17, students must be:

- in school or registered for home schooling OR
- in approved education or training OR
- in full-time, paid employment (average 25 hours/week)  
OR
- in a combination of these three.

## Transition to Years 11 & 12

### Education Pathways

The Higher School Certificate (HSC), school-based or external Vocational Education & Training (VET), and School-Based Apprenticeships & Traineeships (SBAT) are all pathways available to students.

### University

If a student plans to attend a university, they may need an Australian Tertiary Admission Rank (ATAR) based on their study scores. If this is the case for the course(s) they are interested in, they must complete the Higher School Certificate (HSC).

The Universities Admissions Centre (UAC) calculates the Australian Tertiary Admission Rank (ATAR). Students who want to attend university must apply for an ATAR. An ATAR is a ranking system.

(Scan the QR code for '[What is ATAR?](#)')

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of courses.

These ATAR courses must include at least:

- 8 units from Category A courses (see the list on page 5)
- 2 units of English
- 3 Board-developed courses of 2 units or greater
- 4 subjects

### Vocational Education & Training (VET)

Students can undertake Vocational Education & Training (VET) as part of the HSC and receive a nationally recognised training qualification in a specific industry.

**Participation in VET courses outside of the school involves an additional fee for the student.**

# HSC eligibility requirements

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Year 11 or 12 courses unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of the study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

You must satisfactorily complete:

- a Year 11 pattern of study that includes at least 12 units
- a Year 12 pattern of study that includes at least 10 units.

Students must include:

- at least 6 units from NESA-developed courses, including at least 2 units of English
- at least 3 courses of 2-unit value or greater
- at least 4 subjects (including English)
- no more than 6 units in Science can count towards HSC eligibility

# General information about HSC courses

## What are units?

All courses offered for the HSC have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2-unit courses.

Students must complete the Year 11 course before proceeding to the Year 12 course. Each unit involves a class time of approximately 3 hours per week (120-hour course) over 2 years.

In the HSC, each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks, and a 1-unit course has 50 marks.

## Extension courses

Extension courses (1 unit) are available in a limited number of subjects (English, Mathematics, History, Music, Science, some Languages and VET). Each extension course is worth 1 unit and is worth 50 marks.

English and Mathematics Extension courses are available at Year 11 (Preliminary) and Year 12 (HSC) levels. Students must study the Year 11 Extension course in these subjects before proceeding to either or both Year 12 Extension courses (Extension 1 and Extension 2). The Extension 2 course is an additional 1-unit in Mathematics and English, requiring students to work to the highest standard of NESA-endorsed course possibilities.

HSC Extension courses in subjects other than English and Mathematics are only offered and examined in Year 12.

# Assessment and reporting

- Year 11 subjects will be awarded a RoSA grade A-E.
- Ongoing feedback on your progress in formal assessment tasks will be provided throughout the course.
- HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject, as well as your rank in each course.
- Course syllabuses, assessment and examination information, and a performance scale that will be used to describe your achievement level to give a clear idea of the expected standards.
- In the HSC, school-based assessment tasks will contribute 50% of your final HSC mark. The other 50% will come from the HSC examination itself.
- Your HSC mark for 2-unit courses will be reported on a scale of 100. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90–100 will correspond to the highest level of achievement—Band 6.

# Types of HSC courses

## Board Developed Courses (Category A)

Board Developed Courses are the large number of courses set and examined by Education Standards that also contribute to calculating the ATAR.

Please note that:

1. You can study Ancient History and Modern History, but only one History Extension course exists. It is considered a course within either Modern History or Ancient History.
2. The unit value of this course changes depending on whether the course is taken in combination with Mathematics Advanced or Mathematics Extension 2.
3. You must study Music 2 if you wish to study Music Extension.
4. You may study either Studies of Religion I or Studies of Religion II, but not both.
5. You may study only one of the following languages: Croatian Continuers, Macedonian Continuers, or Serbian Continuers.
6. An optional HSC written examination in Category B courses is offered to eligible students. Subject to ATAR rules, you must undertake the optional written examination to have the results from this course available for inclusion in calculating your ATAR. Check with your school or the [NESA website](#) at for more information.



NESA website for  
subject selection

We offer the following subjects, which are also listed as Category A courses, apart from English Studies:

Agriculture (2 unit)  
Ancient History (2 unit)  
Biology (2 unit)  
Business Studies (2 unit)  
Chemistry (2 unit)  
Community and Family Studies (2 unit)  
Design & Technology (2 unit)  
English Standard (2 unit)  
English Studies (2 unit) (Category B)  
English Advanced (2 unit)  
English Extension 1 (1 unit)  
English Extension 2 (1 unit)  
Food Technology (2 unit)  
Health and Movement Science (2 unit)  
Legal Studies (2 unit)  
Mathematics Standard 2 (2 unit)  
Mathematics Advanced (2 unit)  
Mathematics Extension 1 (1 unit)  
Mathematics Extension 2 (1 unit)  
Modern History (2 unit)  
Music 1 (2 unit)  
Physics (2 unit)  
Society & Culture (2 unit)  
Visual Arts (2 unit)

## Board Endorsed Courses

Board Endorsed Courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards calculating an ATAR.

Next year, we will offer a Board Endorsed Course (Content Endorsed Course) called Sport, Lifestyle and Recreation Studies (SLR) worth 2 units. This course contributes to the Record of School Achievement (ROSA) or Higher School Certificate (HSC) but will not count towards your ATAR.

## Vocational Education & Training (VET)

VET courses can be studied at school or through TAFE NSW and other training providers. You will need to check which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the workplace.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials and are recognised by industry and employers throughout Australia.

Some Board Developed VET courses have an optional HSC exam so if you choose to sit the exam, your results may also contribute to calculating your ATAR.

# External providers

Courses offered by External Providers will be available to Stage 6 students only.

Students studying a subject provided by an External Provider may only do so as part of a study program with equal to or less than 4 units offered by External Providers. Most of their study will be provided by Calderwood Christian School.

Courses offered by External Providers will not be suitable for all students. Students will need to apply for consideration. Successful students should demonstrate the following:

- A mature and responsible attitude to study
- The ability to devise an independent study timetable and adhere to it, as demonstrated by the student's Year 10 study habits
- The ability to work to deadlines with minimal supervision
- Self-discipline and motivation
- A clear capability of achieving the outcomes of the HSC course, as determined by class teachers.

Costs are subject to the providers that are selected by the student and are subject to change. All costs and transport (to and from venues associated with external study) are in addition to any school fees and external to any school-organised transportation. This is because the provider administers all costs and scheduled classes and is not CCS-managed. Similarly, course content, staff, and administration associated with RTOs and external providers are not the domain of CCS. Students and parents must consider these factors in deciding whether a path of external study is the best option for their educational journey.

External providers that we have used (but are not limited to) are:

- TAFE NSW
- Sydney Distance Education High School
- Southern Cross Distance Education High School
- Various Vocational RTOs

The cost for each course will vary, and all these details need to be discussed with the Careers Advisor, Head of Secondary and the Principal before students undertake the next academic year. Please note that there is no fee for the RTO component of SBATs.

# EVET courses

## **Contact: Careers Advisor**

Schools participating in the Externally Delivered VET program (EVET) can offer students from Years 9-12 a range of VET courses developed or endorsed by NESA and delivered by registered training organisations (RTOs) external to the school.

## **EVET Courses**

TAFE is one excellent study option for students who desire a practical, hands-on approach to learning as part of their HSC pattern of study.

TAFE NSW is a Registered Training Organisation (RTO) that delivers courses to students as part of their HSC. Students who meet the NESA requirements for the course will gain units of credit towards their HSC and a nationally recognised TAFE NSW qualification.

There are many other private RTOs (Registered Training Organisations). ITeC and Kiama Community College are examples.

Studying an EVET course allows students to:

- gain practical, work-related skills to enhance their future employment opportunities
- complete units that count towards their Higher School Certificate (HSC)
- some courses will also count towards an ATAR
- start or complete a nationally recognised NSW qualification while still at school.
- will be required if completing an SBAT (School-based Apprenticeship or Traineeship)



There are two main types of EVET courses:

### **NESA-developed courses (Category B)**

These courses contribute to the HSC and allow you to sit an optional examination which can contribute to an Australian Tertiary Admission Rank (ATAR), provided all HSC syllabus requirements are met—including 240 hrs of delivery.

The following is a list of types of courses that could be offered in Wollongong TAFE campus. This is subject to change each year, and there might be other courses that may be offered.

- Automotive (Vehicle Body)
- Automotive (Mechanical Technology)
- Business Services
- Construction, Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality (Kitchen Operations & Cookery)
- Hospitality (Food & Beverage)
- Human Services
- IDT (Digital Animation)
- IDT (Networking & Hardware)
- IDT (Web & Software Applications)
- Primary Industries
- Retail Services
- Tourism, Travel & Events

### **NESA-endorsed courses**

These courses contribute to the Record of School Achievement (RoSA) or Higher School Certificate (HSC) but will not count towards your ATAR.

- Animal Studies
- Beauty Services—Makeup
- Early Childhood Education & Care
- Maritime Operations
- Recreation
- Salon Assistant
- Skills for Work & Vocational Pathways

All these courses are subject to availability and whether the course runs in any given year.

Students interested in enrolling in other courses (not offered at CCS) must fill in the expression of interest section of the choices.

**Scan to find out  
more about  
EVET courses**



# Distance education

Students who are passionate about studying a subject that is not offered may be eligible to study this subject through distance education. Students who seek to study through distance education must have the following:

- A strong dedication to independent learning
- Home access to appropriate technology and the internet
- Absolute determination to complete the course

Enrolment for distance education takes place prior to the student commencing their year of learning. Distance Education has an additional cost as the course is not provided or administered by CCS (see External Providers Policy).

Students enrolling in distance education courses must be committed to online learning. Students must maintain regular communication with their external teacher and submit regular work and assessment tasks. Throughout their distance education course, students will be provided with opportunities to meet their teachers face to face and attend intensive lessons at respective distance education facilities. Students must also consider the type of device (laptop) they are using to access videos and lesson online.

If you are interested in enrolling in a distance education course, you must speak to Mrs Gillett (Careers Advisor). Your interest will then be taken to the Head of the Secondary School and the Principal for further consideration before any contact is made with the distance education provider.

# Disability provisions

In the HSC, some students may be eligible for disability provisions. Disability provisions are provided to enable students equal access to the HSC. These provisions can assist students to participate fairly in the HSC and assessments. Students with a diagnosed disability can apply to NESA for approval to use relevant provisions.

Disability provisions help students to show the HSC markers their full potential. It is not unusual to apply for provisions. Each year more than 7000 students apply for disability provisions.

NESA determines disability provisions for the HSC examinations. Individual schools determine disability provisions for assessment tasks.

To apply for HSC provisions, schools must submit an online application to NESA. This application requests particular provisions based on a student's disability. The application must be accompanied by recent evidence of the disability and its impact on the student's ability to participate in the HSC.

Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Disability provisions may include:

- diabetic needs
- rest breaks
- extra time
- small group and separate supervision
- readers and scribes.

# How to choose subjects

Students should choose:

- subjects you are interested in or are recommended to study for the field you intend your career to be in
- subjects you enjoy
- subjects which match your ability level.

If you attempt subjects that are too demanding, you may become frustrated and discouraged. Choosing subjects based on how they may have historically contributed to the ATAR is also particularly unwise.

You should also keep in mind that:

- potential employers may be influenced by the subjects you have chosen as well as your results
- the subjects you choose may expand or restrict your future career options.

## **Tertiary requirements**

Prerequisites and assumed knowledge vary from institution to institution and are constantly changing. It is wise to consult the Careers Advisor and to approach the specific institution for current information and advice.

# Compulsory Subjects

## English Studies

English Studies is designed for students aiming to strengthen their practical English and literacy skills for every day, social, and workplace contexts. The course supports students in refining their ability to understand and use language effectively, enhancing their personal, educational, and vocational lives.

Students engage with a wide range of texts (cultural, academic and workplace materials) developing skills in comprehension, interpretation, and communication.

English Studies students are not eligible to study English Extension 1 or 2.

**Note: There is no compulsory HSC external examination in English Studies 11-12. Students may choose to sit for an optional HSC examination.**

Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark for English Studies 11-12 will be used by the Universities Admissions Centre (UAC) to calculate an ATAR. Students who do not sit the optional HSC examination for English Studies 11-12 are not eligible for the calculation of an ATAR.

### Year 11 Course – English Studies

Students read a wide range of literary and non-literary texts across different modes and media to develop their skills as thoughtful, reflective, and imaginative writers. They use comprehension strategies to deepen their understanding of language forms and features, and to enhance their ability to analyse, evaluate, and respond to texts.

The course includes the following components:

- *Reading to Write: Transition to English Studies*

Students explore how reading supports effective writing.

They engage with a variety of texts to develop their comprehension, analytical, and creative skills, using reading as a springboard for their own written responses.

- *Elective Focus Areas*

Schools select from a range of electives that allow students to explore topics relevant to their interests, experiences, and future pathways. These areas support the development of research, critical thinking, and communication skills through wide reading, discussion, and reflection.

### Year 12 Course – English Studies

Students engage with a variety of texts to explore complex human experiences, deepen their understanding of the world, and express ideas with clarity, creativity, and purpose. The course includes:

- *Narrative and Human Experiences*

Students study one prescribed text and related texts to explore how narratives represent personal and collective experiences, shaped by context, perspective, and language.

- *Writing for Purpose*

Students develop skills in composing imaginative, persuasive, informative, and analytical texts, using models to write effectively for different audiences, purposes, and real-world contexts.

- *Elective Focus Areas*

Schools select from a range of electives that support students' interests and goals, building skills in research, critical thinking, collaboration, and effective written communication.

# English Standard

English Standard is suitable for students wanting to work in vocations that require an everyday understanding and use of the English language. Students undertaking English Standard are not eligible to study English Extensions 1 and 2.

## Year 11 Course

Students compose and respond to a wide range of texts to develop their knowledge and understanding of how meaning is shaped. The course has three sections:

- *The Common Module: Reading to Write.*

The common content involves closely reading quality texts from various modes and media to develop comprehension, analysis, interpretation and evaluation skills. It comprises one-third of the course content.

- *Module A: Contemporary Possibilities.*

Students extend their understanding and appreciation of how different communication technologies shape how we read, navigate, understand and respond to digital and multimodal texts. It comprises one-third of the course content.

- *Module B: Close Study of Literature.*

Students engage deeply with one text to respond creatively and critically to its meaning and form. It comprises one-third of the course content.

## Year 12 Course

Students compose and respond to various texts to develop their knowledge and understanding to express themselves and their relationship with the world. The course has four sections:

- *The Common Module: Texts and Human Experiences.*

Students study one prescribed text and a range of additional short texts that explore a variety of human experiences. It comprises one-quarter of the content.

- *Module A: Language, Identity and Culture.*

Students study one prescribed text and a range of additional short texts that explore individual and cultural identity. It comprises one-quarter of the content.

- *Module B: Close Study of Literature.*

Students engage deeply with one text to respond creatively and critically to its meaning and form. It comprises one-quarter of the content.

- *Module C: The Craft of Writing.*

In this module, students strengthen their knowledge and skills as accomplished writers. It comprises one-quarter of the content.



# English Advanced

English Advanced is suitable for students wanting to work in vocations that require a high level of linguistic understanding and use of the English language. English Advanced is also recommended for students that are considering tertiary study at university. Particularly in courses that require the ability to communicate at a high level, such as corporate or leadership roles.

## Year 11 Course

Students explore how events, experiences, ideas, values and processes are represented in and through texts and analyse how texts reflect different attitudes and values.

The course has three sections:

- *The Common Module: Reading to Write.*

The common content involves closely reading quality texts from various modes and media to develop comprehension, analysis, interpretation and evaluation skills. It comprises one-third of the course content.

- *Module A: Narratives That Shape Our World.*

Students deepen their understanding of how narrative shapes meaning in various modes, media and forms, and how it influences how we perceive ourselves. It comprises one-third of the course content.

- *Module B: Critical Study of Literature.*

Students engage deeply with one text to respond creatively and critically to its meaning and form. It comprises one-third of the course content.

## Year 12 Course

Students discerningly explore how events, experiences, ideas, values and processes are represented in and through texts and analyse how texts reflect different attitudes and values.

The course has four sections:

- *The Common Module: Texts and Human Experiences.*

Students study one prescribed text and a range of additional short texts that explore a variety of human experiences. It comprises one-quarter of the content.

- *Module A: Textual Conversations.*

Students explore how a comparative study of texts can reveal the presentation of the same values using different modes, media, and techniques. It comprises one-quarter of the content.

- *Module B: Critical Study of Literature.*

Students engage deeply with one text to respond creatively and critically to its meaning and form. It comprises one-quarter of the content.

- *Module C: The Craft of Writing.*

In this module, students strengthen their knowledge and skills as accomplished writers. It comprises one-quarter of the content.

# English

## Extension 1 & 2

This course is worth 1 unit of study for each of Years 11 and 12 Courses. Students must be in the English Advanced course to study English Extension 1.

The Year 11 English Advanced and English Extension 1 are prerequisites for the English Extension 2 course in Year 12.

### Year 11 English Extension 1

Students explore how and why texts are valued and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

The course includes:

- *Module: Texts, Culture and Value.*

Students study how concerns of the past have been carried forward and/or appropriated into our culture.

- *Related Project.*

As part of the module, students select a key text and research its manifestation in other contexts.

### Year 12 English Extension 1

Students explore ideas of value and consider how cultural values and systems of valuation arise.

- Common Module: Literary Worlds - with one elective option.
- Study of, at least three texts from a prescribed text list, with two related texts.

### Year 12 English Extension 2

- *Author and Authority*

Students develop their understanding of author and authority by exploring ONE author study which is assessed by examination.

- *Major Work*

The Major Work is a sustained, cohesive and extended composition that demonstrates mastery of the composition process.

# Biblical

## Studies

At CCS we believe that “the fear of the Lord is the beginning of wisdom” (Prov 9:10-12). As such, all students will study Biblical Studies within their two-week timetable.

Over the course of years 9-12, every student will study the following:

#### Year 9

Introduction to the Bible

#### Year 10

New Testament Study 1

#### Year 11

Promise to Fulfilment

#### Year 12

Doctrine 1

These materials are based off Moore College's Preliminary Theological Certificate (PTC). Students can choose to complete an external examination at the conclusion of each year. This is not compulsory. By nominating to complete an examination for the four subjects above, they will be 1/3 of the way to completing the Preliminary Theological Certificate when they finish their Higher School Certificate.

Please note, if students would like to complete the examination component of the course, they will need to inform their teacher at the commencement of the year. Completion of the examination requires more rigorous study than what time permits in class. They will be provided with the complete study guide and class materials.

# Non-Compulsory Subjects

## Agriculture

Agriculture introduces students to the managing and business side of modern agriculture. There is also an introduction to the ecology of a farm and the importance of the synthesis of all organisms on a farm. This equips the students to study agriculture, environmental studies, animal studies and geography. It is suitable for students who enjoy working outside and learning by practical application of theory.

### Year 11 Course

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management while considering the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The topics covered include:

- Overview (15%)
- The Farm Case Study (25%)

This involves a visit to a local farm and interviewing the farmer about management and production on his property. We will visit a farm in the Mittagong area that has mixed livestock and pasture production.

- Plant Production (30%)
- Animal Production (30%)

### Year 12 Course

The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

#### *Core (80%)*

- Plant/Animal Production (50%)
- Farm Product Study (30%)

The students study beef as a product in terms of production and marketing.

#### *Elective (20%)*

Students choose ONE of the following electives to study:

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

# Ancient History

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic, and cultural landscapes of the ancient world.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.

Ancient History enables you to understand the nature of humanity to a deeper extent. The course requires study from at least two of the following areas: Egypt, Near East, China, Greece and Rome.

## Year 11 Course

The Year 11 course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites
- Archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students' more specialised HSC studies.

### Part I

- Investigating Ancient History (60 hours total)
  - The Nature of Ancient History
  - Case Studies (at least two of 10 indicative hours each)

### Part II

- Features of Ancient Societies (40 hours)
  - at least two ancient societies

### Part III

- Historical Investigation (20 hours)

## Year 12 Course

Students use archaeological and written evidence to investigate the Core Study, a personality from the ancient world, an ancient society and one historical period.

### Part I

- Core Study – Cities of Vesuvius (30 hours)

### Part II

- Ancient Societies (30 hours)
  - one ancient society to be studied from the options offered in the syllabus

### Part III

- Ancient Personalities (30 hours)
  - one personality to be studied from the options offered in the syllabus

### Part IV

- Historical Periods (30 hours)
  - one historical period to be studied from the options offered in the syllabus

# Biology

Biology provides a solid foundation for any career or future studies that involve the care of people, studying and care of animals, or ecology and environmental based disciplines. Biology is content-heavy, but the concepts are not difficult. If a student is interested in natural systems or how animals and plants function or has an interest in environmental issues, Biology will be an enjoyable area of study.

## Year 11 Course

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

Topics include:

- Topic 1 Cells as the Basis of Life
- Topic 2 Organisation of Living Things
- Topic 3 Biological Diversity
- Topic 4 Ecosystem Dynamics

## Year 12 Course

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

Topics include:

- Topic 5 Heredity
- Topic 6 Genetic Change
- Topic 7 Infectious Disease
- Topic 8 Non- Infectious Disease and Disorders

Students will complete several independent depth studies throughout both courses. This is where a student can develop an understanding beyond the syllabus content.



# Business Studies

Students will benefit from the study of Business if they engage in tertiary studies in areas pertaining to business, accounting and finance, economics, foreign affairs, human resources and industrial relations, investment, media, law, logistics, management, mathematics, marketing, real estate, tourism and trade. The Department of Education, Employment and Workplace Relations provides an extensive insight into business-related career options.

Business Studies assists in the development of critical thinking and problem-solving skills. A stimulating and relevant Business Studies framework enables students to develop problem-solving skills that address issues encountered in the business environment. Intellectual, social, spiritual and moral development is fostered with students encouraged to think critically about the role of business and its ethical responsibilities to society.

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.

## Year 11 Course

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

## Year 12 Course

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

# Chemistry

Students who are aspiring to work in the fields of Science, Medicine and Engineering will need a background in Chemistry. Furthermore, students will develop an appreciation for the love God has displayed in creating and sustaining his ordered creation.

Chemistry provides students with an understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances, chemical reactions and processes. Chemistry attempts to explain and predict events at the atomic and molecular levels.

The course builds on the knowledge, understanding and skills developed in junior science. It also develops an understanding of the process of science and the impact that science has on technology and the community.

Students will develop a knowledge and understanding of:

- The history and practice of chemistry
- Applications of chemistry to current issues and developments in chemistry
- Atomic structure, atomic bonding the periodic table
- Energy and Chemical reactions

## **Year 11 Course**

- Properties and Structure of Matter
- Introduction to Qualitative Chemistry
- Reactive Chemistry
- Drivers of Reaction

## **Year 12 Course**

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

Students will complete several independent depth studies throughout both courses. This is where a student can develop an understanding beyond the syllabus content.

# Community and Family Studies (CAFS)

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

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include Early Childhood Education, Health Care and Social Assistance and Public Administration and Safety.

## Year 11 course

- *Resource Management (20%)*

Basic concepts of the resource-management process

- *Individuals and Groups (40%)*

The individual's roles, relationships and tasks within and between groups

- *Families and Communities (40%)*

Family structures and functions, and the interaction between family and community

## Year 12 course

- *Research Methodology (25%)*

Research methodology and skills culminating in the production of an Independent Research Project

- *Groups in Context (25%)*

The characteristics and needs of specific community groups

- *Parenting and Caring (25%)*

Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

## Year 12 modules

Select ONE of the following:

- *Family and Societal Interactions (25%)*

Government and community structures that support and protect family members throughout their lifespan

- *Social Impact of Technology (25%)*

The impact of evolving technologies on individuals and lifestyle

- *Individuals and Work (25%)*

Contemporary issues confronting individuals as they manage roles within both their family and work environments

# Design & Technology

Design & Technology is a dynamic, creative and practical subject that allows students to make many of their own choices in the work they complete.

Project work comprises 60% of the course content and theory makes up the remaining 40%.

There are no prerequisites for Stage 6 study beyond the Stage 4 Technology experiences already completed. Some Stage 5 Technology Elective experiences are beneficial although not essential.

One of the unwritten outcomes of the course is the experience in long-term project planning and implementation—a skill highly sought after in many vocations.

There are several cases of students gaining entry to university, even into medicine, based largely on their impressive folios shown during entry interviews. Students study design processes, design theory and factors as they relate to specific design projects.

## Year 11 Course

In the Year 11 Course students complete two practical, independent design projects with folios.

Designing and Producing includes the study of:

- designers
- design processes
- creative and collaborative approaches
- research
- communication techniques
- manufacturing and production processes
- resource use and environmental impacts.

## Year 12 Course

In the Year 12 Course students undertake a Major Design Project in an area of their own interest, and an Innovation and Emerging Technologies Case Study.

The Major Design Project is designed and constructed and then submitted for external marking. It includes an accompanying 80-page folio outlining the project proposal, development and final project evaluation.

Innovation and Emerging Technologies are investigated, and a Case Study is completed along with a range of other theoretical aspects.

The course is assessed on a 60:40—practical to exam ratio, with the MDP delivered in August and a 1½ hour final HSC exam.

# Food Technology

There is no prerequisite study for the 2-unit Year 11 course. Completion of the Year 11 course is a prerequisite to the study of the 2-unit Year 12 course.

To meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

Food Technology is a great lead into the hospitality industry or nutrition fields.

## Year 11 Course

Students will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection.

Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

Topics include:

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

## Year 12 Course

The course involves the study of sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status.

Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Topics covered include:

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.



# Health & Movement Science (HMS)

Health and Movement Science is a new course which commenced in 2025 and replaced the senior PDHPE course. It is suitable for most careers in health and physical fitness. This includes vocations such as: Sport Science, Physiotherapy, Education, Nursing, Paramedicine, Occupational Therapy, Medicine, Sports Management and Administration, Fitness, Personal Training, and Dietetics.

This course is designed to provide students with the opportunity to develop and apply their understanding and knowledge of health and movement skills. This will be done through taking a strengths-based approach and building health literacy and critical inquiry skills.

## **Year 11 Course**

Core strands:

- Health for individuals and communities
- The body and mind in motion

Compulsory Learning Approaches:

- Collaborative investigation
- Depth studies (minimum of 2)

## **Year 12 Course**

Core strands:

- Health in an Australian and global context
- Training for improved performance

Compulsory Learning Approaches:

- Depth studies (minimum of 2)

# Industrial Technology (Multimedia)

Multimedia is a great introduction for careers in web design, photography, game design, film or audio production. Journalism is also another field of study this course benefits. The ability to create and manipulate media is a great skill to have in any vocation.

One of the unwritten outcomes of the course is an experience in long-term project planning and implementation—a skill highly sought after in many vocations.

Multimedia is a colourful, creative and broad look at using technology to create digital content. Project work comprises 60% of the course content and theory makes up the remaining 40%.

Students study different media elements and skills including photography, video making, graphic design, web design and audio manipulation.

No previous experience is necessary. Previous computer skills are useful but not needed to begin, as they will be taught along the way.

## Year 11 Course

In the Year 11 Course students complete at least two independent design projects. The study of:

- Design- Planning, Storyboarding, UI planning and mapping
- Production- Filming, Photography, Recording, Web Design, Graphic Design
- Management and Communication- Project Planning, Folio development
- Industry Study
- Industry-related manufacturing technology- Multimedia Tools and Equipment

Students must participate in practical activities along with design theory.

## Year 12 Course

In the Year 12 Course students produce a Major Design Project (MDP), working independently in an area of personal interest as well as a smaller Industry Study. The MDP is submitted for external marking. This includes an accompanying 80-page folio outlining the project proposal, development and final project evaluation. The comprehensive study of digital media creation and project production is applied to the development of the MDP.

A Multimedia Industry case study is also carried out. The course is assessed on a 60:40 practical to exam ratio, with the MDP delivered in August/September and a 1.5-hour final HSC examination.

# Legal Studies

Legal Studies, when combined with further study, can lead to careers in the police service, the court system, business, youth work, and corrective services as solicitors, barristers, law clerks etc. Growth areas are in family law, business law and the laws relating to negligence and duty of care.

Legal Studies is a humanities subject that will give students the critical thinking and communication skills necessary to find employment in several fields including law, journalism and government. In the course, we spend significant time teaching students how to write and provide them with skills they can use in their other subjects.

Legal Studies provides students with opportunities to develop their knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. Students investigate the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

## **Year 11 Course**

As part of their preliminary studies students will gain an introductory knowledge of Australia's legal system, including the history and development of Australia's legal system, classification law and law reform and begin to make preliminary evaluations of the legal system and its effectiveness as a mechanism for justice. Students will consider the rights of individuals and how the law works in practice. Students may also participate in a mock trial and attend the local court.

## **Year 12 Course**

As part of their HSC studies students will further deepen their knowledge and understanding of both our domestic legal system but also the interaction of international law as a mechanism for the protection of human rights. Students will undertake in-depth studies in the criminal law process and will have the opportunity to visit the Supreme Court. Based on the cohort and student interest, the class will nominate from several study options including consumers, global environmental protection, family, indigenous peoples, shelter, workplace and world order in gaining an understanding of how the law has developed in these areas but also where it needs further reform.

# Mathematics

## Standard

This course is suitable for students who have progressed through the Standard Pathway completing the core outcomes of the Stage 4 and 5 syllabi. It is designed for students who want to explore further their knowledge of mathematical concepts and apply such skills and knowledge in practical contexts. The Mathematics Standard 2 course provides students with a pathway to explore a wide range of educational and employment aspirations.

### **Year 11 Course (Mathematics Standard)**

Students will study the following topics:

- Algebra
- Measurement
- Financial Mathematics
- Networks
- Statistics

### **Year 12 Course (Mathematics Standard 2)**

Students will study the following topics:

- Algebra
- Measurement
- Financial Mathematics
- Networks
- Statistics

# Mathematics

## Advanced

This course is suitable for students who have completed both the core and pathway outcomes of the Stage 4 and 5 syllabi and successfully progressed through the Advanced Pathway.

The Mathematics Advanced course is a calculus-based course. It is 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 serves as a basis for further tertiary study particularly in subject areas that require mathematics and its applications such as science, engineering and commerce.

### **Year 11 Course**

Students will study the following topics:

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

### **Year 12 Course**

Students will study the following topics:

- Functions
- Sequences and series
- Calculus
- Financial mathematics
- Statistical analysis

# Mathematics

## Extension 1

The course provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at tertiary level. It provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, computer science or engineering.

It provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. It also allows students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. This course enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.

### Year 11 Course

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

### Year 12 Course

- Proof by Mathematical Induction
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

# Mathematics

## Extension 2

Students only begin to study Mathematics Extension 2 in Year 12. They will be concurrently studying the Mathematics Advanced and the Mathematics Extension 1 course.

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through the exploration of new areas of mathematics not previously seen.

The topics covered are:

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics



# Modern History

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically, and socially.

Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

## Year 11 Course

The Year 11 course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

These topics are:

- Investigating Modern History
  1. The Nature of Modern History
  2. Case Studies: Each case study should be a minimum of 10 indicative hours
- Historical Investigation
- The Shaping of the Modern World

## Year 12 Course

The Year 12 Course is designed for students to investigate national and international forces for change and continuity in the 20<sup>th</sup> century through three major studies.

These topics are:

- Core Study: Power and Authority in the Modern World 1919–1946
- National Studies
- Peace and Conflict
- Change in the Modern World

# Music 1

Music 1 is a dynamic and practically based subject that covers a wide range of interests and abilities. The aim of the course is for students to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of:

- Performance
- Composition
- Musicology (the study of musical styles)
- Aural (listening) within the context of a range of styles and periods including rock, pop, jazz, funk, Latin, classical, musical theatre and more.

## Year 11 Course

Students will study the following topics:

- Music for Small Ensembles
- Film Music
- Students' choice

## Year 12 Course

Students will study the following topics:

- An Instrument and its Repertoire
- Music of the 20th and 21st Centuries
- Students' choice

The HSC is assessed on a 70:30 practical-to-exam ratio where students choose three electives from any combination of performance, composition and musicology viva voce.

Throughout the year additional performance opportunities are available to students including:

- Music Tutelage Program
- Stage, Rock and Concert Bands
- Vocal Group
- Student-led lunchtime and evening concerts
- Creative Arts Showcase
- Attending concerts and musicals

# Physics

Students who have studied Physics will be well suited to pursue tertiary education in the fields of Science, Medicine and Engineering.

Students who are aspiring to work in the fields of Science, Medicine and Engineering will need a background in Physics. Students will have opportunities to further develop mathematical skills such as reasoning and algebra. Furthermore, students will develop an appreciation for the love God has displayed in creating and sustaining his ordered creation.

Physics investigates natural phenomena, attempts to identify patterns, and uses a wide range of interesting models, principles and laws to explain their behaviour.

## Year 11 Course

The Year 11 course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of Newton's Laws of Motion, the transfer and transformation of energy, and the use of electricity.

The topics covered in this course are:

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

## Year 12 Course

The Year 12 course builds on the concepts of the Year 11 course by expanding on areas such as projectile motion and the motion of space objects, the principle of electromagnetic induction, relativity and Einstein's work on light, and many other applications.

The topics covered in this course are:

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

30 hours must be allocated to depth studies across Year 11 and Year 12 courses.

# Society & Culture

The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments, and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- themselves
- their own society and culture
- the societies and cultures of others.

Society and Culture empowers students to navigate the complexities of human societies and diverse cultures. This intellectually stimulating course equips students with critical thinking skills to analyse social theories and contrasting perspectives. Through this exploration, students gain a profound understanding of individuals, groups, and social institutions.

By engaging students in collaborative learning environments, Society and Culture incorporates teamwork and independent learning. It connects students to real-world issues, fostering lifelong learning and equipping them with a comprehensive skillset for continuous personal and intellectual growth. It is a great way to introduce students to skills that will inform the more independent study style of university.

Society and Culture prepares students for responsible adult life by cultivating knowledge and skills essential for effective citizenship. It empowers them to actively participate in and shape their communities and work towards a more just and equitable society.

## Year 11 Course

Core Topics:

- The Social and Cultural World (30%)
- Personal and Social Identity (40%)
- Intercultural Communication (30%)

## Year 12 Course

Core Topics:

- Personal Interest Project (30% of course time)
- Social and Cultural Continuity and Change (30% of course time)
- Depth studies (40% of course time)

TWO to be chosen from the following:

Popular Culture, Belief Systems and Ideologies, Social Inclusion and Exclusion or Social Conformity and Nonconformity

# Sport, Leisure & Recreation (SLR)

Sport, Leisure and Recreation (SLR) provides students with the opportunity to select a subject that is highly practical in relation to movement, physical activity and sport. This complements the interests of numerous students within the school community, particularly those who enjoyed PDHPE in Years 7-10.

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

The Sport, Lifestyle and Recreation course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20-40 hours depending on the number of units for the course and the way in which the course is delivered. Here are some of the optional modules:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

**This is a board-endorsed course and cannot be counted towards the ATAR.**

# Visual Arts

Visual Arts involves students in the practices of art making, art criticism and art historical study. Students develop their own artworks culminating in a “Body of Work” in the Year 12 Course that reflects students’ knowledge and understanding of their practice. This should demonstrate their ability to resolve a conceptually strong work. Students critically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

## Year 11 Course

The Year 11 course is broad, while the Year 12 course provides for deeper, increasingly more independent 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. The topics covered are:

- The nature of practice in artmaking, art criticism and art history.
- The role and function of artists’ artwork, the world and audiences in the art world.
- The conceptual frames and how students might develop their own informed points of view.
- How students may develop meaning and focus and interest in their work.

Year 11 students will study:

- Artworks made about Sydney Harbour and respond with their own 2-D artwork about their world.
- The Figure in Western Sculpture and sculpt a figure out of clay.
- How objects have been used in art and respond with their own photographic artwork.

## Year 12 Course

The learning opportunities in the Year 12 course focus on how students may:

- Develop their own informed points of view in increasingly more independent ways using the conceptual frames.
- Develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest.
- Learn about the relationships between the agencies of the art world i.e., artist, artwork, world, and audience.
- Further develop meaning and focus in their work.

Throughout the course, students will:

- Develop a body of work and the use of a process diary
- Study a minimum of 5 Case Studies (4-10 hours each)
- Case studies include - Ben Quilty, The World Gone Wrong, The World Redeemed, Contemporary Architecture and Patricia Piccinini





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