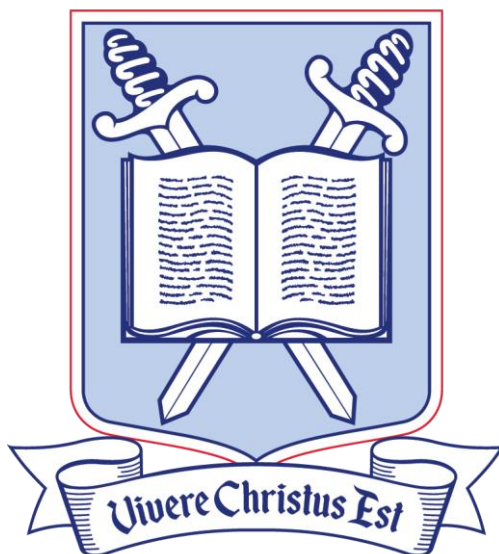


# St Paul's

Catholic College



*Booragul*

## **Senior School Curriculum Handbook 2021**

**Year 11 2021**

**Year 12 2022**

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## Introduction

This handbook is designed to give students and parents a guide to the requirements for a Higher School Certificate and the rules governing the selection of subjects. It is vital that **both** parents and students read this section carefully.

## Eligibility Requirements for the HSC:

To qualify for the HSC a student must:

- Study a minimum of **12 units** in **Year 11**
- Study a minimum of **10 units** in **Year 12**

In **each year** a student's pattern of study must include at least:

- **2** units of a Board Developed English course
- **6** units from Board Developed Courses
- **3** Courses with a value of 2 units or greater
- **4** subjects - including English

A student cannot, however, study more than **6** units of courses in Science in Year 11 and 7 units of study in Year 12 (which is possible with the inclusion of Science Extension 1 in Year 12).

## National Minimum Standard – Literacy and Numeracy

From 2021, students need to demonstrate they have met a minimum standard in Literacy and Numeracy to be eligible for the HSC. Students will show they meet the HSC minimum standard by passing online tests of basic literacy and numeracy skills, which are available for them to sit when they are ready in Year 10, 11 and 12 and after the HSC.

Further information about the National Minimum Standard is found on the NESA site:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

It is our approach at the College that students complete the NMS tests as part of their normal classroom learning so they can complete these tests when they are ready. Support structures are in place to support students in achieving the NMS before they finish year 12.

## NESA All My Own Work

Students must complete HSC: All My Own Work before commencing year 11 study. *HSC: All My Own Work* is a program designed to help students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. Stage 6 students who have a record of academic malpractice potentially will not qualify for the HSC.

## Course Completion Criteria:

To satisfactorily complete both the Year 11 component and the Year 12 component of a course a student must have:

- Followed the course developed or endorsed by the NSW Education Standards Authority (NESA).
- Applied themselves with diligence and sustained effort to set tasks and experiences in the course.
- Achieved some or all of the course outcomes.
- Satisfactorily completed the Year 11 Course before being eligible to commence the corresponding Year 12 component of the course in which a serious attempt at the HSC examination must be made.
- Completed mandatory work placement if studying a VET Board Developed Course.
- Completed HSC assessment tasks that contribute in excess of 50% of available marks in courses where school-based assessment marks are submitted.

## What is a Unit of Study?

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

Each unit involves class time of approximately 120 hours over the length of the course. In the HSC each unit has a value of 50 marks. Thus, a 2 unit course has a value of 100 marks.

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.

English and Mathematics extension courses are available in both Year 11 and Year 12. Extension courses in Science, History, Music, some languages and VET may also be available **BUT ONLY** in Year 12. (Dependent upon demand and staff resources)

Studies of Religion can be undertaken as either a 1 unit or a 2 unit course. There are also a number of Board Endorsed Courses, which are 1 unit courses, but these courses **do not** count towards the calculation of an ATAR.

## Patterns of Study:

Students can choose the learning pathway that best suits their individual needs.

Students may select a pattern of study that will:

- Enable them to be eligible for University studies after the HSC. To qualify for University study immediately after school, a student must choose a program of study that will make them eligible to obtain an Australian Tertiary Admission Rank (ATAR).
- Make them eligible for an HSC but not for an ATAR.
- Provide access to TAFE through the courses studied.
- Students may also elect to vary the length of time that it will take them to complete the requirements for their HSC.

Further information about courses and patterns of study are found on the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

## How do I qualify for the HSC?

Full time students commencing their senior studies at St Paul's will be required to study a **minimum of 12 units**. However, many students will decide to take a full load of 13 or 14 units in order to provide themselves with a greater degree of flexibility and more possible options for course changes at the start of their Year 12 HSC year.

When choosing a pattern of study for their senior years a student must include the following:

- At least one unit of Studies of Religion or Studies in Catholic Thought
- At least two units of English
- A minimum of six units of Board Developed Courses
- A minimum of twelve units in Year 11 and a minimum of ten units in the Year 12
- A maximum of 6 units of Science may be included in Year 11

## How do I qualify for an ATAR?

### The Australian Tertiary Admission Rank (ATAR)

It is important to understand that the ATAR is different to the HSC. The ATAR is a rank and not a mark and provides information about how a student performs overall in relation to other students. The ATAR can be used by students to gain a place at a university but is not the only option for students who wish to pursue tertiary education after school.

A student wishing to be eligible to obtain an ATAR will need to complete a pattern of study, which incorporates at least 10 Units of Board Developed Courses, which must include the following:

- At least two units of English from a Board Developed Course
- A minimum of eight other units from Board Developed Courses
- A maximum of two units of a subject from Category B Subjects (including English Studies and Mathematics Standard 1 – both of which have an optional HSC examination)
- At least three courses of two units or greater, and
- At least four subjects

The **ATAR** will be based on an aggregate of scaled Marks in ten units of Board Developed Courses Comprising:

- the best two units of English.
- the best eight units from the remaining units (and no more than one Category B subject)
- if you repeat a course only the most recent attempt will be used.

## What Types of Courses are Available?

Information about courses has been divided into the following basic groupings:

- Board Developed Courses & Board Endorsed Courses
- Category A Courses and Category B Courses
- Vocational Education and Training (VET) Courses
- TAFE delivered HSC Vocational courses for schools

Board Developed Courses	Board Endorsed Courses
HSC examination except for: <ul style="list-style-type: none"> <li>• Optional examination in English Studies and Mathematics Standard 1 and VET Curriculum framework courses</li> <li>• all Life Skills courses</li> </ul>	No HSC examination – school-based assessment only
May be included in the calculation of the ATAR	Not included in the calculation of the ATAR
Includes some Vocational Education and Training (VET) Courses	Includes some Vocational Education and Training (VET) Courses
Includes Life Skills courses	

Category A Courses	Category B Courses
May be included in the calculation of the ATAR	No more than 2 units of Category B courses can be included in the calculation of a student's ATAR
Compulsory HSC Examination for most courses	Optional HSC Examination for some courses
	Includes some Vocational Education and Training (VET) Courses which also have a compulsory work placement

**Note:** English Studies and Mathematics Standard 1 are classified as Category B Subjects.

In conjunction with the courses that are offered at the college, **we also partner with TAFE** to deliver Board Developed Courses such as Tourism. Some TAFE courses are Category B Subjects. **TAFE Delivered HSC Vocational Courses for Schools** are courses written by and delivered at a TAFE college which may be undertaken by students from St Paul's as part of their course of studies leading to the HSC.

**Possible** courses in this category include: Sport & Recreation, Childcare, Animal Care, Automotive, Autobody Refinishing, Automotive Maintenance & Engines, Hairdressing, Marine Industry, Music Industry – Business Skills/Audio Production, Introductory Nursing. You need to be aware that **some** of the subjects are 2 units over one year only.

**Generally, these courses will not be considered in the calculation for an ATAR, although some courses are Category B subjects – we will advise you of the subject category during the selection process.**

Many Board Endorsed Courses follow more practically based courses of studies. Many of these courses have a 60% practical component and are assessed within the school. These courses are recorded on the Student's Record of Achievement (RoSA) and the HSC but **are not** considered in the calculation of the ATAR.

**Vocational Education and Training (VET) Courses** - are courses relevant to industry needs and are linked to post schoolwork and are accredited by both the NSW Education Standards Authority and the Vocational Education and Training Board. A maximum of **two units of Category B VET courses may be** considered in the calculation of an ATAR. These courses allow students to have credit for their studies transferred to another Institution, which offers similar courses of study such as TAFE. Taking more than two (2) VET courses is NOT recommended as too much school time is missed during work placements.

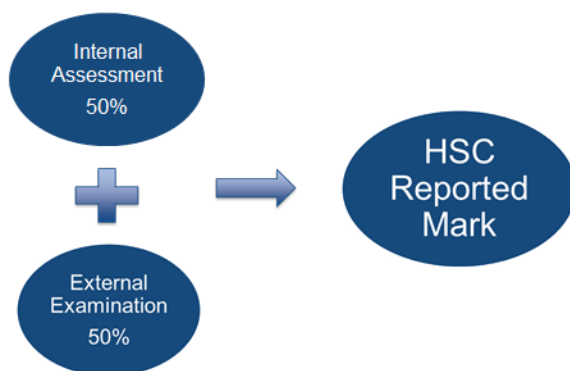
### How will my HSC be reported?

HSC reports will provide students with detailed descriptions of the knowledge, skills and understanding they have attained in each subject.

School based assessment will contribute to 50% of a student's HSC mark. The school-based assessment will be based on performance in assessment tasks undertaken during the course.

The HSC examination will contribute the remaining 50% to the HSC mark.

## How is the HSC Mark Determined?



### Performance Bands

The HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course, a mark of 50 will be awarded.

There will be five Performance Bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The Band from 90 - 100 will correspond to the highest level of achievement.

Performance Band	Aligned Mark
Band 6	90-100
Band 5	80-89
Band 4	70-79
Band 3	60-69
Band 2	50-59
Band 1	<50



## On satisfactory completion of the HSC a student will receive a portfolio containing:

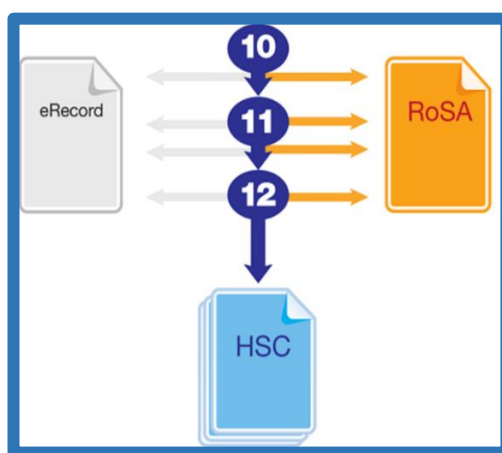
- The HSC Testamur - The Official Certificate confirming achievement of all requirements for the award. See sample over page.
- The Record of School Achievement (ROSA) - This lists the courses studied and reports the marks, bands and grades achieved in each course. See sample over page.
- Course Reports in each subject studied. These will indicate the student's marks, performance band descriptions and the graphical statewide distribution of marks in each course. See sample over page.

Sample HSC Testamurs and Transcripts can be viewed on the NESA site:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/vet-qualifications>

## HSC Credentials



- Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).
- The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.
- The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, participation in any uncompleted Preliminary Stage 6 courses and HSC results for students who have not completed their HSC
- It is of specific use to students leaving school prior to the HSC

## What happens next?

The following timeline outlines the Subject Selection Process for Year 11 2021:

### Week 4 Term 2

- Students and parents will have access to a series of information videos about the subject selection process and each subject.
- Year 10 Students will also receive an email from St Paul's Catholic College containing a link to WebChoice where students will select their subjects **ONLINE** for Year 11 2021.

### Week 6 Term 2

- WebChoice Subject Selection Window is closed.
- Student/Parent/Caregiver **PRINT** the Subject Selection Form once completed & **SIGN** the Selection Sheet.
- Student hands in the completed selection form to the **STUDENT RECEPTION OFFICE FRONT DESK.**

**NB. By signing this form, the parent/caregiver is acknowledging Course costs and Course selections.**

Due to the current circumstances, students and parents are encouraged to seek advice and support from the following people:

- Mrs Carter – AP Teaching & Learning  
[amber.carter@mn.catholic.edu.au](mailto:amber.carter@mn.catholic.edu.au)
- Mr Craig McLoughlin – Careers Adviser and VET Coordinator  
[craig.mcloughlin@mn.catholic.edu.au](mailto:craig.mcloughlin@mn.catholic.edu.au)
- Mrs Anne-Marie Melocco – Learning Support Coordinator  
[anne-marie.melocco@mn.catholic.edu.au](mailto:anne-marie.melocco@mn.catholic.edu.au)
- Leaders of Pedagogy

Religious Studies	<a href="mailto:nicole.deed@mn.catholic.edu.au">nicole.deed@mn.catholic.edu.au</a> <a href="mailto:melissa.chapman@mn.catholic.edu.au">melissa.chapman@mn.catholic.edu.au</a>
English	<a href="mailto:phil.ratcliffe@mn.catholic.edu.au">phil.ratcliffe@mn.catholic.edu.au</a>
Mathematics	<a href="mailto:cheryl.wills@mn.catholic.edu.au">cheryl.wills@mn.catholic.edu.au</a>
Science	<a href="mailto:michelle.lund@mn.catholic.edu.au">michelle.lund@mn.catholic.edu.au</a> <a href="mailto:mark.newell@mn.catholic.edu.au">mark.newell@mn.catholic.edu.au</a>
HSIE	<a href="mailto:belinda.flood@mn.catholic.edu.au">belinda.flood@mn.catholic.edu.au</a>
Technology and Applied Studies	<a href="mailto:alice.grant@mn.catholic.edu.au">alice.grant@mn.catholic.edu.au</a>
PDHPE	<a href="mailto:bradley.melville@mn.catholic.edu.au">bradley.melville@mn.catholic.edu.au</a>
Information and Learning Technology	<a href="mailto:mark.newell@mn.catholic.edu.au">mark.newell@mn.catholic.edu.au</a>
Creative and Performing Arts and Languages	<a href="mailto:morag.aitchison@mn.catholic.edu.au">morag.aitchison@mn.catholic.edu.au</a>

- Individual class teachers
- **We will also provide an opportunity for parents/carers and students to engage in a Zoom conference later in the term.**

## Year 12 Course Notes

The following pages outline the study and course requirements for the courses offered at St Paul's Catholic College. This information will be of assistance as students make decisions about their pattern of study in consultation with parents/carers, their class teachers and others.

### **Note 1: Courses with a practical/performance component**

If students are considering taking a subject with a practical component, they need to take into account the time taken outside class time in preparation for the development of these projects. Projects developed for assessment in one subject are not to be used either in full or in part of assessment in any other subject.

The subjects which require the development of a practical or performance project include: **Design and Technology; Industrial Technology; Dance; Drama; Music; Visual Arts; Textiles and Design**. Further to these subjects, **Society and Culture** also has a Personal Interest Project that is externally marked for the HSC.

### **Note 2: Studies of Religion**

You may not study both the Studies of Religion 2 course and the Studies of Religion 1 course.

### **Note 3: Science Courses**

You may **not include any more than 6 units of the following Science courses**: Biology, Chemistry, Physics, Earth and Environmental Science and Investigating Science in meeting the 12 units for Year 11.

### **Note 4: Textiles and Design and TAFE Fashion & Design**

Students studying Textiles and Design **are not permitted** to study TAFE delivered Fashion Design and Technology.

### **Note 5: Board Endorsed Courses**

These courses are not externally examined but they have the school assessment mark recorded on their Record of Achievement

**These subjects DO NOT count towards the ATAR**

## Stage 6 Courses

<b>Stage 6 Courses – Board Developed Courses</b>			
<b>Subject</b>	<b>Year 11 and 12 Courses (2 unit)</b>	<b>Extension Courses</b>	
		<b>Year 11 (1Unit)</b>	<b>Year 12 (1unit)</b>
Ancient History	Ancient History		History Extension I
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Community and Family Studies	Community and Family Studies		
VET Construction	VET Category B (Examination Optional)		
Dance	Multimodal Delivery CSO		
Design & Technology	Design & Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard English Studies (Examination Optional Category B) English Advanced	English Extension 1	English Extension 1 English Extension 2
Food Technology	Food Technology		
French	French Beginners		
Geography	Geography		
German	German Beginners		
VET Hospitality	VET Category B (Examination Optional)		
Industrial Technology	Industrial Technology		
Information Processes and Technology	Information Processes and Technology		
Investigating Science	Investigating Science		
Legal Studies	Legal Studies		
Mathematics	Mathematics Standard I (Examination Optional Category B) Mathematics Standard II Mathematics	Maths Extension 1	Maths Extension 1 Maths Extension 2
Modern History	Modern History		History Extension I
Music	Music 1		
PD/Health/PE	PD/Health/PE		
Physics	Physics		
Society and Culture	Society and Culture		
Software Design and Development (on-line)	Software Design and Development (on-line)		
Studies of Religion	Studies of Religion 1 (1 Unit) Studies of Religion 2 (2 Unit)		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

## Board Endorsed Courses

<b>Stage 6 Courses - Board Endorsed Courses</b>		
These courses are not externally examined but they have the school assessment mark recorded on their Record of Achievement <b>These subjects DO NOT count towards the ATAR</b>		
<b>Subject</b>	<b>Year 11 Year 11 Course Only</b>	<b>Year 12 Year 12 Course</b>
Studies in Catholic Thought (1 Unit) +(2 Unit)	✓	✓
<i>Please note: Only one (1) of the following subjects may be chosen.</i>		
Exploring Early Childhood (1 Unit)	✓	✓
Marine Studies (1 Unit)	✓	✓
Photography and Digital Media (1 Unit)	✓	✓
Sport, Lifestyle and Recreation (1 Unit)	✓	✓

## Subject Fees

All students will be required to pay a Senior Subject Fee of \$180 to cover expenses across subject areas.

### Additional Subject Fees

Students choosing to undertake the following practical **subjects** will be required to **pay additional charges** as outlined below to cover specific expenses associated with individual subjects.

### Subject Fees 2021 Year 11 & 12

Business Studies \$51	Design & Technology \$126 <i>Workbook included</i>	Drama \$105
Engineering Studies \$114 <i>Workbook included</i>	Food Technology \$183 Years 11 & 12	Information Process \$51 Technology
Industrial Technology \$141 <i>Timber Products &amp; Furniture Industries (Workbook included)</i>	Languages • French Beginners \$72 • German Beginners \$72	Music \$141
On-Line Courses \$350 <i>Subject to change</i>	Photography & Digital Media \$219	PDHPE \$51
Textiles & Design \$126	Visual Arts \$219	Visual Design \$219
<b>TAFE Courses (funded) \$600</b> • Accounting • Animal Studies • Beauty Therapy • Children Service • Electrotechnology • Fashion Design and Technology • Hairdressing • Health Services • Information Technology • Metals and Engineering • Tourism	<b>VET Courses</b> • Construction \$171 • Hospitality \$249 Resource Box Year 11 \$30 Theory Program \$50	<b>Distance Education</b> As per Institution Course Fee

## Post School Options and Pathways

Students in the top 30% of candidates in the state are likely to gain direct places to University at the end of Year 12. Students should, therefore, consider whether gaining an ATAR is a **REALISTIC CHOICE**, and if it is, the following should be considered:

- Many students believe they will gain a higher ATAR if they take “harder” subjects.  
This is INCORRECT.
- Students will do better at subjects that they are interested in, and have shown some talent in. The decision should be made therefore on INTEREST & ABILITY.
- Students wishing to gain a place in a course at University should make sure that they satisfy the REQUIREMENTS of that institution.
- Universities have specific requirements for courses that fall under the following classifications:
  - ❖ **Recommended Studies:** HSC subjects which the University suggest will assist you in your chosen course.
  - ❖ **Assumed Knowledge:** You may find it difficult to cope with your University course if you have not studied a particular HSC subject.
  - ❖ **Prerequisites:** Some University courses require that you have achieved a specific standard in a HSC subject before an offer of a place will be made (even though you may have a suitable ATAR). An example may be 2 Unit Mathematics, Band 5 or higher for Engineering Degrees.

If you are in any doubt about these, see the Careers Adviser **before** subject selection.

The following offers **some** examples of the requirements for courses in 2021:

<b>Engineering:</b>	At least 2 units of Mathematics (at least Band 5) for some branches of Engineering. At least 2 units of Physics/Chemistry are recommended.
<b>Any combined Law Degree:</b>	You need to check the prerequisites or assumed knowledge for both degrees but the ATAR cut-offs are generally in the 90s.
<b>Nursing:</b>	You are advised to take either Mathematics and/or Biology.
<b>Primary Teaching/ Secondary Teaching</b>	Include any 2 units of English and any 2 units of Mathematics. (Band 5 in each)
<b>Psychology/ Social Work:</b>	A minimum score in English may be required by some Universities
<b>Exercise and Sports Science:</b>	2 Units of Mathematics is recommended. A background in Chemistry or Biology as well as 2 units of Mathematics.
<b>Computer Science:</b>	Mathematics (Band 5 or above) and one Science related subject would be an advantage.

In considering a University course, an awareness of the ATAR for such a course is important. This information is available at St Paul's Careers Resource Hub.

## University of Newcastle (ATARs)

First offer ATAR cut-offs for 2020 at University of Newcastle (UON) were:

Biomedical Science .....	75.40
Bachelor of Arts .....	62.35
Bachelor of Communications .....	63.00
Bachelor of Midwifery .....	UCAT Required
Bachelor of Nursing .....	76.00
Bachelor of Teaching (Secondary)/Bachelor of Arts.....	65.00
Bachelor of Teaching PE/Health .....	65.00
Building and Construction Management .....	63.00
Business.....	65.50
Bachelor of Engineering (Civil).....	80.30
Computing Science.....	78.70
Combined Law Degree Program.....	92.10
Medical Program.....	UCAT Required
Nutrition & Dietetics .....	73.20
Physiotherapy.....	92.15
Psychology .....	62.75
Social Work .....	75.10
Software Engineering.....	80.00
Speech Pathology.....	75.50
Medical Radiation Science (Radiography).....	83.50
Exercise and Sport Science.....	75.00

Other Universities (e.g. Sydney, UTS, Charles Sturt and UNSW) ATARs may be lower or higher depending on demand for a particular course or Institution. The Careers Adviser has this information available in the Careers Hub.



## TAFE - University

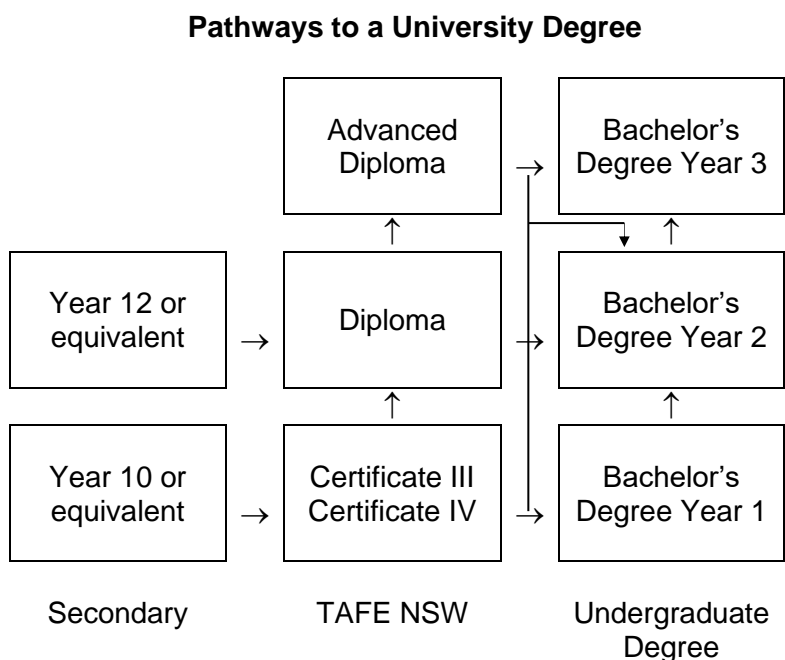
A growing number of students now pass successfully from the HSC to a practical or vocational study at TAFE and then progress to a more academic study later, at University. This is now an even more viable option as Universities accept some credit points from TAFE towards a University degree.

### Credit for TAFE Studies

If a student wishes to initially pursue training or a career at TAFE, this does not mean that University is not a possibility. The University of Newcastle participates in the National TAFE – University Credit Transfer Scheme. If you have a TAFE Diploma the University may grant you a minimum of:

- 20% credit in a related 4-year undergraduate course.
- For **some** degrees at University of Newcastle a Certificate IV/Diploma in any course will **guarantee** you a university place.

**Refer to diagram:**



## EVET External VET Course

### What is EVET?

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers. EVET is Externally delivered Vocational Education and Training. VET delivered through TAFENSW is sometimes referred to as TVET.

**VET** courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

**EVET** courses can provide significant benefits by providing:

- broader choices of study
- skills and knowledge that are valuable to employment

*For NSW school students VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment).*

Some EVET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

**Delivery** is in an adult learning environment with industry experienced teachers. Students have access to industry standard workshops and environments.

*Courses run at various locations and are delivered either face to face, online or in block release. Some courses may require a student to attend for part or a full day per week. Students should take into account the impact the delivery mode may have on their study pattern at school.*

There are a variety of EVET courses including:

- Aged Care Assistant
- Automotive
- Children Services
- Financial Services
- Beauty Therapy – Make Up Services
- Electrotechnology
- Tourism & Events
- Welfare Services

There is a \$300 PER UNIT PER YEAR CO-CONTRIBUTION for ALL EVET COURSES.

Some funding is made available to schools for EVET and similar vocational pathways, but the funding is limited, and EVET places are capped so it is important that students make contact with their Careers Adviser as soon as subject selection is undertaken.

## **EVET TAFE Delivered Board Developed Courses ATAR Category B**

- The TAFE Campuses currently offer 2 unit courses such as:
  - ◆ **Tourism/Events (high demand)**
  - ◆ **Finance/Accounting**
- These courses CAN be studied for 2 years and carry an ATAR calculation.
- Students will need to submit an Expression of Interest Form for any EVET/TAFE Course.
- **All** students choosing to enter into a TAFE Delivered HSC Vocational program will be required to pay all associated administrative costs, currently \$300 per unit of each framework course.

*For example:* a 2 Unit course would be \$600, a 3 and 4 Unit course would be \$900 and \$1200 respectively.  
This is a non-negotiable fee set by the TAFE NOT the school. This fee is heavily subsidised by the Catholic Schools Office.
- **The closing date for an EOI to these TAFE courses will be at the end of Term 2, 2020.**
- High Demand courses (Tourism and Hairdressing) may have additional paper work to complete.

**ALL EVET Application forms must be handed in by the same date as Subject Selections are due.**

## Pathways Options

### ATAR – Option 1

- ◆ Choose subjects with a view to university entrance
- ◆ Student may have a fairly specific course option(s) in mind

### ATAR - Option 2

- ◆ Choose subjects to enable university entrance, but include Voc Ed courses to keep options open.
- ◆ Only some TAFE courses contribute to ATAR, eg Accounting and Tourism

### Non ATAR Options

- ◆ Voc Ed courses
- ◆ TAFE courses
- ◆ School courses (1 unit)
- ◆ Some recognition of learning
- ◆ DO NOT allow direct entry into Uni.

### Direct Entry To Workforce

- ◆ Retail Outlets eg Woolworths, D.J's
- ◆ Promotion through the individual company

## Year 10

## Pathways

## Options

### Apprenticeships

- ◆ Usually 4 Years
- ◆ Obtained through training / employment agencies, newspapers. (But more often by tenacity)
- ◆ Cover traditional trade areas eg building, construction, hairdressing, automotive.

### Traineeships

- ◆ Usually two years.
- ◆ Cover non trade areas eg technology sport & recreation, hospitality, retail
- ◆ Also available through employment agencies, newspapers.

### Business College

- ◆ eg Passmores College, St Patrick's Business College, Advance Training College
- ◆ Some local / Some Sydney Based
- ◆ Expensive options, but good results.

### TAFE HSC Pathways

- ◆ Complete HSC over a few years while completing additional TAFE courses (at school or TAFE)

### School-Based Traineeships

- ◆ Offered by business
- ◆ Students complete HSC and related TAFE Course
- ◆ Paid work during their studies
- ◆ Guaranteed work on completion
- ◆ Interviews and possible aptitude testing

### Post School Option Programs

- ◆ Agencies offering programs for children with mild / severe disabilities

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## Compulsory Courses

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# Studies of Religion

## ATAR Courses

### Introduction

This course is designed for students who are interested in investigating a range of topics directly related to a cross-section of religions in the world. Studies of Religion is a 1 Unit or 2 Unit Board Developed Course.

The aim of the course is to promote an awareness, understanding and appreciation of the nature of religion and the influence of religious traditions, beliefs and practices on societies and on the individual with an emphasis in the Australian context.

### Who is suited to this course?

**2 Unit** is best suited to those with high literacy skills who have an interest in expanding their knowledge of world Religious Traditions.

**1 Unit** is best suited to those students with sound literacy skills who have an interest in expanding their knowledge of world Religious Traditions. The 1 unit option allows those with an already rigorous course load to continue their studies in Religion and have it count as an ATAR unit. This course still requires a consistent and diligent approach.

### How is this course assessed?

In Year 11 there are 3 tasks, one of which will be a formal examination.

In Year 12, 1 Unit will have 3 formal Assessments and 2 Unit will have 4, each will include a formal Trial HSC examination.

### What is studied in this course?

#### Year 11 Course

##### 1 Unit

- Nature of Religion and Beliefs
- 2 studies of Religious Traditions

##### 2 Unit

- Nature of Religion and Beliefs
- 3 Studies of Religious Traditions
- Religions of Ancient Origin
- Religion in Australia pre - 1945

#### Year 12 Course

##### 1 Unit

- Religion and Belief Systems in Australia post – 1945
- 2 Depth Studies of Religious Traditions

##### 2 Unit

- Religion and Belief Systems in Australia post – 1945
- Religion and Peace
- Religion and non-religion
- 3 Depth Studies of Religious Traditions

### Additional Information

Excursions occur from time to time as appropriate.

## Studies in Catholic Thought Non ATAR Course

### Introduction

Studies in Catholic Thought involves new ways of thinking based on philosophy, the arts, history, scripture and Catholic Beliefs.

It is a course that examines the 'big questions' that human beings ask and explores the ways that the Catholic religion answers them. Students will be involved in researching and constructing balanced arguments around these questions and the religious values and beliefs connected to them.

This course can be 1 Unit or 2 Units.

### Who is suited to this course?

Studies in Catholic Thought is best suited to students who are not interested in obtaining an ATAR. This course **is not externally assessed** and can cater for students who already have enough units to satisfy requirements for achieving an ATAR.

### How is this course assessed?

In Year 11 there are 3 internal tasks for both 1 Unit and 2 Unit.

In Year 12, 1 Unit will have 3 formal Assessments and 2 Unit will have 4. One task will be an internal HSC exam style task.

### What is studied in this course?

Both 1 and 2 Unit share core units. Topics studied are divided into two linked thematic areas:

#### Year 11 – The Human Person

1 Unit <ul style="list-style-type: none"><li>• Who is a Human Person</li><li>• The Trinitarian God and Humanity</li><li>• The Re-imagining of Creation</li></ul>	2 Unit <ul style="list-style-type: none"><li>• Who is a Human Person</li><li>• The Trinitarian God and Humanity</li><li>• The Re-imagining of Creation</li><li>• Faith, Reason and Science</li></ul>
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#### Year 12 - The Good Life

1 Unit <ul style="list-style-type: none"><li>• Virtue, Vice, Salvation</li><li>• The Good Works</li><li>• The Common Good</li></ul>	2 Unit <ul style="list-style-type: none"><li>• Virtue, Vice, Salvation</li><li>• The Good Works</li><li>• The Common Good</li><li>• 2 Depth Studies</li></ul>
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### Additional Information

Excursions occur from time to time as appropriate.

## English

### Introduction

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students. Proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their aspirations and ideals.

The study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic values. It develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

Students who study the English Studies course are able to achieve an ATAR, as the subject has been classified as a Category B **BUT** HSC students are allowed to count ONE Category B subject only in their ATAR calculations **AND**, at St Paul's, **ATAR students are strongly advised NOT to undertake this course** due to its potentially weak scaling relative to the Standard course.

The English Standard and Advanced courses have a Category A rating and are a compulsory component of any ATAR score. The English Extension courses are optional and only recommended for capable Advanced students.

**English Studies:** 2 Units or 120 hours of study in both Year 11 and Year 12.

**Standard English:** 2 Units or 120 hours of study in both Year 11 and Year 12.

**Advanced English:** 2 Units or 120 hours of study in both Year 11 and Year 12.

**English Extension:** 1 Unit or 60 hours of study in both Year 11 and Year 12.

**English Extension 2:** 1 Unit or 60 hours of study in Year 12 ONLY

### Who is suited to these courses?

**English Studies** is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

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

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

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



## What is studied in these courses?

Across Stage 6 English courses, the selection of texts must give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts that 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.

## Year 11 Courses

### English Studies:

- **Mandatory module: *Achieving Through English: English in education, work and community***
- students complete the mandatory module, ***Achieving Through English***, as the first unit of work.
- students complete an additional 2– 4 modules, considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances.

### English Standard:

- **Common module – *Reading to Write: Transition to Senior English***
- **Module A: *Contemporary Possibilities***
- **Module B: *Close Study of Literature***
- There are no prescribed texts for Year 11.
- Students are required to study ONE complex multimodal or digital text in Module A.  
(This may include the study of film.)
- Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- Students must explore 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.

### English Advanced:

- **Common module: *Reading to Write: Transition to Senior English***
- **Module A: *Narratives that Shape Our World***
- **Module B: *Critical Study of Text***

The two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

## English Extension:

- Module: Texts, Culture and Value
- Related research project

Students are required to:

- complete 60 indicative hours
- undertake study of the common module
- undertake the related independent research project.

## Year 12 Courses

### English Studies:

#### ***Common module: Texts and Human Experiences***

- Students must study ONE text from the prescribed list for the Common Module: Texts and Human Experiences.
- Students must also study ONE related text in the Common Module: Texts and Human Experiences.
- In each module students study of a range of types of texts drawn from prose fiction, poetry, drama, film, nonfiction, media and digital texts. These are selected by the teacher according to the needs and interests of the students.

### English Standard:

#### ***Common module: - Texts and Human Experiences***

- Module A: Language, Identity and Culture
- Module B: Close Study of Text
- Module C: Craft of Writing
- Students must also study ONE prescribed and related text in the **Common Module: Texts and Human Experiences**.
- 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.
- At least TWO short prescribed texts must be studied for **Module C: The Craft of Writing** but do not contribute to the required pattern of prescribed texts for the course.

## English Advanced:

- Common module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Text
- Module C: Craft of Writing
- 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.
- At least TWO short prescribed texts must be studied for **Module C: The Craft of Writing** but do not contribute to the required pattern of prescribed texts for the course.
- Students must also study ONE related text in the **Common Module: Texts and Human Experiences**.

## Extension Courses

### Extension 1:

- Students undertaking the HSC English Extension 1 course must complete ONE elective chosen from the **Common Module: Literary Worlds**.
- At least THREE prescribed texts must be selected, including at least TWO extended print texts, which may include the prescribed poetry.
- Students are also required to study at least TWO related texts.

### Extension 2:

Students develop a sustained composition (Major Work) and document their reflection on this process.

### How are these courses assessed?

English Studies, Standard, Advanced and Extension 1 courses in Years 11 and 12 are assessed according to the weightings prescribed by NESA – 50% knowledge and understanding; 50% skills.

These elements are to be assessed in THREE tasks in Year 11 and FOUR (THREE for Extension 1 & 2) in Year 12.

In Year 12, students sit for an external HSC exam in all courses (English Studies HSC exam is OPTIONAL) except Extension 2 where they are required to complete a major work which is sent to external markers in late August.

School assessment comprises 100% of the Year 11 mark in all courses and 50% of the final HSC mark in the Year 12 Standard, Advanced and Extension courses. School Assessment comprises 100% of the Year 12 HSC mark for English Studies but 50% in the case of Studies students attempting the HSC exam.

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## **Board Developed Courses**

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## **Aboriginal Studies – 2 Unit - ATAR Course**

### **Introduction**

Aboriginal Studies is the study of First Nation Peoples, their history and shared experiences in Australia.

In Aboriginal Studies we also explore the social, historical and cultural issues that have affected and continue to have an impact on Indigenous peoples of Australia and comparatively Indigenous peoples worldwide.

### **Who is suited to this course?**

Aboriginal Studies is for those who wish to gain a balanced perspective and greater understanding of the issues and contributions of Indigenous peoples around the world.

### **How is this course assessed?**

A variety of assessments are offered from media files and essay writing to research and investigation. It must be noted that the Major Project covers a substantial percentage of time and assessment in Year 12.

The Major Project is to be a topic of the student's own choice that is related to an aspect of the course. It consists of two sections – the log and the final presentation and it is to be noted that the final presentation can take many forms (artwork, thesis, construction, the options are endless).

### **What is studied in this course?**

#### **Year 11 Course**

(Pre-contact to the 1960's)

- Aboriginality and the Land
- Heritage and Identity
- International Indigenous Community- Comparative Study
- Research and Inquiry Methods- Local Community Case Study

#### **Year 12 Course**

(1960's onwards)

- Social Justice and Human Rights Issues
  - A Global Perspective
  - A Comparative Study
- Aboriginality and the Land
- Research and Inquiry Methods – Major Project.

## **Ancient History – 2 Unit ATAR Course**

### **Introduction**

Ancient History is the study of ancient societies including Greece , Pompeii and Herculaneum.

A study of the past is invaluable, for to be unaware of history is to be ignorant of the forces that have shaped our social and physical worlds. It also develops a knowledge and appreciation of places, people and events. It is also suited for those students who have the ability to write extended answers.

### **Who is suited to this course?**

Ancient History is for those students who wish to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour.

Ancient History is about interpretation it is NOT about learning dates and figures

It is also suited for those students who have the ability to write extended answers.

### **How is this course assessed?**

Assessment is **NOT** just essay writing. There will be variety of assessments which could include such tasks as research source analysis, oral presentations, short written responses and extended responses.

The length of the HSC examination is 3 hours.

### **What is studied in this course?**

#### **Year 11 Course**

There are three main areas for the Year 11 Course.

These are:

- Methods and Issues in Ancient History
- The nature of the ancient past (social history)
- Your own historical investigation.

Complete two (2) or more **depth** studies which **could** include areas such as:

- Egypt, Greece, Rome and Celtic England
- Near East, Asia and the Americas
- Display of human remains and museums

Students must also complete a Historical Investigation, which is designed to allow the development of investigative, research and presentation skills needed throughout the course. This is completed as a personal interest project.

#### **Year 12 Course**

Students must complete four (4) sections:

- Compulsory Core Study (Pompeii and Herculaneum)
- One Ancient Society (most likely Athens in the time of Pericles)
- Personality. There are 12 options but we tend to study Pericles
- One Historical Period. Usually, we study Greece-Persian Wars, and the development of the Athenian Empire

### **Additional Information**

Excursions when relevant e.g. exhibitions and study days usually at Newcastle or Sydney University.

## **Biology – 2 Unit ATAR Course**

### **Introduction**

The Year 11 and Year 12 Courses in Biology build upon the work completed by students in Years 7 to 10. This course is suited to students with an interest in the biological sciences especially living things, their impact upon the environment, human genetics, physiology and disease.

The **Year 11 course** covers four units of work, which are completed in the first three terms of Year 11. This course covers aspects of cell structure and function, the organisation of living things, the biological diversity among living things, and the dynamics of various ecosystems.

The **Year 12 course** requires the completion of four units of work. These units include heredity, genetic change, infectious disease, and non-infectious and disorder

### **Who is suited to this course?**

Biology targets students who have enthusiasm, interest and ability in the biological sciences and are in Science Classes 10.1, 10.2 and 10.3.

Students will need to have the ability to logically investigate problems and complete written tasks comprehensively and promptly.

Those students intending to pursue a Tertiary education will find that many courses include Biology. The completion of this course in conjunction with another science will give them a distinct advantage in their first year.

### **How is this course assessed?**

Three Assessment Tasks are required in the Year 11 course, and four Assessment Tasks are required in the Year 12 course.

Assessment of both courses could include exams, practical work, research tasks, and depth studies.

### **Additional Information**

Some practical work and a large amount of individual research make up a significant component of this course and must be satisfactorily completed within a specified time for grading and assessment.

### **Depth Studies**

Depth Studies make up another significant part of the Biology course in both Year 11 and Year 12. Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning.

### **Excursions**

One excursion may be undertaken each year. Costs will vary according to the venue and travel involved but is usually no less than \$60 each.

## **Business Studies – 2 Unit ATAR Course**

### **Introduction**

The aim of Business Studies is to encourage students to think critically about the role of business and business institutions and their ethical responsibilities.

It encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives.

### **Who is suited to this course?**

This course is suited to students of average to high academic application.

It requires an ability to think logically, interpret information and present information in a variety of formats.

It is highly suited to those students who maybe considering entering any Commercial/Financial or Business Field.

### **How is this course assessed?**

#### **Year 11 Course assessment could include**

- Develop a Business Plan
- Research and Oral on a Small/Medium Business
- Exams
- Write in a Business Report Format

#### **Year 12 Course assessment could include**

- Research Tasks
- Exam

The HSC is a 3 hour paper, including multiple choice, short answer, stimulus and business report format questions.

### **What is studied in this course?**

#### **Year 11 Course**

Three Compulsory Topics relating to exploring the nature of Business and Business Management with emphasis on Small/Medium Enterprises.

#### **Year 12 Course**

Four Compulsory Topics. Each topic expands on areas studied in the Year 11 Course, plus Global Business.

Students will investigate Case Studies to communicate ideas and issues related to each topic.

Topics:

- Finance
- Marketing
- Operations
- Human Resources

### **Additional Information**

Payment for excursions and study days, as they occur, are the responsibility of the student.



## **Chemistry – 2 Unit ATAR Course**

### **Introduction**

Chemistry is a 2 unit course that builds on the work covered in Years 7 – 10. It is broken into a Year 11 Course of 4 units of work followed by the Year 12 Course, also comprised of 4 units of work. Topics covered include Properties of Matter, Chemical Reactions, Acid-Base Chemistry, Organic Chemistry and the Application of Chemical Ideas.

There is regular practical work involved in both years which must be completed to a satisfactory level.

### **Who is suited to this course?**

Chemistry is a demanding course. It is recommended for students in Science Classes 10.1 and 10.2. Chemistry is a subject that does have a Mathematical component and students need to be competent in this area.

For students progressing to any level of tertiary education, Chemistry on its own, or in conjunction with another 2 unit Science course, is an appropriate choice of subject. It gives an excellent background for courses in the health sciences, environmental studies, industry and engineering. Many Tertiary courses have a preference for students to have studied 2 Unit Chemistry.

### **How is this course assessed?**

This subject is assessed separately in the Year 11 Course and Year 12 Course. Tasks range from major examinations, practical tasks and tests, research reports and in class written tasks based upon student research. Students must also satisfy the practical component in order to be eligible to sit for the Year 12 examination.

### **What is studied in this course?**

The **Year 11 Course** is comprised of the following units of work:

- Properties and structure of Matter
- Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

The **Year 12 Course** covers the topics:

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

Laboratory work for each of these units is drawn from the syllabus and is used to illustrate the points covered in the course work.

### **Additional Information**

Excursions and study days are sometimes possible where Tertiary institutions make their facilities available.

Chemistry requires a commitment to regular home study throughout both Year 11 and Year 12 Courses.

## **Community & Family Studies – 2 Unit ATAR Course**

### **Introduction**

Community and Family Studies is a course that aims to develop an ability to manage resources and the skills needed to take action to support individuals, groups, families and communities in modern Australian society.

Through involvement in the subject, the students develop an understanding and appreciation of the complexity of human interactions and the range of influences that impact upon responsible decision-making.

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology and psychology. There is also a strong focus on communication and research skills. Community and Family Studies encourages students to become proactive individuals within society who have the knowledge and skills to adapt to a range of roles and responsibilities.

### **Who is suited to this course?**

This course is suited to students who have an interest in a range of issues relating to the interactions of individuals and groups in society.

Students will need to develop strong research, organisational and writing skills and be willing to openly discuss their attitudes to a variety of issues.

### **How is this course assessed?**

Assessment is based on oral presentations, research tasks, extended response questions and examinations. An Independent Research Project is completed in Year 12.

The HSC examination is three (3) hours in length and is made up of multiple choice, short answer and one extended response question

### **What is studied in this course?**

#### **Year 11 Course**

- Resource Management
- Individuals and Groups
- Families and Communities

#### **Year 12 Course**

- Core 1 – Research Methodologies
- Core 2 – Groups in Context
- Core 3 – Parenting and Caring
- Option – Individuals and Work

### **Additional Information**

Research for the Independent Research Project will involve gathering information from specific sites, internet use and independent investigations. All costs associated with the IRP are the responsibility of each student.

Excursions may occur, depending on the availability of appropriate resources outside of the school.

## Dance 2 Unit ATAR Course

### Introduction

This course is for students who enjoy the art of dance through performing, composing and analysing. Dance in Stage 6 is run as an external course throughout the Diocese, with a teacher delivering the course to all schools who have interested students.

The Diocesan Dance Course allows for small elective classes at schools to still run the subject. Currently, there are five schools who have students completing the Diocesan Dance Course, some of those schools only have one student enrolled. Students engage in a mixture of face-to-face teaching time, video conferencing lessons on laptops and an interactive website to access their work. The course can be used in the calculation of the ATAR and students can enter a Dance Degree at University or complete a number of diploma and certificate courses for Dance Teaching, Performing or Choreography.

### Who is suited to this course?

Students with a strong desire in performing and choreographing dance works. Students need to work independently and have a high level of self-motivation. There are **NO** pre-requisites, although it should be stated that past studies of dance would be beneficial. An outside dance tutor is highly recommended to assist with technique.

### What is studied in this course?

Students will create a Major Work in their strongest area of either Performance, Composition, Appreciation or Film and Video. Therefore, students must have the ability to apply commitment and dedication to a 40% task.

Year 11 Course	Year 12 Course
Performance 40% Composition 30 % Appreciation 30%	Performance 20% Composition 20 % Appreciation 20% Major Study Option 40% (CHOOSE ONE) <ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Appreciation</li> <li>• Dance Technology including;</li> <li>• Film and Video OR</li> <li>• Choreography for the Virtual Body</li> </ul>

### How is this course assessed?

Assessment Year 11	
<b>Performance:</b>	
2 minute dance with 3 minute conversation on Safe Dance Practice. Students will also be required to create a presentation about Dance Injuries.	40%
<b>Composition:</b>	
2-3 minute dance with 3 minute conversation on the process of generating movement. A Composition Portfolio is also attached to this assessment.	30%
<b>Appreciation:</b>	
Essay analysis of a Dance Work	30%

<b>Internal Assessment Year 12</b>	
<b>Performance:</b>	
3-5 minute dance with 6 minute conversation on Safe Dance Practice.	20%
<b>Composition:</b>	
3-5 minute dance with 6 minute conversation on the process of generating movement. Students will teach another student their work and have them perform it for assessments and HSC.	20%
<b>Appreciation:</b>	
Appreciation analysis to TWO Dance Works. Students will be required to write an essay on each, demonstrating and understanding of how a choreographer background, training and movement and communicate a concept.	20%
<b>Major Study Option:</b>	
Students are to choose their strongest area to extend their knowledge. Length of work will increase to 4-6 minutes with a 9 minute conversation for Performance, Composition and Dance Technology.	40%

<b>HSC- External Examination</b>	
<p>Students will have their Practical HSC Examination early August. They will be assessed on their Performance, Composition and Major Study components by 2-3 external examiners. Therefore, 80% of their HSC will be completed earlier than the rest of their subjects. The Appreciation/Theory component will be sat in the normal HSC Examination Block in October-November which will complete the final 20% of their course.</p>	

### **Additional Information**

Course Cost: \$300.00 pa due to the nature of a distance education course.

## Design and Technology – 2 Unit ATAR Course

### Introduction

Design and Technology is a course about how design skills are used to answer the needs and wants of our society and environment and relates directly to the STEM skills that 20<sup>th</sup> Century students will require for future employment. Students will study the **process** of designing and producing new products, environments or systems, developing the skills to **work through their own project** and develop an answer to a perceived need in an area of the students' interest.

The understanding and use of new technologies is encouraged and developed. Students may choose to use a range of materials in their projects (including but not limited to; textiles, wood, metal, multimedia, and graphics). This course has both components of theory and practical activities.

Design and Technology aims to develop a student's creative and critical thinking, organisational, management and collaborative skills. They will consider the needs of individuals as they produce innovative ideas and consider their impact in our world.

### Who is suited to this course?

This subject is open to all students, particularly those who are interested in design using a range of materials. Students will develop strong research, practical and organisational skills.

### What is studied in this course?

#### Year 11 Course

##### Designing and Producing

The study of Design theory, design process, creativity, collaborative design, researching and researching method, project management, using resources, communication, manufacturing and production, study of practices in industry and enterprise, computer-based technologies, safety and evaluation.

#### Year 12 Course

- Practical Assessment - Major Design Project.
- Innovations and Emerging Technologies
- The study of designing and producing

### How is this course assessed?

#### Year 11 Course

A minimum of **two design projects** will be undertaken developing areas of designing, managing and producing quality Design Projects, Research and Presentation Skills. There will also be **an examination**.

#### Year 12 Course

- Internal Assessment
- A Case Study
- Formal Examinations
- Major Design Project

#### External Assessment

- Major Design Project - (60% of HSC Mark)
- HSC Examination – (40% of HSC Mark)

### Additional Information

Course Cost: \$126. This fee includes Student Workbook.

Materials and associated costs for the Design Projects and Portfolio will be the responsibility of the student.

## **Drama – 2 Unit ATAR Course**

### **Introduction:**

Drama is an art form that is collaborative, utilising the skills of the individual. Drama examines societies, attitudes and values through experimentation. Improvisation, playbuilding and experience of dramatic presentations are considered the basis for, and integral to, the study of drama. The course is designed to allow students to experience both the dramatic and theoretical aspects of Drama. There are no prerequisites for the study of Drama.

### **Who is suited to this course?**

- Students with an interest in any aspect of Drama including performance, design, video, scriptwriting, researching and directing will find this course of value.
- Students who are self-motivated and capable of self-analysis and reflection
- Students who enjoy working in groups, solving problems and thinking creatively
- Students who enjoy analysing, synthesising and writing extended responses. A sound ability in English is recommended.

### **How is this course assessed?**

#### **Year 11 Course**

- Performance skills – individual & group performances
- Written skills – research, Log Book, analysis and essay writing
- Design skills – exploring the process of production

#### **Year 12 Course**

- Australian Drama
- Studies in Drama & Theatre
- Development of Group Performance
- Development of Individual Project in Performance, Design, Video, Drama, Critical Analysis, or Scriptwriting

### **What is studied in this Course?**

Students study the practices of **Making, Performing and Critically Studying** in Drama. Students engage with these components through collaborative and individual experiences.

**Year 11 Course Content** comprises an interaction between the components of Improvisation, Playbuilding, Acting, Elements of Production and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

#### **Year 12 Course Content**

Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance of between three and six students involves creating a piece of original theatre (8 – 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama.

## **What is required in this course?**

- Self discipline, confidence and awareness of group work & responsibilities.
- Respect for the collaborative process & commitment to task.
- A willingness to try new experiences.
- The use of the Log Book process for recording and reflecting.

Commitment to the study of both the practice and theory of Drama, including essay writing.

## **Additional Information:**

### **Costs:**

- A Drama Resource Fee of \$105 per year.
- Students will be required to attend a number of productions along with workshops conducted by outside sources. Students are expected to meet the costs of these excursions.
- Students are expected to meet all costs for the Individual Projects.

## **Earth and Environmental Science – 2 Unit ATAR Course**

### **Introduction**

Earth and Environmental Science explores the Earth's renewable and non-renewable resources together with current environmental issues. Understanding the Earth's resources and the ability to live sustainably on the planet is central to the course.

The course builds on the knowledge and skills of Earth and Space gained in the junior school.

### **Who is suited to this course?**

This course is designed for students with an interest in the Earth and its environment who achieved a substantial performance in junior Science. Whilst it may cover a diverse range of learners, it is desirable that students possess good reading and comprehension skills as well as the ability to logically investigate problems individually and as part of a team.

The course compliments both Biology and Geography. The combination of these subjects with Earth and Environmental Science will provide the student with a comprehensive knowledge base. The course would provide good background for students looking to undertake Environmental Studies, Natural Resource Management, Geology, Mining Engineering, Paleontology, Terrestrial or Marine Ecology

### **How is this course assessed?**

In Year 11, there will be three assessment tasks. Tasks range from a written examination a practical examination, fieldtrip report or research task. Year 12 will follow a similar format but with a total of four assessment tasks.

In addition to formal assessment, both Year 11 and Year 12 involve a significant amount of practical and research work. These are considered to be a major component of each course and must be satisfactorily completed and submitted regularly.

### **What is studied in this course?**

**The Year 11 Course** covers four topics in the first three terms of the year.

- Earth's Resources – Structure of the Earth; Rocks, Minerals and the Rock Cycle; Geological Timescale; Geological Resources
- Plate Tectonics – Evidence for the Theory; Plate Boundaries and Tectonics Structures
- Energy Transformations – Role of Energy in the Earth Processes; Geological Transformations; Transformations in the Oceans, Biosphere and Cryosphere
- Human Impacts – Water Management; Salinity and Erosion; Introduced Species

**The Year 12 Course** also undertakes four topics but in four terms.

- Earth's Processes – Development of the Biosphere; Changes in the Earth's geosphere, atmosphere and hydrosphere; Fossil formation and Stratigraphy
- Hazards – Geological Natural Hazards and their impacts; Prediction and Prevention
- Climate Science – Natural Processes; Evidence for Climate Variation; Influence of Human Activity; Mitigation and Adaptation Strategies
- Resources Management – Using Australia's Natural Resources; Waste Management; Sustainability

Overarching all topics in both years is Working Scientifically. This involves Planning and Conducting Investigations together with Processing and Analysing the Data and Information gained and then communicating the findings. This is the basis behind all of the content covered in the course.



## **Economics – 2 Unit ATAR Course**

### **Introduction**

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. By understanding economics, students can make informed judgments about issues and policies and participate responsibly in their decision-making.

### **What is studied in this course?**

#### **Year 11 Course**

- Introduction to Economics
- Consumers and Business
- Market
- Labour Markets
- Financial Markets
- Government in the Economy

#### **Year 12 Course**

- Global Economy
- Australia's Place in Global Economy
- Economic Issues: Inflation, Unemployment, Trade, Income/Wealth Inequality, Environment
- Economic Policies and Management: Monetary, Fiscal, Microeconomic Return

#### **Year 11 Course**

Focuses on micro-economic aspects of behaviour of consumers, business and governments.

#### **Year 12 Course**

Focuses on macro-economic aspects of the management of the economic and Australia's place in the global economy.

### **Who is suited to this course?**

Students who wish to follow careers in business, finance, media law, marketing and employment relations. An interest and ability to analyse, problem solve, interpret and discuss economic issues is very important as is strength in essay writing skills. This is an academically rigorous course.

### **How is this course assessed?**

#### **Year 11 Course**

Students are assessed through a variety of methods including research and investigation tasks, stimulus-based responses (statistics, graphical skills, calculation), essays, reports and discussions.

#### **Year 12 Course**

As per the Year 11 Course.

- The external HSC Exam is a 3 hour paper including Multiple Choice, Short Answer, Two Extended Responses

### **Additional Information**

Payment for excursions and study days as they occur, are the responsibility of the student.

## **Engineering Studies – 2 Unit ATAR Course**

### **Introduction**

Engineering Studies is about how things work and how they are made.

Engineering Studies aims to develop in students their knowledge, understanding and skills in aspects of engineering that include communication, written and graphical, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession.

Engineering Studies is unique in that it offers students the opportunity to study engineering by investigating a range of applications and fields of engineering through the integration of scientific and mathematical disciplines and their impact on society and the environment.

### **Who is suited to this course?**

Students electing Engineering Studies would be those whose career path is aimed toward the engineering disciplines, architecture and building trade. Students should have a sound level of knowledge and skills in mathematics in order to achieve well in this subject.

Students undertaking Engineering Studies will have the opportunity of following a number of pathways. These include tertiary, VET and the world of work. In all cases a study of engineering will have positive outcomes. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. For those going into the world of work, having an understanding of what engineers do will be of benefit to their chosen work pathway, as the work of engineers affects us all.

### **How is this course assessed?**

Students will present two Engineering Reports in the Year 11 Course; and Final Year 11 Examinations. In Year 12, students will design and test simple structures. There will be a Trial HSC Examination prior to the HSC Examination.

### **What is studied in this course?**

#### **Year 11 Course**

Students will study four (4) modules:

- Engineering Applications
- Engineering Products
- Bio-Engineering
- Braking Systems

#### **Year 12 Course**

- Students will study four (4) modules with Engineering reports being completed on two:
- Civil structures; Personal and Public transport
- Aeronautical Engineering and Telecommunications

### **Additional Information**

Course Cost: \$114

This fee includes Student Workbook.

## **Food Technology – 2 Unit ATAR Course**

### **Introduction**

This course is about the food industry and how it provides for our needs and wants. Food issues have a constant relevance to life.

Students develop the capabilities and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

### **Who is suited to this course?**

This course is open to all students. The learning experiences will extend a student's understanding and application of food technology in both vocational and life experiences.

### **How is this course assessed?**

#### **Internal Assessment**

This mark is based on knowledge components (essays, examination, case studies) and skills (practical activities)

#### **External Assessment**

HSC Examination will include objective multiple choice questions, short answer questions, one structured extended response question and one extended response question.

### **What is studied in this course?**

#### **Year 11 Course**

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

#### **Year 12 Course**

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

### **Additional Information**

Course Cost: \$183

## French Beginners – 2 Unit ATAR Course

### Introduction

French is one of the major languages in the world. For more than 200 years, Australia has had strong connections with France. In the 21st Century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific research and cultural exchange. The ability to communicate in French provides students with opportunities for continued learning and for future employment in areas such as commerce, tourism, hospitality and international relations.

### Who is suited to this course?

Anyone interested in learning a foreign language who has NOT studied it as an Elective in Years 9 and 10 nor speaks French at home as a first language.

### What is studied in this course?

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

### Topics in this course

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

### How is this course assessed?

COMPONENT	WEIGHTING %
Listening	30
Reading	30
Speaking	20
Writing	20
<b>TOTAL</b>	<b>100%</b>

### Additional Information

There is a cost of \$72 for this course.

- Going to University?

If intending to study a language at University, credits can be given for the language you have studied at school.

- Interested in learning more about France?

We will be organising a trip to Sydney's Alliance Francais and experiencing French cuisine whilst we are in the city.

## **Geography – 2 Unit ATAR Course**

### **Introduction**

Geography is all around us. Have you ever wondered how and why the world's peoples and landscapes are so varied?

Stage 6 Geography is as varied as the environments studied. In this course you will study natural and manmade environments; conduct fieldwork; and gain decision-making and problem-solving skills.

Geography is not just a subject to be studied at school, but a lifelong interest that will benefit many areas of future employment and leisure

### **Who is suited to this course?**

If you are:

- interested in the people and world around you
- self-motivated (able to plan and complete work on your own)
- prepared to do a major research project
- keen to develop your problem-solving and analytical skills

A variety of communication skills are developed and used in tasks and assessments. These may include visual forms such as diagrams, graphics and photographs as well as written words

### **How is this course assessed?**

Each unit of study, geographical skills and the Senior Geography Project (SGP) are assessed internally in the Year 11 course.

The three core units are assessed internally in the HSC Course. Tasks include geographic research, skills, fieldwork and analysis of stimulus material.

The HSC is a three hour examination which includes multiple choice questions relating to stimulus material (paragraph responses) and two extended response (essay) questions.

### **What is studied in this course?**

#### **Year 11 Course (120 hours)**

- Biophysical Interactions involves the study of the atmosphere, hydrosphere, lithosphere, biosphere and the interactions between them
- A Senior Geography Project is completed by each student. A practical geographical investigation is completed using a variety of research and communication methods
- Global Challenges focuses on the study of social, cultural, political, economic and environmental challenges which are occurring at the global scale.

#### **Year 12 Course**

- Ecosystems at Risk examines two ecosystems - how they function and how they are managed.
- Urban Places includes the study of world cities, mega cities, urban processes and how they function.
- People and Economic Activity examines the nature, patterns and future directions of one economic activity.

### **Additional Information**

There will be a number of compulsory excursions/field studies over the Year 11 and Year 12 Courses, of which are part of the assessment schedule.

## German Beginners – 2 Unit ATAR Course

### Introduction

German is one of the major languages in the world. For more than 200 years, Australia has had strong connections with Germany. In the 21st Century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific research and cultural exchange. The ability to communicate in German provides students with opportunities for continued learning and for future employment in areas such as commerce, tourism, hospitality and international relations.

### Who is suited to this course?

Anyone interested in learning a foreign language who has NOT studied it as an Elective in Years 9 and 10 nor speaks German at home as a first language.

### What is studied in this course?

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics studied through two interdependent perspectives, the personal world and the German-speaking communities, provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture. Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

### Topics in this course

- Family life, home and neighborhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.
- 

### How is this course assessed?

COMPONENT	WEIGHTING %
Listening	30
Reading	30
Speaking	20
Writing	20
TOTAL	100%

### Additional Information

There is a cost of \$72 for this course.

- Going to University?

If intending to study a language at University, credits can be given for the language you have studied at school.

## **History Extension –1 Unit**

### **Particular Course Requirements**

The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

### **Course Description**

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The HSC Examination is 2 hours.

### **Constructing History**

Four key questions provide a framework for investigating the construction of history with a focus on historiography.

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

### **Case Studies:**

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

### **Additional Information**

#### **History Project:**

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

## **Industrial Technology**

### **Timber Products & Furniture Industries – 2 Unit**

### **ATAR Course**

#### **Introduction**

Industrial Technology at Stage 6 is designed to develop in students a knowledge, understanding and skills of the timber industry and its related technologies with an emphasis on designing, planning, constructing and communicating through practical applications in the following areas:

- Timber Products and Furniture Industries

#### **Who is suited to this course?**

The course has been designed to cater for students who wish to undertake further study in a related area at university level, pursue further industry training or have an interest in working with Timber.

This subject is open to all students. It is not a requirement to have completed Year 9 & 10 Metal or Wood Technology.

#### **How is this course assessed?**

HSC results will be based on 2 components - internal assessment and external assessment.

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course and is based on the course outcomes and content.

The external assessment refers to the HSC examinations, including written papers, practical demonstrations and the production of projects, portfolio and Digital Media Presentation for external marking.

#### **What is studied in this course?**

Industrial Technology is a 2 unit subject which offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the design, planning and production of a Major Project and attached portfolio.

Each student will construct a major project in Year 12 which will be assessed by an external marker.

#### **Additional Information**

Course Cost: \$141

This fee includes a Student Workbook

Materials (and associated costs) for the major project and portfolio will be the responsibility of the student.



## **Information Processes & Technology – 2 Unit ATAR Course**

### **Introduction**

This is a 2 unit course studied during Year 11 and Year 12.

There is approximately an equal amount of theory and practical work and most work is carried out on the computer. A significant amount of time is spent on developing information systems.

### **Who is suited to this course?**

Students who like:

- using computers and different software to develop solutions
- learning about how computers are used in the real world.

### **How is this course assessed?**

School based assessment in the Year 11 and Year 12 Courses will consist of:

- Written tests
- Practical computing tasks
- Investigation and research
- Development of information systems (project work)

The HSC Examination is a 3-hour written test with multiple choice, short-response and some discussion questions.

### **What is studied in this course?**

You will learn about:

- how computers are used in everyday situations such as ATMs, point of sale systems, electronic banking or airline booking, accounting systems, multimedia systems for education, entertainment and information.
- networks and the internet
- function of hardware components
- ethical use of computers and information stored on them

You will develop skills in:

- using different computing applications, such as spreadsheets, databases, graphics, web design and multimedia.
- carrying out projects where you create an information system for a specific purpose

### **Additional Information**

Course Cost \$51

## **Investigating Science – 2 Unit ATAR Course**

### **Introduction**

Investigating Science is a NEW 2unit course that builds on the Years 7 to 10 Junior Science course. It is:

- available to students during both the Year 11 and Year 12 Courses.
- examined at HSC level.
- recommended as a complementary course to be taken with other Sciences (Bio/Phys/Earth/Chem)

### **Who is suited to this course?**

This subject is a challenging subject and a commitment to the content and skills of the course is required.

Any students who have an interest in a Science which follows a similar structure to the Junior Science Course, but who does not have a prerequisite for Chemistry, Biology or Physics at University level, may take this course. Investigating Science is acceptable in many Science based courses at both the TAFE and University level.

A natural curiosity and aptitude for the Scientific Method would be a distinct advantage in this subject

### **How is this course assessed?**

- There are a significant number of practical experiences, and reports on these to be completed throughout the year. Non-completion of reports may result in a course failure.
- There are a significant number of individual research items to be undertaken throughout the course.
- There will be three (3) assessment tasks in Year 11 and four (4) in Year 12 comprising written and practical examinations, research and fieldwork reports.

### **What is studied in this course?**

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

### **Additional Information**

Practical Investigations will comprise minimum 70 hours across Year 11 and 12 courses. Students will be required to complete Depth Studies in both Year 11 and 12 courses

## Legal Studies – 2 Unit ATAR Course

### Introduction

The aim of Legal Studies is to empower students to think critically on the role of law and legal institutions in society. Legal Studies develops a student's understanding of a just and fair society, with a view to them effectively participating as informed citizens.

### Who is suited to this course?

Suitable for students with average to high written communication skills.

The course requires an ability to think logically, interpret information and present information in a variety of formats.

Students need to be active class participants, open to rational debate and prepared to be conversant with contemporary media issues, which requires regular reading of supplementary material and the media.

### How is this course assessed?

- **Internal Assessment tasks may include:**  
Research and investigation tasks, stimulus-based responses (case studies, statistics, media), extended responses, oral and group tasks.
- **HSC format:** Multiple Choice, Short Answer, One structured response, Two extended responses.

NB 80% of the HSC Exam and associated task is extended response format

### What is studied in this course?

#### Year 11 Course

- Basic Legal Notions / Concepts
- Sources of Law
- Classification of Law
- Law Reform
- The Individual and Law
- Choice of **two** disadvantaged groups from a list including: Women, Migrants, People with a mental illness or physical or intellectual disability.

#### Year 12 Course

- Human Rights
- Crime
- Choice of two focus studies from a list including: Family, World Order, Global Environment, Consumers, Shelter, and Indigenous people.  
(All areas encompass Legislation, Case and Media Studies)

### Additional Information

Payment for excursion and study days as they occur, are the responsibility of the student.

## Mathematics Courses

### Introduction

Senior Mathematics courses are comprised of the following courses presented over 2 years as Year 11 and Year 12 courses in accordance with the structure mandated by the NSW Educational Standards Authority.

Course	Units	Year 11	Year 12	ATAR
Mathematics Standard 1	2	Yes	Yes	Optional
Mathematics Standard 2	2	Yes	Yes	Yes
Mathematics Advanced	2	Yes	Yes	Yes
Mathematics Extension 1 (only with Mathematics Advanced)	1	Yes	Yes	Yes
Mathematics Extension 2	1	No	Yes	Yes

### Which course to choose?

The table below gives a summary of the recommended courses based on Year 10 Mathematics experience. Consultation with the class teacher is recommended.

Senior Course	Recommended Level of Prior Study
Mathematics Standard 1	Year 10 Mathematics 5.1 with some 5.2 outcomes achieved.
Mathematics Standard 2	Year 10 Mathematics 5.2 OR 5.1 with some 5.2 outcomes achieved.
Mathematics Advanced	Year 10 Mathematics 5.3 OR 5.2 with some 5.3 outcomes achieved.
Mathematics Extension 1	Year 10 Mathematics 5.3 plus required Advanced Mathematics
Mathematics.Extension.2 (Year 12 only)	Year 10 Mathematics 5.3 plus required Mathematics Extension 1.

All Mathematics courses require commitment to consistent effort both in class and at home to achieve a reasonable degree of success. It is expected that students will spend time applying themselves **each day** to completing homework and revision studies.

### Mathematics Standard

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. Year 11 has a common core with the option to study Standard 1 or 2 in year 12.

#### Mathematics Standard 1

Is designed to help students to develop their knowledge, understanding and skills in working mathematically and in communicating mathematical concepts concisely and precisely. It provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. It provides mathematical background for students entering the workforce and/or undertaking further community and workplace training.

#### 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.

## Mathematics Advanced

The Advanced Mathematics course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

## Mathematics Extension Courses

The Extension Mathematics courses provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics. It provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

### What is studied in Mathematics courses?

Mathematics Standard	
<b>Preliminary</b> <ul style="list-style-type: none"> <li>• <b>Algebra</b> Formulae and equations Linear Relationships</li> <li>• <b>Measurement</b> Applications of Measurement Working with Time</li> <li>• <b>Financial Mathematics</b> Money Matters</li> <li>• <b>Statistical Analysis</b> Data Analysis Relative Frequency and Probability</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>• <b>Algebra</b> Types of Relationships</li> <li>• <b>Measurement</b> Non-right-angled Trigonometry Rates and Ratio</li> <li>• <b>Financial Mathematics</b> Investments and Loans Annuities</li> <li>• <b>Statistical Analysis</b> Bivariate Data Analysis The Normal Distribution</li> <li>• <b>Networks</b> Network Concepts Critical Path Analysis</li> </ul>
Mathematics Advanced	
<b>Preliminary</b> <ul style="list-style-type: none"> <li>• <b>Functions</b> Working with Functions</li> <li>• <b>Trigonometric Functions</b> Trigonometry and Measure of Angles Trigonometric Functions and Identities</li> <li>• <b>Calculus</b> Introduction to Differentiation</li> <li>• <b>Exponential and Logarithmic Functions</b> Logarithms and Exponentials</li> <li>• <b>Statistical Analysis</b> Probability and Discrete Probability Distributions</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>• <b>Functions</b> Graphing Techniques</li> <li>• <b>Trigonometric Functions</b> Trigonometric Functions and Graphs</li> <li>• <b>Calculus</b> Differential Calculus The Second Derivative Integral Calculus</li> <li>• <b>Financial Mathematics</b> Modelling Financial Situations</li> <li>• <b>Statistical Analysis</b> Descriptive Statistics and Bivariate Data Analysis Random Variables</li> </ul>

<b>Mathematics Extension 1 Course</b>	
<b>Preliminary</b> <ul style="list-style-type: none"> <li>• <b>Functions</b> Further Work with Functions Polynomials</li> <li>• <b>Trigonometric Functions</b> Inverse Trigonometric Functions Further Trigonometric Identities</li> <li>• <b>Calculus</b> Rates of Change</li> <li>• <b>Combinatorics</b> Working with Combinatorics</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>• <b>Proof</b> Proof by Mathematical Induction</li> <li>• <b>Vectors</b> Introduction to Vectors</li> <li>• Trigonometric Functions Trigonometric Equations</li> <li>• <b>Calculus</b> Further Calculus Skills Applications of Calculus</li> <li>• <b>Statistical Analysis</b> The Binomial Distribution</li> </ul>
<b>Mathematics Extension 2 Course</b>	
<b>Preliminary</b> <ul style="list-style-type: none"> <li>• Course runs only in HSC year</li> <li>• Must complete Extension 1 outcomes</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>• Proof The Nature of Proof Further Proof by Mathematical Induction</li> <li>• Vectors Further Work with Vectors</li> <li>• Complex Numbers Introduction to Complex Numbers Using Complex Numbers</li> <li>• Calculus Further Integration</li> <li>• Mechanics Application of Calculus to Mechanics</li> </ul>

### How is Mathematics assessed?

#### Year 11

- 3 Assessment tasks
- one task must be an assignment or investigation-style with a weighting of 20–30%

#### Year 12

- Up to 4 Assessment tasks
- one task must be an assignment or investigation-style with a weighting of 15–30%

The intent of this style of assessment task is to provide students with opportunities to demonstrate their knowledge, understanding and skills in an approach that is different to test and examination style tasks.

## **Modern History – 2 Unit ATAR Course**

### **Introduction**

Modern History engages students in an investigation of the forces that have shaped the world politically, culturally, economically and socially. It stimulates students' curiosity and imagination and enriches their appreciation of humanity. It provides an insight into the possible motivations and roles of individuals and groups.

### **Who is suited to this course?**

This course is suited to students who have an interest in the modern world and the people and events that have shaped it. Students who wish to develop their critical literacy skills and have a desire to be an active and informed citizen. It would also suit those students who enjoy interpreting, analysing and synthesizing evidence from a variety of sources.

### **How is this course assessed?**

A variety of assessment tasks including individual/group research source work, report writing, oral presentation short and extended response answers.

The HSC will be of a duration of 3 hours and examine the four sections outlined.

### **What is studied in this course?**

**The Year 11 Course includes three sections:**

#### **1. Investigating Modern History**

**The Nature of Modern History** – at least one option from: The Investigation of Historic Sites and Sources, The Contestability of the Past, The Construction of Modern Histories, History and Memory and The Representation and Commemoration of the Past.

**Case Studies** – one must be from Europe, North America or Australia and the other from Asia, the Pacific, Africa, the Middle East or Central/South America.

#### **2. Historical Investigation** – Focus is on the investigation of significant historic sites and sources, including the contribution of archaeology and science in developing an understanding of the past.

#### **3. The Shaping of the Modern World** – Focus is on the investigation of forces and ideas that shaped the modern world through the study of key events and developments. Topics include: The Enlightenment, The French Revolution, The Age of Imperialism, The Industrial Age, World War 1, The End of Empire.

**HSC – The Year 12 Course includes four sections:**

- Core Study: Power and Authority in the Modern World 1919-1946. This includes an investigation into the rise of fascist, totalitarian and militarist movements after WW1. Germany will be used as a key example.
- National Studies – possibly Russia 1919 - 1941
- Peace and Conflict – possibly Conflict in Indochina 1954
- Change in the Modern World - possibly Changing World Order 1945 - 2011

**At least one non-European/Western topic must be selected.**

### **Additional Information**

Excursions are held when relevant e.g. exhibitions and study days usually at Newcastle or Sydney University, the Sydney Jewish Museum. All costs are the responsibility of the student.

## Music 1 – 2 Unit ATAR Course

### Introduction

The Music 1 Course is designed to provide students with the knowledge, skills and experiences to emerge as musically sensitive and capable people. Students will study the concepts of music through performance, composition, aural (listening) and musicology (research).

Students are encouraged to use technology and engage in the search for a deeper understanding of music as an art form.

An element of ‘practical work’ or performance is included in every lesson, particularly in Year 11. Students work intensively in small groups, developing ensemble skills and arranging pieces for class performances.

### Who is suited to this course?

This course is suited to anyone who is capable and passionate about developing their musical abilities. While it is well suited to those who studied Music in Years 9 and 10, it is equally suited to those who did not, but who have a keen passion and desire to develop significant musical skills.

### How is this course assessed?

- **Performance** Solo and ensemble performances in a wide range of styles.
- **Composition** Creating, arranging and improvising based on a wide range of musical styles using the available technology.
- **Aural** Written exams responding to a wide range of recordings.
- **Musicology** Oral and written reports on a wide range of musical styles.

### Year 12 Course

#### Core – 40 marks

Practical Exam Core – 10 marks

Written Exam Core – 30 marks

**Electives** (Composition, Performance, Viva Voce - 60 marks

Chosen 3 Electives – 20 marks each

**Any combination** of electives to the value of 60 marks

### What is studied in this course?

The concepts of music are the core content in Music 1. These are:

- Pitch
- Duration
- Tone Colour
- Texture
- Structure
- Dynamics and Expressive Techniques

These concepts are studied through a wide range of topics which might include:

- Music For Small Ensembles
- Methods of Notation
- Music of a Culture
- Jazz
- Rock Music
- An Instrument and Its Repertoire
- Music of the 20th and 21st Centuries
- With a focus on Australian Music



## **HSC Exam Information**

There are two compulsory parts to the Music HSC.

- A practical exam
- Aural Paper

The **Practical Exam** usually takes place around the beginning of September. External markers come to the school to examine students in Performance Core.

The **Aural Paper** is scheduled in the HSC exam period.

## **Other Electives**

- Viva Voce elective, if chosen, is assessed on the same day as the Performance Exam.
- Composition elective – If a student chooses Composition as an elective, their composition is written and recorded, then sent to Music examiners at the NSW Education Standards Authority (NESA) at the beginning of September.

## **Additional Information**

Course Cost: \$141

Students studying Music are expected to participate in school-based and co-curricular music activities.

It is considered essential that all students choosing this subject will receive private tuition on their major instrument. This cost is the responsibility of the student and parent.

## **Personal Development, Health & Physical Education – 2 Unit ATAR Course**

### **Introduction**

Personal Development, Health and Physical Education (PDHPE) is theory-based 2 Unit course. It involves students learning about healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

The PDHPE course builds upon the 7-10 PDHPE experience by introducing students to more detailed study and higher order skills.

### **Who is suited to this course?**

There are no formal pre-requisites for this subject. The nature of the subject makes PDHPE relevant to all students and certainly those interested in areas of health, sport science, physical activity and exercise.

The course may benefit future paths in Teaching, Nursing, Coaching, Medicine, Fitness, Sports Training, Community Health, and Physiotherapy.

### **How is this course assessed?**

Students undertake 3 formal assessment tasks in Year 11 and 4 formal assessment tasks in Year 12.

PDHPE students are assessed on their knowledge and understanding of course content, and their skills in critical thinking, research, analysis and communicating. A variety of task types are used, including presentations, research reports, tests and examinations.

### **What is studied in this course?**

#### **Year 11 Course**

- Better Health for Individuals – examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health.
- The Body in Motion – focuses on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.
- First Aid – investigates the major assessment and management techniques for the types of injury and medical conditions that require first aid attention.
- Fitness Choices – examines the exercise options that are available to meet the varying fitness needs of individuals.

#### **Year 12 Course**

- Health Priorities in Australia – examines the health status of Australians and investigates the current health priority issues in Australia.
- Factors Affecting Performance – analyses approaches to training and skill development and investigates the contributions of psychology, nutrition and recovery strategies to performance.
- Sports Medicine – examines the specific issues of prevention, assessment, management of and recovery from sports injury.
- Improving Performance – investigates approaches to the physiological preparation and skill development of athletes.

### **Additional Information**

Students have the opportunity of attaining a *Senior First Aid Certificate* as part of the First Aid unit. The cost of this course is approximately \$75, a significant saving on the cost of completing this certification outside of school.

## **Physics – 2 Unit ATAR Course**

### **Introduction**

Physics is a 2 unit course that builds on the Years 7 to 10 Junior Science course. The year 11 course develops student's 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.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

### **Who is suited to this course?**

Physics is a demanding course selection and it is recommended that a student undertaking this course would be in Science and Mathematics Classes 10.1 and 10.2

### **How is this course assessed?**

- Students in Year 11 will complete 3 assessment tasks and 4 assessment tasks in the Year 12 course.
- Tasks range from major examinations, practical tasks and tests, research reports, depth studies and in class tasks.
- Students must also satisfy the practical component in order to be eligible to sit for the year 12 examination.

### **What is studied in this course?**

#### **Year 11 Course**

The Year 11 course consists of four modules:

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

#### **Year 12 Course**

The Year 12 course consists of four modules

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

## **Society & Culture – 2 Unit ATAR Course**

### **Introduction**

The central concern of this course is the interaction of persons, societies, cultures, environments and time. The course draws on concepts and research from anthropology, communication, studies of Media and Culture, philosophy, sociology and psychology.

### **Who is suited to this course?**

All abilities, who desire to be more aware of changes in a variety of societies and cultures. The course promotes an awareness of the nature of power and authority, gender, technology and an understanding and empathy for others.

### **How is this course assessed?**

Internal Assessment type tasks include:

- Research and investigation
- Stimulus-based responses
- Extended responses
- Oral
- Group tasks
- Essays

#### **Year 12 format:**

External Assessment

**2 Hour Examination: 60**

- Short Answers
- Multiple Choice
- A short answer and extended response for each Depth Study

**Major Research Project: 40**

- Personal Interest Project  
(Externally Assessed)

### **What is studied in this course?**

#### **Year 11 Course**

- Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

#### **Year 12 Course**

- Personal Interest Project
- Social and Cultural Continuity and Change
- Depth Study Options may include:
  - Popular Culture
  - Social Conformity and Non-Conformity

#### **Personal Interest Project Requirements**

Each personal interest project is to:

- be a topic of the student's own choice
- be related to the course
- develop appropriate methodologies
- include a cross-cultural perspective

Each personal interest project has a substantial amount of subject matter that is brought together by each individual student on the basis of their reading, research and personal experience. The personal interest project will be the student's own work, although published material should be consulted to provide background material and/or comparative data.

The student should submit a research proposal outlining the topic and its relationship to the course as a whole. Accompanying this research proposal should be an outline of how the topic will be approached, including the methodologies to be employed. This outline should be submitted to the teacher before detailed work is begun, so that the teacher may advise on subject matter and methodologies. As a result of this teacher feedback, the student may need to rethink the topic and/or the approach.

Should a student choose a personal interest project topic or method of research that could be considered unethical or controversial, it may be advisable to discuss the topic selection with the school's principal.

The student should utilise a range of methodologies that are suited to the topic being studied. These methodologies may be those studied during the Year 11 course or those introduced to the student during the Year 12 core study.

### **Additional Information**

Payment for excursions and study days as they occur, are the responsibility of the student.

## **Software Design & Development – 2 Unit ATAR Course – On-line Course**

### **Introduction**

This is a 2 unit course studied during Year 11 and Year 12. This subject may contribute to your ATAR.

This course will be offered as an online course presented by an external provider. This means that work will be set up each week on a particular website onto which you log on and work during your study periods at school and at home. You will be required to contact your teacher and fellow students (from various schools across the state) via email. You will also have a textbook as a reference.

A teacher from this school will act as a mentor to assist you in managing your work.

### **Who is suited to this course?**

Students who:

- are interested in computer programming
- enjoy the challenge of problem-solving
- are self motivated
- can work independently

### **How is this course assessed?**

Work needs to be completed online and sent each week. There will be online quizzes and written tests as well as project work involving the development of software and written documentation.

The HSC Examination is a 3-hour written test with multiple choice, short-response and some discussion questions.

### **What is studied in this course?**

You will learn about:

- basic concepts of computer software design and development
- the different ways in which software can be developed (programming languages)
- interaction between software and the other components of the computer system

During the Year 12 Course you will develop and document software using a programming language, such as Visual Basic. This will enable you to learn to solve a number of interesting and relevant software problems.

### **Additional Information**

Course Cost: \$350 (*Subject to change by Course provider*)

## **Textiles & Design – 2 Unit ATAR Course**

### **Introduction**

Textiles and Design enables students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

This course investigates textiles in society and offers students the opportunity to explore advances in technology, current issues facing the industry and employment opportunities.

Textiles and Design develops a body of knowledge, skills and values that contribute to the overall education of students which can provide opportunities for small business and leisure activities useful throughout life. It develops student creativity and project management skills that promote self-esteem and satisfaction.

### **Who is suited to this course?**

This course is open to all students, particularly those who are interested in textiles. Students will need to develop good organisational skills.

### **How is this course assessed?**

#### **Year 11 Course**

- Two mini Design Projects
- One Examination

#### **Year 12 Course**

#### **External Assessment comprised of:**

##### **Major Textiles Project – 50%**

Students will undertake a Major Textiles Project. The project focus is selected from ONE of the following areas:

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

#### **HSC Examination – 50% (1 ½ hours)**

### **What is studied in this course?**

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

### **Additional Information**

Course Cost: \$126

Project expenses are the student's responsibility.

## Visual Arts – 2 Unit ATAR Course

### Introduction

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

### Who is suited to this course?

This course is suited to creative students who have some talent and interest in making artworks and learning about styles, techniques and movements. The knowledge, understanding, skills and values gained from the course assist students in building conceptual, practical and critical skills. These can be applied to the diverse fields of art, design and other contexts including employment, enterprise and pathways of learning.

### How is this course assessed ?

- Artmaking 50% - Photography, Sculpture, Painting, Design, Drawing and other forms.
- Art History and Critical Studies 50% - Examinations, Critical Investigations

Students are also required to keep a Visual Arts Process Diary documenting all their artistic development. This is handed in as part of each assessment.

### What is studied in this Course?

In Visual Arts students engage in the practices of the making of art works and in the critical and historical studies of art works. These are delivered as Case Studies based on contemporary and traditional movements and concepts.

Content is organised in three broad areas as it connects with artmaking and critical and historical interpretations and explanations of art. These areas are:

- *Artists Practice* - relates to students' artmaking and critical and historical studies of art. Art practice describes artistic activity, demonstrating the ability to make suitable choices from a repertoire of knowledge and skills. Art practice respects the different views that circulate and are exchanged in and about the visual arts.
- *The Conceptual Framework* - identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the artworld. Students are challenged with investigations into the interrelatedness of how and why artists create artworks and how they communicate their ideas and intentions to an audience.
- *The Frames* – subjective, cultural, structural and postmodern – account for different points of view, values and belief in and about the visual arts. Students learn to apply these scaffolds in analysing, discussing, forming opinions and writing about artists, artworks, art critics and art historians.

In the Year 12 course students will create a self-directed Body of Work in a media of your choice that constitutes 50% of your mark.

### Additional Information:

Course Cost: \$219

This will cover the cost of consumable materials to complete their practical component. Students are expected to pay for the creation of their Body of Work in Year 12. Excursions additional.



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## **Board Endorsed Courses**

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## **Exploring Early Childhood – 1 Unit Non ATAR Course**

### **Introduction**

This course explains the importance of the early childhood years and the role of family and communities to provide a safe, nurturing and challenging environment for children. This knowledge can form the basis of positive care giving skills.

This course is offered as 1 unit of study. The structure allows students the flexibility to complete the basic one year of study (Year 11) or continue through a second (Year 12).

### **Who is suited to this course?**

This course would be of particular benefit to students who may consider a vocational interest in teaching, nursing, social work or childcare.

### **How is this course assessed?**

Assessment tasks may include individual reports, examinations, oral reports, research assignments, journals, practical interactions with children and creative projects.

HSC – a single mark is awarded out of 50. There is no external HSC examination in this course.

### **What is studied in this course?**

There are three compulsory core models. These are:

- Pregnancy & Childbirth (15 hours)
- Child Growth & Development (20 hours)
- Promoting Positive Behaviour (10 hours)

Three to five (3-5) option modules will be studied throughout the course.

The option modules currently studied are:

- Starting School
- The Children's Services Industry
- Children's Literature
- Child Health and Safety

## **Marine Studies – 1 Unit Non ATAR Course**

### **Introduction**

Marine Studies is a 1 unit course to be completed over two years that provides an opportunity for future custodians of the environment to study it and appreciate its value. It gives them the chance to develop skills and knowledge to use and appreciate our local waterways. Marine studies provides an educational context linked to the needs of a population based very much on the coast and waterways and which fosters links to tertiary study and vocational pathways. Further the course brings a wide range of marine based leisure experiences to students in a safe setting.

### **Who is suited to this course?**

Marine Studies is suitable for students of all abilities. It may especially suit students of Science who are looking for a less academically rigorous option. The course enables selection of a range of optional modules in areas as diverse as Boating and Seamanship, Safety and First Aid, Navigation and Marine Ecology.

### **How is this course assessed?**

The course is assessed separately in Year 11 and Year 12. Tasks range from Research, Reports, Practical tasks and Written tasks. There is no external Examination of the course, however, students participate in a First Aid Course which is examined independently.

### **What is studied in this course?**

#### **Year 11 Course:**

#### **30hrs Core + 30 hours Options**

**Core** - Marine Safety, Marine Environment, Life in the Sea, Humans in the Water, Marine Employment. This is then supplemented by Boating and Seamanship option.

#### **Year 12 Course:**

#### **60 Hours Options**

**Options** - Pilotage and Navigation, Yachting or Marine Communication, Commercial and Recreational Fishing, Coral Reef Ecology.

### **Additional Information**

There will be excursions as necessary

#### **Terms 1 & 2**

Approximate costs:

- Rock Platform \$30
  - Senior First Aid \$70
- Workplace Accredited*

- Snorkeling Course \$50

#### **Term 3**

- Practical Component \$10

## **Sport, Lifestyle & Recreation – 1 Unit**

### **Non ATAR Course**

#### **Introduction**

This course caters for a wide range of student needs, developing:

- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- skills in coaching, training, first aid, referee and fitness leader.

This course is offered as 1 unit of study across one year (Year 11) or two years (Year 11 and Year 12).

#### **Who is suited to this course?**

Students with interest in the areas of Sport Science, Physical Education and human movement, which can present viable post-school study and career pathways, including some credit transfer opportunities into TAFE. With the Sport and Recreation industry being a major growth area, students will gain an understanding and appreciation of various vocational possibilities in this area.

#### **How is this course assessed?**

SLR students are assessed on their knowledge and understanding of course content and their ability to meet skill outcomes. A variety of theory and practical tasks are used, including practical demonstrations, presentations, research reports, learning logs, tests and examinations.

#### **What is studied in this course?**

##### **Year 11**

- Games and Sports Application I
- Healthy Lifestyles
- Individual Games and Sports Applications
- Sports Administration (Officiating)

##### **Year 12**

- Athletics
- Games and Sports Application II
- Social Perspective of Games and Sports
- Sports Administration

#### **Additional Information**

This course involves practical lessons. Students are required to bring suitable sports clothing (e.g. shoes, shorts, shirt) to timetabled practical lessons. Students are expected to engage in all practical lessons.

## **Photography, Video and Digital Media - 1 Unit Non ATAR Course**

### **Introduction**

Photography, Video and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21<sup>st</sup> century. Students are provided with opportunities to make and study photography, video and digital media works in greater depth than through Visual Arts. Students will be challenged and encouraged to express themselves and the world around them through both written and visual forms. Students will benefit from this course by improving research skills, understanding of photographic media, and learn how to represent their idea in a graphic format. Students also develop skills in problem solving, critical appraisal, written skills, historical and general knowledge.

### **Who is suited to this course?**

Photography, Video and Digital Media caters for those who are creative thinkers, who enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world.

This course allow for a seamless transition into any arts profession which the student may pursue and will also provide important skills concerning leadership, communication, support, skills and expertise which can be transferred to any sector. Some future possibilities: architecture, design, computer-based fields, animation, graphic design, film, education, professional practitioner/artist, theatre and/or film design and production, photographer.

### **How is this course assessed?**

Assessments are divided into:

- Art making 70% – practical response to a set task;
- Critical and Historical 30% – written exam, research and/or oral responses to a set task.

Students are also required to keep a Photographic Process Diary (PPD) in this course – documenting all their artistic development. This is handed in as part of each assessment.

### **What is studied in this course?**

- Darkroom Photography
- Digital Photography
- Studio and Fashion Photography
- Photoshop, InDesign and Premiere Digital Software
- Documentary/Mocumentry
- Animation

### **Additional Information**

Course Cost: \$219

Students are provided with a journal, folder and basic consumable materials. In addition, costs associated with attendance at excursions to cinemas, galleries, on location photoshoots, and to Film Studios.

## **Visual Design – 1 Unit Non ATAR Course**

### **Introduction**

In this course you will be given the opportunity 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 their utilitarian function – the main difference from Visual Arts

### **Who is suited to this course?**

- Anyone who is creative, artistic and interested in designing objects and imagery.
- Anyone who is interested in a career in a design / art related field or who would like to continue their ability and interests in a design field at a tertiary level.
- Anyone who wishes to further expand their knowledge and skills in the use of MacIntosh and PC computer systems.
- Anyone who would like to build on their Visual Arts / Design experience from Stage 5 or would like to complement their study of Visual Arts Stage 6

### **How is this course assessed?**

The majority of the course is assessed on the Design Modules (70%), (practical designing and making) and 30% from Critical and Historical Studies (theory).

Students are required to keep a folio for the duration of the course.

### **What is studied in this course?**

Modules in any of the fields below:

- Graphic Design  
i.e. publications, illustrations, multimedia including Digital Video and Photography
- Wearable Design  
i.e. clothing, jewellery, textiles
- Product Design  
i.e. packaging, furniture
- Interior / Exterior Design  
i.e. structures and environmental, interiors

And a compulsory module on Occupational, Health and Safety.

### **Additional Information**

- You will be required to complete 3 assessment tasks in each year of study
- There are no external exams – just progressive assessment
- There may be an excursion involved during the year relevant to one of the modules.

Course Cost: \$216

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

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## Category B (VET Courses)

### Introduction

There are two types of Vocational Education and Training Courses:

### Industry Curriculum Framework (ICF) courses

An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.

Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.

**The examination mark from one VET course (Category B) may be included in the calculation of a student's (ATAR).**

### School Based Assessment

VET courses are competency based. This requires a focus on students developing the required skills and knowledge within 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.

The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple choice, short answer and extended responses.

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**.

**Industry Curriculum Framework (ICF) courses available at St Paul's Catholic College include:**

- Construction
- Hospitality

### Board Endorsed Courses (BEC)

These courses have been endorsed by the NSW Education Standards Authority as HSC courses. They contribute to the students HSC but not to the ATAR.

These are delivered as **EVET -External TAFE Courses**

Assessments are purely competency based and there is no HSC examination. These courses include:

- Hairdressing
- Animal Studies
- Design Fundamentals
- Music Industry

### Work Placement

Students in the Industry Curriculum Framework courses and Sport Coaching have a NESA **mandatory** work placement component. For each year of study (120 hours), a minimum of 35 hours work placement must be completed. Therefore, a total of 70 hours over 2 years.

**Failure to complete the mandatory work placement may lead to an 'N' determination**





As Nationally Recognised Training qualifications, all VET courses offered at St Paul's Catholic College are recognised by TAFE and other Registered Training Providers for further study.

### **Benefits of VET**

Vocational Education and Training subjects are accessible to all students and have a good mix of practical and theory content.

The courses have real world application and for the majority of students have direct application to post-school career pathways or provide skills and knowledge which transfers across into broader career applications.

For ICF courses, the dual accreditation means students can cover both TAFE and University entrance requirements.

The courses may also be credited against a related traineeship or apprenticeship.

### **Contact for VET course information**

Craig McLoughlin  
**Leader of Pedagogy**  
**Vocational Education/Careers**  
[craig.mcloughlin@mn.catholic.edu.au](mailto:craig.mcloughlin@mn.catholic.edu.au)

## VET: Construction – 2 Units

### CPC 20211 Certificate II in Construction Pathways, 240 hours (2 units in each Year)

#### Category B Course

Only One Category B Course can be used in the calculation of the ATAR

#### Introduction

Construction is generally for students wishing to gain a HSC as well as developing a Career in the building trades. Construction can contribute to an ATAR. As well Construction students gain qualifications towards a trade in Construction.

Construction is designed to enable students to acquire a range of technical and organizational skills valued both within and beyond to construction workplace.

#### Who is suited to this course?

This course is for students who wish to move into an apprenticeship in the construction industry.

It also allows students accreditation at TAFE (after gaining a Certificate I in General Construction) to move onto a AQF Certificate II in General Construction.

#### How is this course assessed?

This course is assessed through formal lessons and practical experience with individual and group projects.

The Construction course assessment is competency based i.e. students need to be able to show that they have the skills to complete tasks. Marks are not recorded. However students may sit a two (2) hour HSC exam which is reported as a mark out of 100 and this may contribute to an ATAR.

#### What is studied in this course?

- Workplace structure, organization and communication
- Occupational Health & Safety
- Basic plant, equipment and tools
- Basic plan reading, measuring, calculation and quantities.
- Basic construction materials.

#### Possible Career Paths:

Bricklaying	Carpentry	Concreting	Consulting
Contracting	Draining	Estimating	Glazing
Joinery	Plastering	Painting and Decorating	Plumbing
Project Management	Rigging	Quantity Surveying	Roofing
Shop Fitting	Tiling	Steel Reinforcing	

#### Additional Information

- \$170 per year to cover workshop expendables. (Includes Insurance)
- Purchase of students own safety equipment including safety glasses, rigger gloves, work shoes and overalls/work clothes

All students in VET courses must complete 70 hours of compulsory work-placement over the 2 years.

# CONSTRUCTION

## CPC20211 Certificate II in Construction Pathways

### COURSE DETAILS

<b>Hours</b>	240 hours
<b>Type</b>	Board Developed Course
<b>Duration</b>	2 years
<b>Unit Value</b>	2-unit Preliminary 2-unit HSC
<b>Specialisation</b>	Yes
<b>HSC Exam</b>	Yes
<b>ATAR</b>	Yes
<b>Work placement</b>	Mandatory 70 hours
<b>SBAT</b>	Opportunity to complete a School Based Apprenticeships or a Traineeship and gain credit towards the HSC
<b>RECOGNITION</b>	National and HSC Qualification

### ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests



### FURTHER STUDY

Apprenticeship, for example in

- Carpentry
- Bricklaying
- Wall and Floor Tiling
- Solid Plastering
- Builder

### DUTIES AND TASKS OF A CARPENTER

Carpenters may perform the following tasks:

- Construct formwork into which concrete is poured
- Set out an outline of the building on the ground of the site, using string and pegs to allow for excavations
- Build floors, wall frameworks (timber or metal) and roofs, and lay timber floors
- Read plans and specifications to determine the dimensions, materials required and installation processes to be followed
- Install metal and timber windows, sashes and doors
- Construct and erect prefabricated units, such as cottages and houses
- Cut materials with hand and power tools, and assemble, nail, cut or shape parts
- Install door handles, locks, hardware, flooring underlay, insulating material and other fixtures
- Maintain and sharpen tools



### ABOUT

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

### JOB ROLES

Trades' assistants work with carpentry tradespeople by handling construction materials, using tools and equipment, erecting and dismantle formwork for footings and slabs on ground.

### PERSONAL REQUIREMENTS

- Enjoy practical work
- Able to cope with the physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good health and eyesight
- Able to work as part of a team.



### CAREER PATHWAYS

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. It is designed to introduce learners to the trade callings in the construction industry and provide credit towards a construction apprenticeship.

### Course Costs

**Year 11  
2021**  
\$170.00 pa

**Year 12  
2022**  
\$170.00 pa

**First Aid year 11  
2021**  
\$75.00 pa

**Work Placement  
2021 & 2022**  
\$20.00 pa

### Course Contact

Craig McLoughlin  
Leader of Pedagogy  
Vocational Education /Careers

## **VET: Hospitality**

**SIT 20416 Certificate II in Hospitality (Kitchen Operation), 240 hours (2 units in each year)**

**Category B Course**

**Only one Category B Course can be used in the calculation of the ATAR**

### **Introduction**

This is a vocational course suitable for people who want to work in the Hospitality Industry.

It includes units that TAFE would offer and it follows Hospitality Industry guidelines. Students must undertake 70 hours of Work placement working in a hospitality enterprise during Years 11 and 12.

If all competencies are covered then students will leave school with a AQF Certificate II in Hospitality SIT 20416

### **Who is suited to this course?**

Students who aim to work in hospitality as food service staff, chefs, wait staff, events management, tourism or careers. There are no prerequisites.

Students who already work in the industry or are interested in food will be advantaged. This course can also be used to contribute to your ATAR if you sit for the HSC. This is not compulsory.

### **Possible Career Paths:**

Bar Assistant, Bar Manager, Chef, Conference Manager, Events Coordinator, Food & Beverages Manager, Front Office Receptionist, Games/Promotions Director, Group Tour Coordinator, Guest Services, Hotel/Motel Manager, Housekeeper, Product and Sales Supervisor/Manager, Public Relations Manager, Reservations Manager, Tour Guide, Waiter

### **How is this course assessed?**

Hospitality has two systems to satisfy:

- The TAFE system where students can prove their competency in a range of units. Methods of assessment include case studies, projects, practical tests, written tests and role plays.
- Normal Year 12 system of assessment tasks and examination.

The HSC is an examination including multiple choice, short answer and extended response questions.

### **What is studied in this course?**

Core topics include:

- Develop and update industry knowledge
- Follow health, safety and security procedures
- Follow workplace hygiene procedures
- Work with colleagues and customers
- Work in socially diverse environment
- Participate in environmentally sustainable work practices

### **We offer Commercial Cookery Stream plus the following electives:**

- Organise and prepare food
- Present food
- Clean and maintain kitchen premises
- Use basic methods of cookery
- Implement food safety procedures
- Prepare and serve non-alcoholic beverages
- Prepare and serve espresso coffee
- Apply hospitality skills in the workplace
- Apply first aid



# HOSPITALITY – Kitchen Operations

## SIT20416 Certificate II in Kitchen Operations

### COURSE DETAILS

<b>Hours</b>	240 hours
<b>Type</b>	Board Developed Course
<b>Duration</b>	2 years
<b>Unit Value</b>	2-unit Preliminary 2-unit HSC
<b>Specialisation</b>	Yes
<b>HSC Exam</b>	Yes
<b>ATAR</b>	Yes
<b>Work placement</b>	Mandatory 70 hours
<b>SBAT</b>	Opportunity to complete a School Based Apprenticeship or a Traineeship and gain credit towards the HSC
<b>RECOGNITION</b>	National and HSC Qualification

### ABOUT

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

Skills and knowledge will prepare the students in providing effective hospitality service to customers.

### JOB ROLES

Possible job titles include:

- Breakfast cook
- Catering assistant
- Fast food cook
- Sandwich hand
- Take-away cook



### ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests



### PERSONAL REQUIREMENTS

- Enjoy practical work
- Good hand-eye coordination
- Able to work quickly and safely with minimal supervision
- Good personal hygiene
- Free from skin allergies to foods and detergents
- Good communication skills
- Able to work under pressure
- Able to work as part of a team.

### FURTHER STUDY

After achieving SIT20416 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Tourism

### CAREER PATHWAYS

Chef, Caterer, Restaurateur/Restaurant/Cafe Owner

### DUTIES AND TASKS OF A KITCHEN HAND

Kitchen hands may perform the following tasks:

- Wash and clean utensils and dishes and make sure they are stored appropriately
- Handle, sort, store and distribute food items
- Wash, peel, chop, cut and cook foodstuffs, and help prepare salads and desserts
- Sort and dispose of rubbish and recycling
- Organise laundering of kitchen linen
- Clean food preparation equipment, floors and other kitchen tools or areas.



### COSTS

#### THEORY - \$50

#### FOOD Costs

**Year 11  
2021**  
\$250.00 pa

**Year 12  
2022**  
\$250.00 pa

**First Aid year 11  
2021**  
\$75.00 pa

**Work Placement  
2021 & 2022**  
\$20.00 pa

### Course Contact

Craig McLoughlin

**Leader of Pedagogy  
Vocational Education /Careers**

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## **TAFE Delivered HSC Vocational Courses for Schools**

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## **VET: Tourism – Sales/Office Operations – 2 Unit**

### **Studied at TAFE, Category B Course**

**Only one Category B Course can be used in the calculation of the ATAR**

### **Introduction**

The AQF Certificate II in Tourism is an entry-level qualification into employment areas such as hotels, resorts as well as travel and tourism organizations. This qualification can obviously be built on at TAFE into a Diploma level.

The course focuses on providing customer service, tourism advice and communicating with people from diverse backgrounds

### **Who is suited to this course?**

- This course is suited to students interested in pursuing a career in the Tourism or Hospitality Industry.
- Students who either wish to receive an ATAR or pursue a career through TAFE may be suited to this course.
- For students who are interested in marketing Tourist attractions, arranging reservations and accommodation, teamwork and planning and organizing events and managing services.

### **How is this course assessed?**

Students are assessed on their competency in various areas using oral, practical or written tasks. Students may also choose to sit a HSC assessment, which could contribute to an ATAR

### **What is studied in this course?**

Examples of Topics covered are:

- Working with colleagues and customers
- Develop and update Tourism Industry knowledge
- Communicate on the telephone
- Perform clerical procedures
- Access and retrieve computer data
- Process financial transactions
- Work in a socially diverse environment
- Source and provide destination information and advice
- Co-ordinate guest and delegate registrations at venue
- Use Business Technology

### **Additional Information**

This subject is delivered by TAFE as a VET course for schools.

**The cost** is a non-refundable \$600



## TVET- TAFE for Schools 2021

TVET stands for TAFE-delivered Vocational Education and Training, and allows you to attend a TAFE course as part of your HSC

### What are the benefits of undertaking a TVET course?

- Gain knowledge and skills that are valued by employers making you more job ready
- Develop independence and confidence in an adult learning environment
- Get an insight into your chosen industry to help you decide on a career path

### Does a TVET course count towards my HSC?

All TVET courses contribute to your HSC but not all TVET courses contribute to your Australian Tertiary Admission Rank (ATAR). ATAR and non-ATAR courses are identified

Course guide available at: [www.hunter.tafensw.edu.au](http://www.hunter.tafensw.edu.au)

