

**ST COLUMBA'S CATHOLIC COLLEGE**

**ST COLUMBA'S  
CATHOLIC COLLEGE**



**ACT JUSTLY**

**YEAR 11 Subject Selection  
Information Booklet**

**2022**

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## THE DECISION TO ENTER SENIOR SCHOOL

A student is required to undertake schooling until the age of 17. The following are conditions that exempt a student from staying on at school until this age. They are:

- When a young person is in full time paid employment for 25 hours per week and / or have an apprenticeship/traineeship
- When a young person is undertaking some form of vocational training.

At St Columba's Catholic College we provide a comprehensive range of subjects that cater for the various learning needs of our continuing students. We understand students who once had the option of leaving school at the end of Year 10 now require wider choices of subjects and varied learning experiences.

At St Columba's we provide opportunities for continuing students to:

1. Pursue senior study with the goal of entry to a degree at University.
2. Pursue senior study with a view of studying for one of the many certificate courses available at TAFE after Year 12.
3. Pursue senior study with the aim of gaining employment after Year 12.
4. Pursue senior study and gain valuable skills and knowledge to assist them with life after Year 12.

Students will experience a learning environment integrated with use of technology, collaboration of tasks, individualised learning and in some subjects incorporating learning institutions such as TAFE Colleges, other catholic schools and work placement to help them achieve their learning goals.

### **Why Subject Choices are Important?**

- The subjects you do at school can often determine the type of career you undertake.
- Doing subjects that you like and that interest you make life at school fun.
- You are more likely to do well at a subject if you enjoy it.

### **How to decide?**

Recognise this as an important decision and take time to consider all your options.

Ask yourself the following questions:

- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

In most cases, the best subjects to take are the ones you like the most. From these subjects you are more likely to do well and therefore get higher marks. If you really don't like a subject, you probably won't do as well.

Apply these rules when choosing subjects:

- \* *YOUR ABILITY* – choose subjects you are good at.
- \* *YOUR INTEREST* – choose subjects you enjoy.
- \* *YOUR MOTIVATION* – choose subjects you really want to learn.

**Do not choose a subject because:**

- *Your friends are taking it.* Your friends may have different abilities, interests and motivations.
- *Your favourite teacher is teaching it.* Teachers often change classes or even schools.
- *You want to go on a particular excursion.* You could endure years of misery for the sake of that excursion.
- *You've heard it's an "easy" subject.* If someone tells you a subject is easy, chances are that **they** are investing insufficient effort and will probably do poorly.
- *Boys/girls don't do that subject.* There are no separate subjects for boys and girls. If you are good at or interested in a subject, then do it for **you**.
- *You need to do it even though you hate it.* If you need to do a subject to get into a particular course at uni, there will be a lot of that subject within the university course. Why spend years studying something you don't enjoy to try for a job you might not get and might hate anyway?

**NEED HELP?**

Who can help and how?

<b>Your Homeroom Teacher</b>	→	can help by talking over your ideas
<b>Your Subject Teachers</b>	→	can tell you if you are good at certain subjects
<b>Your Careers Counsellor</b>	→	can tell you if any subjects are required for a particular career
<b>Your School Counsellor</b>	→	can help by discussing study problems or helping with any concerns you may have
<b>Your parents</b>	→	can help by talking over your ideas and supporting your decisions. Encourage them to talk to some of the above people if you have differing ideas or if they need more information.

The material in this section has been prepared using the Board of Studies, Teaching & Educational Standards Assessment, Certification and Examination Manual (2012) and St Columba's Catholic College Policies.

Please note: It is determined whether a course will run by the college Principal, Mr Ryan. Some courses may not run due to:

- the number of students who selected the course in the subject selection process
- staffing allocations

**THE HIGHER SCHOOL CERTIFICATE**

**What is it?**

The Higher School Certificate is the credential awarded to secondary students who successfully complete their senior years of schooling. It is the highest award that can be gained by secondary students in New South Wales. From 2020, all Year 12 students in NSW must reach the minimum standard of numeracy and literacy to receive the HSC.

## **Proceeding to Year 11 at St Columba's Catholic College**

For a student wanting to proceed to Year 11 at St Columba's Catholic College they must have demonstrated:

1. a positive and participatory attitude towards St Columba's Catholic College.
2. a serious attitude towards their study.
3. that senior school would benefit their chosen career path.

## **Eligibility**

To be eligible for the award of the Higher School Certificate students must:

- (a) have gained the Record of School Achievement (ROSA) or such other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory;
- (b) have attended a government school, an accredited non-government school or a school outside New South Wales recognised by NESA or a college of TAFE;
- (c) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- (d) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.
- (e) have demonstrated that they have reached the minimum standards of literacy and numeracy

NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of NESA, be 'justified.'

## **Patterns of study**

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

To qualify for the Higher School Certificate from Year 11, 2022 and Year 12, 2023 students must satisfactorily complete a Preliminary pattern of study comprising at **least 12 units** and an HSC pattern of study comprising **at least 10 units**. Both patterns must include:

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects.

**At St Columba's Catholic College each student must study at least ONE (1) unit of Religion.**

**For Year 11 students may select a minimum of 12 units and a maximum of 13 units. This requirement will meet NESA and School regulations.**

A maximum of **6 units** of Science may be included in the Year 11 pattern of study. A maximum of **7 units** of Science may be included in the Year 12 pattern of study.

An ATAR pattern of study is necessary if a student intends on applying for university.

A Non-Atar pattern of study is recommended for students who do not wish to go to university.

### **Satisfactory Completion of a Course**

The following course completion criteria refer to both Preliminary and HSC courses.

#### **Course Completion Criteria**

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

While the NSW Education Standards Authority (NESAs) does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate student absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

### **Preliminary courses**

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. In cases of non-completion of course requirements, an 'N' determination will be submitted on the appropriate forms. Courses that were not satisfactorily completed will not be printed on Records of Achievement.

Principals may allow a student who has received an 'N' determination to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary course requirements and that their entry for the HSC course is valid.

### **Curriculum for Higher School Certificate candidates**

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by NESA
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the NESA

The structure of the curriculum for Years 11 and 12 has subjects arranged into eight Key Learning Areas.

They are:

- English
- Mathematics
- Science
- Human Society in its Environment
- Languages Other than English
- Technology and Applied Studies
- Creative Arts
- Personal Development, Health and Physical Education.

A subject is the name given to a broad area of study. A course is a program of study within a subject. For example, within the subject of Music, you may study the courses of Music 1 or Music 2.

The courses that are available for selection by students are defined under four areas;

- (1) Board Developed Courses (BDC)
- (2) Vocational Education and Training Courses (VET)
- (3) TAFE Delivered VET Courses (TVET)
- (4) Board Endorsed Courses (BEC)

### **Board Developed Courses**

The NSW Education Standards Authority develops these courses. There is a syllabus for each course, which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. The courses are examined externally at the end of the HSC course and count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

## **Vocational Education and Training Courses (VET)**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students must spend in the workplace. At the end of their HSC students receive documentation showing the competencies gained during the course. St Columba's Catholic College will offer some of these courses, while others may be delivered by neighbouring Catholic Cluster schools (Penola, Xavier, or Caroline Chisholm) or by local colleges of TAFE.

- All VET Curriculum Framework courses are dual-accredited courses. This means that students will not only finish with a HSC but also an Industry recognised credential such as a Certificate Level II or a Statement of Attainment. These credentials are recognised by TAFE and by Industry. Students who go onto further education can use these credentials to gain credit transfer, which means they will not be required to re-sit these subjects at TAFE. This could mean they finish their course faster.
- These courses have been designed in conjunction with Industry and are taught to Industry standards. All teachers undertake additional training, which allows them to teach these courses.
- All Curriculum Framework courses are very practical and 'hands on'. They are designed for students who may wish to build a career in these Industry areas.
- Most curriculum Framework courses are run at St Columba's Catholic College. Some courses require students to purchase uniforms, textbooks or other equipment eg:-
  - o Hospitality – uniform and/or knife kit
  - o Construction – steel capped boots and protective clothing
- A mandatory part of all Curriculum Framework courses require students to undertake **70 hours of work placement** in industry.

Further information about each VET course appears in the section listing the HSC courses available.

VET courses are Category B courses for the purposes of calculating an ATAR. **The examination mark from ONE (1) Category B course may be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR). English Studies and Mathematics Standard 1 are also both Category B courses.** Students who study **English Studies** and want to receive an ATAR need to remember that at least 2 units of English must be included in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

## **Board Endorsed Courses**

There are three main categories of Board Endorsed courses — Content Endorsed courses (CEC's), School Developed Board Endorsed courses and University Developed Board Endorsed courses. Content Endorsed courses are developed by NESA to cater for a wide variety of students in areas of specific need. School Developed courses are designed by an individual school, or group of schools, to meet the local needs of a group of students.

When completed as HSC courses, Board Endorsed courses are not externally examined and have only an unmoderated internal assessment mark from the school recorded on the Higher School Certificate Record of Achievement. Results in these courses are **not eligible** for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR). TAFE delivered CEC's and VET CEC's are categories of Content Endorsed courses. These are reported without a mark and are **not** eligible for inclusion in the calculation of the ATAR. Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

### **Life Skills Course as part of a Special Program of Study**

Stage 6 (Years 11 and 12) Life Skills courses are 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 Higher School Certificate. Each Life Skills course comprises a 2 Unit Preliminary and a 2 Unit HSC course.

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

### **Extension Courses**

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit, requiring students to study beyond the standard of the 2 unit course. Extension courses are available in English, Science, Mathematics, History, Music, some Languages and VET. Undergraduate university courses are available in some subjects.

English and Mathematics Extension Course 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.

### **St Columba's Catholic College Subject Selection Website**

For further information on courses offered at the College, please visit our Subject Selection website at <https://sites.google.com/parra.catholic.edu.au/scccsubjectselectioninformatio/home>.

## COURSES OFFERED AT ST COLUMBA'S CATHOLIC COLLEGE

### Board Developed Courses

Subjects	Preliminary and HSC Courses (2 Unit)	Extension
Agriculture	Agriculture	
Ancient History	Ancient History	HSC History Extension- <sup>1</sup> (Year 12)
Biology	Biology (2)	Science Extension- (Year 12)
Business Studies	Business Studies	
Chemistry	Chemistry (2)	Science Extension- (Year 12)
Community & Family Studies	Community & Family Studies	
Design and Technology	Design and Technology (4)	
Drama	Drama (4)	
Earth & Environmental Science	Earth & Environmental Science (2)	Science Extension - (Year 12)
English #	English Advanced	Preliminary English Extension 1 unit
	English Standard	HSC English Extension 1-(Year 12)
	English Studies	HSC English Extension 2 -(Year 12)
Economics	Economics	
Food Technology	Food Technology	
Geography	Geography	
Industrial Technology	Industrial Technology (4)	
Investigating Science	Investigating Science	Science Extension - (Year 12)
Japanese Continuers	Japanese Continuers	
Legal Studies	Legal Studies	
Mathematics #	Mathematics Advanced	Preliminary Mathematics Extension 1 unit
	Mathematics Standard	HSC Mathematics Extension 1 - (Year 12)
		HSC Mathematics Extension 2 – (Year 12)
Modern History	Modern History	HSC History Extension - (Year 12)
Music	Music 1 (4)	

Personal Development, Health and Physical Education	Personal Development, Health and Physical Education	Science Extension - (Year 12)
Physics	Physics (2)	
Society and Culture Studies of Religion	Society and Culture (4) Studies of Religion 1 (3) (1 Unit)	
	Studies of Religion 2 (3) (2 Unit)	
Textiles and Design	Textiles and Design (4)	
Visual Arts	Visual Arts (4)	

## HSC Course Notes

These notes and footnotes refer to the list of courses

# You may select one course only from each of these subject groups.

1. There is only one History Extension Course. It can be studied with either the Ancient History Course and / or the Modern History Course.
2. You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Investigating Science and Physics in meeting the 12 Preliminary HSC units. 7 units (including Science Extension) can be studied in the HSC Course.
3. You must not study both the Studies of Religion 2 Unit course and Studies of Religion 1 course.
4. A number of students include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Agriculture, Textiles & Design, Society & Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

## Board Content Endorsed Courses:

These courses count towards the HSC, but do not count towards an ATAR.

Subjects	Preliminary & HSC Courses	Unit Value
Studies in Catholic Thought	Studies in Catholic Thought	1 Unit
Photography, Video & Digital Imaging	Photography, Video & Digital Imaging	2 Units
Visual Design	Visual Design	2 Units
Exploring Early Childhood	Exploring Early Childhood	2 units
Sport and Lifestyle Recreation	Sport and Lifestyle Recreation	2 units
Work Studies	Work Studies	2 units

## Vocational Education and Training (VET)

### BOARD DEVELOPED VET CURRICULUM FRAMEWORK COURSES OFFERED

Subjects	Courses
Construction	Construction (240 hours)
Entertainment Industries	Entertainment Industries (240 hours)
Hospitality	Hospitality (240 hours)
Primary Industries	Primary Industries (240 hours)
Business Services	Business Services (240 hours)
Retail Services	Retail Services (240 hours)
Information and Digital Technology	Information and Digital Technology (240 hours)

### BOARD ENDORSED VET COURSES OFFERED

Subjects	Courses
Fitness	Fitness

These courses are studied at school in the same way as any other Board course, but they focus on particular competencies – what the student can actually do – and teaching and learning emphasizes practical work. **These courses include 70 hours of structured work placement (over 2 years) in the industry.** VET courses can provide outcomes for students of all abilities.

## Assessment

### Competency Based Assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent. When a unit of competency is met, is signed off by the assessor in the Student Competency Register.
- Competency based assessment determines the vocational qualification that a student will receive.
- If a student exits the course at the end of Year 11, or at any other time, they will receive a Statement of Attainment indicating the competencies they have successfully completed.

### External Based Assessment

- The Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple choice items, short

- answers, structured and extended response items.
- The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the Board of Studies syllabus.
  - The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.
  - The HSC examination is **optional**.
  - **Students requiring that their chosen VET course is eligible for an ATAR must complete the HSC examination in this course.**
  - Some of the VET courses at St Columba's are studied with other schools in our cluster. The courses may be timetabled in one block of time to allow the cluster class to operate. The courses may be offered at St Columba's or one of the Catholic cluster schools in our area. They are Xavier Catholic College Llandilo, Caroline Chisholm College Glenmore Park and Penola Catholic College Emu Plains. If the cluster class is offered at another school, transport to the school is provided. Students are responsible for their own transport home at the conclusion of the class.

## **Requirements for the Higher School Certificate and Record of Achievement**

This section deals with the specific requirements for eligibility for the award of the Higher School Certificate and Record of Achievement from Year 11.

### **Credentials**

- (a) **The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.**
- (b) **The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary or HSC course.**
- (c) **Course Reports** are issued to students for every Board Developed HSC course (except for Life Skills courses and VET courses) they complete in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the statewide candidature of that course. The student's HSC mark for the course is shown on the performance scale.
- (d) **Higher School Certificate Result Notices** are issued to students who are not enrolled at an accredited school or a school recognised by the Board. Such students are not eligible to receive either a Record of Achievement or a Higher School Certificate testamur.  
  
The Result Notice is a cumulative record, which lists the courses satisfactorily completed and the results achieved.
- (e) A **Certificate** is awarded to students in VET courses who successfully complete all requirements of an Australian Qualifications Framework (AQF) VET Certificate.
- (f) A **Statement of Attainment** is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate.

## **Assessment and HSC courses**

Students studying a HSC course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks, which contribute in **excess of 50 per cent of the available marks**. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfill the course completion criteria.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine. Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations. If it is determined that a student has not made a genuine attempt to complete course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

During the Preliminary and HSC Courses you will be required to complete a number and variety of assessment tasks. Final assessment marks for each HSC Course will be submitted to NESA. These marks will be based on the school assessment tasks. In the courses of English Studies and Mathematics Standard 1, a **grade** for school-based assessment rather than a final assessment mark will be submitted to NESA.

The tasks will be designed to find out whether students have achieved a greater variety of outcomes than may normally be tested in an examination. The types of tasks may include written and oral assignments, fieldwork and trips, practical projects, journals and portfolios etc.

At the beginning of each Preliminary and HSC Course students will be given Assessment Schedules that clearly outline what will be expected of you to meet the assessment requirements of the course.

### **'N' Determination**

Where a student receives an 'N' determination in a course, that course will not appear on the student's Record of Achievement. In some cases the student may not then meet the pattern of study requirements and hence be ineligible for the award of the Higher School Certificate in that year (see Note below).

NESA will withhold a course if a student is found to have engaged in malpractice or a non-serious attempt at the examination(s).

If the 'N' determination or NESA's withholding of the course results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or undertaking another course(s) within the five-year accumulation period.

If a student is found to have engaged in malpractice in examinations for more than one course in any single year, then all courses attempted in that year may be withheld by NESA. Students may, however, meet the requirements for the award of the Higher School Certificate within the five-year accumulation period.

**Note:** An 'N' determination or NESA decision to withhold a course will have the following consequences:

- in a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of related courses, neither that course nor the related Extension course will contribute in that year to the required pattern of study;
- in the Extension course, that course only will not contribute in that year to the required pattern of study.

### **The Australian Tertiary Admission Rank ATAR – What is it?**

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection.

It is calculated on behalf of the universities and released by UAC. The ATAR is a rank not a mark. Your ATAR indicates your position relative to the students who started Year 7 with you. An ATAR of 80.00 indicates that you have performed well enough in the HSC to place you in the top 20% of your year group. It is important to note that your ranking depends solely on your performance in the HSC.

To be eligible for an ATAR a student must meet the following criteria:

- at least 10 Units (including at least two units of English) of ATAR courses including at least eight unit of Category A courses.
- the Board Developed Courses must include at least three courses of two units or greater and at least four subjects

The universities categorise Board Developed courses as either **Category A** or **Category B**. To have an ATAR based on an aggregate of scaled marks in **10 units**, students must have completed at least eight Board Developed **Category A** units. The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best two units of English\*;
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

**\*Students who study English Studies and want to receive an ATAR need to remember that at least 2 units of English must be included in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units.**

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

The **Category B** courses are:

- English Studies
- Mathematics Standard 1
- Business Services - (240 hours)
- Construction (240 hours)
- Entertainment (240 hours)
- Hospitality (240 hours)
- Information and Digital Technology (240 hours)
- Primary Industries (240 hours)
- Hospitality (240 hours)
- Retail Services (240 hours)

### **Attendance and Application**

For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

Students whose attendance is called into question will be required to prove to the principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Principals must give students early written warning of the consequences of absences in terms of course completion criteria.

### **Granting of leave**

Granting of leave is a matter for the individual school principal to determine. The principal has discretion in granting leave provided that he/she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

**Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up.**

### **Accumulation of the Higher School Certificate**

Students may accumulate HSC courses towards the Higher School Certificate over a five-year period.

The five-year period will commence in the first year the student satisfactorily completes an HSC course. It will apply regardless of whether the student defers study for one or more years during the five-year period. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted.

Students who are accumulating courses will receive a Record of Achievement for each calendar year of study. These cumulative transcripts will record all Preliminary or HSC courses satisfactorily completed, including repeat attempts.

On completion of the accumulation, all pattern of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation.

Students who choose to accumulate must be aware that some courses, including Board Endorsed courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfill Higher School Certificate requirements.

### **Accumulation of Extension courses**

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. With the exception of VET, in all other subjects where Extension courses are available, they comprise a 60-hour HSC course which may not be commenced until the related Preliminary course has been completed.

Extension courses within the VET Curriculum Frameworks may be undertaken as Preliminary and/or HSC courses by students who are enrolled in, or have completed, the corresponding 240-hour course.

While NESAs will make every effort to give reasonable notice of changes to courses, students who choose to accumulate Extension courses must be prepared to accommodate such changes.

### **Repeating**

A candidate may repeat one or more HSC courses but must do so within the five-year accumulation period.

All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of Achievement or Result Notice, but UAC only recognises the most recent attempt as being eligible for inclusion in the calculation of the ATAR.

### **Acceleration**

Students may undertake Preliminary and/or HSC courses in advance of their usual cohort or in less than NESAs's stated indicative times. Decisions about the acceleration of the Higher School Certificate students will be made by principals in accordance with the principles captured in NESAs's *Guidelines for Accelerated Progression* (revised 2000).

Students may accelerate in all courses (grade advancement) or in one or more courses.

Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame.

Accelerating students may count towards their Higher School Certificate results obtained in advance of their cohort. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

## **Learning Support**

St Columba's Catholic College recognises that students learn at different rates and in different styles. It also recognises that some students require greater levels of support and different curriculum options if they are to achieve their potential in all areas of school life. The St Columba's Catholic College community is committed to providing a wide range of learning opportunities which aim to meet the needs of all students, as well as the establishment of effective learning principles and strategies in all curriculum areas.

We implement inclusive practices where all school staff have significant roles to play in supporting students with diverse learning needs.

Some of the support strategies offered to students with diverse learning needs undertaking Stage 6 are:

- Guidance with appropriate subject selection for Year 11
- Access to Disability Provisions for eligible students throughout the Preliminary and Higher School Certificate courses
- Accessing a Life Skills course of study for eligible students
- Developing Personalised Plans for students with a disability with appropriate adjustments to teaching and learning strategies

## Course Outlines

Subjects are listed in the following groups:

### **Board Developed Courses:**

- mainly 2 unit courses – some 1 unit courses
- follows the syllabus set by the New South Wales Education Standards Authority (NESA)
- include an external HSC examination
- eligible for an ATAR

### **Board Content Endorsed Courses (non-eligible for an ATAR):**

- courses endorsed by the New South Wales Education Standards Authority (NESA)
- eligible for the HSC but do not count towards an ATAR

### **VET Curriculum Framework Courses:**

- dual accreditation courses – HSC and TAFE qualifications
- only 1 subject can be used for the calculation of an ATAR
- some subjects may be offered as a cluster class
- additional costs incurred to cover equipment and materials

### **EVET Courses (offered by external providers eg TAFE, private colleges):**

- student co-contribution fee incurred to cover EVET course fees charged by the external provider
- EVET courses may/may not be eligible for an ATAR
- studied 1 afternoon/week or school holidays
- requires own transport to and from EVET course

To be eligible for an ATAR, students must have in their pattern of study 10 Board Developed Course Units. Only 2 units from a Category B course can count towards an ATAR.

For the Preliminary HSC course at St. Columba's students must select a minimum of 12 units and no more than 13 units.

For the Higher School Certificate course at St Columba's students will carry a minimum of 10 units and no more than 12 units.

## RELIGIOUS EDUCATION

### Leader of Learning: Mr Mark Sattler/ Mr Bruno Pahlke

<b>Course:</b> Studies of Religion I			
1 unit for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Studies of Religion II; Studies in Catholic Thought; Draft New R.E. Curriculum			
<b>Course Description:</b> Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion, and of the influence of belief systems and religious traditions on individuals and within society.			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> <li>● The Nature of Religion and Beliefs</li> <li>● Two Religious Tradition Studies selected from Buddhism, Christianity, Hinduism, Islam and Judaism.</li> </ul> <p>These studies focus on the origins, principal beliefs and practices, and sacred texts of each religion</p>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>● Religion and Belief Systems in Australia Post - 1945</li> <li>● Two Religious Tradition Depth Studies continued from Preliminary Religious Tradition Studies. The H.S.C. components focus on Significant People and Schools of Thought, Ethics and Significant Practices within each religion.</li> </ul>			
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting (%)	Internal Assessment	Weighting (%)
Section I: Religion and Belief Systems in Australia Post – 1945	30	Knowledge and understanding of course content	40
Section II : Religious Tradition Depth Study	30	Source-based skills	20
		Investigation and research	20
Section III: Religious Tradition Depth Study	40	Communication of information, ideas and issues in appropriate forms	20
	100		100

**RELIGIOUS EDUCATION – Leader of Learning: Mr Mark Sattler/Mr Bruno Pahlke**

**Course:** Studies of Religion II

2 units for each of Preliminary and HSC

Board Developed Course      **Exclusions:** Studies of Religion I ; Catholic Studies

**Course Description:**

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

**Main Topics Covered**

**Preliminary Course**

- The Nature of Religion and Beliefs
- Three Religious Tradition Studies selected from Buddhism, Christianity, Hinduism, Islam and Judaism.

These studies focus on the origins, principal beliefs and practices, and sacred texts of each religion

- Religions of Ancient Origin
- Religion and Belief Systems in Australia Pre -1945

**HSC Course**

- Religion and Belief Systems in Australia Post -1945
- Three Religious Tradition Depth Studies continued from Preliminary Religious Tradition Studies. The H.S.C. components focus on Significant People and Schools of Thought, Ethics and Significant Practices within each religion
- Religion and Peace
- Religion and Non-Religion

**Additional fee charges for student consumables may apply to this course.**

**Assessment: HSC course only**

<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
Section I: Religion and Belief Systems in Australia Post -1945; Religion and Non –Religion	30	Knowledge and understanding of course content.	40
Section II : Religious Tradition Depth Studies	30	Source-based skills	20
		Investigation and research	20
Section III: Religious Tradition Depth Study	20	Communication of information, ideas and issues in appropriate forms	20
Section IV: Religion and Peace	20		
	100		100

## **ENGLISH – Leader of Learning: Mr Michael Milgate/ Mrs Megan Weaver**

**Course:** English Advanced

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** English (Standard); English Studies; English (EAL/D)

### **Course Description:**

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts including literature from the past and present and from Australian and other cultures.

### **Main topics covered:**

#### **Preliminary Course –**

- The Common Module - Reading to Write. Through intensive and close reading of quality texts from a variety of modes and media, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.
- Module A: Narratives that Shape our World - In this module, students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values.
- Module B: Critical Study of Literature - In this module, students develop analytical and critical knowledge, understanding and appreciation of a literary text

#### **HSC Course –**

- The HSC Common Module: Texts and Human Experiences - In this common module, students deepen their understanding of how texts represent individual and collective human experiences. Students study one prescribed text and a range of short texts
- Module A: Textual Conversations - In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts
- Module B: Critical Study of Literature - In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text
- Module C: The Craft of Writing - In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

### **Particular Course Requirements:**

#### **Across Stage 6 the selection of texts must give students the experience of the following:**

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

**Preliminary English (Advanced) course requires:**

- Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- The Year 11 course requires students to support their study of texts with their own wide reading

**HSC English (Advanced) course requires:**

- Close study of FOUR PRESCRIBED TEXTS, one drawn from EACH of the following categories:
  - Shakespearean drama
  - prose fiction
  - poetry **OR** drama
  - nonfiction **OR** film **OR** media **OR** a text from one of the categories above.

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course only**

External Assessment	Internal Assessment	Weighting
Paper One - 1 hour and 30 minutes Texts and Human Experience - Reading and sustained response  Paper Two - 2 hours Module A - Sustained response Module B - Sustained response Module C - There will be one question which may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative or reflective response.	Common Module Module A Module B Module C  <b>Assessment across the language modes:</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes (Listening, Speaking, Reading, Writing, Viewing &amp; Representing)</li> </ul>	50  50
		100

## **ENGLISH – Leader of Learning: Mr Michael Milgate/ Mrs Megan Weaver**

**Course:** English Standard

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** English (Advanced); English (EAL/D); English (Extension); English Studies

### **Course Description:**

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students who have a diverse range of literacy skills with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

### **Main Topics Covered:**

#### **Preliminary Course –**

- The Common Module - Reading to Write. Through intensive and close reading of quality texts from a variety of modes and media, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.
- Module A: Contemporary Possibilities - In this module, students extend their knowledge, developing an appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts.
- Module B: Close Study of Literature - In this module, students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.

#### **HSC Course-**

- The HSC Common Module: Texts and Human Experiences - In this common module, students deepen their understanding of how texts represent individual and collective human experiences. Students study one prescribed text and a range of short texts
- Module A: Language, Identity and Culture - In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception.
- Module B: Close Study of Literature - In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text.
- Module C: The Craft of Writing - In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

### **Particular Course Requirements:**

#### **Across Stage 6 the selection of texts must give students the experience of the following:**

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

**Preliminary English (Standard) course requires:**

- Students are required to study ONE complex multimodal or digital text in Module A.
- Students are required to study ONE substantial literary print text in Module B.
- Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- The Year 11 course requires students to support the study of texts with their own wide reading.

**HSC English (Standard) course requires:**

Close study of THREE TYPES OF PRESCRIBED TEXTS, one drawn from EACH of the following categories:

- prose fiction
- poetry **OR** drama
- film **OR** media **OR** nonfiction

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course only**

External Assessment	Internal Assessment	Weighting
<p>Paper One - 1 hour and 30 minutes Texts and Human Experience - Reading and sustained response</p> <p>Paper Two - 2 hours Module A - Sustained response Module B - Sustained response Module C - There will be one question which may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative or reflective response.</p>	<p>Common Module Module A Module B Module C</p> <p><b>Assessment across the language modes:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes (Listening, Speaking, Reading, Writing, Viewing &amp; Representing)</li> </ul>	<p>50</p> <p>50</p>
		100

**ENGLISH – Leader of Learning: Mr Michael Milgate/ Mrs Megan Weaver**

<p><b>Courses:</b> Preliminary English Extension HSC English Extension 1 HSC English Extension 2</p>													
<p>1 unit of study for each of Preliminary and HSC</p> <p><b>Prerequisites:</b> (a) English (Advanced) course (b) Preliminary English Extension Course is prerequisite for HSC Extension Course 1 (c) HSC Extension Course 1 is prerequisite for HSC Extension Course 2</p> <p><b>Exclusions:</b> English (Standard); English Studies; English (EAL/D)</p>													
<p><b>Course Description:</b></p> <ul style="list-style-type: none"> <li>• In the Preliminary English (Extension) Course, students develop an understanding of how and why cultural values are maintained and changed.</li> <li>• In the HSC English (Extension) Course 1, students extend their understanding of the ways that texts contribute to the awareness of the diversity of ideas, attitudes and perspectives.</li> <li>• In the HSC English (Extension) Course 2, students engage in extensive investigation of a subject of their own choosing to demonstrate the skills and knowledge developed throughout their Stage 6 English courses to create a sustained composition and document their reflection on this process.</li> </ul>													
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Extension Course</b> The course has one common module - Module: Texts, Culture and Value.</p> <p><b>HSC Extension Course 1</b> The course has one common module - Literary Worlds and one elective module</p> <p><b>HSC Extension Course 2</b> The course requires students to complete a Major Work</p>													
<p><b>Particular Course Requirements:</b></p> <p><b>Preliminary English Extension Course</b> requires students to explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and /or appropriated into more recent culture. Students are required to undertake an Independent Related Project.</p> <p><b>The HSC English Extension Course 1</b> requires students to explore, investigate, experiment with and evaluate the way texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p><b>The HSC English Extension Course 2</b> requires completion of a Major Work and a statement of reflection.</p> <p><b>Additional fee charges for student consumables may apply to this course</b></p>													
<p><b>Assessment: HSC Extension Course 1</b></p> <table border="1"> <thead> <tr> <th>External Assessment</th> <th>Internal Assessment</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2 hour exam 2 extended responses</td> <td>Knowledge and understanding of complex texts and how and why they are valued.</td> <td>50</td> </tr> <tr> <td>Skills in: Complex analysis Sustained composition Independent investigation</td> <td>50</td> </tr> <tr> <td colspan="2"></td> <td>100</td> </tr> </tbody> </table>			External Assessment	Internal Assessment	Weighting	2 hour exam 2 extended responses	Knowledge and understanding of complex texts and how and why they are valued.	50	Skills in: Complex analysis Sustained composition Independent investigation	50			100
External Assessment	Internal Assessment	Weighting											
2 hour exam 2 extended responses	Knowledge and understanding of complex texts and how and why they are valued.	50											
	Skills in: Complex analysis Sustained composition Independent investigation	50											
		100											

<b>Assessment: HSC Extension Course 2</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Major work - 40 marks Reflection Statement - 10 marks	Skills in extensive independent research	50
	Skills in sustained composition	50
		100

## ENGLISH – Leader of Learning: Mr Michael Milgate/ Mrs Megan Weaver

**Course:** English Studies

2 units for each of Preliminary and HSC      Category B

Board Developed Course

**Exclusions:** English (Advanced); English (EAL/D); English (Extension); English Standard

### Course Description:

The English Studies course is designed to provide students with opportunities to become competent, confident, and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

### Main Topics Covered:

#### Preliminary Course –

- The Mandatory Module – Achieving through English: English in education, work and community – In this module, students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment
- They then undertake an additional 2-4 modules

#### HSC Course-

- The HSC Common Module: Texts and Human Experiences - In this common module, students deepen their understanding of how texts represent individual and collective human experiences. Students study one prescribed text and a range of short texts
- They then undertake an additional 2-4 modules

### Particular Course Requirements:

#### Across Stage 6 the selection of texts must give students the experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and the peoples and cultures of Asia
- Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures

#### Preliminary English Studies course requires:

- Students to read, view, listen to, compose a wide range of texts including print and multimodal texts
- Study at least one substantial print text
- Study at least one substantial multimodal text
- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and or electronic forms across all the modules undertaken throughout the year
- Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions

#### HSC English Studies course requires:

- Students to study ONE text from the prescribed list and one related text for the Common Module – Texts and Human Experiences
- Students to read, view, listen to, compose a wide range of texts including print and multimodal texts
- Study at least one substantial print text
- Study at least one substantial multimodal text

- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and or electronic forms across all the modules undertaken throughout the year
- Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course only**

External Assessment	Internal Assessment	Weighting
<p>Students may sit an optional HSC examination if they are eligible for an ATAR.</p> <p>The examination consists of one paper, 2 hours and 30 minutes in length.</p> <p>There are 4 sections with a variety of short answer and extended response questions.</p>	<p><b>Assessment across the language modes:</b></p> <ul style="list-style-type: none"> <li>· Knowledge and understanding of course content</li> <li>· Skills in:</li> <li>· Comprehending texts</li> <li>· Communicating texts</li> <li>· Using language accurately, appropriately and effectively</li> </ul>	<p>50</p> <p>50</p>
		100

**TAS – Leader of Learning: Mr Nick Prineas / Mrs Christie Carey**

<b>Course:</b> Agriculture			
2 units for each of Preliminary and HSC			
Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
The Preliminary course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.			
The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>● Overview of Australian Agriculture (15%)</li> <li>● The Farm Case Study (25%)</li> <li>● Plant Production (30%)</li> <li>● Animal Production (30%)</li> </ul>			
<b>HSC Course</b>			
<b>Core Topics</b>			
<ul style="list-style-type: none"> <li>● Plant/Animal Production (50%)</li> <li>● Farm/Product Study (30%)</li> <li>● Elective (20%)</li> </ul>			
<b>Choose one of the following electives to study</b>			
<ul style="list-style-type: none"> <li>- Agri-Food fibre and fuel technologies</li> <li>- Climate change</li> <li>- Farming for the 21<sup>st</sup> century</li> </ul>			
<b>Particular Course Requirements:</b>			
There is no prerequisite study for the 2 unit Preliminary course.			
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only</b>			
<b>External examination</b>	<b>Mark</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<i>Section I – Core</i> Part A Objective response questions	20	<ul style="list-style-type: none"> <li>● Knowledge and understanding of course content.</li> </ul>	40
Part B Short answer questions	60		
<i>Section II – Electives</i> Candidates answer a short-answer question and an extended response question on the elective they have studied	20	<ul style="list-style-type: none"> <li>● Knowledge, understanding and skills required to manage agricultural production systems</li> </ul>	40
		<ul style="list-style-type: none"> <li>● Skills in effective research, experimentation and communication</li> </ul>	20
	100		100

**HSIE - Leader of Learning: Mrs Amy Wallis / Mrs Karlie Hollifield**

<b>Course:</b> Ancient History			
2 units for each of Preliminary and HSC		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>			
<b>Main Topics Covered</b>			
<b>Year 11 course (120 hours)</b>			
<ul style="list-style-type: none"> <li>- Investigating Ancient History                             <ul style="list-style-type: none"> <li>• The Nature of Ancient History</li> <li>• Case Studies (e.g. the Tomb of Tutankhamun)</li> </ul> </li> <li>- Features of Ancient Societies (e.g. Death and Funerary Customs in Old Kingdom Egypt)</li> <li>- Historical Investigation - student choice</li> </ul>			
<b>Year 12 course (120 hours)</b>			
Core Study: Cities of Vesuvius – Pompeii and Herculaneum Ancient Societies (e.g. Spartan Society, New Kingdom Society) Personalities in their Times (e.g. Hatshepsut, Agrippina the Younger) Historical Periods (e.g. New Kingdom Egypt, The Julio-Claudian Emperors)			
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination.		Knowledge and understanding of course content	40
Section I: CORE (Pompeii and Herculaneum) - Short and extended response questions.	25	Historical skills in the analysis and evaluation of sources and interpretations	20
Section II: Ancient Societies - Short and extended response questions.	25	Historical inquiry and research	20
Section III: Personalities - Short and extended responses questions.	25	Communication of historical understanding in appropriate forms	20
Section IV: Historical Periods - Essay Question	25		
	100		100

**HSIE - Leader of Learning: Mrs Amy Wallis / Mrs Karlie Hollifield**

<b>Course:</b> HSC History Extension (Year 12 only)			
1 unit HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.			
<b>Main Topics Covered;</b>			
<ul style="list-style-type: none"> <li>● study historiographical ideas and processes through key questions</li> <li>● investigate a case study to analyse historical debates</li> <li>● undertake the History Project, focusing on an area of changing historical interpretation.</li> </ul>			
<b>Particular Course Requirements:</b>			
A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.			
Students must be studying concurrently, or have completed, the HSC course in Ancient History and/or Modern History.			
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 2 hour written examination.		Knowledge and understanding of significant historical ideas and processes	40
Section I: An extended response where students are asked to respond to stimulus in the exploration of issues of historiography.	25	Skills in designing, undertaking and communicating historical inquiry and analysis	60
Section II: An extended response question where students are asked to analyse historiographical issues with reference to a case study.	25		
	50		100

**SCIENCE - Leader of Learning: Ms Chrysy Lekkas / Ms Susan Hill**

<b>Course:</b> Biology		
2 units for each of Preliminary and HSC		
Board Developed Course		<b>Exclusions:</b> Nil
<b>Recommendations:</b> Only students who achieve a Science and Mathematics report grade A or B can consider this course.		
<b>Course Description:</b>		
Biology is the study of living organisms, life processes and interactions between organisms and their environment. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.		
The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity.		
The Year 12 course investigates 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.		
Stage 6 Science courses build on students' knowledge and skills developed in the Science Stage 5 course and helps them develop a greater understanding of Biology as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of Biology often provides the unifying link between interdisciplinary studies.		
Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.		
<b>Main Topics Covered:</b>		
<b>Preliminary Course</b>	<b>HSC Course</b>	
Working Scientifically Skills and four modules	Working Scientifically Skills and four modules	
<b>Modules</b>	<b>Modules</b>	
Module 1: Cells as the Basis of Life	Module 5: Heredity	
Module 2: Organisation of Living Things	Module 6: Genetic Change	
Module 3: Biological Diversity	Module 7: Infectious Disease	
Module 4: Ecosystem Dynamics	Module 8: Non-infectious Disease and Disorders	
15 hours must be allocated to depth studies within the 120 indicative course hours for each year.		
<b>Particular Course Requirements:</b>		
Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time in each year, including time allocated to practical investigations in depth studies.		
<b>Additional fee charges for student consumables may apply to this course</b>		
<b>Assessment: HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour external HSC Examination	Skills in working scientifically	60
	Knowledge and understanding of course content	40
		100

**HSIE - Leader of Learning: Mrs Amy Wallis / Mrs Karlie Hollifield**

<b>Course:</b> Business Studies			
2 units for each of Preliminary and HSC Board Developed Course			
<b>Exclusions:</b> Nil			
<b>Course Description:</b> Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students 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.			
Main Topics Covered:			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>● Nature of Business – 20% of course time</li> <li>● Business management – 40% of course time</li> <li>● Business Planning – 40% of course time</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>● Operations</li> <li>● Marketing</li> <li>● Finance</li> <li>● Human resources</li> </ul>			
Each of the H.S.C. topics cover 25% of course time.			
<b>Particular Course Requirements:</b>			
In the Preliminary course there is a research project investigating the operation of a medium business and planning the establishment of a small business.			
<b>Additional fee charges for student consumables may apply to this course</b>			
Assessment: HSC Course			
External Assessment – HSC only	Weighting	Internal Assessment	Weighting
A three hour written examination, including objective-response questions, short answer questions and two extended response questions	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of business information, ideas and issues in appropriate forms	20
	100		100

**SCIENCE - Leader of Learning: Ms Chrissy Lekkas / Ms Susan Hill**

<b>Course:</b> Chemistry		
2 units for each of Preliminary and HSC		
Board Developed Course		<b>Exclusions:</b> Nil
<b>Recommendations:</b> Only students who achieve a Science and Mathematics report grade A or a high Grade B and are doing at least Advanced Maths can consider this course.		
<b>Course Description:</b>		
The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.		
The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals, which leads to an understanding of the structure, properties and trends of and between classes of chemicals.		
Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.		
<b>Main Topics Covered:</b>		
<b>Preliminary Course</b>	<b>HSC Course</b>	
Working Scientifically skills and four modules.	Working Scientifically skills and four modules.	
<b>Core Modules</b>	<b>Core Modules</b>	
Module 1: Properties and Structures of Matter.	Module 5: Equilibrium and Acid Reactions.	
Module 2: Introduction to Quantitative Chemistry.	Module 6: Acid/Base Reactions.	
Module 3: Reactive Chemistry.	Module 7: Organic Chemistry.	
Module 4: Drivers of Reactions.	Module 8: Applying Chemical Ideas.	
15 hours must be allocated to depth studies within the 120 indicative course hours for each year.		
<b>Particular Course Requirements:</b>		
Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.		
<b>Additional fee charges for student consumables may apply to this course</b>		
<b>Assessment: HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
	Skills in working scientifically	60
	Knowledge and understanding of course content	40
A 3 hour HSC external examination		100

**PDHPE - Leader of Learning: Mrs Lisa Gawthorne / Mr Greg Clune**

<b>Course:</b> Community & Family Studies			
2 units for each of Preliminary and HSC			
Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> CAFS is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• Resource management – basic concepts of resource management</li> <li>• Individuals and groups – the individual's role, relationships and tasks within a group</li> <li>• Families and Communities – family structures and functions and the interaction between family and community.</li> </ul>			
<b>HSC Core Modules</b>			
<ul style="list-style-type: none"> <li>• Research methodology – research methodology and skills culminating in the production of an independent research project.</li> <li>• Groups in Context – the characteristics and needs of specific community groups</li> <li>• Parenting and Caring – issues facing individuals and groups who adopt roles of parenting and caring in a contemporary society.</li> </ul>			
<b>Options – select one from the following:</b>			
<ul style="list-style-type: none"> <li>• Family and Society interactions – Government and community structures that support and protect family members throughout their lifespan</li> <li>• Social Impact of Technology – the impact of evolving technologies on individuals and lifestyles.</li> <li>• Individuals and Work – contemporary issues confronting individuals as they manage roles within both the family and work environment.</li> </ul>			
<b>Particular Course Requirements:</b>			
As part of the HSC, students are required to complete components of an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities or resource management.			
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: Preliminary and HSC courses</b>			
<b>External Assessment (HSC)</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour written examination	100	Knowledge and understanding of course content	40
		Skills in critical thinking, research methodology, analysing and communicating	60
			100

**TAS – Leader of Learning: Mr Nick Prineas / Mrs Christie Carey**

<b>Course:</b> Design and Technology			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>  Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.			
<b>Main Topics Covered:</b>  <b>Preliminary Course</b> - Designing and Producing  <b>HSC Course</b> - Innovation and Emerging Technologies - Designing and Producing			
<b>Particular Course Requirements:</b>  The Preliminary course is 120 indicative hours and will involve a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Design projects will involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio. The HSC course is 120 indicative hours and includes the development and realisation of the major design project, a case study of an innovation and other teaching and learning activities. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society.  <b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only:</b>			
External Examination	Weighting	Internal Assessment	Weighting
<b>Written Paper</b> (1 hour 30 minutes) Section I (10 marks) Section II (15 marks) Section III (15 marks)	40	Knowledge and understanding of course content	40
<b>Major Design Project</b> Project proposal (15 marks) Project development (35 marks) Evaluation (10 marks)	60	Knowledge and skills in designing, managing, producing and evaluating a major design project	60
	100		100

**CREATIVE ARTS – Leader of Learning: Mrs Margaret Rust / Ms Carmen Noonan**

<b>Course:</b> Drama			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject			
<b>Course Description:</b> Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.  <b>Preliminary course</b> content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas and from developing writing skills using a logbook to record, analyse and review live performances.  <b>HSC Course content</b> Australian Drama and Theatre and Studies in Drama and Theatre involves theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.  The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate their performance skills.  For the <b>Individual Project</b> , students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.			
<b>Main Topics Covered:</b> <b>Preliminary Course</b> Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles <b>HSC Course</b> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project( Core Content)			
<b>Particular Course Requirements:</b> The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published 'Course Prescriptions' include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every 3 -5 years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects. <b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment HSC course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Group Presentation (Core)	30	Making	40
Individual Project	30	Performing	30
A one and a half hour written Examination comprising two compulsory sections: • Australian Drama and Theatre (Core) • Studies in Drama and Theatre	40	Critically Studying	30
	100		100

**SCIENCE - Leader of Learning: Ms Chryis Lekkias / Ms Susan Hill**

<b>Course:</b> Earth and Environmental Science		
2 units for each of Preliminary and HSC		
Board Developed Course		<b>Exclusions:</b> Nil
<b>Recommendations:</b> Only students who achieve a Science and Mathematics report grade A or B can consider this course.		
<b>Course Description:</b>		
<p>Earth and Environmental Science explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>		
<b>Main Topics Covered:</b>		
<p><b>Preliminary Course</b> Working Scientifically skills and four modules.</p> <p>Module 1: Earth's Resources. Module 2: Plate Tectonics. Module 3: Energy Transformations. Module 4: Human Impacts.</p>	<p><b>HSC Course</b> Working Scientifically skills and four modules.</p> <p>Module 5: Earth's Processes. Module 6: Hazards. Module 7: Climate Science. Module 8: Resources Management.</p>	
15 hours must be allocated to depth studies within the 120 indicative course hours.		
<b>Particular Course Requirements:</b>		
Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.		
<b>Additional fee charges for student consumables may apply to this course</b>		
<b>Assessment: HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour HSC external examination	Skills in working scientifically	60
	Knowledge and understanding of course content	40
		100

**HSIE - Leader of Learning: Mrs Amy Wallis/ Mrs Karlie Hollifield**

<b>Course:</b> Economics		
2 units for each of Preliminary and HSC		
Board Developed Course		<b>Exclusions:</b> Nil
<b>Course Description:</b>		
<p>Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes affect individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>		
<b>Main Topics Covered:</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>- Introduction to Economics: The nature of economics and the operation of an economy</li> <li>- Consumers and Business: The role of consumers and business in the economy</li> <li>- Markets: The role of markets, demand, supply and competition</li> <li>- Labour Markets: The workforce and role of labour in the economy</li> <li>- Financial Markets: The financial market in Australia, including the share market</li> <li>- Government in the Economy: The role of government in the Australian economy</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>- The Global Economy: Features of the global economy and globalisation</li> <li>- Australia's Place in the Global Economy: Australia's trade and finance</li> <li>- Economic Issues: Issues including growth, unemployment, inflation, wealth and management</li> <li>- Economic Policies and Management: The range of policies to manage the economy</li> </ul>	
<b>Particular Course Requirements:</b>		
The Preliminary Economics course is a requirement to study the HSC		
<b>Additional fee charges for student consumables may apply to this course</b>		
<b>Assessment: HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour HSC external examination	Knowledge and understanding of course content	40
	Stimulus- Based Skills	20
	Inquiry and Research	20
	Communication of economic information, ideas and issues in appropriate forms	20
		100

**TAS – Leader of Learning: Mr Nick Prineas / Mrs Christie Carey**

<b>Course:</b> Food Technology			
2 units for each of Preliminary and HSC		<b>Exclusions:</b> Nil	
<b>Course Description:</b> 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.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>● Food Availability and Selection (30%)</li> <li>● Food Quality (40%)</li> <li>● Nutrition (30%)</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>● The Australian Food Industry (25%)</li> <li>● Food Manufacture (25%)</li> <li>● Food Product Development (25%)</li> <li>● Contemporary Nutrition Issues (25%)</li> </ul>			
<b>Particular Course Requirements:</b>			
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.			
In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.			
It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.			
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only:</b>			
<b>External Examination</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Section 1 * There will be objective response questions to the value of 20 marks.	20	Knowledge and understanding of course content	40
Section 2 * There will be approximately 6 short-answer questions. * Questions may contain parts. * There will be approximately 14 items in total.	50	Knowledge and skills in designing, researching, analysing and evaluating	30
Section 3 There will be one structured extended response question. The question will have two or three parts, with one part worth at least 8 marks.	15	Skills in experimenting with and preparing food by applying theoretical concepts	30
Section 4 There will be one extended response question	15		
	100		100

**HSIE - Leader of Learning: Mrs Amy Wallis / Mrs Karlie Hollifield**

<b>Course:</b> Geography			
2 units for each of Preliminary and HSC Board Developed Course			
<b>Exclusions:</b> Nil			
<b>Course Description:</b> The Preliminary course investigates physical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.  The HSC course enables students to appreciate geographical perspectives about the contemporary world. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study. The concept of sustainable management is investigated in relation to human and physical environments.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b> Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management Global Challenges (45%) – geographical study of issues at a global scale. Senior Geography Project (10%) – a geographical study of student's own choosing			
<b>HSC Course</b> Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection Urban Places (33%) – study of cities and urban dynamics People and Economic Activity (33%) – geographic study of economic activity at a local and global context			
<b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
<b>Particular Course Requirements:</b> Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.			
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination		Knowledge and understanding of course content	40
Multiple-choice	20	Geographical tools and skills	20
Short answers	40		
Extended responses	40		
		Geographical inquiry and research, including fieldwork	20
		Communication of geographical information, ideas and issues in appropriate forms	20
	100		100

**TAS – Leader of Learning: Mr Nick Prineas / Mrs Christie Carey**

**Course:** Industrial Technology - Timber Products and Furniture Technologies

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:**

Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

**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 Area -Timber Products and Furniture Industries.

**Main Topics Covered:**

**Preliminary Course**

- **Industry Study 15%** – Students study the organisation and management of an individual business within the Timber and Furniture industry.
- **Design 10%** – Students design and plan projects through the completion of associated folios.
- **Management and Communication 20%** – Students manage work through the completion of a management folio linked to projects produced.
- **Production 40%** – Students develop knowledge and skills through the construction of projects.
- **Industry Related Manufacturing Technology 15%** – Students develop knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects.

**HSC Course**

- **Industry Study 15%** – Students will undertake a broad study of industry within the Timber and Furniture industry.
- **Major Project 60%** – Students learn to refine and extend their project management and production skills through the development and completion of their Major Project and management folio.
- **Industry Related Manufacturing Technology 25%** – Students demonstrate knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project.

**Particular Course Requirements:**

Students will need to:

- Adhere to safety policies and workshop expectations.
- Undertake a timber industry site visit.
- Complete a range of written and practical assessment tasks.
- Use a range of equipment, tools and machinery.
- Produce a Major Project and Management Folio.
- Purchase their own materials for their HSC Major Project.

**Additional fee charges for student consumables may apply to this course**

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<b>Assessment: HSC course only</b>			
<b>External Examination</b>	<b>Mark</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Written examination</b> <i>Section I – Industry Related Manufacturing Technology</i> Objective response questions specific to each industry focus area	10	Knowledge and understanding of course content	40
<i>Section II – Industry Related Manufacturing Technology</i> Short-answer questions specific to each industry focus area	15	Knowledge and skills in the design, management, communication and production of a major project	60
<i>Section III – Industry Study</i> Candidates answer one structured extended response question	15		
Major Project	60		
Total	100		100

**SCIENCE - Leader of Learning: Ms Chrissy Lekkass / Ms Susan Hill**

<b>Course:</b> Investigating Science		
2 units for each of Preliminary and HSC		
Board Developed Course		<b>Exclusions:</b> Nil
<b>Recommendations:</b> Only students who achieve a Science and Mathematics report grade A or B can consider this course.		
<b>Course Description:</b>		
<p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>		
<b>Main Topics Covered:</b>		
<p><b>Preliminary Course</b> Working Scientifically skills and four modules.</p> <p>Module 1: Cause and Effect - Observing Module 2: Cause and Effect - Inferences and Generalisations Module 3: Scientific Models Module 4: Theories and Laws</p>	<p><b>HSC Course</b> Working Scientifically skills and four modules.</p> <p>Module 5: Scientific Investigations Module 6: Technologies Module 7: Fact or Fallacy? Module 8: Science and Society</p>	
30 hours must be allocated to depth studies within the 120 indicative course hours.		
<b>Particular Course Requirements:</b>		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include:</p> <ul style="list-style-type: none"> <li>undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>locating and accessing a wide range of secondary data and/or information</li> <li>using and reorganising secondary data and/or information.</li> </ul>		
<b>Additional fee charges for student consumables may apply to this course</b>		
<b>Assessment: HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour HSC external examination	Skills in working scientifically	60
	Knowledge and understanding of course content	40
		100

**LOTE (Languages Other Than English) - Leader of Learning: Mrs Shizue Sato**

**Course:** Japanese Continuers

2 units for each of Preliminary and HSC Board Developed Course

Prerequisites: Years 9 and 10 Japanese or equivalent knowledge is assumed.

**Exclusions:**

Japanese Beginners; Japanese Background Speakers, Japanese in Context students. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual for eligibility requirements.

**Course Description:**

There are three prescribed themes in this course: the individual, Japanese-speaking communities and the changing world and associated topics. During the Preliminary course, students' skills in, and knowledge and understanding of, Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts. During the HSC course, students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in Japanese. Through the study of range of tasks, texts and text types, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.

**Main Topics Covered:**

Themes:

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

**Preliminary Course**

- Myself and My Family, Home and Friends, Daily Routine, Neighbourhood, School life, Shopping and Eating out

**HSC Course**

- Leisure, Traditions and Culture, Planning a trip, Travelling in Japan, Future Plans and work, Current Issues

Students' language skills are developed through tasks such as:

- conversation practice about themselves
- responding to a variety of spoken texts (e.g. conversation, message, speech, announcement etc.)
- responding to a variety of written texts (e.g. email, letter, note, advertisement, article etc.)
- writing for a variety of purposes and contexts (e.g. email, letter, note, diary entry, article, etc.)
- studying Japanese culture and customs through texts

**Particular Course Requirements:**

Additional fee charges for student consumables apply to this course

**Assessment: HSC course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
● A 10 minute oral examination: Conversation	20	Speaking	20
● A 2 hours 50 minutes written examination:		Listening and responding	30
- Listening comprehension	25	Reading and responding	30
- Reading comprehension	25	Writing	20
- Reading and Responding (Responding in Japanese)	15		
- Writing in Japanese	15		
	100		100

**HSIE – Leader of Learning: Mrs Amy Wallis / Mrs Karlie Hollifield**

<b>Course:</b> Legal Studies			
2 units for each of Preliminary and HSC Board Developed Course			
<b>Exclusions:</b> Nil			
<b>Course Description:</b> The Preliminary course develops students' 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. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.  The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
●	The Legal System	(40% of course time)	
●	The Individual and the law	(30% of course time)	
●	The Law in practice	(30% of course time)	
<b>HSC Course</b>			
●	Core Part 1: Crime	(30% of course time)	
●	Core Part 2: Human Rights	(20% of course time)	
●	Options x2 @ 25% each	(50% of course time)	
Students will study two options chosen from: Consumers Family Global environment protection Indigenous peoples Shelter Workplace World order			
<b>Particular Course Requirements:</b> <b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment HSC course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination: Core 1 Core 2 Options	30 20 50	Knowledge and understanding of course content  Analysis and evaluation  Inquiry and research  Communication of legal information, issues and ideas in appropriate forms	40  20 20 20
	100		100

**MATHEMATICS - Leader of Learning: Mrs Rebecca Zammit / Mrs Robyn King**

<b>Course:</b> Mathematics Advanced			
2 units for each of Preliminary and HSC Board Developed Course			
<b>Prerequisites:</b> This course is a theoretical course generally suited to students who have studied Level 3 Mathematics in Stage 5 (Stage 5.3 Pathway) along with students who have achieved at a very high level in the Level 2 Course (Stage 5.2 Pathway).			
<b>Exclusions:</b> Mathematics Standard			
<b>Recommendations:</b> Students who achieve an overall Grade A or Grade B in their Mathematics report could consider this course. This grade is noted as the “grade across all pathways” on the report. (A student’s grade within their pathway is <b>not</b> relevant.) NOTE: Undertaking this course is subject to the approval of the Leader of Learning for Mathematics.			
<b>Course Description:</b> The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is 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.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>		<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>● Functions</li> <li>● Trigonometric Functions</li> <li>● Calculus</li> <li>● Exponential and Logarithmic Functions</li> <li>● Statistical Analysis</li> </ul>		<ul style="list-style-type: none"> <li>· Functions</li> <li>· Trigonometric Functions</li> <li>· Calculus</li> <li>· Financial Mathematics</li> <li>· Statistical Analysis</li> </ul>	
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
All students studying Mathematics Advanced will sit for an HSC examination.  A written examination. 3 hours duration Section 1 Multiple Choice - 10 marks Section 2 Free Response - 90 marks  The Mathematics Advanced examination will include items that are common with the Mathematics Standard 2 HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II	100	<b>Preliminary Course:</b> Three assessment tasks including an assignment or investigation-style task.  <b>HSC Course:</b> A maximum of four assessment tasks including an assignment or investigation-style task.  <b>Component Weightings for both Preliminary and HSC courses:</b>  Understanding, fluency and communication  Problem solving, reasoning and justification	50  50
	100		100

**MATHEMATICS - Leader of Learning: Mrs Rebecca Zammit / Mrs Robyn King**

**Course:** Mathematics Extension 1

1 unit in each of Preliminary and HSC  
Board Developed Course

**Prerequisites:** This course is a highly theoretical and demanding course. The course is constructed on the assumption that students have achieved the outcomes of the Level 3 Mathematics course (Stage 5.3 Pathway) for Year 10 at a high to very high level. Students of this course must also study the Mathematics Advanced course.

**Exclusions:** Mathematics Standard

**Recommendations:** Only students who achieve an overall Grade A in their Mathematics report should consider this course. This grade is noted as the "grade across all pathways" on the report. (A student's pathway grade is **not** relevant.)

NOTE: Undertaking this course is subject to the approval of the Leader of Learning for Mathematics.

**Course Description:** Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of 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 the tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, finance and economics.

**Main Topics Covered:**

**Preliminary Course**

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

**HSC Course**

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

**Additional fee charges for student consumables may apply to this course**

External Assessment	Weighting	Internal Assessment	Weighting
<p>All students studying Mathematics Extension 1 will sit for an HSC examination.</p> <p>A written examination. 2 hours duration Section 1 Multiple Choice - 10 marks Section 2 Free Response - 60 marks</p>	100	<p><b>Preliminary Course:</b> Three assessment tasks including an assignment or investigation-style task.</p> <p><b>HSC Course:</b> A maximum of four assessment tasks including an assignment or investigation-style task.</p> <p><b>Component Weightings for both Preliminary and HSC courses:</b> Understanding, fluency and communication</p> <p>Problem solving, reasoning and justification</p>	50  50
	100		100

**MATHEMATICS - Leader of Learning: Mrs Rebecca Zammit / Mrs Robyn King**

**Course:** Mathematics Extension 2 (Year 12 only)

1 unit for the HSC  
Board Developed Course

The course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. This course is only available in Year 12 to students who have studied Mathematics Extension 1 in Year 11.

**Exclusions:** Mathematics Standard

**Recommendations:** As Mathematics Extension 2 is studied only in the HSC year, students who achieve at a very high standard in Mathematics Extension 1 in Year 11 are recommended to undertake this course.

NOTE: Undertaking this course is subject to the approval of the Leader of Learning for Mathematics.

**Course Description:** 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 exploration of new areas of mathematics not previously seen. Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

**Main Topics Covered:**

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

**Additional fee charges for student consumables may apply to this course**

External Assessment	Weighting	Internal Assessment	Weighting
All students studying Mathematics Extension 2 will sit for an HSC examination.  A written examination. 3 hours duration Section 1 Multiple Choice - 10 marks Section 2 Free Response - 90 marks	100	A maximum of four assessment tasks including an assignment or investigation-style task.  <b>Component Weightings for the HSC course:</b> Understanding, fluency and communication  Problem solving, reasoning and justification	50  50
	100		100

**Mathematics – Leader of Learning: Mrs Rebecca Zammit / Mrs Robyn King**

<b>Course:</b> Preliminary Mathematics Standard/HSC Mathematics Standard 2 Course (BDC)			
2 units for both Preliminary and HSC Board Developed Course			
<b>Prerequisites:</b> This course is suited to students who have studied Level 2 (Stage 5.2 Pathway) Mathematics for the ROSA and those who experienced difficulty with the Level 3 (Stage 5.3 Pathway) Course. Students who have undertaken Level 1 (Stage 5.1 Pathway) Mathematics may study this course also.			
<b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Preliminary Mathematics course in conjunction with Preliminary Mathematics Standard or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics Standard 2 course			
<b>Recommendations:</b> Students who achieve a Mathematics Report Grade B, C or D across all pathways could consider this course.			
<b>Course Description:</b> The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. 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. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. The course provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.			
<b>Main Topics Covered:</b>			
<b>Mathematics Standard Preliminary Course</b>		<b>HSC Mathematics Standard 2 Course</b>	
Algebra:	Formulae and Equations Linear Relationships	Algebra:	Types of Relationships
Measurement:	Applications of Measurement Working with Time	Measurement:	Non-right-angled Trigonometry Rates & Ratios
Financial Maths:	Money Matters	Financial Maths:	Investments & Loans Annuities
Statistics:	Data Analysis Relative Frequency & Probability	Statistics:	Bivariate Data Analysis The Normal Distribution
		Networks:	Network Concepts Critical Path Analysis
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>External Assessment (HSC only)</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
All students studying Mathematics Standard 2 will sit for an HSC examination.  A written examination. 2 hours 30 minutes duration Section 1 Multiple Choice - 15 marks Section 2 Free Response - 85 marks  The Mathematics Standard 2 examination will include items that are common with the Mathematics Advanced HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II. The Mathematics Standard 2 examination will include items that are common with the Mathematics Standard 1 HSC examination. Common items will be distributed throughout Sections I and II.	100	<b>Preliminary Course:</b> Three assessment tasks including an assignment or investigation-style task. <b>HSC Course:</b> A maximum of four assessment tasks including an assignment or investigation-style task.  <b>Component Weightings for both Preliminary and HSC courses:</b> Understanding, fluency and communication Problem solving, reasoning and justification	50  50
	100		100

**Mathematics – Leader of Learning: Mrs Rebecca Zammit / Mrs Robyn King**

**Course:** Preliminary Mathematics Standard Course/HSC Mathematics Standard 1 Course (BDC)

2 units Preliminary (Board Developed Course) Category B  
2 units HSC (Board Developed Course)

**Prerequisites:** The Preliminary Mathematics Standard course is a common course undertaken by all students of Mathematics Standard. However, students who experience difficulty with the Preliminary Mathematics Standard course **at the end of Year 11 may consider the HSC Mathematics Standard 1 course as an alternative to the HSC Mathematics Standard 2 course.**

**Exclusions:** Students may **not** study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics Standard course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics Standard 1 course.

**Recommendations:** Students who have experienced difficulty with the Preliminary Mathematics Standard course at the end of Year 11, and who wish to continue to study a mathematics course for the HSC year, may consider the HSC Mathematics Standard 1 course as an alternative to the HSC Mathematics Standard 2 course.

**Course Description:**

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. The Preliminary Mathematics Standard course is a common course for Mathematics Standard students. It 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.

The HSC Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

**Main Topics Covered:**

**Mathematics Standard Preliminary Course**

Algebra: Formulae and Equations  
Linear Relationships  
Measurement: Applications of Measurement  
Working with Time  
Financial Maths: Money Matters  
Statistics: Data Analysis  
Relative Frequency & Probability

**HSC Mathematics Standard 1 Course**

Algebra: Types of Relationships  
Measurement: Right-angled Triangles  
Rates  
Scale Drawings  
Financial Maths: Investments  
Depreciation & Loans  
Statistics: Further Statistical Analysis  
Networks: Networks & Paths

**Additional fee charges for student consumables may apply to this course**

<b>External Assessment (HSC only)</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<p>Students studying Mathematics Standard 1 MAY elect to undertake an <b>OPTIONAL HSC examination.</b></p> <p>A written examination. 2 hours duration Section 1- Multiple Choice - 10 marks Section 2- Free Response - 70 marks</p> <p>This is considered to be a Category B subject for ATAR calculations. A student's result in this may be used by UAC to determine the student's ATAR. For this to occur the student must sit the HSC examination in this course</p> <p>The Mathematics Standard 1 examination will include items that are common with the Mathematics Standard 2 HSC examination. Common items will be distributed throughout Sections I and II.</p>	100	<p><b>Preliminary Course:</b> Three assessment tasks including an assignment or investigation-style task.</p> <p><b>HSC Course:</b> A maximum of four assessment tasks including an assignment or investigation-style task.</p> <p><b>Component Weightings for both Preliminary and HSC courses:</b> Understanding, fluency and communication 50 Problem solving, reasoning and justification 50</p>	
	100		100

**HSIE – Leader of Learning: Mrs Amy Wallis / Mrs Karlie Hollifield**

<b>Course:</b> Modern History			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.  The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.			
<b>Main Topics Covered;</b>  <b>Preliminary Course (120 hours)</b> - Investigating Modern History <ul style="list-style-type: none"> <li>• The Nature of Modern History</li> <li>• Case Studies</li> </ul> - Historical Investigation - The Shaping of the Modern World  <b>HSC Course (120 hours)</b> - Core Study: Power and Authority in the Modern World 1919–1946 - National Studies - Peace and Conflict - Change in the Modern World			
<b>Particular Course Requirements:</b> The Preliminary course is a prerequisite for the HSC course.			
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination		Knowledge and understanding of course content	40
Section I: Power and Authority in the Modern World - Short and extended response questions.	25	Historical skills in the analysis and evaluation of sources and interpretations	20
Section II: National Studies - Essay Question	25	Historical inquiry and research	20
Section III: Peace and Conflict - Essay Question	25	Communication of historical understanding in appropriate forms	20
Section IV: Change in the Modern World - Short and extended response questions.	25		
	100		100

**Creative Arts – Leaders of Learning: Mrs Margaret Rust / Ms Carmen Noonan**

<b>Course:</b> Music 1			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Music 2 <b>Recommendations:</b> It is highly recommended that students undertaking this course receive private instrumental or vocal tuition.			
<b>Course Description:</b> 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.			
<b>Main Topics Covered:</b> In both the Preliminary and HSC Course, students study music in a variety of contexts. These musical contexts (styles, periods and genres) are studied through specific topics. Students study three topics in each year of the course.			
<b>HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of <b>performance, composition and musicology</b> . These electives must represent <b>each</b> of the three topics studied in the course.  Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.			
<b>Particular course requirements:</b> <b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment : HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Core Performance (one piece)	10	Performance	10
A written examination - approximately 1 hour	30	Composition	10
		Musicology	10
		Aural	25
Electives: Three electives from any combination of:	60	Electives	45
<ul style="list-style-type: none"> <li>● Performance (one piece)</li> <li>● Composition (one submitted composition)</li> <li>● Musicology (one <i>viva voce</i>)</li> </ul>			
	100		100

**PDHPE – Leaders of Learning: Mrs Lisa Gawthorne/ Mr Greg Clune**

<b>Course:</b> Personal Development, Health and Physical Education			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description:</b>                  The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas that could include first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This could include investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
Main Topics Covered:			
<p><b>Preliminary Course</b>  <b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Component (40%)</b>                  Students to select two options each from:</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>			
<p><b>HSC Course</b>  <b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b>                  Students to select two options each from:</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>			
<p><b>Particular Course Requirements:</b>                  In addition to core studies, students select two options in each of the Preliminary and HSC courses</p> <p><b>Additional fee charges for student consumables may apply to this course</b></p>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in critical thinking, research, analysing and communicating.	60
	100		100

**SCIENCE - Leaders of Learning: Ms Chrisy Lekkas / Ms Susan Hill**

Course: Physics		
Board Developed Course		<b>Exclusions:</b> Nil
<b>Recommendations:</b> Students who achieve a Science and Mathematics report Grade A and are doing at least Advanced Mathematics can consider this course.		
<p><b>Course Description:</b>                  The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts introduced in Year 11. Motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>		
<b>Main Topics Covered:</b>		
<p><b>Preliminary Course</b>                  Working Scientifically skills and four modules.</p> <ol style="list-style-type: none"> <li>1. Kinematics</li> <li>2. Dynamics</li> <li>3. Waves and Thermodynamics</li> <li>4. Electricity and Magnetism</li> </ol>	<p><b>HSC Course</b>                  Working Scientifically skills and four modules.</p> <ol style="list-style-type: none"> <li>5. Advanced Mechanics</li> <li>6. Electromagnetism</li> <li>7. The Nature of Light</li> <li>8. From the Universe to the Atom</li> </ol>	
15 hours must be allocated to depth studies within the 120 indicative course hours.		
<b>Particular Course Requirements:</b>		
Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time in both years including time allocated to practical investigations in depth studies.		
<b>Additional fee charges for student consumables may apply to this course</b>		
<b>Assessment : HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour HSC external examination	Skills in working scientifically	60
	Knowledge and understanding of course content	40
		100

**SCIENCE - Leaders of Learning: Ms Chryis Lekkas / Ms Susan Hill**

Course: Science Extension (HSC Only) 1 unit		
Board Developed Course		<b>Exclusions:</b> Nil
<b>Recommendations:</b> Only students who achieve an A in at least one Preliminary Science course can consider this course.		
<b>Course Description:</b> Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.		
<b>Main Topics Covered:</b> Module 1 The Foundations of Scientific Thinking Module 2 The Scientific Research Proposal Module 3 The Data, Evidence and Decisions Module 4 The Scientific Research Report		
<b>Particular Course Requirements:</b> Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11. Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12. Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.		
<b>Additional fee charges for student consumables may apply to this course</b>		
<b>Assessment : HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting %</b>
A 2 hour HSC external examination - online format	Communicating scientifically	30
	Gathering, recording, analysing and evaluating data	30
	Application of scientific research skills	40
		100

**HSIE – Leader of Learning: Mrs Amy Wallis / Mrs Karlie Hollifield**

<b>Course:</b> Society and Culture			
2 units for each of Preliminary and HSC Board Developed Course			
		<b>Exclusions:</b> Nil	
<b>Recommendations:</b> The Personal Interest Project is a 5,000 word primary research task. Students should be competent in English expression, well organized, an independent learner and highly motivated.			
<b>Course Description:</b>			
Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).			
Main topics Covered:			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>● The Social and Cultural World (30%) – the interaction between aspects of society and cultures</li> <li>● Personal and Social Identity (40%) – socialisation &amp; coming of age in a variety of social and cultural settings.</li> <li>● Intercultural Communication (30%) – how people in different cultures interact and communicate</li> </ul>			
<b>HSC Course</b>			
<b>Core</b>			
<ul style="list-style-type: none"> <li>● Social and Cultural Continuity and Change (30%) – the nature, continuity and change, research and study of a selected country</li> <li>● The Personal Interest Project (30%) - an individual research project</li> </ul>			
Depth Studies (40%)			
Two to be chosen from:			
<ul style="list-style-type: none"> <li>● Popular Culture – the interconnection between individuals and popular culture</li> <li>● Belief Systems – role of belief systems in societies, cultures and personal life</li> <li>● Social inclusion and exclusion – the nature of social inclusion and exclusion and its implications.</li> <li>● Social Conformity and Nonconformity: a study on the formation of, and influences on, attitudes and behaviours of groups in society.</li> </ul>			
<b>Particular Course Requirements:</b> Completion of Personal Interest Project			
<b>Additional fee charges for student consumables may apply to this course</b>			
Assessment : HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination, including short answer and extended response questions.	60	Knowledge & Understanding Application and evaluation of methodologies	50 30
Personal Interest Project	40	Communication in appropriate forms	20
	100		100

**TAS – Leader of Learning: Mr Nick Prineas / Mrs Christie Carey**

**Course:** Textiles and Design

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

**Course Description:**

The Preliminary course involves the study of design, communication methods, construction techniques, fibres, yarns, fabrics and the textile industry. Practical experiences are integral to the course. The HSC course builds upon the Preliminary course and involves the study of history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile items.

**Main Topics Covered:**

**Preliminary Course**

- Design 40%
  - Elements and principles of design
  - Types of design
  - Communication techniques
  - manufacturing methods
  - Preliminary Textile Project 1 focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources.
- Properties and Performance of Textiles 50%
  - Fabric, yarn and fibre structure
  - Types, classification and identification of fabrics, yarns and fibres
  - Fabric, yarn and fibre properties
  - Preliminary Textile Project 2 focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information
- Australian Textile, Clothing, Footwear and Allied Industries 10%
  - Industry overview – past, present, future
  - Quality and value of textiles

**HSC Course**

- Design 20%
  - Fabric colouration and decoration
  - Historical design development
  - Cultural factors that influence design and designers
  - Contemporary designers
- Properties and Performance of Textiles 20%
  - End-use applications
  - Innovations and emerging textile technologies
- Australian Textile, Clothing, Footwear and Allied Industries 10%
  - Appropriate textile technology and environmental sustainability
  - Current issues Marketplace
- Major Textiles Project 50%

Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s:

- apparel
- furnishings
- costume
- textile arts
- non-apparel

Students will demonstrate the development of manipulative, graphical, communication, research, decision-making, management and manufacturing skills

**Particular Course Requirements:**

This course is designed for any student interested in designing and producing textile items, and studying the textile and apparel industries. It is not essential to have studied Textiles and Design in previous years but a genuine interest and enthusiasm for Textiles is essential.

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course only:**

External Examination	Weighting	Internal Assessment	Weighting
A 1 1/2 hour HSC external examination	50	Knowledge and understanding of course content	50
Major Textiles Project	50	Skills and knowledge in the design, manufacture and management of a major textiles project	50
Total	100	Total	100

**Creative Arts – Leader of Learning: Mrs Margaret Rust / Ms Carmen Noonan**

**Course:** Visual Arts

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

**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 limited experience in Visual Arts.

**Main Topics Covered:**

**Preliminary Course** learning opportunities focus on:

- 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 art world
- 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, focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

**HSC Course** learning opportunities focus on:

- 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 art world and apply these to their own investigations
- How students may further develop meaning and focus in their work.

**Particular Course Requirements:**

Preliminary Course

- Artworks in at least two expressive forms and use of a process diary
- A broad investigation of ideas in artmaking, art criticism and art history

HSC Course

- Development of a body of work and use of a process diary
- A minimum of five Case Studies (4–10 hours each)
- Deeper and more complex investigations in artmaking, art criticism and art history.

**Additional fee charges for student consumables may apply to this course**

**Assessment : HSC course only**

External Assessment	Weighting	Internal Assessment	Weighting
Written exam	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100



# Vocational Education and Training Courses (VET)



Legal Name	Trustees of the Roman Catholic Church for the Diocese of Parramatta
RTO Code	90490
Trading Name	Catholic Education Diocese of Parramatta

Under the **Australian Qualification Framework (AQF)**, all Vocational Education and Training (VET) courses are recognised nationally, with students obtaining a qualification upon completion. All VET courses have been developed in conjunction with industry, are taught to **industry standards** and have clear links to post school destinations. Depending on the course, students may exit with a Statement of Attainment, Certificate II or Certificate III.

VET courses may be undertaken at school (RTO: 90490 – Trustees of the Roman Catholic Church for the Diocese of Parramatta) or through external providers. VET can be divided into Board Developed Curriculum Framework Courses and Board Endorsed Courses. **Board Developed Courses** such as Business Services, Construction, Entertainment, Hospitality, Information and Digital Technology, Primary Industries and Retail Services are offered as well as Fitness which is a **Board Endorsed Course**. Board Developed Courses are **Category B subjects** which can contribute in the calculation of the **ATAR**. Please remember, **only 2 units of category B** subjects can be counted towards the ATAR.

**Note: Board Endorsed Courses do not contribute to the calculation of the ATAR.**

The table below summarises the VET courses that may be available. Courses available at school and through external providers will depend on the subject uptake.

## **Internal Courses**

### **Board Developed VET courses offered at school:**

- Business Services (likely access via cluster class)
- Construction
- Entertainment (likely access via cluster class)
- Hospitality
- Information & Digital Technology (likely access via cluster class or School of Now)
- Primary Industries
- Retail Services (likely access via cluster class)

### **Board Endorsed VET courses offered at school:**

- Fitness

Check out  
<https://sites.google.com/parra.catholic.edu.au/cedpvet-rto90490/home>  
for further VET subject information.

**External Courses (EVET)**

**Board Developed VET courses offered externally:**

- Human Services

**Board Endorsed VET courses offered externally may include:**

- Animal Studies
- Beauty Therapy
- Design Fundamentals
- Digital Games Design & Animation

**Please speak with Mr Sullivan regarding further EVET course offerings and opportunities.**

All EVET courses require students to complete an Expression of Interest online form and application form. Such courses also attract a student co-contribution fee to be paid on application.

**Any student interested in an EVET course must speak with Mr Sullivan to obtain access to the online EOI form and application forms. He will also provide further information regarding the student co-contribution fee.**

**Check out**

<https://sites.google.com/parra.catholic.edu.au/cedpvet-rto90490/home/subject-selection/evet?authuser=0>

**for further EVET information.**

For any additional VET information, please contact the Leader of Learning VET at the College:

**Geoff Sullivan**

**M 0417 612 157**

**E [gsullivan2@parra.catholic.edu.au](mailto:gsullivan2@parra.catholic.edu.au)**

**In person @ St Columba's CC each Tuesday**

## **Facts About VET Courses**

- VET courses have a practical component, as they are designed for students who may wish to build a career in these industry areas. There is also a significant theoretical component in most of the courses.
- VET courses are **competency based** and will be assessed through integrated competency tasks using observation, questioning and structured activity assessment methods. To be assessed as competent a student must demonstrate to a qualified assessor that they have the knowledge and skills to effectively carry out the various tasks to the standard required in the appropriate industry. Students are progressively assessed as either 'competent' or 'not yet competent'. When a student achieves a unit of competency it is signed off by the assessor.
- The **HSC examination** in Board Developed VET courses is optional. Students who do not wish the course to contribute to the calculation of their ATAR or are following a NON-ATAR program may elect to withdraw from the HSC examination. This decision is usually formalised after the Trial HSC exam by completing a 'Withdrawal from the HSC Examination' form and submitting it to their VET Teacher. This has no impact on the eligibility of a student to receive their qualification or a HSC for this course.
- Only **ONE** Board Developed VET course can contribute to the calculation of the ATAR. Students must sit the HSC Examination Paper in a Board Developed VET course for it to count towards the calculation of the ATAR.
- There is a **mandatory 70 hours of industry work placement** for each Board Developed Course undertaken. Travel expenses and the management of course work missed in other subjects should be taken into consideration. The penalty for not completing the mandatory work placement hours is that the student will be deemed unsatisfactory and risk not receiving the Higher School Certificate because the student has not met NESAs requirements.
- Students may need to purchase equipment for VET courses such as tool kits; textbooks, uniforms, etc. Please note that additional costs to school fees may apply for VET courses.
- Schools deliver VET courses, while EVET courses are delivered by TAFE or other external providers, such as Whitehouse.
- Many of the core competencies and skills gained from VET Courses are transferable, for eg teamwork, communication, work health and safety and work ethics. No matter what industry the student eventually pursues, they will have participated in entry-level skills that will make them more work ready.
- You may be entitled to apply for Recognition of Prior Learning if you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways. You should talk to the Leader of Learning VET or VET teacher for further information. Some students may qualify for exemption from their second work placement if they work in the industry related to their course work once they have filled out a Recognition of Prior Learning Form with their employer.

<p><b>BUSINESS SERVICES</b></p> <p><b>Training Package: BSB Business Services</b></p> <p><b>Qualification: BSB30120 Certificate III</b></p> <p><b>Board Developed Course - Category B</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC Course</b></p> <p><b>Contributes to the ATAR: YES</b></p>	 <p>NATIONALLY RECOGNISED TRAINING</p>
<p><b>Course Description:</b></p> <p>This course is for students who wish to gain qualifications for employment in the business world, either as a long term career or in part-time or temporary positions while undertaking further study. Students will develop the skills, knowledge and confidence to function effectively in a business environment. This course is designed to assist those seeking entry level career positions in areas, such as administration, finance, business and technology.</p> <p><b>Please Note: This is a new qualification for 2022. At the time of publication, NESA's syllabus has not been published. As a result, the units of competency below may change.</b></p>	
<p><b>Units Include:</b></p> <p>BSBPEF201 Support personal wellbeing in the workplace</p> <p>BSBSUS211 Participate in sustainable work practices</p> <p>BSBTWK301 Use inclusive work practices</p> <p>BSBWHS311 Assist with maintaining workplace safety</p> <p>BSBXCM301 Engage in workplace communication</p> <p>BSBTEC201 Use business software applications</p> <p>BSBTEC301 Design and produce business documents</p> <p>BSBTEC302 Design and produce spreadsheets</p> <p>BSBWRT311 Write simple documents</p> <p>BSBPEF301 Organise personal work priorities</p> <p>BSBOPS304 Deliver and monitor a service to customers</p> <p>BSBINS302 Organise workplace information</p>	
<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the Certificate III in Business.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>	
<p><b>Considerations &amp; Costs:</b></p> <p>Students may be required to purchase a textbook and/or storage device.</p>	

<p>CONSTRUCTION</p> <p><b>Training Package: Construction, Plumbing and Services</b></p> <p><b>Qualification: PC20220 Certificate II Construction Pathways</b></p> <p><b>Board Developed Course - Category B</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC Course</b></p> <p><b>Contributes to the ATAR: YES</b></p>	 <p>NATIONALLY RECOGNISED TRAINING</p>
<p><b>Course Description:</b></p> <p>This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a construction setting. Units focus on developing the skills required to work safely and effectively within the industry, industry awareness, communication, reading and interpreting plans, measuring and calculating and handling construction tools and equipment. Students can achieve the CIC White Card.</p> <p><b>Please Note: At the time of publication, NESA's syllabus has not been published for 2022. As a result, the units of competency listed below may change. There may also be an additional qualification, with a SOA towards Certificate II in Construction.</b></p>	
<p><b>Units include:</b></p> <p>CPCCCM1012 Work effectively and sustainability in the construction industry</p> <p>CPCCCM1013 Plan and organize work</p> <p>CPCCCM1015 Carry out measurements and calculations</p> <p>CPCCVE1011 Undertake a basic construction project</p> <p>CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</p> <p>CPCCCA2002 Use carpentry tools and equipment</p> <p>CPCCCA2011 Handle carpentry materials</p> <p>CPCCCM2004 Handle construction materials</p> <p>CPCCCM2006 Apply basic levelling procedures</p> <p>CPCCCO2013 Carry out concreting to simple forms</p> <p>CPCCCM2001 Read and interpret plans and specifications</p> <p>CPCCWHS1001 Prepare to work safely in the construction industry</p>	
<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240-hour course will be eligible for Certificate II in Construction Pathways.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>	
<p><b>Considerations &amp; Course Costs:</b></p> <p>Students will need to purchase a textbook (\$65). They may also need to purchase work boots, high vis shirt, work pants, safety glasses and ear muffs.</p>	

<p>ENTERTAINMENT INDUSTRY</p> <p><b>Training Package: CUA Creative Arts &amp; Culture</b></p> <p><b>Qualification: Statement of Attainment towards CUA30420</b></p> <p><b>Certificate III in Live Production and Technical Services</b></p> <p><b>Board Developed Course - Category B</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC Course</b></p> <p><b>Contributes to the ATAR: YES</b></p>	 <p>NATIONALLY RECOGNISED TRAINING</p>
<p><b>Course Description:</b></p> <p>The entertainment industry is a diverse industry covering a wide range of occupational areas, including audio, costume, customer service, front of house, lighting, props, scenic art, sets staging, technical operations and vision systems. This course provides students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live performance, theatre and events industries.</p> <p><b>Please Note: At the time of publication, NESA's syllabus has not been published for 2022. As a result, the units of competency listed below may change.</b></p>	
<p><b>Units Include:</b></p> <p>BSBPEF301 Organise personal work priorities</p> <p>CUAIND301 Work effectively in the creative arts industry</p> <p>CUAIND314 Plan a career in the creative arts industry</p> <p>CUAPPR314 Participate in collaborative creative projects</p> <p>CUAWHS312 Apply work health and safety practices</p> <p>CUALGT311 Operate basic lighting</p> <p>CUALGT314 Install and operate follow spots</p> <p>CUASOU331 Undertake live audio operations</p> <p>CUASTA311 Assist with production operations for live performances</p> <p>CUASTA313 Operate staging elements</p> <p>CUASTA212 Assist with bump in and bump out of shows</p> <p>CUAVSS312 Operate vision systems</p>	
<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>	
<p><b>Considerations &amp; Costs:</b></p> <p>Students may need to pay for the CIC WhiteCard course, they may also need to purchase black pants and shirt and black shoes for back of stage work.</p>	

<p><b>FITNESS</b></p> <p><b>Training Package: SIS Sport, Fitness and Recreation</b></p> <p><b>Qualification: Statement of Attainment towards SIS30315</b></p> <p><b>Certificate III in Fitness</b></p> <p><b>Board Endorsed Course</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC Course</b></p> <p><b>Contributes to the ATAR: NO</b></p>	 <p>NATIONALLY RECOGNISED TRAINING</p>																								
<p><b>Course Description:</b></p> <p>This course provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Qualification outcomes may include providing exercise instruction for group, aqua or gym programs. Work may be undertaken in locations such as gyms, fitness facilities, pools and community facilities.</p>																									
<p><b>Units Include:</b></p> <table border="0"> <tr> <td>SISFFIT001</td> <td>Provide health screening and fitness orientation</td> </tr> <tr> <td>SISFFIT004</td> <td>Incorporate anatomy and physiology principles into fitness programming</td> </tr> <tr> <td>SISFFIT005</td> <td>Provide healthy eating information</td> </tr> <tr> <td>SISXCCS001</td> <td>Provide quality service</td> </tr> <tr> <td>SISXFAC001</td> <td>Maintain equipment for activities</td> </tr> <tr> <td>SISXIND001</td> <td>Work effectively in sport, fitness and recreation environments</td> </tr> <tr> <td>BSBRSK401</td> <td>Identify risk and apply risk management processes</td> </tr> <tr> <td>HLTAID003</td> <td>Provide first aid</td> </tr> <tr> <td>HLTWHS001</td> <td>Participate in workplace health and safety</td> </tr> <tr> <td>SISFFIT006</td> <td>Conduct fitness appraisals</td> </tr> <tr> <td>SISXFAC002</td> <td>Maintain sport, fitness and recreation facilities</td> </tr> <tr> <td>SISXCAI004</td> <td>Plan and conduct programs</td> </tr> </table>		SISFFIT001	Provide health screening and fitness orientation	SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	SISFFIT005	Provide healthy eating information	SISXCCS001	Provide quality service	SISXFAC001	Maintain equipment for activities	SISXIND001	Work effectively in sport, fitness and recreation environments	BSBRSK401	Identify risk and apply risk management processes	HLTAID003	Provide first aid	HLTWHS001	Participate in workplace health and safety	SISFFIT006	Conduct fitness appraisals	SISXFAC002	Maintain sport, fitness and recreation facilities	SISXCAI004	Plan and conduct programs
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<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Statement of Attainment towards SIS30315 Certificate III in Fitness.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>																									
<p><b>Considerations &amp; Costs:</b></p> <p>Students may need to pay for the externally provided First Aid course to achieve the HLTAID003 Provide First Aid competency as part of the course.</p>																									

<p>HOSPITALITY</p> <p><b>Training Package: STI Tourism, Travel and Hospitality</b></p> <p><b>Qualification: SIT20316 Certificate II in Hospitality</b></p> <p><b>Board Developed Course - Category B</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC Course</b></p> <p><b>Contributes to the ATAR: YES</b></p>	 <p>NATIONALLY RECOGNISED TRAINING</p>																														
<p><b>Course Description</b></p> <p>This course is for students interested in the Hospitality Industry. This course provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the hospitality industry including employability skills. This industry is suitable for students who have a passion for food, are prepared to work in a fast paced environment, take instructions well and follow through with tasks assigned, have the ability to work in a team, a good eye for detail and have a 'can-do' attitude and approach.</p>																															
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<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the Certificate II in Hospitality.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>																															
<p><b>Considerations &amp; Costs:</b></p> <p>Students will need to purchase a food and beverage Hospitality uniform (\$80) AND a textbooks (\$65) as advised by their VET teacher.</p>																															

<p>INFORMATION &amp; DIGITAL TECHNOLOGY</p> <p><b>Training Package: ICT Information and Communication Technology</b></p> <p><b>Qualification: ICT30120 Certificate III in Information Technology</b></p> <p><b>Board Developed Course - Category B</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC Course</b></p> <p><b>Contributes to the ATAR: YES</b></p>	 <p>NATIONALLY RECOGNISED TRAINING</p>																								
<p><b>Course Description:</b></p> <p>This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in the Information and Communications Technology (ICT) Industry. In addition to the technical skills that students gain, opportunities to engage with employers and experience the contemporary workplace enabling students to develop the work-readiness skills so highly valued by employers.</p> <p><b>Please Note: This is a new qualification for 2022. At the time of publication, NESA's syllabus has not been published. As a result, the units of competency below may change.</b></p>																									
<p><b>Units Include:</b></p> <table border="0"> <tr> <td>BSBCRT301</td> <td>Develop and extend critical and creative thinking</td> </tr> <tr> <td>ICTSAS305</td> <td>Provide ICT advice to clients</td> </tr> <tr> <td>BSBWHS311</td> <td>Assist with maintaining workplace safety</td> </tr> <tr> <td>BSBXCS303</td> <td>Securely manage personally identifiable information and workplace information</td> </tr> <tr> <td>ICTICT313</td> <td>Identify IP, ethics and privacy policies in ICT environments</td> </tr> <tr> <td>ICTPRG302</td> <td>Apply introductory programming techniques</td> </tr> <tr> <td>BSBXTW301</td> <td>Work in a team</td> </tr> <tr> <td>ICTICT214</td> <td>Operate application software packages</td> </tr> <tr> <td>ICTICT302</td> <td>Install and optimize operating system software</td> </tr> <tr> <td>ICTWEB304</td> <td>Build simple web pages</td> </tr> <tr> <td>ICTWEB305</td> <td>Produce digital images for the web</td> </tr> <tr> <td>ICTSAS308</td> <td>Run standard diagnostic tests</td> </tr> </table>		BSBCRT301	Develop and extend critical and creative thinking	ICTSAS305	Provide ICT advice to clients	BSBWHS311	Assist with maintaining workplace safety	BSBXCS303	Securely manage personally identifiable information and workplace information	ICTICT313	Identify IP, ethics and privacy policies in ICT environments	ICTPRG302	Apply introductory programming techniques	BSBXTW301	Work in a team	ICTICT214	Operate application software packages	ICTICT302	Install and optimize operating system software	ICTWEB304	Build simple web pages	ICTWEB305	Produce digital images for the web	ICTSAS308	Run standard diagnostic tests
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<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for an ICT30120 Certificate III in Information Technology. Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>																									
<p><b>Considerations &amp; Costs:</b></p> <p>Students may be required to purchase a textbook and/or storage device. They will also require simple business attire for work placement.</p>																									

<p>PRIMARY INDUSTRIES</p> <p><b>Training Package: AHC Agriculture, Horticulture and Conservation and Land Management</b></p> <p><b>Qualification: AHC20116 Certificate II in Agriculture</b></p> <p><b>Board Developed Course - Category B</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC Course</b></p> <p><b>Contributes to the ATAR: Yes</b></p>																																					
<p><b>Course Description:</b></p> <p>This qualification provides an entry-level occupational outcome in agriculture. The qualification enables individuals to select a livestock production, cropping or mixed farming enterprise context as an employment and/or training pathway.</p>																																					
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<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the ACH20116 Certificate II in Agriculture.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>																																					
<p><b>Considerations &amp; Costs:</b></p> <p>Students are required to purchase work boots, goggles and ear muffs. They may also need long work pants and shirt.</p>																																					

<p>RETAIL SERVICES</p> <p><b>Training Package: SIR Retail Services</b></p> <p><b>Qualification: SIR30216 Certificate III in Retail Services</b></p> <p><b>Board Developed Course - Category B</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC Course</b></p> <p><b>Contributes to an ATAR: YES</b></p>	 <p>NATIONALLY RECOGNISED TRAINING</p>																										
<p><b>Course Description:</b></p> <p>This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a retail setting. The retail industry is service based and is a significant employer within Australia. Career options cover a range of jobs including people who work in customer service, sales, visual merchandising, product management, marketing, support services and administration.</p>																											
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<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the Certificate III in Retail Services.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>																											
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## Vocational Education Courses - Offered off site by TAFE and External Institutions

### External VET Courses (EVET)

Schools deliver VET courses, while eVET courses are delivered by external Registered Training Organisations, such as TAFE, Whitehouse Institute of Design, NSW Health or Taronga Training Institute. EVET courses can be accessed to expand learning opportunities for students and further enhance their career. These courses provide students with industry recognition and possible articulation into higher level courses.

EVET courses can be board developed or board endorsed. Students must follow the application procedures by meeting submission and payment dates. EVET courses attract an additional cost to participate. Application forms are available from the Leader of Learning VET. It is important for students to discuss their EVET application with the Leader of Learning VET and their school, to ensure that it is the right course for them and to assist them in submitting a strong application, including the relevance to their future career pathway.

EVET courses are divided into Framework and Non-Framework courses. Framework courses have the same AQF qualifications, ATAR contribution, assessment and work placement requirements as outlined in the school delivered VET courses. Framework courses must be studied in both Year 11 and 12 to contribute to a student's ATAR.

The process to apply for external VET courses is summarised below:

Step	Action	Date
1	Complete this form and the External Expression of interest form attached and email it to the Leader of Learning VET.	13 <sup>th</sup> August 2021 (Term 3, Week 5)
3	The Leader of Learning VET will then issue you with an application form.	As soon as the forms are available from the external institution.
4	Return the completed application form for the institution you are applying for, and payment of the following to the office: - \$500 for 2 year courses - \$250 for 1 year courses Please note, Human Services students do not need to make payment until an offer has been made.	13 <sup>th</sup> September 2021 (Term 3, Week 10)
5	For some courses, you will need to attend mandatory information sessions, testing and an interview. This applies to Human Services.	Check your emails regularly for information regarding this.
6	You will be notified if you have been successful in gaining entry/funding into the course. You will need to complete and submit your Offer of Acceptance form. If you have been unsuccessful or you change your mind about doing the course, any funds you have paid to school for the external course will be refunded or added to outstanding school fees.	12 <sup>th</sup> November 2021 (Term 4, Week 6)

**Please note:**

- Applications must be endorsed and supported by the school.
- Refunds will not be issued to students after they accept their offer (end of November 2021). Students who wish to withdraw must email their Leader of Learning VET and complete a withdrawal form.
- Application forms are due to the Leader of Learning VET or the school office.
- All payments are to be paid to the school office. Please retain proof of payment.
- Students with late applications and/or non-payment of fees will not be considered
- Not all eVET courses are funded by the CEDP. Non-subsidised courses will need to be paid in full by December 2021. The Leader of Learning VET will consult with students and parents if this is the case, so an informed decision can be made.
- Students can only access one VET course from an external institution. Please note, this does not refer to cluster classes or School of Now.
- Students must select the minimum units required at school. Any external course students apply for, are in addition to the minimum units required at school. Once students commence their external course, they are to meet with the Curriculum Leader at the College to change their pattern of study at school should they wish to do so.
- Most courses commence in early February.

**Please consider the following prior to selecting an external VET course:**

- How will I get to and from the external institution, as transportation is not provided by school?
- If my external course clashes with my school timetable (which it likely will), am I willing to catch up on work missed at school as a result of attending the external VET courses?
- Can I manage my own learning and monitor correspondence?

**Please consider the following when selecting an external course that is delivered during the school holidays:**

- Am I motivated to do the course in the holidays?
- Do I need the holidays to rest and relax prior to the next term commencing?

## External Providers

Institution	Overview	Courses
<p>Academy of Interactive Entertainment</p>	<p>The Academy of Interactive Entertainment (AIE) specialise in design, animation and gaming courses. Some courses are delivered online, face-to-face or blended delivery. Face-to-face courses are delivered at Ultimo. Some are delivered weekly, or during the holidays. See your Leader of Learning VET for more detailed information.</p> <p>Additional information can also be found via:  <a href="https://aie.edu.au/student-information/vet-in-schools-programs/">https://aie.edu.au/student-information/vet-in-schools-programs/</a></p>	<p>Creative Industries</p> <p>Design Fundamentals</p> <p>Screen and Media</p>
<p>NSW Health</p>	<p><i>NSW Health</i> through the Nepean Blue Mountains Local Health District deliver Certificate III courses for students who wish to pursue a career in health at either Nepean Hospital or CathWest Innovation College. This is a highly competitive pathway with limited spaces available.</p> <p>For students who live or attend school in the Nepean catchment, they have the opportunity to apply for Human Services (Acute Care) at Nepean Hospital or Blue Mountains, or at CathWest Innovation College. All other students in the Diocese can access Human Services (Acute Care) at CathWest.</p> <p>These courses are delivered in four hour blocks one day per week. Students also undertake 120 hours of work placement during the school holidays.</p> <p>Additional information can be found via:  <a href="https://www.nbmlhd.health.nsw.gov.au/education-and-training-service/careers-in-health/ets-entry-pathways-in-to-health-careers">https://www.nbmlhd.health.nsw.gov.au/education-and-training-service/careers-in-health/ets-entry-pathways-in-to-health-careers</a></p>	<p>Human Services (Acute Care)</p> <p>Human Services (Allied Health)</p>

<p>TAFE</p>	<p>TAFE is the largest vocational education provider in Australia. TAFE courses offered are delivered in block sessions, that is four hours one afternoon a week from 2pm to 6pm. This has implications for travel and catching up on the school work missed due to the early departure from school. Attendance is essential, as absence from a block lesson provided by TAFE is the equivalent to missing a week of school work for one subject.</p> <p>eVET courses are TAFE are also referred to as TVET courses. Additional information can be found via:  <a href="https://www.tafensw.edu.au/study/types-courses/tvet">https://www.tafensw.edu.au/study/types-courses/tvet</a></p>	<p>Animal Studies  Beauty Services  Community Services  Design Fundamentals  Landscape  Construction  Music Industry  Screen and Media  Tourism Travel and Events (Events)  Tourism Travel and Events (Tourism)  Others ...</p>
<p>Taronga Training Institute</p>	<p>Taronga Training Institute offers Certificate II in Animal Studies. The course is delivered at Mosman, and students normally take one day off a week at school to attend the course, given the distance to travel.</p> <p>Additional information can be found via:  <a href="https://taronga.org.au/education/certificate-courses/cert-2-animal-studies-hsc">https://taronga.org.au/education/certificate-courses/cert-2-animal-studies-hsc</a></p>	<p>Animal Studies</p>
<p>Whitehouse Institute of Design</p>	<p>Whitehouse Institute of Design offers Certificate III in Design Fundamentals. Delivery of these courses is by intensive block attendance at Surry Hills during school holidays, in April, July September of Year 11 and January of Year 12 (six weeks face-to-face delivery). Students who successfully complete the program will leave Whitehouse with a portfolio of creative work and a Certificate III In Design Fundamentals. In addition, the CUA30715 Certificate III in Design Fundamentals will provide 2 units credited towards their Year 11 and 2 units credit towards Year 12 studies.</p> <p>Additional information can be found via:  <a href="https://whitehouse-design.edu.au/cert-iii-in-design/">https://whitehouse-design.edu.au/cert-iii-in-design/</a></p>	<p>Design Fundamentals (Creative Direction &amp; Styling)</p> <p>Design Fundamentals (Interior Design)</p> <p>Design Fundamentals (Interior Design)</p>

**Overview of EVET courses available:**

Course	Board Developed (Category B - may contribute to the calculation of the ATAR)	Board Endorsed (does not contribute to the Calculation of the ATAR)	Delivery Pattern (units x year)	Location
Animal Studies		✓	2u x 2yr	TAFE – Richmond
Animal Studies		✓	4 units x 1 yr	Taronga Training Institute – Mosman (one day per week)
Beauty Services (make-up)		✓	2u x 2yr	TAFE – Mount Druitt
Community Services		✓	2u x 2yr	TAFE – Campbelltown
Creative Industries		✓	2u x 2yr	Academy of Interactive Entertainment, Ultimo
Design Fundamentals (Graphics)		✓	2u x 2yr	TAFE - Kingswood
Design Fundamentals (Game Design)		✓	2u x 2yr	Academy of Interactive Entertainment, Ultimo
Design Fundamentals		✓	2u x 2yr	Whitehouse Institute of Design – Surry Hills (School holidays)
Human Services (Acute Care)	✓		2u in Yr 11 & 4u in Yr 12	NSW Health Delivery site: CathWest
Human Services (Allied Health)	✓		2u x 2yr	NSW Health Nepean Hospital
Landscape Construction		✓	2u x 2yr	TAFE – Richmond
Music Industry		✓	2u x 2yr	TAFE – Nirimba
Screen and Media (Animation)		✓	2u x 2yr	TAFE – Mt Druitt
Screen and Media (Game Art)		✓	2u x 2yr	Academy of Interactive Entertainment, Ultimo
Tourism, Travel and Events (Tourism)	✓		2u x 2yr	TAFE – Campbelltown
Tourism, Travel and Events (Events)	✓		2u x 2yr	TAFE – Campbelltown

### **School-Based Traineeships (SBTs)**

Students may wish to work whilst they undertake their HSC. A school-based traineeship enables students to work part-time and undertake their HSC with the units contributing to their HSC study. Students enter into a training contract with an employer to allow them to complete their formal training requirements for the HSC. Students are required to find an employer that will sign them up for a School-Based Traineeship. They are to contact the Leader of Learning VET in order for approval from the school and a sign-up to occur. Students must complete the CEDP Duty of Care documentation prior to proceeding with a school-based traineeship. The sign-up involves a meeting with the:

- Student
- Employer
- The registered training organisation (RTO), if this is different from the employer
- Student's parents
- School Principal or other school representative
- Leader of Learning VET

This meeting includes a discussion about the traineeship and formalises the process through the signing of the contract.

The minimum term for a school-based traineeship is 18 months. Students need to work a minimum of 100 days of paid employment by 31<sup>st</sup> December of their HSC year. Popular traineeships include retail, construction and business services. Students must be signed up for their SBT by May of their Preliminary course year.

The SBT will involve students attending work outside of school hours, that is, after school, on weekends or during the school holidays. This arrangement needs to suit all parties associated with the contract. In terms of the theoretical component of the SBT, an employer may deliver this if they are an RTO or an external Registered Training Organisation. If the RTO charge a fee for the course, the Parramatta Diocese will forward this fee to the parents.

### **Industry-Based Learning (IBL)**

Students that engage in a SBT can gain additional credit for HSC units by completing the optional Industry-Based Learning (IBL) course, which will contribute an additional 2 units to their pattern of study. This course is a board endorsed course; hence it does not contribute to the calculation of the ATAR. It is only an option for students who are undertaking a school-based traineeship or school-based apprenticeship as part of their studies.

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship. It provides a degree of flexibility for school-based trainees within the Higher School Certificate as students work independently in completing a workbook. By engaging in on-the-job training and reflection, students will develop knowledge, understandings, values and attitudes about enterprise, work and industry and a range of employability related skills valued within and beyond the workplace. Students will gain experiences that can be applied to a range of contexts including work, study and leisure, and which can assist them in making informed career decisions.

Students are to complete a workbook that comprises a journal which records learning that has taken place whilst working. Students complete this log book during Study Periods. Their employer is required to sign the log book and students also meet with their Industry-Based Learning Supervisor at school periodically.

## CathWest Innovation College

CathWest Innovation College offers both an *Inquiry Pathway*, allowing students to pursue their passion through a mixture of project work and industry immersion, as well as the *Trade Pathway*. Students wishing to pursue the Trade Pathway will need to leave their current school, and enrol at CathWest. The Trade Pathway offers a flexible schooling experience for Year 11 and 12 students wanting to pursue a career in a vocational field. Students have an opportunity to start the first year of an apprenticeship or complete a traineeship in their chosen trade or vocation, while they complete the HSC. Students who wish to undertake a School-Based Apprenticeship (SBA) can only access this through CathWest Innovation College.

### Campus Details & Information Evenings

CathWest has two campuses. Each campus will have an information evening for students and parents. This is an opportunity to see the facilities available and have your questions answered. An enrolment pack will also be available.

#### Loyola Campus

91 North Parade Mount Druitt NSW 2770  
18 May 2021 - 5:30pm to 7:30pm

#### McCarthy Campus

69 Mackellar Street Emu Plains NSW 2750  
19 May 2021 - 5:30pm to 7:30pm

P 02 8886 9500

E [cathwest@parra.catholic.edu.au](mailto:cathwest@parra.catholic.edu.au)

W [cathwest.parra.catholic.edu.au](http://cathwest.parra.catholic.edu.au)

### Courses Available

The majority of students access one of the following courses in the Trade Pathway, however if there is an area that you are interested in, that is not listed, contact CathWest Innovation College to discuss your options.

Automotive	Metal Fabrication	Business Services	Plumbing
Bricklaying	Early Childhood Education & Care	Financial Services	Shopfitting
Carpentry	Hospitality – Commercial	Retail Services	Landscaping
Civil	Cookery	Hairdressing	
Construction	Electrotechnology		

### **Advantages for Selecting a Trade Pathway**

VET courses offered through our trade pathway prepare students for specific fields of work while they study for the Higher School Certificate. These courses can be used as credit towards their studies, improving student engagement while meeting community needs.

Some of the benefits of this pathway include:

- A gain in confidence and enhancing of practical skills beneficial for theoretical applications associated with tertiary study.
- Development of significant employability skills for part-time or full-time employment or the attainment of an apprenticeship/traineeship.
- A nationally recognised qualification or a statement of attainment towards it.
- Pathway progression opportunities through private providers, TAFE and universities.
- Helpful skills for everyday life.

More information regarding CathWest Innovation College and Trade Pathways can be found at the following website:

<https://cathwest.parra.catholic.edu.au/>

Detailed information about apprenticeships or traineeships can be found at the following website:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

# **Board Endorsed Courses (NON-ATAR)**

**RELIGIOUS EDUCATION – Leader of Learning: Mr Mark Sattler/ Mr Bruno Pahlke**

<b>Course:</b> Studies in Catholic Thought (Non-ATAR)			
1 Unit for each of Preliminary and HSC Board Endorsed Course		<b>Exclusions:</b> Studies of Religion I Studies of Religion II Draft New R.E. Curriculum	
<b>Course Description</b>			
<p>Studies in Catholic Thought will invite students to explore the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and Catholic spiritual pathways, with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, <i>Studies in Catholic Thought</i> will develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature. Students will come to know how faith and reason fit together in the Catholic Tradition.</p>			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• Three Studies             <ol style="list-style-type: none"> <li>I. Who is a human person?</li> <li>II. The Trinitarian God and humanity</li> <li>III. The re-imagining of creation</li> </ol> </li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• Three Studies             <ol style="list-style-type: none"> <li>I. Virtue, vice, salvation</li> <li>II. The good works</li> <li>III. The common good</li> </ol> </li> </ul>			
<b>Particular Course Requirements:</b>			
<p>Students will undertake research and present formal assessment tasks for each Study. Students will undertake no more than 3 formal assessment tasks in the Preliminary course and no more than 4 formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, analytical response, class test and an End of Course Examination.</p>			
<b>Assessment: HSC course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting [%]</b>
There is no external examination of students in Stage 6 Board Endorsed Courses.	n/a	Knowledge and understanding of course content	40
		Religious skills in: <ul style="list-style-type: none"> <li>• using Scripture and Catholic Church documents</li> <li>• analysis, synthesis and evaluation based on evidence from theology, philosophy, scripture and other relevant sources</li> </ul>	20
		Inquiry and research skills	20
		Communication of religious ideas and understanding in appropriate forms	20
			100

<b>Course:</b> Draft New R.E. Curriculum ( <b>Non-ATAR</b> )			
1 Unit for each of Preliminary and HSC Board Endorsed Course		<b>Exclusions:</b> Studies of Religion I Studies of Religion II Studies in Catholic Thought	
<b>Course Description</b> Draft New Curriculum reflects Jesus' invitation to 'come and see,' and to 'push out into the deep.' Seeking to follow His example and inspired by an incarnational spirituality, making Christ real, the curriculum models an inclusive and transcendent invitation to encounter Christ in the daily paradox of life, to discern 'God in all things.' To reflect 'the one in whom we live, move and have our being.' (Acts 17:28) The curriculum seeks to awaken a sacramental vision of reality, through proclaiming the 'living voice of the Gospel.' With Pope Francis, Bishop Vincent and the whole faith community, we strive to ensure that every young person experiences <i>metanoia</i> : a joyful, blessed, transcendent and transformational education. A Catholic education, understood as a 'gateway' to human flourishing, one that liberates each person to live their life to the full: ' <i>I have come that you may have life and have it to the full.</i> '			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• Three Studies <ul style="list-style-type: none"> <li>I. Is it possible to be a person of faith in postmodern culture?</li> <li>II. What is contemplation on action and action on contemplation?</li> <li>III. How do I recognise an authentic relationship?</li> </ul> </li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• Three Studies <ul style="list-style-type: none"> <li>IV. What is the relationship between Indigenous spirituality, our common home and human dignity?</li> <li>V. Is one religion as good as any other?</li> <li>VI. If God is Love, why is there evil in the world?</li> <li>VII. How do solidarity and subsidiarity deepen our faith in the Gospel of Jesus Christ?</li> </ul> </li> </ul>			
<b>Particular Course Requirements:</b> Students will undertake research and present formal assessment tasks for each Study. Students will undertake no more than 3 formal assessment tasks in the Preliminary course and no more than 4 formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, analytical response, class test and an End of Course Examination.			
<b>Assessment: HSC course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment: Draft</b>	<b>Weighting [%] (Draft)</b>
There is no external examination of students in Stage 6 Board Endorsed Courses.	n/a	Knowledge and understanding of course content	40
		Religious skills in: <ul style="list-style-type: none"> <li>• using Scripture and Catholic Church documents</li> <li>• analysis, synthesis and evaluation based on evidence from theology, philosophy, scripture and other relevant sources</li> </ul>	20
		Inquiry and research skills	20
		Communication of religious ideas and understanding in appropriate forms	20
			100

**EXPLORING EARLY CHILDHOOD – Leaders of Learning: Mrs Lisa Gawthorne/ Mr Greg Clune**

**Course: Exploring Early Childhood – 2 Unit (Non-ATAR)**

Content Endorsed Course

**Exclusions:** Nil

**Course Description**

Our society acknowledges childhood as a unique and intense period for growth, development and learning. By providing members of society with knowledge about childhood development they will then be able to support and encourage this development when interacting with children. The Exploring Early Childhood course aims to achieve this by providing students with an overview of development and related issues within an early childhood context. It provides the opportunity to consider all issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

**Main Topics Covered**

**Core studies**

The core studies are compulsory. There are three parts to the core:

Part A: Pregnancy and Childbirth (15 hours)

Part B: Child growth and development (20 hours)

Part C: Promoting positive behaviour (10 hours)

The optional modules can each occupy 15–30 hours (indicative time) of study, depending on student interest, available resources and intended depth of treatment.

**Modules include:**

- Learning experiences for young children\
- Play and the developing child
- Starting school
- Gender and young children
- Children and change
- Children of Aboriginal and Torres Strait Islander communities
- Historical and cultural contexts of childhood
- The children's services industry
- Young children and media
- Young children and the law
- Children's literature
- Food and nutrition
- Child health and safety
- Young children with special needs

**Particular Course Requirements:**

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. This is best achieved in informal settings, such as the home, with friends or relatives. A student likely to be successful in this course:

- Enjoys both the practical and theoretical components of child development in EEC
- Has an interest in interacting with young children on a regular basis
- Is able to examine physical, social-emotional, behavioural, cognitive and language development of young children.

<b>Assessment: HSC course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Knowledge and Understanding Skills	50 50

**PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING – Leaders of Learning: Mrs Margaret Rust / Ms Carmen Noonan**

**Course:** Photography, Video and Digital imaging – 2 Unit (Non-ATAR)

Content Endorsed Course

**Exclusions:** projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

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

**Main Topics Covered**

Modules may be selected in the fields of:

- Wet Photography
- Digital Imaging
- Video

Students will complete the mandatory Occupational Health and Safety module and 3-6 modules per year from the following: Introduction to the Field; Develop a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts.

**Particular Course Requirements:**

Students are required to keep a photographic diary during the course, documenting all the technical and creative processes undergone.

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course**

External Assessment	Weighting	Internal Assessment	Weighting
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Making Critical and Historical Studies	70 30

## SPORT, LIFESTYLE AND RECREATION STUDIES

Leaders of Learning: Mrs Lisa Gawthorne/ Mr Greg Clune

<b>Course:</b> Sport, Lifestyle and Recreation Studies– 2 Unit (Non-ATAR)
Content Endorsed Course <b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>Sport, Lifestyle and Recreation aims to develop in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. Students develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active.</p> <p>The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students will be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.</p> <p>The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study at TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.</p>
<p><b>Main Topics Covered</b></p> <p>Students will study six (6) - twelve (12) of the following modules over Years 11 and 12.</p> <ol style="list-style-type: none"> <li>1. Aquatics</li> <li>2. Athletics</li> <li>3. Dance</li> <li>4. First Aid and Sports Injuries</li> <li>5. Fitness</li> <li>6. Games and Sports Applications I</li> <li>7. Games and Sports Applications II</li> <li>8. Gymnastics</li> <li>9. Healthy Lifestyle</li> <li>10. Individual Games and Sports Applications</li> <li>11. Outdoor Recreation</li> <li>12. Resistance Training</li> <li>13. Social Perspectives of Games and Sport</li> <li>14. Sports Administration</li> <li>15. Sports Coaching and Training</li> </ol>
<p><b>Particular Course Requirements:</b></p> <p>A strong commitment to participating in all lessons both practical and theoretical.</p> <p>A student likely to be successful in this course:</p> <ul style="list-style-type: none"> <li>• Enjoys both the practical and theoretical components of PDHPE</li> <li>• Has an interest in sport and recreational activities</li> <li>• Has an ability to implement strategies that promote health, physical activity and enhanced performance</li> <li>• Enjoys planning and organising sport, lifestyle and recreational opportunities for others</li> </ul>

<b>Assessment: HSC course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Knowledge and Understanding Skills	50 50

**VISUAL DESIGN – Leaders of Learning: Mrs Margaret Rust / Ms Carmen Noonan**

<p><b>Course:</b> Visual Design – 2 unit (Non-ATAR)</p>
<p>Content Endorsed Course</p> <p><b>Exclusions:</b> projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject</p>
<p><b>Course Description:</b></p> <p>This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.</p> <p>Through the critical and historical study of designed images and objects students are able to analyse and make informed judgments about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.</p> <p>The course is designed to enable students to become more accomplished and independent in the representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that leads to increasingly accomplished critical and historical investigations of design.</p>
<p><b>Main Topics Covered:</b></p> <p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> <li>● Graphic design</li> <li>● Wearable design</li> <li>● Product design</li> <li>● Interior/exterior design</li> </ul> <p>The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialize in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.</p>
<p><b>Particular Course Requirements:</b></p> <p>Students will need to undertake studies in at least 6 modules over the 2 year course. They are required to keep a diary during the course, documenting all the technical and creative processes undergone.</p> <p><b>Additional fee charges for student consumables may apply to this course</b></p>

<b>Assessment: HSC course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Designing and Making Critical and Historical Studies	70 30

## WORK STUDIES

### Leaders of Learning: Mrs Amy Wallis/ Mrs Karlie Hollifield

<b>Course:</b> Work Studies – 2 Unit (Non-ATAR)
Content Endorsed Course <b>Exclusions:</b> Nil
<b>Course Description</b> The aim of <i>Work Studies</i> is to enable students to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.
<b>Main Topics Covered</b> Topics are studied across the two years of the course at the discretion of the teacher.  <b>COURSE THEMES:</b>  1. Career Planning  2. Performing Work Tasks 3. Working with Others 4. Managing Change  <b>CORE:</b>  <b>My Working Life</b> (30 indicative hours)  Exploring career and life choices, assessing specific work and life situations, identifying future aspirations.  <b>MODULES</b> (15-30 indicative hours each):  <ul style="list-style-type: none"> <li>● In the Workplace</li> <li>● Preparing Job Applications</li> <li>● Workplace Communication</li> <li>● Teamwork and Enterprise Skills</li> <li>● Managing Work and Life Commitments</li> <li>● Personal Finance</li> <li>● Workplace Issues</li> <li>● Self-employment</li> <li>● Team Enterprise Project</li> <li>● Experiencing Work</li> </ul>
<b>Particular Course Requirements:</b> Students who undertake this course have generally chosen a non-ATAR pathway.  This course will assist students who intend to move from school to work or other training programs. There are assessment tasks but no HSC examination for this course.  <b>Required Skills</b> <ul style="list-style-type: none"> <li>● Strong interest in developing skills that will be specifically useful for success in the workplace</li> <li>● Readiness to take up opportunities to build motivation, persistence and resilience in readiness for the workplace</li> <li>● Demonstrated ability to work in a team environment</li> </ul>

<b>Assessment: HSC course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Knowledge and Understanding Skills	30 70

# Other External Courses

## **Distance Education**

There are strict guidelines imposed by Distance Education institutions and the school in relation to courses studied through Distance Education. Any applicants for Distance Education courses will be interviewed by the school Principal to determine their suitability for such demanding courses. There is a significant private cost which is added to the school fees for Distance Education courses. Please contact the Head of Learning, Ms Chelsea Gawthorne, for further information.

## **Captivate- Dance**

Captivate is offering to run cluster classes in dance for schools that are unable to achieve sufficient numbers to run the course(s) themselves. If you are interested in studying dance in Stage 6, please see Ms Ferey for more information for further information about Captivate.