



**St Paul's Catholic College  
Booragul**

**Year 11 & Year 12  
2024 - 2025**

**Stage 6 Curriculum Handbook**

Introduction .....	4
Eligibility Requirements for the HSC:.....	5
How do I qualify for the HSC? .....	7
How do I qualify for an ATAR?.....	8
What Types of Courses are Available? .....	9
Post School Options and Pathways .....	13
EVET -External VET Course.....	13
Stage 6 Courses.....	17
Board Endorsed Courses.....	18
Additional Course Fees .....	19
Studies of Religion.....	21
Studies in Catholic Thought.....	22
English .....	23
Aboriginal Studies – 2 Unit.....	28
Ancient History – 2 Unit.....	29
Biology – 2 Unit .....	30
Business Studies – 2 Unit .....	31
Chemistry – 2 Unit.....	32
Community & Family Studies – 2 Unit.....	33
Dance – 2 Unit .....	34
Design and Technology – 2 Unit.....	36
Drama – 2 Unit .....	37
Earth and Environmental Science – 2 Unit .....	38
Economics – 2 Unit .....	39
Engineering Studies – 2 Unit.....	40
Enterprise Computing – 2 Unit.....	41
Food Technology – 2 Unit .....	42
French Beginners – 2 Unit.....	43
Geography – 2 Unit .....	44
History Extension –1 Unit (Year 12 ONLY).....	45
Industrial Technology: Timber Products & Furniture Industries – 2 Unit .....	46
Investigating Science – 2 Unit.....	47
Legal Studies – 2 Unit .....	48
Mathematics Courses .....	49
Modern History – 2 Unit.....	51
Music 1 – 2 Unit.....	52
Personal Development, Health & Physical Education – 2 Unit .....	53
Physics – 2 Unit.....	54
Society & Culture – 2 Unit .....	55

<b>Software Engineering – 2 Unit .....</b>	<b>57</b>
<b>Textiles and Design – 2 Unit.....</b>	<b>58</b>
<b>Visual Arts – 2 Unit.....</b>	<b>59</b>
<b>Exploring Early Childhood – 1 Unit .....</b>	<b>61</b>
<b>Marine Studies – 1 Unit.....</b>	<b>62</b>
<b>Sport, Lifestyle &amp; Recreation – 1 Unit .....</b>	<b>63</b>
<b>Photography, Video and Digital Media - 1 Unit.....</b>	<b>64</b>
<b>Visual Design – 1 Unit.....</b>	<b>65</b>
<b>Category B (VET Courses) .....</b>	<b>67</b>
<b>School Based Apprenticeships &amp; Traineeships (SBA/T) .....</b>	<b>70</b>
<b>VET: Construction 2 Unit .....</b>	<b>71</b>
<b>VET: Hospitality 2 Unit.....</b>	<b>72</b>
<b>VET: Entertainment Industry – 2 Unit .....</b>	<b>74</b>
<b>VET: Tourism/Events – 2 Unit .....</b>	<b>78</b>

## Introduction

Stage 6 is an exciting time as students begin identifying and establishing their future goals beyond school. It is a time of increasing independence, with students granted greater choice and opportunities. Their academic path on this journey is complemented by equally valuable co-curricular opportunities and pastoral care program that support students to graduate as well-rounded adults, ready to participate as flourishing citizens in a rapidly changing world.

Building powerful learners is a key part of our mission as a school and the focus on how to learn well is vital in our senior years. As students take on senior studies, the habits of learning that they have cultivated over their junior years become more important than ever. Activating learning skills such as resilience, resourcefulness, reflectiveness and reciprocity take centre stage while restoration, our place in and response to God's grand design, provides a foundation and motivation for learning.

Students entering Stage 6 of their school education are, for the first time in their education, presented with a range of choices in terms of the selection of subjects available to them. The significance of the selection of subjects for study in Stage 6, which is Years 11 and 12, is of great importance as they directly lead to the awarding of the Higher School Certificate.

Given the rapid pace of technological change, experts predict that during the 21st century, most workers will change their vocation on more than one occasion during their working lives. In many ways, this relieves students from the pressure of having to choose a particular mix of subjects that they believe will either make or break their career path forever. Rather than basing subject choice solely on career plans, students can choose subjects that will, on the basis of their own interests and abilities, maximise their opportunities for entry into higher vocational education.

As a comprehensive Catholic secondary school we are able to offer students a wide variety of Stage 6 courses, providing students with a range of experiences. Students studying the ATAR-based Higher School Certificate conclude their studies with a series of external examinations (the HSC). Other students may choose to opt for a vocational HSC without pursuing an ATAR. For some students, this may be the most significant educational qualification they will ever attain. Other students, at the conclusion of their HSC, go on to study at higher institutions such as TAFEs, Colleges and Universities. For these students, the HSC can be seen as a stepping stone to further educational opportunities.

With that in mind, however, students and parents both need to remember that over the next two years, there should be more to life than just the HSC. This very important examination, however, should be central to your thinking as you make plans for the academic, social, spiritual and emotional aspects of your lives. Choose a program of study bearing the above things in mind and your final two years of schooling at St Paul's College will remain with you as memories for a lifetime.



Mrs Amber Carter  
Assistant Principal Teaching & Learning

## 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).

## Changes to the Requirements for the HSC from 2024 onwards:

If you wish to undertake an ATAR pathway, any course the school offers, for which there is a formal HSC examination in 2025, can be used to calculate your ATAR. Most courses offered at the College have a formal examination. Some examinations are optional (eg: English Studies, Mathematics Standard 1 and most VET Courses), and if students opt out of these examinations they will not qualify for the ATAR but they will be eligible for the HSC.

Choosing a broad range of subjects in your senior years may allow you to be better equipped to succeed in further education, training or work.

## HSC Minimum Standard – Literacy and Numeracy

NESA has stipulated that 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 HSC 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 HSC Minimum Standards 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 HSC Minimum Standard before they finish year 12.

## NESA All My Own Work (Academic Integrity)

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 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. Courses may have a unit value of 1 unit or 2 units. Most courses are 2 unit.

Each unit involves class time of 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 courses. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit, or in some cases, 2 units.

English and Mathematics 1 unit 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 as these courses do not have a formal examination.

## 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.
- 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.
- if you repeat a course only the most recent attempt will be used.

### Universities Admissions Centre (UAC)

The Universities Admissions Centre produces a booklet to help students make decisions about which courses to take in Years 11 and 12. This booklet, 'Steps to Uni for Year 10 Students', can be accessed at the following link:

<https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2025.pdf>

If you plan to apply for tertiary study you should select HSC courses that keep the doors open for entry to a range of tertiary courses. UAC participating institutions have listed the areas of study that they plan to offer in 2024. Where applicable, the participating institutions have shown details of:

- course and subject prerequisites;
- assumed knowledge; and
- recommended studies.

There are a range of other resources that can be accessed from the UAC website <http://www.uac.edu.au>. These resources include:

- information about planning to go to University for Year 10 students  
<https://www.uac.edu.au/future-applicants/year-10-students>
- The Subject Compass which helps you make decisions about which subjects to choose  
<https://www.uac.edu.au/future-applicants/subject-compass>
- information about the ATAR:  
<https://www.uac.edu.au/future-applicants/atar>

## 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 (which are non-ATAR courses)	

Category A Courses	Category B Courses
May be included in the calculation of the ATAR	As of 2025, there will be no limit to the number of Category B courses that can be included in the calculation of a student's ATAR
Compulsory HSC Examination for most courses	Optional HSC Examination for some courses. If students do not sit the optional examination, they may not qualify for the ATAR but they will still qualify for the HSC.
	Includes some Vocational Education and Training (VET) Courses which also have a compulsory work placement

In conjunction with the courses that are offered at the college, **we also partner with TAFE** to deliver Board Developed Courses. Some TAFE courses are Category B Subjects. **TAFE Delivered HSC Vocational Courses for Schools** (TVET) 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, . 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 study. 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.

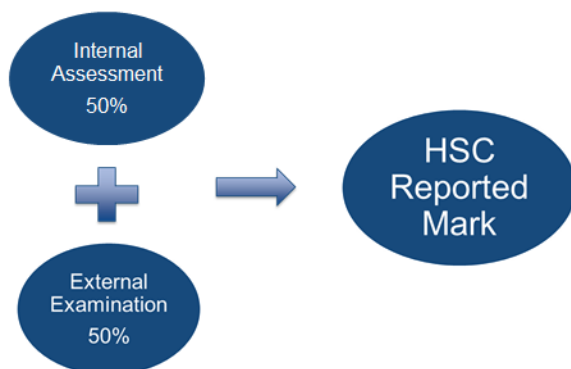
**Vocational Education and Training (VET) Courses** - are courses relevant to industry needs and are linked to post schoolwork and are accredited by both the NSW Education Standards Authority and the Vocational Education and Training Board. These courses allow students to have credit for their studies 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.



## 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:

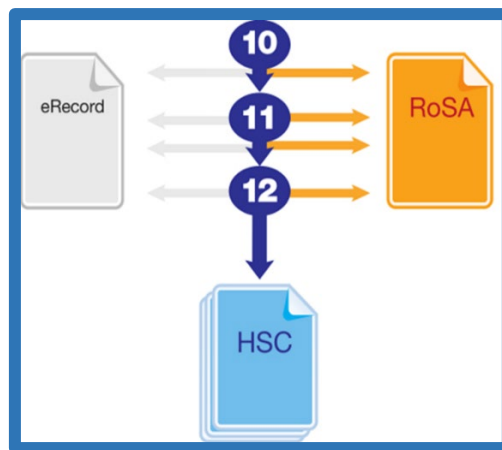
- The HSC Testamur - The Official Certificate confirming achievement of all requirements for the award. See sample over page.
- The Record of School Achievement (ROSA) - This lists the courses studied and reports the marks, bands and grades achieved in each course. See sample over page.
- Course Reports 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

## Suggest Course Achievement Levels

This information is provided to enable students and parents to make informed choices about particular subjects. The suggested prerequisites are indicative only and should not be seen as fixed standards that must be obtained in order to undertake the subjects in question. Students who are interested in undertaking these subjects who have not met/are not meeting the indicative prerequisites are encouraged to speak to the relevant Leader of Learning in relation to their enrolment in these subjects.

Even though the Record of School Achievement (RoSA) results will not be available at the time students are asked to make their subject choices, we have provided an indication of the indicative RoSA results required for these subjects where appropriate. This is so that students who are planning to undertake these courses in Stage 6 have an indication of what they should be aiming for in their RoSA this year, and also to enable students and parents to reconsider their choices should this be necessary following the availability of the RoSA results in December.

Subject	School Assessment Results	ROSA Grade
English Advanced	<ul style="list-style-type: none"> <li>Consistently achieving a grade A or B in assessments.</li> <li>Achieving &gt;75% in assessments.</li> <li>Consistent submission of homework and formative tasks.</li> </ul>	English grade A or B
English Extension I	<ul style="list-style-type: none"> <li>Consistently achieving a grade A or B in assessments.</li> <li>Achieving &gt;80% in assessments.</li> <li>Consistent submission of homework and formative tasks.</li> </ul>	English grade A
Mathematics Advanced	<ul style="list-style-type: none"> <li>Consistently achieving a grade, A or B in Math 5.3 assessments.</li> <li>Achieving &gt;75% in Math 5.3 assessments.</li> <li>Consistent submission of homework and formative tasks.</li> </ul>	Mathematics grade A or B
Mathematics Extension I	<ul style="list-style-type: none"> <li>Consistently achieving a grade A in Math 5.3 assessments.</li> <li>Achieving &gt;80% in Math 5.3 assessments.</li> <li>Consistent submission of homework and formative tasks.</li> </ul>	Mathematics 5.3 grade A
Chemistry	<ul style="list-style-type: none"> <li>Consistent achievement of grade A or B in assessments.</li> <li>Achieving &gt;75% in assessments.</li> <li>Consistent achievement of &gt;70% or grade A or B in 5.3 Math.</li> <li>Consistent achievement of &gt;80% or grade A in 5.2 Math</li> </ul>	Science grade A or B
Physics	<ul style="list-style-type: none"> <li>Consistent achievement of grade A or B in assessments.</li> <li>Achieving &gt;75% in assessments.</li> <li>Consistent achievement of &gt;70% or grade A or B in 5.3 Math.</li> <li>Consistent achievement of &gt;80% or grade A in 5.2 Math.</li> </ul>	Science grade A or B
Music I	<ul style="list-style-type: none"> <li>Familiarity with a musical instrument.</li> </ul>	English grade A, B or C
Drama	<ul style="list-style-type: none"> <li>Preparedness to take part in group performances and to be available after school hours for school performances</li> </ul>	English grade A, B or C

## Post School Options and Pathways

There are many options for students once they complete the HSC. Many students pursue university entrance and it is important to remember that there are many options available to students to gain entry, the ATAR is only ONE of these options. When considering post- school pathways, students should take the following points into consideration:

- Students can access entry schemes such as the Schools Recommendation Scheme (SRS or early entry). Students are provided with this information in April of their HSC year.
- Certificate III and Certificate IV vocational courses can be used to gain university entrance.
- Students wishing to gain a place in a course at university should make sure that they satisfy the REQUIREMENTS of that institution. Students are encouraged to seek advice from the university or see Mr McLoughlin to discuss entry requirements.
- TAFE also offer some university degrees (<https://www.tafensw.edu.au/degrees>).
- Many universities offer an alternate entry program and students are encouraged to explore these as alternative pathways of gaining entry into a chosen course. Examples of alternate pathways include the University of Newcastle Subject Spotlight program (<https://www.newcastle.edu.au/study/undergraduate/getting-in/entry-schemes/subject-performance-scheme>) and the University of Western Sydney HSC True Reward (<https://www.westernsydney.edu.au/future/study/application-pathways>).

## 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).

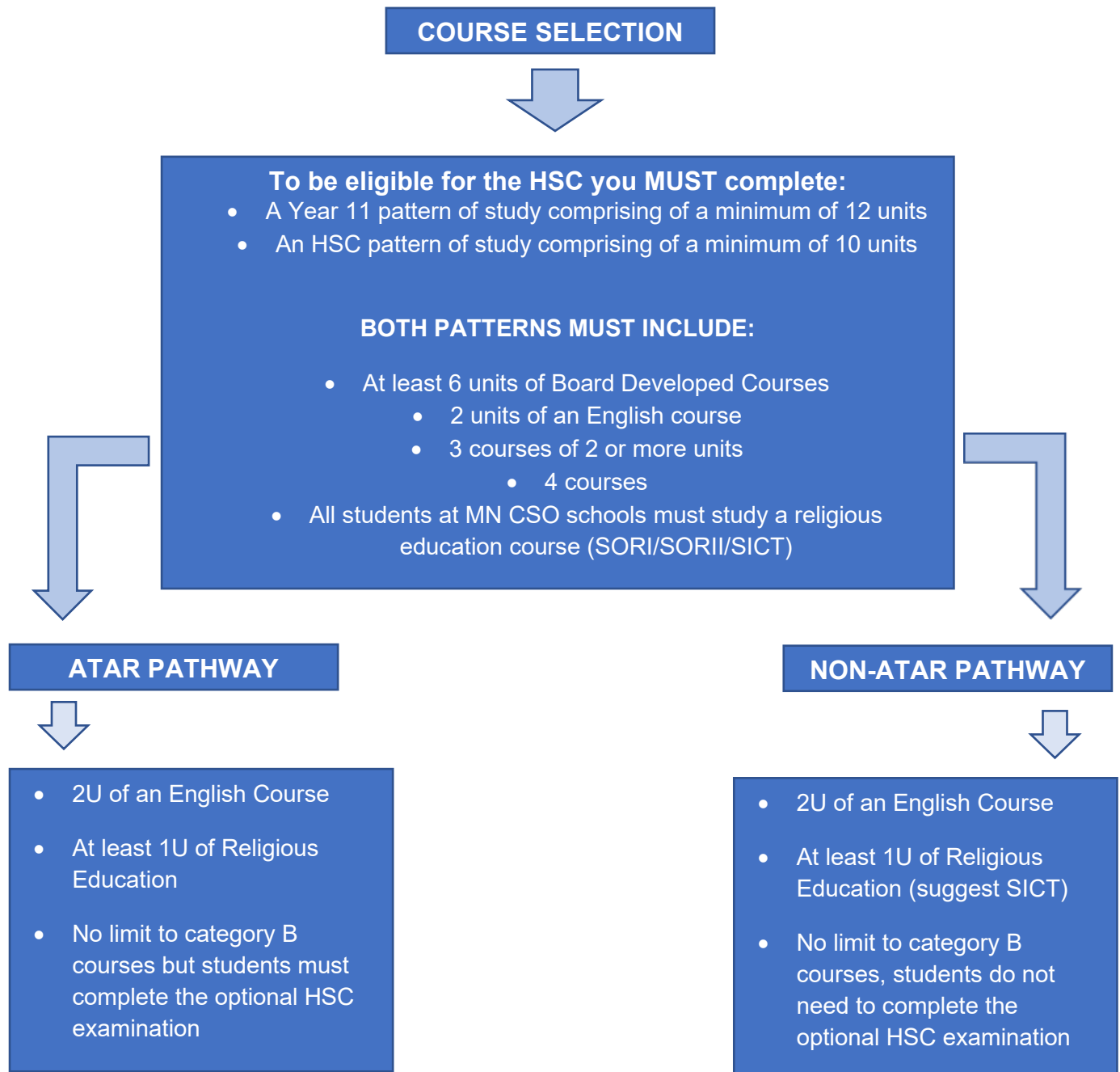
**Delivery** is in an adult learning environment with industry experienced teachers. Students have access to industry standard workshops and environments.

*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 extra costs associated with all TAFE course enrolments which can be in excess of \$300 per year.**

## Pathways to the HSC

There are a number of ways which students can progress through to the HSC and beyond. Many students are keen to achieve the best mark possible to allow them to meet ATAR requirements for university entry. Others may choose to follow a pathway which allows them to equip themselves with skills and credentials that will assist in applications to prospective employers.



## Summary:

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.**

## What happens next?

The following timeline outlines the Subject Selection Process for Year 11 2024:

<b>23 May 2023</b> <b>Week 5 Term 2</b>	<ul style="list-style-type: none"> <li>Senior Studies Expo 23 May starting at 4:30pm. Registration can be accessed through the College website.</li> <li>Year 10 students are provided with access to the Senior Studies website.</li> <li>Year 10 students are also provided with a link to the course selection website called WebChoice. This link will remain open until 7 June.</li> </ul>
<b>Week 5 and Week 6</b>	<ul style="list-style-type: none"> <li>Year 10 students attend small group workshops with Mr Connell (Year 10 LOWE), Mr McLoughlin (VET/Careers Advisor) and Mrs Carter (AP Teaching and Learning) to discuss their senior studies options.</li> </ul>
<b>7 June 2023</b> <b>Week 7</b>	<ul style="list-style-type: none"> <li>WebChoice link closes. Students can still make changes through discussion with APT&amp;L.</li> <li>Student/Parent/Carer will <b>PRINT</b> the Subject Selection Form once the selection is completed and submit the <b>SIGNED</b> form to Student Reception. <b>By signing this form, the parent/caregiver is acknowledging Course costs and Course selections.</b></li> </ul>
<b>Week 1 Term 3</b>	<ul style="list-style-type: none"> <li>Course lines and selections are published to families and students.</li> </ul>

Students and parents/carers 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 VETLeader of Learning  
[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 Learning (see below) and individual class teachers.

<b>Religious Studies</b>	<a href="mailto:sheridan.foye@mn.catholic.edu.au">sheridan.foye@mn.catholic.edu.au</a>
<b>English</b>	<a href="mailto:Belinda.dempsey@mn.catholic.edu.au">Belinda.dempsey@mn.catholic.edu.au</a>
<b>Mathematics</b>	<a href="mailto:rebecca.zammit@mn.catholic.edu.au">rebecca.zammit@mn.catholic.edu.au</a>
<b>Science</b>	<a href="mailto:michelle.lund@mn.catholic.edu.au">michelle.lund@mn.catholic.edu.au</a>
<b>HSIE</b>	<a href="mailto:melissa.chapman@mn.catholic.edu.au">melissa.chapman@mn.catholic.edu.au</a>
<b>Technology and Applied Studies</b>	<a href="mailto:alice.grant@mn.catholic.edu.au">alice.grant@mn.catholic.edu.au</a>
<b>PDHPE</b>	<a href="mailto:james.welch@mn.catholic.edu.au">james.welch@mn.catholic.edu.au</a>
<b>Information and Learning Technology</b>	<a href="mailto:mark.newell@mn.catholic.edu.au">mark.newell@mn.catholic.edu.au</a>
<b>Creative and Performing Arts and Languages</b>	<a href="mailto:cassie.burt@mn.catholic.edu.au">cassie.burt@mn.catholic.edu.au</a>

## Stage 6 Courses

Stage 6 Courses – Board Developed Courses			
Subject	Year 11 and 12 Courses (2 unit)	Extension Courses	Extension Courses
		Year 11 (1Unit)	Year 12 (1unit)
Aboriginal Studies	Aboriginal Studies		
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
VET Entertainment	VET Category B Entertainment		
Food Technology	Food Technology		
French	French Beginners		
Geography	Geography		
German	German Beginners		
VET Hospitality	VET Category B (Examination Optional)		
Industrial Technology	Industrial Technology		
Enterprise Computing	Enterprise Computing		
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		
VET Skills for Work	VET Skills for Work		
Society and Culture	Society and Culture		
Software Engineering (on-line)	Software Engineering (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

Stage 6 Courses - Board Endorsed Courses		
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>		
Subject	Year 11 Year 11 Course Only	Year 12 Year 12 Course
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)	✓	✓

## Additional Course 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.

### Course Fees 2023 Year 11 & 12

Engineering Studies \$65 <i>Workbook included</i>	Design & Technology \$155 <i>Workbook included</i>	Drama \$120
Industrial Technology \$165 <i>Timber Products &amp; Furniture Industries (Workbook included)</i>	Food Technology \$210 Years 11 & 12	Enterprise Computing \$60
Visual Arts \$255	Languages • French Beginners \$80	Music \$165
Visual Design \$255	Photography & Digital Media \$225	Textiles & Design \$155
Marine Studies \$165	Sport, Lifestyle and Recreation \$40	
<b>TAFE Courses (funded)</b> \$300 Per Unit <ul style="list-style-type: none"> <li>Accounting</li> <li>Animal Studies</li> <li>Beauty Therapy</li> <li>Children Service</li> <li>Electrotechnology</li> <li>Fashion Design and Technology</li> <li>Hairdressing</li> <li>Health Services</li> <li>Information Technology</li> <li>Metals and Engineering</li> <li>Tourism</li> </ul>	<b>VET Courses</b> <ul style="list-style-type: none"> <li>Construction \$280</li> <li>Hospitality Year 11 \$350 Year 12 \$290</li> <li>Entertainment Industry \$105</li> <li>Skills for Work &amp; Vocational Pathways</li> </ul>	<b>Distance Education</b> As Per Institution Course Fee and in consultation with families.

# Compulsory Courses

## 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?

Both 1 and 2 Unit share core units.

#### Year 11 Course

<b>1 Unit</b> <ul style="list-style-type: none"><li>• Nature of Religion and Beliefs</li><li>• 2 studies of Religious Traditions</li></ul>	<b>2 Unit</b> <ul style="list-style-type: none"><li>• Nature of Religion and Beliefs</li><li>• 3 Studies of Religious Traditions</li><li>• Religions of Ancient Origin</li><li>• Religion in Australia pre - 1945</li></ul>
--	---

#### Year 12 Course

<b>1 Unit</b> <ul style="list-style-type: none"><li>• Religion and Belief Systems in Australia post – 1945</li><li>• 2 Depth Studies of Religious Traditions</li></ul>	<b>2 Unit</b> <ul style="list-style-type: none"><li>• Religion and Belief Systems in Australia post – 1945</li><li>• Religion and Peace</li><li>• Religion and non-religion</li><li>• 3 Depth Studies of Religious Traditions</li></ul>
--	---

### 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>
--	--

#### 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>
---	---

#### 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***

In the two additional Advanced modules: *Critical Study of Literature*, and *Narratives that Shape our World*, 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**
- **Independent 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.

# **Board Developed Courses**

## **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. It is not necessary to identify as a First Nations Person to do well in this course.

### **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 disorders

### Who is suited to this course?

Biology targets students who have enthusiasm, interest and ability in the biological sciences. Whilst it may cover a diverse range of learners, it is desirable that students possess good reading and comprehension skills.

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

Biology is suited to students who wish to continue with further studies at TAFE or university such as Nursing, Pathology, Medical Sciences, Environmental Studies.

### 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.

## **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. This course provides students with the opportunity to develop their knowledge, understanding and skills in relation to properties and structures of matter and a variety of chemical reactions incorporating organic compounds and acid/base equilibrium reactions.

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 who are achieving at a high level in Science. Chemistry is a subject that has a large Mathematical component and is recommended students are doing advanced mathematics.

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
<ul style="list-style-type: none"><li>• Performance – 40%</li><li>• Composition – 30 %</li><li>• Appreciation – 30%</li></ul>	<ul style="list-style-type: none"><li>• Performance 20%</li><li>• Composition 20 %</li><li>• Appreciation 20%</li><li>• 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></li></ul>

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%

Internal Assessment Year 12	
<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%

HSC- External Examination
<p>Students will have their Practical HSC Examination early August.</p> <p>They will be assessed on their Performance, Composition and Major Study components by 2-3 external examiners.</p> <p>Therefore, 80% of their HSC will be completed earlier than the rest of their subjects.</p> <p>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 as per Institution Course Fee

## Design and Technology – 2 Unit ATAR Course

### Introduction

Design and Technology allows students to study the **process** of designing and producing new products, environments, or systems, and apply this knowledge 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, organizational, 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

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

Students will complete a Major Design Project, and study innovations, emerging technologies and the impact of innovations on Australian society.

### How is this course assessed?

#### Year 11 Course

- A minimum of **two design projects**
- End of course examination

#### Year 12 Course

- Major Design Project Presentation
- Innovative and Emerging Technology Case Study
- Trial HSC Examination
- Major Design Project Self Evaluation

#### External Assessment

- Major Design Project and Folio
- HSC Examination

### Additional Information

[NESA Design and Technology Link](#)

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 directly concerned with our understanding and experience of the world. Through drama, we explore the way people think, feel and communicate. Drama not only teaches students how to perform on stage but more importantly, how to be effective and creative communicators. Drama equips students to work with people, be creative and produce results.

There are no prerequisites for the study of the senior Drama Course.

### Drama activities encourage and develop:

- Self confidence
- Self esteem
- Flexibility and adaptability
- Leadership skills
- Group negotiation, tolerance and cooperation skills
- Independent thinking and learning
- Imaginative and creative thinking
- Problem solving skills

### Who is suited to this course?

Any student with an interest in and appreciation for any aspect of Drama and theatre-making including performance, design, video, scriptwriting, researching and directing.

### How is this course assessed?

Students are assessed on the practices of **Making, Performing and Critically Studying**.

Students engage with these assessment components both collaboratively and individually.

### What is studied in this Course?

Through an integrated program of practical and theoretical study students explore the content areas using a range of teaching and learning activities. Some of these include: attending theatre productions, improvisation, workshop demonstrations of theatrical elements, role play, video analysis, review writing, movement and vocal exercises, visual representations, research tasks, operation of theatrical equipment, devising theatre and drama games to suit a purpose and journal writing.

### Year 11 Course Content:

- Improvisation, Playbuilding, Acting
- Theatrical Traditions and Performance Styles
- Elements of Production.

### Year 12 Course Content

- Australian Drama and Theatre  
(2 topic areas to choose from, 2 plays within that topic to explore experientially).
- Studies in Drama and Theatre  
(8 topic areas to choose from, 2 plays within that topic area to explore experientially).
- The Group Performance (Groups of between 3-6 students to create an original piece of theatre 8-12 minutes in duration.)
- The Individual Project (An opportunity for students to demonstrate their knowledge and skills in Critical Analysis, Design, Performance, Scriptwriting or Video Drama).

### Additional Information:

- Students will be required to attend a number of productions along with workshops conducted by theatre practitioners. 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.

Fieldwork is an integral part of this course.

### 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 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 offers students the opportunity to investigate 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 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.

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

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

Students will study four (4) modules:

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

By Studying “real world” scenarios, students can gain a realistic understanding of current engineering innovation and impact on society.

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

Students will study four (4) modules and complete Engineering reports on two of these modules:

- Civil structures; Personal and Public transport
- Aeronautical Engineering and Telecommunications

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

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

- Engineering Report
- Experimentation and Report
- End of course examination

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

- Experimentation and Report
- Civil Structures testing and Report
- Engineering Report
- Trial HSC Examination

#### **External Assessment**

- HSC Examination of three hours

#### **Additional Information**

[NESA Engineering Studies Link](#)

## Enterprise Computing – 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.

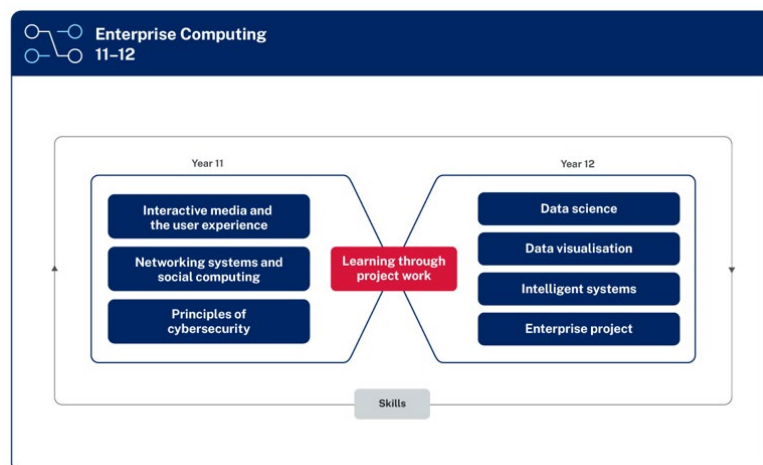
### How is this course assessed?

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

- Written tests
- Practical computing tasks
- Investigation and research
- Development of an Enterprise Project

**The HSC Examination is a 2hr 30min online test with Objective response questions worth 1-4 marks each along with short-response questions worth 4-8marks each.**

### What is studied in this course?



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

The **Year 12 course** provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

You will develop skills in:

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

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

### **Course Description**

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

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

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

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

This course is open to all students. The knowledge and skills developed in this course can be applied across a range of career pathways.

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

#### **Internal Assessment**

This 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**

[NESA Food Technology Link](#)

## French Beginners – 2 Unit ATAR Course

### Introduction

French is one of the major languages in the world. Learning languages opens minds to difference where diversity is seen as a regular part of society. A strong relationship exists between Australia and France through trade, communication technologies, education, scientific research, sport 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; as well as the pleasures of travelling and exploring the world.

### Who is suited to this course?

Anyone interested in travelling, languages and experiencing other cultures.

You must NOT have studied French as an Elective in Years 9 and 10 nor speak 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?

A range of listening, speaking, reading and writing tasks are completed throughout the Year 11 and 12 Course with the following weightings.

Component	Weighting %
Listening	30 %
Reading	30 %
Speaking	20 %
Writing	20 %
<b>TOTAL 100%</b>	

The HSC is a two and a half hour Listening, Reading and Writing Examination, as well as a separate Speaking Examination.

### Additional Information

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

## 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. Fieldwork is a key skill.

### 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. There is also an aquaculture practical component in Year 12.

## **History Extension –1 Unit (Year 12 ONLY)**

### **ATAR Course**

### **Particular Course Requirements**

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

### **Introduction**

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.

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

#### **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 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 Timber Products and Furniture Industries.

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

The course has been designed to cater for students who have an interest in working with timber. They may wish to undertake further study in a related area at university level, pursue further industry training or gain skills for life. This course would be especially useful for students entering professions such as joinery, carpentry and cabinet making.

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

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

Students study the interrelationships of technologies, equipment and materials used by industry and develop skills through the design, planning and production of a Major Project and attached portfolio. Focus area content involves:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

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

#### **Year 11 Course**

- Minor Project and Folio
- Industry Report
- End of course examination

#### **Year 12 Course**

- Major Project Presentation
- Industry Case Study
- Major Project and Folio Self Assessment
- Trial HSC Examination

### **External Assessment**

- Major Project and Folio
- HSC Examination

### **Additional Information**

[NESA Industrial Technology Link](#)

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

## Investigating Science – 2 Unit ATAR Course

### Introduction

The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. 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?

Investigating Science is designed to assist students who are also studying one or more of the other science courses, to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

Any students who have an interest in studying Science at a university level would benefit from taking 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 excursions and study days as they occur, are the responsibility of the student. Year 11 have the opportunity to participate in the NSW Law Society's Mock Trial Competition.

## 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	2	Yes	No	
Mathematics Standard 1	2	No	Yes	Optional
Mathematics Standard 2	2	No	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 5.2 with some 5.3 outcomes achieved.
Mathematics Advanced	Year 10 Mathematics 5.3
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

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

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 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>Algebra</li><li>Measurement</li><li>Financial Mathematics</li><li>Statistical Analysis</li></ul>	<b>HSC</b> <ul style="list-style-type: none"><li>Algebra</li><li>Measurement</li><li>Financial Mathematics</li><li>Statistical Analysis</li><li>Networks</li></ul>
Mathematics Advanced	
<b>Preliminary</b> <ul style="list-style-type: none"><li>Functions</li><li>Trigonometric Functions</li><li>Calculus</li><li>Exponential and Logarithmic Functions</li><li>Statistical Analysis</li></ul>	<b>HSC</b> <ul style="list-style-type: none"><li>Functions</li><li>Trigonometric Functions</li><li>Calculus</li><li>Financial Mathematics</li><li>Statistical Analysis</li></ul>
Mathematics Extension 1 Course	
<b>Preliminary</b> <ul style="list-style-type: none"><li>Functions</li><li>Trigonometric Functions</li><li>Calculus</li><li>Combinatorics</li></ul>	<b>HSC</b> <ul style="list-style-type: none"><li>Proof</li><li>Vectors</li><li>Trigonometric Functions</li><li>Calculus</li><li>Statistical Analysis</li></ul>
Mathematics Extension 2 Course	
<b>Preliminary</b> <ul style="list-style-type: none"><li>Course runs only in HSC year Must complete Year 11 Extension 1</li></ul>	<b>HSC</b> <ul style="list-style-type: none"><li>Proof</li><li>Vectors</li><li>Complex Numbers</li><li>Calculus</li><li>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

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

The intent of the investigation-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/Viva Voce).

Music 1 is a 2-unit course and is also a Category A course. It can be used to access an ATAR with the correct combination of subjects selected in a program. Music 1 is a 240-hour course that continues for two years of senior study.

A component of 'practical work' or performance is included regularly in lessons, 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 not a prerequisite to have studied Elective Music. The Music 1 Course is for students who have a keen passion and desire to develop significant musical skills. All students will be required to sing or play a musical instrument for the Music 1 Course

### 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 examinations responding to musical excerpts.
- **Musicology** - Oral and written reports on a wide range of musical styles.

Year 11 Course School Assessment	Year 12 Course School Assessment	Year 12 HSC Examination
Students will be assessed in the following areas across three assessment tasks:  Performance – 25% Composition – 25% Musicology – 25% Aural – 25%	Core Performance – 10% Core Musicology – 10% Core Composition – 10% Core Aural – 25% Electives 1, 2 & 3 – 15% each  Elective choices are any combination of Performance and/or Composition and/or Musicology.	Core Performance – 20 marks Core Aural – 30 marks  Three Electives – 60 marks Either Composition, Or Performance, Or Viva Voce <b>Any combination</b> 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
----------------------------------	--

## 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, sports medicine 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 (Core) – 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 (Core) – focuses on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.
- First Aid (Option) – investigates the major assessment and management techniques for the types of injury and medical conditions that require first aid attention.
- Fitness Choices (Option) – examines the exercise options that are available to meet the varying fitness needs of individuals.
- Outdoor Recreation (Option) - focuses on the development of skills, understanding and attitudes necessary for safe participation in outdoor recreation activities.

#### Year 12 Course

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

## Physics – 2 Unit ATAR Course

### Introduction

Physics is a 2 unit course that 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. It also 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 achieving at a high level in Science and Mathematics 5.3 and are doing at least advanced mathematics in year 11.

### 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 Engineering – 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, but may not have the skill set to be able to assist with content.

### 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 2hr 30mins test completed using a computer with multiple choice, short-response and some discussion questions.

### What is studied in this course?

The study of *Software Engineering 11–12* enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

The *Software Engineering 11–12 Syllabus* provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.

## Textiles and Design – 2 Unit ATAR Course

### Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project. The project is selected from one of the five focus areas and enables students to explore an area of interest.

### Who is suited to this course?

This course is open to all students, particularly those who are creative. Students will need to develop good organisational skills to manage projects.

### How is this course assessed?

#### Year 11 Course

- Two mini-Design Projects
- End of course Examination

#### Year 12 Course

Internal Assessment based on knowledge components and skills.

External Assessment comprised of:

- Major Textiles Project – 50% (Folio and Textile item/s)
- HSC Examination – 50% (1 ½ hours)

### What is studied in this course?

#### Preliminary course

Design (40%)

Properties and Performance of Textiles (50%)

The Australian Textile, Clothing, Footwear and Allied Industries (10%)

#### HSC course

Design (20%)

Properties and Performance of Textiles (20%)

The Australian Textile, Clothing, Footwear and Allied Industries (10%)

Major Textiles Project (50%)

### Additional Information

#### [NESA Textiles and Design Link](#)

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 and Drawing.
- 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:

- **Art 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 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.

# **Board Endorsed Courses**

## **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
- Children of Aboriginal and Torres Strait Islander Communities

## 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:

#### Approximate Costs

- Rock Platform           \$35
- Snorkelling Course   \$55
- Senior First Aid       \$75 (*Workplace Accredited*)

There will be excursions, as necessary.

## 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, refereeing and fitness leadership

This course is offered as 1 unit of study across one (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
- Resistance Training

##### Year 12

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

***This course involves practical lessons. Students are required to bring suitable 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 21st 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 learning 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 allows 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?**

Modules may consist of the following topics

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

And a compulsory module on Work Health and Safety.

### **What is needed for this course?**

- Students will require a working laptop that has 16GB Ram (needed to run Adobe software effectively)
- It is desirable that students have access to a working camera that have settings that the students can adjust such as ISO, shutter speed and aperture.

### **Additional Information**

Course Costs include a journal, folder and basic consumable materials.

Any additional costs associated with attendance on excursions to cinemas, galleries, on location photoshoots, and to Film Studios are the student's responsibility.

## 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 (Visual Design Diary) 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 Work, 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.

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

## Category B (VET Courses)

### An Overview

Vocational Education and Training (VET) courses are nationally recognised courses that have been developed by NESA and offered as part of the HSC. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. VET courses allow students to gain HSC qualifications, which can contribute to their ATAR and to receive accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

All VET courses require students to complete a mandatory work-placement component in their course. This requires the completion of 70 hours (over the two years) of structured work-placement in a workplace setting. At the conclusion of the course all students will receive a Competency Certificate listing all Units of Competency achieved.

VET courses are designed for all students and are taught by teachers at school or at TAFE. They allow students to gain work-related skills in a variety of industry areas. Courses on offer at St Paul's Catholic College are Construction, Entertainment, Hospitality and Skills for Work.

VET courses are accessible to all students and have a good mix of practical and theory content.

VET courses within Industry Curriculum Frameworks count as Board Developed unit credit for the HSC. This means students can sit for an optional HSC Exam but is mandatory for student wishing to seek an ATAR. Students also receive a nationally recognised AQF qualification.

VET Board Developed Courses offered at the College include:

- Construction (optional HSC examination)
- Entertainment (optional HSC examination)
- Hospitality (optional HSC examination)
- Skills for Work (no HSC examination)

There are two types of Vocational Education and Training Courses:

### 1. 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.

### 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.

### HSC Examination (optional)

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 include:**

- Construction
- Hospitality
- Entertainment

## 2. 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.

Assessments are purely competency based and there is no HSC examination.

These courses include:

- Animal Studies
- Early Childhood Education & Care
- Beauty Therapy
- Hairdressing

### 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.**

## TAFE delivered VET Courses (EVET)

Students in NSW have the option of studying VET courses at school or through TAFENSW 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 consider the impact the delivery mode may have on their study pattern at school.

## EVET Application Process

**Students interested in EVET must complete an expression of interest application through the Leader of Learning VET.**

- The list of all available courses which offered for delivery by external providers, including TAFE NSW and Private Registered Training Organisation (RTO) will be published for students as soon as they become available.
- There is an expression of interest application for all Maitland- Newcastle Catholic Secondary School students, who wish to undertake an EVET course. This will be made available to students during the course selection process.
- Course information for any current NESA developed or endorsed course can be provided to students as required.
- There is no guarantee that an external VET delivery course will proceed, as viability will be determined by student demand and within a defined budget.
- Once the final list of providers and courses are made available, the school will provide the students and parents with information and further enrolment processes.

External RTOs charge a fee for VET delivered to secondary school students. Some funding is made available to schools for EVET and similar vocational pathways, but the funding is limited.

**A co-contribution fee of \$300 per unit per year is required** for all EVET courses.

(For example, Animal Studies 2 units x 1 year the co-contribution would be \$600). This fee is payable on submission of the expression of interest.

*(It will be refunded only if the course does not run, or if the student withdraws from the EVET course before classes begin)*

## Contact

Careers Advisor: Craig McLoughlin

Email: [craig.mcloughlin@mn.catholic.edu.au](mailto:craig.mcloughlin@mn.catholic.edu.au)

## School Based Apprenticeships & Traineeships (SBA/T)

School Based Apprenticeships and Traineeships (SBA/Ts) are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

Students undertaking an HSC VET course as part of a school-based apprenticeship or traineeship (SBA/T) can achieve a nationally recognised VET qualification as well as their HSC and gain valuable work skills and experience through paid employment.

Some apprenticeships and traineeships can contribute towards the ATAR. School-based apprenticeships and traineeships (SBA/Ts) are more than just part-time jobs. They are a great way for students to set themselves up for the career they want while completing their HSC. Opportunities are available across a wide range of occupations.

SBA/Ts must study the relevant HSC VET course (formal learning/off-the-job training) which will contribute HSC unit credit towards the 22 units required for the HSC.

SBA/Ts may complete HSC courses of study such as Business Services, Retail, Hospitality and Exploring Early Childhood.

SBA/T are available with local employers including:

- McDonalds
- Kentucky Fried Chicken (KFC)
- Local Government
- Hunter New England Health
- St Nicholas Early Education Service

Information regarding the HSC and SBA/T arrangements can be found at the following link:

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

## VET: Construction 2 Unit

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

#### 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

- Course Cost to cover workshop expendables. (*Includes Insurance*)
- Students to purchase 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.

## VET: Hospitality 2 Unit

### SIT12 Tourism, Travel and Hospitality

#### SIT20421 Certificate II in Hospitality (Kitchen Operation), 240 hours (2 units in each year) Category B Course

##### 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 20421

##### 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, observations, 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?

Units of Competency	
Code	Unit of Competency Title
SITXFSA005	Use hygienic practices for food safety
SITHCCC023	Use food preparation equipment
SITXWHS005	Participate in safe work practices
SITHKOP001	Clean kitchen premises and equipment
SITHCCC0025	Prepare and present sandwiches
SITHCCC0024	Prepare and present simple dishes
SITHCCC028	Prepare appetisers and salads
SITHCCC0027	Prepare dishes using basic methods of cookery
SITXCCS011	Interact with customers
SITXFSA006	Participate in safe food handling practices
SITXINV006	Receive, store and maintain stock
SITHCCC034	Work effectively in a commercial kitchen
HLTAID011	Provide First Aid

## **Additional Information**

Students must wear a complete chef's uniform to every practical lesson. This is the student's expense. All practical lessons are compulsory and if missed must be made up in the students own time at their expense.

**Work Placement Insurance:** Included in course costs.

**Uniform:** Students must purchase their own (approximately \$85).

**Theory Program:** Approximately \$50

## VET: Entertainment Industry – 2 Unit

### CUA30420 Statement of Attainment towards a Certificate III in Live Production and Services, 240 hours (2 units in each Year) Category B Course

#### Introduction

Entertainment Industry is generally for students wishing to gain a HSC as well as developing a career in Live Production and Theatre. Entertainment Industry can contribute to an ATAR.

Students gain skills that are adequate to work in live performance spaces including concert venues, theatres and for traveling performance companies. Entertainment Industry is designed to enable students to acquire a range of technical and organisational skills valued both within and beyond the Entertainment Industry sector.

#### Who is suited to this course?

This course is for students who wish to work in Live Performance settings. This course links very well for students who may also choose other Creative Arts courses (Music 1, Drama and/or Visual Arts/Visual Design). The course is suited for students who may or may not wish to obtain an ATAR.

Students who choose a VET course and do not wish to obtain an ATAR may opt out of completing the final HSC Examination.

#### How can I achieve the full Certificate III?

At the end of the two year course, students achieve a *Statement of Attainment towards a Certificate III in Live Production and Services*. However, students may choose to achieve the full Certificate III by accessing a “60 hour specialisation” course linked through the Diocesan ASPIRE Program. This course acts as an extra 1 Unit added into the Year 11 subject selection course (resulting in 13 units during Year 11).

The course is conducted offline (after school on a Tuesday during Term 2 and for one week during Term 3). The course is run by industry professionals and is completed in a practical setting.

#### How is this course assessed?

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

The Entertainment Industry course may be assessed as oral, practical and as a written portfolio. Entertainment Industry 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?

- Technical skills for Theatre elements including audio (sound), vision (projections and screens), staging (set and prop design) and lighting (stage lighting and design).
- Event Planning
- Workplace Health & Safety (WHS)
- Front of House operations
- Customer Service
- Designing and maintaining costumes
- Working in the entertainment industry and workplace

### Possible Career Paths:

Sales/Merchandising	Front of House Manager	Usher	Vision Technician
Designer	Technical Supervisor	Stage Manager	Audio Technician
Resource Manager	Marketing and Promotions Specialist	Event Coordinator	Lighting Technician
Tour Manager	Programming Manager	Stage Crew	

### Additional Information

- Course cost includes work place insurance.
- Students will be supplied with a work shirt appropriate for the nature of the position. However, there will be further work uniform requirements at varying work places (e.g. Black pants, steel cap boots, black button up shirt).

### Work Placement

The Work Placement is a contributing and mandatory part of the assessment. As the Entertainment Industry is mostly performance and event based, Work Placement is frequently completed on a cumulative basis. Students will often attend various entertainment venues and opportunities as they arise and collect hours accordingly. This may involve committing to a placement which is outside normal school hours.

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

## **VET: Certificate II in Skills for Work and Vocational Pathways**

### **National Course Code: FSK20119 (2U x 1 year)**

The nationally accredited Certificate II in Skills for Work and Vocational Pathways will uncover your potential and build your confidence for further study or to enter the workforce. You will improve your reading and writing skills, and develop goals in a supportive environment.

Certificate II in Skills for Work and Vocational Pathways provides hands-on, practical learning, designed to help participants gain the skills and knowledge required in a work context or to continue on to further study. This course is for individuals looking for a pathway to employment or vocational training. The course is tailored to individual training needs based on training needs analysis. Completing the Certificate II in Skills for Work and Vocational Pathways will enhance core skills in the areas of:

- Technology for the workplace
- Effective communication skills
- Reading, writing and literacy.
- Digital literacy skills
- Approaching workplace challenges
- Career planning
- Safety
- Email, office systems and documents

# **TAFE Delivered HSC Vocational Courses**

## **VET: Tourism/Events – 2 Unit**

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

#### **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.

**Course Cost** Is nonrefundable and is per unit of study per year.