



Year 11 Subject Information Handbook

Preliminary Course
2025

HSC Course
2026

College Vision

To educate young women in the Josephite tradition that empowers them to act justly and to lead lives as disciples of Jesus.

Mission Statement

The St Joseph's Catholic College community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world.

Our Young Women:

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly

Our Values

> Compassion > Hope > Justice > Respect



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French Continuers, French Beginners, Software Engineering, Engineering Studies, Enterprise Computing, Industrial Technology-Multimedia, Entertainment, Outdoor Recreation, Screen and Media, Sport, Lifestyle and Recreation	

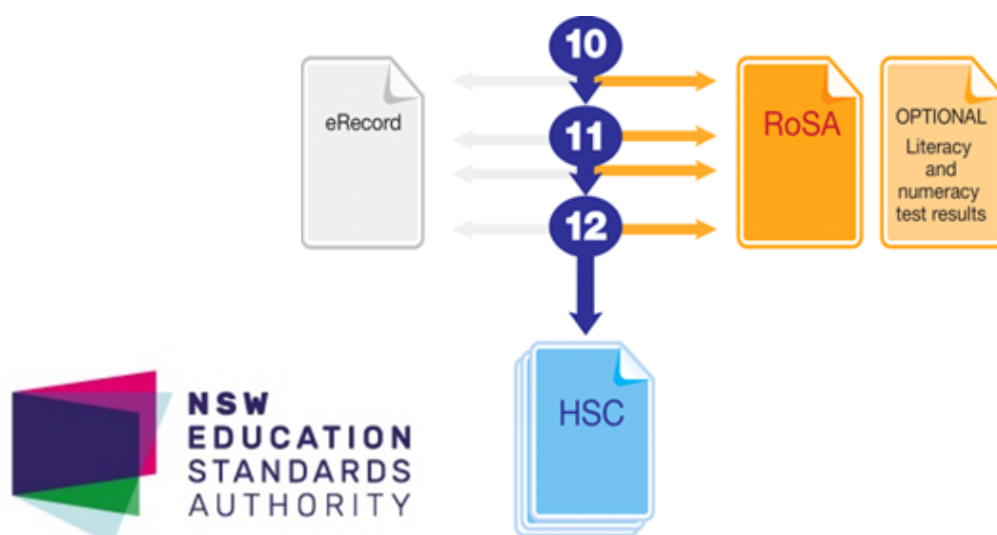
Staff Directory



2025 COLLEGE LEADERSHIP TEAM	
Principal	Mrs Carolina Murdoch
Assistant Principal - Student Achievement	Mr David Gardiner
Assistant Principal - Evangelisation & Catechesis	Mr Scott Beattie
Director of Wellbeing for Learning	Ms Amanda Balfour
Director of Learning and Teaching	Mrs Alexandra McArdle
Director of School Operations	Mr Kirk Mercer
Director of Finance and Site Operations	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Julie Finneran
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Phillipa Mercer
YEAR LEADER	
Year 11 2025	Ms Louise Nash
LEADERS OF LEARNING	
Religious Education	Mrs Catherine Sammut
English	Ms Maria Woodhouse
HSIE (Human Society & Its Environment)	Mrs Kristie Kelaher
Mathematics	Mrs Laura Andrikidis
PDHPE	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies)	Mr Kane Charles
Creative and Performing Arts	Mrs Sue Lockwood
Language	Mrs Samantha Andersen
Diverse Learning	Ms Rebecca Elliott
Vocational Education & Training (VET) and TAFE	Mrs Rachael Grassi
SPECIAL RESOURCE TEACHERS	
School Counsellors	Ms Nicole Musiak
Librarians	Ms Louise Foyel
Careers Advisor	Mrs Rachael Grassi
Representative Sports Coordinator	Ms Darby Clark
Disability Provisions – teacher in charge	Ms Rebecca Elliott
Teacher in charge of Languages	Mrs Samantha Andersen

RoSA – Record of Student Achievement

The RoSA is awarded to students who leave school after completing Year 10 and before completing their Higher School Certificate. A RoSA lists grades for all subjects satisfactorily completed in Year 10 and Year 11 and participation in any uncompleted courses studied in Stage 6 up until the point the student leaves.



NESA – NSW Education Standards Authority

NESA sets the pattern of study and minimum requirements for achieving the HSC. NESA is responsible for all syllabus documents and external examinations. For more information visit the NESA website: <http://educationstandards.nsw.edu.au>

HSC – The Higher School Certificate

The HSC is a certificate awarded by NESA and marks the completion of 13 years of schooling. This credential provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

ATAR – Australian Tertiary Admission Rank

The ATAR is a number, calculated by the University Admissions Centre (UAC), which universities use to assist them with the selection of students to undertake university courses following the HSC. ATARs are a numerical measure of a student's overall academic achievement in the HSC in relation to that of other students. It is a rank and allows the comparison of students who have completed different combinations of HSC courses. Some university courses have additional selection methods such as an interview, specialised testing or portfolio.

To be eligible for an ATAR you must satisfactorily complete the HSC with at least 10 units of ATAR courses. Only the best 10 ATAR units are used in ATAR calculations. The ATAR is based on the total of scaled marks from:

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

Course types

Board Developed Courses

These are developed and examined by NESA. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- the performance scale (except for Vocational Education and Training courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.

Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Developed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses e.g. Exploring Early Childhood and most Vocational Education and Training (VET) courses delivered by TAFE.
- School Developed Courses – Schools may develop special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer the courses as part of the Higher School Certificate e.g. Studies in Catholic Thought.

Some Board Endorsed Courses are one-year courses. Board Endorsed Courses count towards the HSC and will appear on the Student Record of Achievement however they do not count towards calculation of the ATAR.

Pattern of Study – What are units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses have a 2 unit value. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks.

- 2 unit courses : This is the basic structure for all courses. It has a value of 100 marks.
- Extension courses: These are available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. It requires students to work beyond the standard of the 2 unit course; extension courses are available at St Joseph's in English, Mathematics, History, Science, and some Languages.

English and Mathematics Extension courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

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

- 1 unit courses equal approximately 2 hours of class time each week or 60 hours per year. There are a number of 1 unit Board Endorsed Courses, for example, Studies in Catholic Thought and these courses may not count in the calculation of the ATAR. Studies of Religion 1 unit counts towards an ATAR.

Studying for the NSW Higher School Certificate



Requirements for the Award of the HSC

If you wish to be awarded the HSC you must:

- study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.
- have satisfactorily completed courses that meet the pattern of study required by NESA to gain an HSC; this includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- have sat for and made a serious attempt at the HSC examinations.

In Year 11 and Year 12 your subject selection must include at least:

- 2 units of English
- 6 units from Board Developed Courses
- three courses of 2 units value or greater
- four subjects

At most 7 units of courses in Science may be studied for the HSC.

Where to find information to help you choose subjects:

- this booklet
- NESA website: <http://educationstandards.nsw.edu.au> publishes syllabuses for every Board Developed Course with information about course content and assessment requirements as well as prescribed texts, topics, major projects and works that must be studied for the HSC. It also contains information regarding the Higher School Certificate and the HSC rules and requirements.
- UAC website: [Year 10 students - UAC](#) published by UAC, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. If you wish to receive an ATAR, you must study a minimum of 10 Board Developed units in the HSC course.
- My future occupations:
<http://www.myfuture.edu.au/>
- TAFE NSW:
<https://www.tafensw.edu.au/>

What subjects should I choose?



You should choose courses:

- **that you are interested in**
- **that you are good at**
- **that may help you in the future**
- **that you think you might want to do when you leave school**
- **at the highest level that you can competently handle**

Talk with your teachers about your strengths and weaknesses as well as individual course requirements before making your subject selections. Also, make sure you ask for information about any prerequisites for your future study or work plans.

If you have not made up your mind about possible future careers don't worry; this is quite normal for students at this stage in Year 10. You should choose a combination of subjects that will give you the most options in the future.

If you are intending to study at university you need to gain the maximum possible ATAR required for the courses in which you are interested in. To maximise your ATAR you should select, for each of the courses that interest you, the highest level that you are competent at in that course; then work as hard as possible. Some university courses have special entry requirements for Education, Health and Welfare, for example, from 2020 an undergraduate teaching degree requires a minimum standard of three Band 5 HSC results, including one in English, go to: Admission criteria for Teaching also, some university courses require Mathematics (see the Mathematics section in this handbook).

Academic ability and course selection - students may be asked to reconsider initial choices if it is considered the academic demands of the course do not match a student's academic ability. Students who have some idea regarding their future career should ensure that they have checked the current requirements and prerequisites for that particular career and, if in doubt, should see Mrs Wilkinson, the Careers Advisor.

Students who are not intending to pursue further studies at university will not need an ATAR and are free from choosing subjects designed to achieve an ATAR. Instead, they should concentrate on those subjects that they are interested in and where they are likely to succeed. Even so, some subjects may be more relevant than others to the career they have in mind.

HSC Major Works and Life Skills



There are many subjects offered for study in Stage 6 that require students to complete a major work or individual project as part of their HSC in Year 12. These projects rely on students working independently to create a substantive project which demonstrates their knowledge, understanding and skills in particular areas across part or all of Year 12. This project must be certified as the original work of the student completed across the required timeframe. Students must consider the implications and workload associated with the completion of a major project when choosing subjects for Stage 6. Any student choosing a subject with a Major Work, Individual Project or practical component should discuss this option with the Leader of Learning or teachers of the subject to ensure that they have a clear understanding of the requirements.

In the following courses students are required to complete a major work, major project or practical performance as part of their of the HSC examination in Term 3 Year 12: **Dance; Drama; English Extension 2; Industrial Technology; Music; Society and Culture; Textiles and Design; and Visual Arts.**

Some of the requirements for the completion of a HSC major work include teachers regularly monitoring and assessing the student's progress during the development phase of the project/performance. Students will need to ensure that process diaries, logbooks, body of work, reflection statements and journals are kept up to date. Students will be informed about the requirements regarding outside assistance including that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance must be correctly and accurately acknowledged in the major work documentation.

Life Skills courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses may be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the HSC. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

NESA expects that most students undertaking Life Skills courses would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

VET – Vocational Education and Training

VET courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain an HSC qualification and accreditation with industry and the workplace as part of the Australian Qualifications Framework.

VET courses each have a specific workplace component and a minimum of 70 hours must be spent in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by the college at no extra cost, while others will be delivered by TAFE or other providers. Those delivered by TAFE or other providers attract added fees.

Please note:

- Students must complete the HSC examination to have the result for that VET course included in the calculation of their ATAR.
- The workplace component often requires the student to complete this during the term for one week. Students are required to collect and complete the normal classwork for this time.
- For courses provided by TAFE or private providers, parents must be prepared to commit to making a significant contribution to the course cost per annum. Course costs vary depending on the nature of the course studied (see Mrs Grassi for details).

NESA has developed curriculum frameworks for several industries:

Automotive
Business Services
Construction
Electrotechnology
Entertainment Industry
Financial Services
Hospitality
Human Services
Information and Digital Technology
Primary Industries
Retail Services
Tourism, Travel and Events

Information relating to these courses offered through TAFE's can be found at [2025 EVET course guide](#).

Assessment and Reporting



The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject. The HSC reports will provide a description of your achievements for each of the courses you complete indicating the band level for your performance.

The HSC course syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

School-based assessment tasks will contribute 50% of your HSC mark for each subject. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. 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.

On satisfactory completion of your HSC you will receive a portfolio containing:

- **The HSC Testamur** – the official certificate confirming your achievement of all requirements for the award
- **The Record of Achievement** – this document lists the courses you have studied and reports the marks Preliminary course grades and bands you have achieved.
- **Course Reports** – for every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course.