



ALL SAINTS' COLLEGE
Maitland
St Mary's Campus

Curriculum Handbook 2023



All Saints' College Year 11 & 12

Dear Students

Welcome to the next and final stage of your secondary education. Within this Handbook you will find important subject information and how to submit your selections online.

Years 11 and 12 offer new, exciting and challenging opportunities for you to bring your secondary education to an inspiring conclusion, building on what you have learned and achieved in Years 7 to 10. This Curriculum Handbook provides you with an outline of the options available and the requirements expected to successfully complete the Higher School Certificate here at All Saints' College. Subject selection for the senior years requires considerable thought and discussion. In making decisions regarding your future educational pathway please consider very carefully all aspects to ensure that you can achieve the best outcomes and successes. It is important that you select your subjects carefully, considering the role of your "pattern of study" in meeting future goals.

When you select your subjects there are three key guidelines:

- Choose subjects which interest you and you are passionate about
- Choose subjects in which will challenge and stretch you in your learning
- Choose subjects that align with your ability

At All Saints' College we have a culture of learning where we value education, in all its forms, and expect students to strive for excellence in all aspects of their learning. To achieve the best academic outcomes a commitment to study, to completion of all work tasks, to learning and to following the guidelines and regulations set by the NSW Education Standards Authority (NESA) and by the school is essential.

This culture of learning is not only achieved in a different environment, but features a different mode of delivery. The Flexible Curriculum Model provides a unique opportunity for students to make decisions on how to best facilitate their learning on the middle day of the week. This model challenges all students at All Saints' College to develop organisational skills, good management skills and a desire to achieve according to their own ability. It is a day where you are in the driver's seat and it is you who decides which road to go down. It is a day of taking full responsibility for what is to happen.

Every student deserves the opportunity to achieve their personal best. Commitment to the life of the College and joining leadership action groups is also important at this stage of your schooling. An active participation in the religious, social, cultural and sporting aspects are also significant aspects of a good, rounded and fulfilling educational experience. The reality of being a Catholic school is readily evident in the values that shape the daily school life, as well as so many of the practices through each day and week. Students coming into Stage 6 are recognised as emerging young adults, and the whole basis of education here at All Saints' College seeks to engage the students in leading directed, disciplined and value-based lives.

KEY DATES TO REMEMBER:

Monday 3rd May, 2021 – College videos including messages from the Executive and Leaders of Learning go live along with the Year 11, 2022 Curriculum Handbook being available for download.

Monday 17th May, 2021 – Year 11, 2022 Curriculum Information Event being held at St Mary's Campus with students and parents being able attend subject talks in allocated classrooms, as per session timetable.

Wednesday 19th May, 2021 – Web Choices code and link sent to students. Web Choices OPEN for subject selections until Friday 28th May 2021.

Friday 21st May 2021 – Enrolments close. All documentation due back to St Mary’s Campus. Webchoice Codes for new enrolments will not be sent until all enrolment documentation has been received.

Friday 28th May 2021 - Web Choices CLOSE for subject selections for Year 11, 2022.

We wish you well in your decision making, encourage you to accept advice from a wide range of sources, and promise the support of the College in bringing your dreams and aspirations to fulfilment.

Yours sincerely

Marc Romano
College Principal

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Once you have made the decision on your pattern of study and the subjects you wish to study for Year 11, you need to lodge your selection via Edval Choice. The site will be open for a limited time.

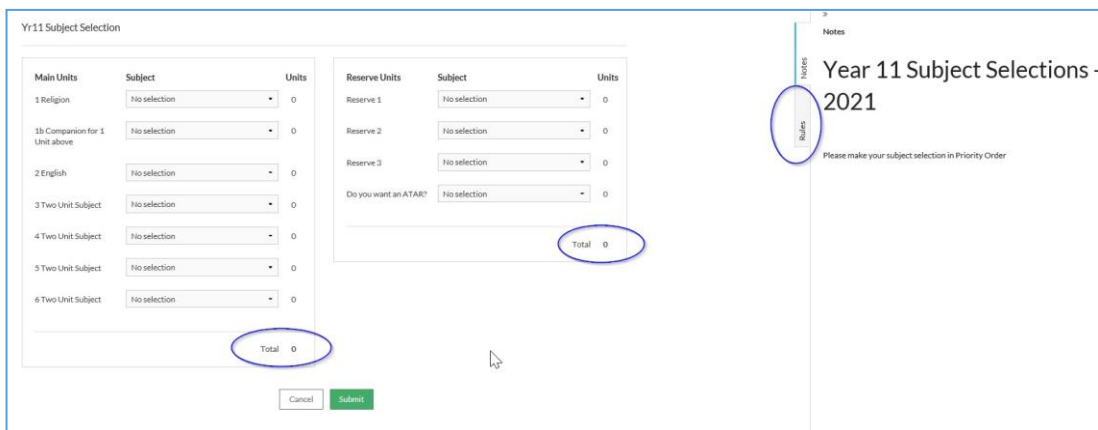
Choice is a programme used to capture your online subject submissions. You will receive an email containing your individual web code and URL link to direct you to the site. Once there, you are to enter your subject selections.

The site has multiple drop downs, where in the first drop down, you are to select your Religion subject, followed by the level of English you wish to study. These two fields of study are compulsory at All Saints' College.

In the next four dropdown fields within the programme, you are to list in **priority order** the additional subjects you wish to study. It is critical that these are listed in priority order, as *Choice* will take your preferences into consideration.

Once you've selected your preferred subjects, you are then asked for three reserve subjects. Again, these need to be in priority order. The last drop-down (ATAR) requires you to indicate if you intend to obtain an ATAR at the conclusion of Year 12. This question is used to verify your pattern of study according to the NESA requirements for achieving an ATAR.

Built into the programme are constraints and 'rules' around subject selections. The rules can be found on the tab at the right of the screen. You can only submit your form once you have made your selection aligning to the 'rules'. Once you are happy with your selection, click on the submit button. This will take you to a summary page of your subject selections.



The final stage of the process once you have submitted your Subject selections is to print your submission form, have it signed by your parent or carer and hand to Student Services by **Friday 28th May, 2021**.

If have any difficulty in lodging your submissions, please contact me on brett.blake@mn.catholic.edu.au

If you have any questions about your pattern of study, please contact Mrs Claudette Stace, Mr Nathan Koen, Mrs Jennifer Thomas, Mrs Kim Wickham or Mrs Lyn McKendry.

Choosing courses

Making the transition from Stage 5 to Stage 6 education is an exciting and challenging time. It is important for students to effectively manage this change by selecting subjects for the Year 11 and Year 12 courses with great care, thought, and passion tempered by realistic expectations and after having sought advice from their teachers and those with insight into the bigger picture.

This handbook has been compiled as a guide to the requirements and contents of the courses offered at All Saints' College St Mary's Campus so that students can make **informed** decisions about their courses of study. However it should not be used in isolation. It is strongly advised that students speak with their current teachers, Leaders of Learning, Careers Advisers, parents and students who have experienced HSC studies before making their choices.

In selecting subjects for Year 11 and Year 12, it is important to realise there are no simple answers, no magic formula which apply to all students and their subject choices. There is possibly a different solution for each student as the priorities that support the choice of subjects will reflect **individual** needs.

The solution that is right for one student is not necessarily appropriate for another in terms of interests and long-term goals. It is easy to see the attraction of doing the same subjects as your friends, but it can be more difficult for you to see that spending time with your friends, but it can be more difficult for you to see that spending time with your friends in a particular class may not be as important as studying a subject which is more important to your academic needs and interests.

Students need to be careful not to base their senior study program around a possible job that they may no longer wish to take up in a few years' time. Students need to be aware that it may not be possible to set long term goals which are absolute and finite. You may have a range of ambitions which can be narrowed down to a particular direction. You should view this pathway as one of many that are possible, however we do expect students to commit themselves to a program which enables them to give their subjects the time and effort that is needed to see them through to a logical and natural milestone.

Students should be practical and realistic in considering the suitability of each subject. A primary consideration should be whether the student enjoys studying the subject. Educational research demonstrates conclusively that students tend to perform better doing subjects they enjoy. They have to live with these subjects for an extended period of time and their personal commitment to them is vital in seeing them through to a satisfactory resolution. Students are urged to choose subjects that are both challenging and rewarding.

Descriptions of all courses offered at All Saints' College are found in the handbook. Some subjects though offered, may not be able to be timetabled due to insufficient students choosing the course. Choose subjects carefully and wisely so that senior study will be an enjoyable and beneficial experience not only for each student, but their parents and the College.

What type of Courses can I select?

There are different types of courses that you can select in Years 11 and 12.

Board Developed Courses

These courses are developed by the NSW Education Standard Authority (NESA). There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements

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

Board Endorsed Courses

There are different categories of Board Endorsed Courses - Content Endorsed Courses, Board Endorsed VET Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NSW Education Standard Authority (NESA) to cater for areas of special interest not covered in the Board Developed Courses (eg Exploring Early Childhood, Visual Design, SLR).

Some externally delivered HSC Vocational Education and Training (EVET) courses delivered by TAFE or another outside provider are Board Endorsed VET Courses.

- Schools may also design special courses to meet student needs. These courses must be approved by the NSW Education Standard Authority (NESA). Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate. Studies in Catholic Thought is one such course.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement (RoSA). Board Endorsed Courses do not count in the calculation of the ATAR.

Vocational Education and Training (VET) Courses - either Board Developed or Board Endorsed:

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links in post school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by the school, while others will be delivered by TAFE or other providers.

Further information about VET courses appears in the section listing the courses available on page 14. All VET courses at All Saints' College are Board Developed and therefore have an optional exam that can count towards an ATAR.

Special Program of Study – Stage 6

Students with special education needs can meet the requirements of the HSC using a combination of:

- Board Developed Courses and/or
- Board Endorsed courses (including Content Endorsed courses) and/or
- Board Developed Life Skills courses and/or
- Industry Curriculum Framework course options.

This flexibility allows schools to develop individualised programs of study that challenge students according to their individual needs.

An Individual Transition Planning meeting must be arranged in order to plan a Special Program of Study to meet individual needs.

The Stage 5 Learning Support Coordinator Ben Whiting, has been facilitating support for students with special needs will contact parents to arrange a collaborative planning meeting with the Learning Support Teacher at All Saints' College St Mary's Campus Nichola Ellis, to plan appropriate Stage 6 courses.

What are units?

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

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks.

$$\begin{array}{rcl} 2 \text{ units} & = & 4 \text{ hours per week (120 hours per year)} \\ & = & 100 \text{ marks} \end{array}$$

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

- ▶ This is the basic structure of all courses. It has a value of 100 marks.

EXTENSION COURSE

- ▶ Extension study is available in a number of subjects.

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.

- ▶ English and Mathematics Extension Courses are available at Year 11 and HSC levels. Students must study the Year 11 Extension Course in these subjects before proceeding to the two HSC Extension Courses (Extension 1 and Extension 2). The Extension 2 Course in Mathematics and English requires students to work beyond the standard of the Extension 1 Course.
- ▶ HSC Extension Courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

- ▶ 1 unit equals approximately 2 hours of class time each week or 60 hours per year.
- ▶ There are a number of 1 Unit Board Endorsed courses. These courses do not count in the ATAR.
- ▶ 1 Unit Board Developed courses do count towards an ATAR.

PLEASE NOTE

- ▶ Studies of Religion can be undertaken as either a 1 unit or a 2 unit Course.

Requirements for the award of the HSC

If you wish to be awarded the HSC:

- ▶ you must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ▶ you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- ▶ you must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course. Both the Year 11 course and the HSC course must include the following:
 - At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - At least three courses of 2 units value or greater
 - At least four subjects
- ▶ At most 6 units of courses in Science in Year 11 and 7 units of Science in Year 12 can contribute to Higher School Certificate eligibility.

The following NESA link; <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection> contains advice for students choosing HSC courses and contains all the HSC rules and requirements you will need to know.

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. “Steps to Uni for Year 10 Students” published by UAC, contains important information about entry to university courses, course prerequisites or assumed knowledge and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. You can download it here: <https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2021.pdf>

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

All Saints’ College St Mary’s Campus students are required to choose at least:

- Studies of Religion (1 Unit) or Studies of Religion (2 Unit) which are Board Developed Courses and contribute to the ATAR,

OR

- Studies in Catholic Thought (1 Unit or 2 unit) which are Board Endorsed Courses which contributes to the award of the HSC but does *not* contribute to the ATAR.

What is the ATAR?

What is the Australian Tertiary Admission Rank (ATAR)?

Tertiary institutions in Australia have found that a selection rank based on a student's overall academic achievement is the best single predictor of success for most tertiary courses.

The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses.

The ATAR is a rank, not a mark:

The ATAR indicates a student's position in relation to their Year 7 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example, indicates that students with that ATAR have performed in the HSC better than 80 per cent of their Year 7 cohort. The ATAR gives students a number rank between 0.00 and 99.95 with increments of 0.05.

For more information go to: <https://www.uac.edu.au/future-applicants/atar/how-your-atar-is-calculated>

Category A and Category B Courses:

When calculating a student's ATAR the University Admissions Centre (UAC) has determined that courses will be classified as either **CATEGORY A** Courses or **CATEGORY B** Courses.

1. **CATEGORY A** courses are ATAR courses that have the academic rigor and depth of knowledge to provide an adequate background to tertiary studies and can contribute to the ATAR calculation.
2. **CATEGORY B** courses are ATAR courses and can contribute to the ATAR when combined with Category A courses. No more than TWO units of Category B courses can be included with the ATAR calculation.

For more information go to: <http://www.uac.edu.au/schoolink/year-10.shtml>

VOCATIONAL EDUCATION AND TRAINING (VET)

VET CURRICULUM FRAMEWORK (CATEGORY B)

The Board has developed curriculum frameworks for seven industries. Within each framework there are a number of courses. You can do more than **one** VET course however, only one designated 240-hour course in one framework will contribute towards the ATAR. You must undertake a work placement to complete these courses successfully.

The six frameworks delivered at All Saints' College St Mary's Campus are:

- Business Services
- Construction
- Electrotechnology
- Retail Services
- Hospitality

The courses below will include an optional written examination in the Higher School Certificate in addition to the other requirements of the course.

VET Curriculum Frameworks

Framework	Course
Business Services	Business Services (240 hours)
Construction	Construction (240 hours)
Retail Services	Retail Services (240 hours)
Hospitality	Hospitality (240 hours)
Electrotechnology	Electrotechnology (240 hours)

OTHER HSC VET COURSES

VET courses are also available in other industry areas.

These are;

- Sport Coaching (Board VET Content Endorsed Course)
- A wide range of VET Content Endorsed and Board Endorsed VET Courses are available through TAFE.

CONTENT ENDORSED COURSES - (OTHER THAN VOCATIONAL CECs)

CONTENT ENDORSED COURSES

- Exploring Early Childhood
- Sport, Lifestyle and Recreation Studies
- Computing Applications
- Visual Design

- Work Studies

SCHOOL DEVELOPED COURSES

- Studies in Catholic Thought

Assessment and Reporting

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. (This is not applicable to VET Curriculum Framework courses)
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100 **and** a Band from 1 - 6. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands [2-6] above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 [Band 6] will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - The HSC Testamur
 - A Record of School Achievement (RoSA)
 - Course Report

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.

Points to consider

- English is a mandatory 2 Unit Course for all students in NSW.
- At All Saints' College St Mary's Campus it is also mandatory that students choose either:
- Studies of Religion (1 Unit) or Studies of Religion (2 Unit) which are Board Developed Courses and contribute to the ATAR,

OR

- Studies in Catholic Thought (1 Unit) or Studies in Catholic Thought (2 Unit) which are Board Endorsed Courses, which contributes to the award of the HSC but does not contribute to the ATAR.
- Students will select a Year 11 HSC Course package that includes:
 - 5 x 2 Unit Courses and 2 x 1 Unit Courses [including either 1U Studies of Religion or 1U Studies in Catholic Thought]

OR

- 6 x 2 Unit Courses [including Studies of Religion 2U or Studies in Catholic Thought 2U]
- The Year 11 Course lasts three terms only. Students commence the HSC Course at the beginning of Term 4.
- At All Saints' College, St Mary's Campus you need to treat each subject that you study in Year 11 as though you will carry it through to the end of the HSC Year. The only exception might be a 1 Unit Course.
- For all patterns of study, Extension 1 English students must also be studying English Advanced, while Extension 1 Mathematics students must be studying Mathematics.

BYOD

In 2022 students will require a device based on their selection of subjects for stage 6 HSC courses. All Saints' College continues a Bring Your Own Device (BYOD) Program. Parents will be required to supply a device that suits the needs of their child's subject choices at Stage 6 as well as their family budget. Please refer to the BYOD advice in this booklet when making subject choices.

What is BYOD and how does it work?

In 2022 students will require a device based on their selection of subjects for Stage 6 HSC courses. St Mary's Campus is implementing a Bring Your Own Device (BYOD) Program in 2022. Parents will be required to supply a device that suits the needs of their child's subject choices at Stage 6, the specifications below as well as their family budget. We understand that some students have devices that they are currently using for their Year 10 studies. If the batteries on these computers do not last for eight hours it is your responsibility to purchase a new battery before commencing Year 11.

What type of device can you bring?

A range of devices in a range of price categories meet the device specifications. Costs for devices are usually based on the power of the processor installed, the preference would be the i3 or i5 processor or higher. You should carefully consider all your options for purchase and lease/rent-to-buy. Consider also that a good quality high-end device should comfortably last four years. The purchase of a device is a major decision and a significant expense. All Saints' College has taken strides to integrate device use into many aspects of teaching and learning. Your investment will allow the school to maximise learning outcomes for your child.

Requirements

Form Factor	The tablet must have a PHYSICAL KEYBOARD and a DIGITIZER STYLUS PEN
Physical Features	Minimum screen size of 9.7" (inch)
Operating system	Windows 10
Software requirements with Microsoft.	All devices will be upgraded to 'Office 365' through the school's licensing arrangements
Battery Life	Advertised minimum of 8 hours
Wireless Capacity	5GHz 802.11n
Warranties and insurance	Minimum 2 years warranty on devices. We strongly recommend you seek insurance for your investment.

Recommendations

The type of machine that your child needs will depend on the subjects he/she chooses. Some subjects at All Saints' College St Mary's Campus require a machine with higher processing than others. Students doing these subjects will be required to work on projects at home and the school cannot guarantee a desktop computer will be available for them in every one of these classes.

We recommend two types of computers:

Type A - this is the standard computer needed for most classes. The recommendations above outline the specifications.

Type B - If a subject recommends a Type B computer the specification are below.

Industrial Tech Graphics - Autodesk Software Recommendations

Processor: i7 CPU Memory: 8GB RAM

Graphics: Direct X 11, 1600 x 1050 resolution, Direct 3D compatible graphics card.

Industrial Tech Multimedia, Art - Adobe CC Software Recommendations

Memory: 8GB RAM

Graphics: Adobe-Certified GPU Card Min Hard-drive - 128GB

Please note all systems at All Saints' College are PC based. Apple devices can be problematic connecting to the network and you should consider this when you make your purchase.

Courses available at All Saints' College

St Mary's Campus

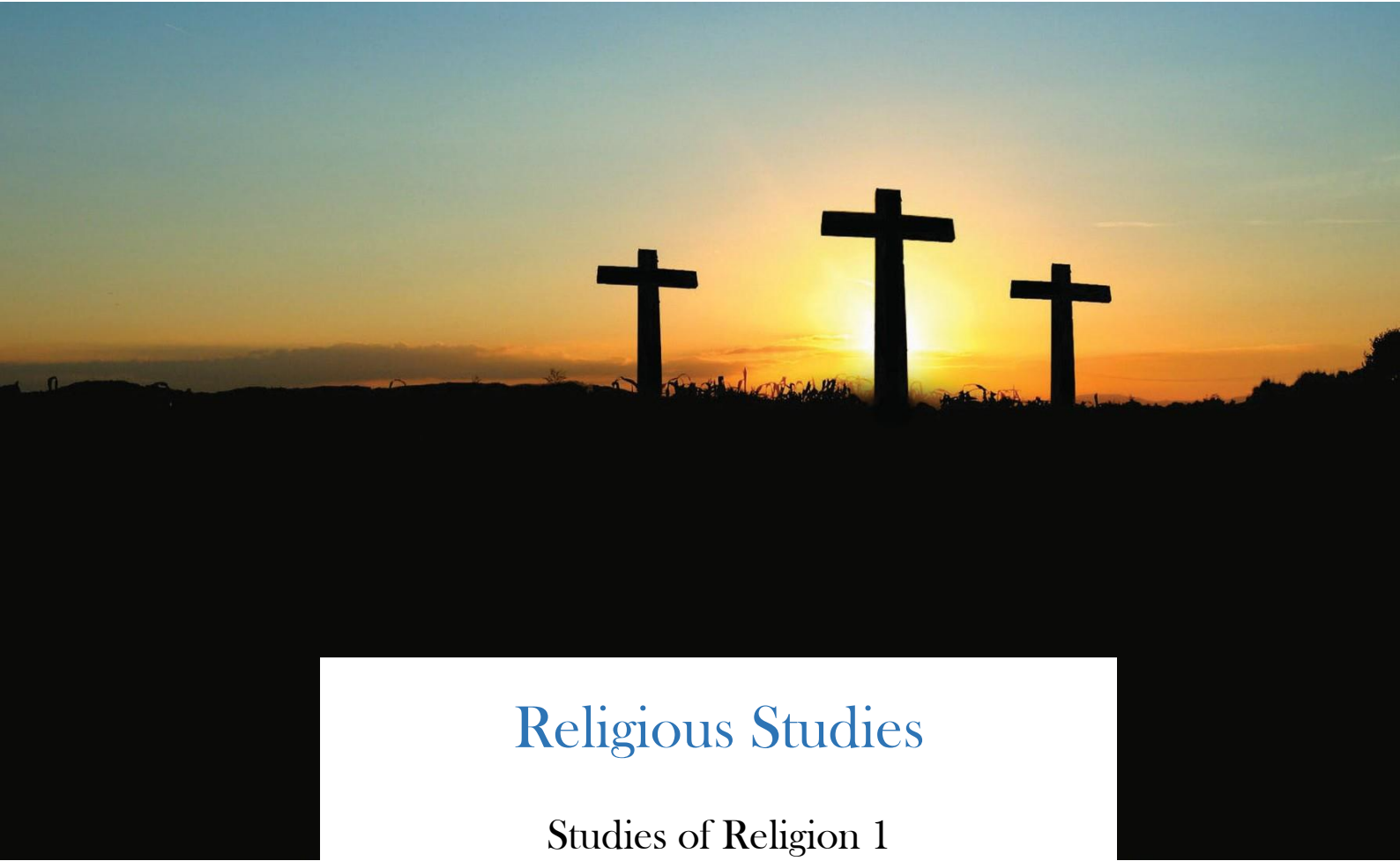
All the courses in the following table are on offer for 2022 though not all may run. The courses that run will be dependent on student choice, and the ability to meet these requests based on staffing and student numbers. If a subject does not run, students may be given the opportunity to access alternate delivery such as Distance Education. Each request will be assessed on the student's ability to learn independently.

Please note that most fees for courses are included in the resource fee. Excursions and Incursions are an additional expense and must be paid prior to the date of the activity. The course descriptions that follow are intended as a guide to help you select your subjects. Consider the following when making your initial choices:

- Your strengths
- Your interests
- Your goals

Subject	Type of Course	Units	Category	Notes
Aboriginal Studies	Board Developed Course	2	A	
Ancient History	Board Developed Course	2	A	
Biology	Board Developed Course	2	A	
Business Services	Board Developed Course VET Curriculum Framework	2	B	Work Placement Ins. approx.. \$20 p.a. First Aid approx. \$80. HSC Exam optional
Business Studies	Board Developed Course	2	A	
Chemistry	Board Developed Course	2	A	
Community & Family Studies	Board Developed Course	2	A	
Computing Applications	Board Endorsed Course Content Endorsed Course	1	Non ATAR	
Construction	Board Developed Course VET Curriculum Framework	2	B	Work Placement Ins. \$20. White Card approx.. \$90. Uniform approx. \$40. HSC Exam optional.
Dance	Board Developed Course	2	A	
Design & Technology	Board Developed Course	2	A	
Drama	Board Developed Course	2	A	
Earth & Environmental Science	Board Developed Course	2	A	
Economics	Board Developed Course	2	A	
Electrotechnology	Board Developed Course VET Curriculum Framework	2	B	Work Placement Ins. \$20. White Card approx.. \$90. First Aid approx. \$80. Uniform approx. \$40. HSC Exam optional.
Engineering Studies	Board Developed Course	2	A	Approx. \$60 for drawing equipment.
English Advanced	Board Developed Course	2	A	
English Extension	Board Developed Course	1	A	This course can only be studied in conjunction with English Advanced.
English Standard	Board Developed Course	2	A	
English Studies	Board Endorsed Course Content Endorsed Course	2	Non ATAR	Optional HSC exam to contribute towards ATAR (pending NESAs approval)
Exploring Early Childhood	Content Endorsed Course	1	Non ATAR	
EVET - External Vocational Education & Training	Board Developed Course VET Curriculum Framework	2	B	\$300 per unit per year
Food Technology	Board Developed Course	2	A	
French Beginners	Board Developed Course	2	A	
Geography	Board Developed Course	2	A	Compulsory Fieldwork components.
Hospitality	Board Developed Course VET Curriculum Framework	2	B	Work Placement Ins. \$20 First Aid approx. \$80. Uniform approx. \$90. HSC Exam optional.
Industrial Tech - Graphics	Board Developed Course	2	A	Approx \$60 for drawing equipment.
Industrial Tech - Electronics	Board Developed Course	2	A	Costs for projects.
Industrial Tech - Timber Products and Furniture	Board Developed Course	2	A	Costs for projects.
Industrial Tech - Metal	Board Developed Course	2	A	Costs for projects.
Industrial Tech - Multimedia	Board Developed Course	2	A	Costs for projects.
Information Processes and Technology	Board Developed Course	2	A	

Subject	Type of Course	Units	Category	Notes
Investigating Science	Board Developed Course	2	A	
Italian Beginners	Board Developed Course	2	A	
Legal Studies	Board Developed Course	2	A	
Mathematics Standard 1	Board Developed Course	2	B	Optional HSC exam to contribute towards ATAR
Mathematics Standard 2	Board Developed Course	2	A	
Mathematics (Advanced)	Board Developed Course	2	A	
Mathematics Extension 1	Board Developed Course	1	A	This course can only be studied in conjunction with Mathematics (Advanced)
Modern History	Board Developed Course	2	A	
Music 1	Board Developed Course	2	A	
Personal Development, Health & Physical Education	Board Developed Course	2	A	
Physics	Board Developed Course	2	A	
Retail Services	Board Developed Course VET Curriculum Framework	2	B	Work Placement Ins. Approx. \$20. HSC Exam optional.
Society & Culture	Board Developed Course	2	A	
Software Design & Development	Board Developed Course	2	A	
Sport Lifestyle & Recreation (Sports Coaching / Healthy Lifestyles)	Board Endorsed Course Content Endorsed Course	2	Non ATAR	
Sport Lifestyle & Recreation 1 Unit	Board Endorsed Course Content Endorsed Course	1	Non ATAR	
Studies in Catholic Thought 1 Unit	Board Endorsed Course	1	Non ATAR	
Studies in Catholic Thought 2 Unit	Board Endorsed Course	2	Non ATAR	
Studies of Religion 1 Unit	Board Developed Course	1	A	
Studies of Religion 2 Unit	Board Developed Course	2	A	
Textiles & Design	Board Developed Course	2	A	Students need to purchase materials for design projects
Visual Arts	Board Developed Course	2	A	Students need to purchase materials for design projects
Visual Design	Board Endorsed Course Content Endorsed Course	1	Non ATAR	
Work Studies	Board Endorsed Course Content Endorsed Course	1	Non ATAR	Studied in Year 11 only



Religious Studies

Studies of Religion 1

Studies of Religion 2

Studies in Catholic Thought 1

Studies in Catholic Thought 2

Leader of Learning: Mrs Ann Charles

ann.charles@mn.catholic.edu.au



STUDIES OF RELIGION

1 Unit ATAR Course

Introduction

Studies of Religion 1 Unit is a Board Developed Course of 120 hrs for Year 11 and Year 12 respectively.

This subject promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

While the course examines several religious traditions, Catholic belief, practice and history are included as particular areas of study.

For whom is the subject intended?

A Religion course is compulsory for all students at St Mary's. This course contributes to an ATAR and therefore is suitable for students who are pursuing this pattern of study and are committed to using Studies of Religion for their ATAR. This course is recommended for those students studying one Extension course (e.g. Extension I English).

Recommended Studies

This course is suitable for students who are also studying English Advanced or English Standard. Students selecting this course should have attained an A, B or C in Year 10 English, Religious Studies and History.

How will this course help me in the future?

The study of Religion fosters the intellectual, social and moral development of students through the development of knowledge, skills, understanding and attitudes. It is important that students learn how to be tolerant, compassionate and respectful of the cultural diversity of the society in which they live.

This course is relevant for students now and in the future, especially for those interested in pursuing careers in medicine, health, psychology, law, economics, social work, teaching, journalism, international studies, science, and travel industry.

Content

YEAR 11

- Nature of Religion and Beliefs.
- Religious Tradition Study 1 Judaism: Origins/principal beliefs/sacred texts/ core ethical teachings/ observance
- Religious Tradition Study 2 Christianity: Origins /principal beliefs/sacred texts/ core ethical teachings/ personal devotion.

YEAR 12

- Religion and Beliefs systems in Australia post 1945
- Religious Tradition Depth Study 1 Judaism: Significant person/ Ethics/ Practice
- Religious Tradition Depth Study 2 Christianity: Significant person / Ethics/ Practice

Assessment

Internal

- Three Assessment Tasks in Year 11 (including one examination)
- Three Assessment Tasks in Year 12 (including one examination)

External HSC

The 1 Unit course has a **one and a half hour paper**.

Costs

It is intended that there will be an excursion during the Year 11 and during the HSC year.

STUDIES OF RELIGION

2 Unit ATAR Course

Introduction

Studies of Religion 2 Unit is a Board Developed Course of 240 hrs for Year 11 and Year 12 respectively. This subject promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society. While the course examines several religious traditions, Catholic belief, practice and history are included as particular areas of study.

For whom is the subject intended?

A Religion course is compulsory for all students at St Mary's. This course contributes to an ATAR and therefore is suitable for students who are pursuing this pattern of study and are highly committed to using Studies of Religion for their ATAR. Students need to have very significant ability in reading and writing. Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication.

Recommended Studies

This course is suitable for students who are also studying English Advanced and/or Modern/Ancient History and/or Society and Culture. Students selecting this course should have attained an A or B in Year 10 English, Religious Studies and History.

How will this course help me in the future?

The study of Religion fosters the intellectual, social and moral development of students through the development of knowledge, skills, understanding and attitudes. It is important that students learn how to be tolerant, compassionate and respectful of the cultural diversity of the society in which they live. This course is relevant for those interested in pursuing careers in medicine, health, psychology, law, economics, social work, teaching, journalism, international studies, science, and travel industry.

Content

YEAR 11

- Nature of Religion and Beliefs
- Religious Tradition Study 1 Judaism: Origins/principal beliefs/sacred texts/ core ethical teachings/ observance.
- Religious tradition Study 2 Christianity: Origins/principal beliefs/sacred texts/ core ethical teachings/ personal devotion.
- Religious tradition Study 3 Islam: Origins / principal beliefs/sacred texts/ core ethical teachings/ personal devotion in the home
- Religion and Beliefs systems in Australia pre- 1945
- Religions of Ancient Origin

YEAR 12

- Religion and Beliefs systems in Australia post 1945
- Religious Tradition Study 1 Judaism: Significant person / Ethics/ Practice
- Religious tradition Study 2 Christianity: Significant person / Ethics/ Practice
- Religious tradition Study 3 Islam: Significant person / Ethics/ Practice
- Religion and Non Religion
- Religion and Peace

Assessment

Internal

- Three Assessment Tasks in Year 11 (including one examination)
- Four Assessment Tasks in Year 12 (including one examination)

External

- The 2 Unit course has a three-hour paper.

Costs

It is intended that there will be an excursion during the Year 11 and during the HSC year.

STUDIES IN CATHOLIC THOUGHT 2022- 2023

1 & 2 Unit Non-ATAR Course

Introduction

Studies in Catholic Thought seeks to develop students' knowledge and understanding of the Catholic Faith and of Christianity. It will explore the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, Studies in Catholic Thought will develop students' ability to use inquiry skills, reason through engagement with Catholic teachings and literature.

For whom is the subject intended?

Religion is compulsory for all students in Years 11 and 12. This course is suitable for students of all ability levels. Students who do not require an ATAR would take this course. Students whose ATAR pattern of study has a significant concentrated demand in a particular area would consider this course.

Recommended Studies

Nil.

How will this course help me in the future?

Studies in Catholic Thought enables students to foster an informed view of religious diversity in contemporary culture. This course is relevant for students because an understanding of religion, beliefs and philosophy assists their participation in society. It provides a Catholic context for the search for meaning and the vocation to work and family life.

Studies in Catholic Thought Course Content Overview

The Year 11 Course is structured to provide students with an understanding of humanhood and personhood understood by the Catholic tradition. The human person is a foundational concept of the Catholic Church, founded in Scripture and informed by philosophy and theology.

The Year 12 Course is structured to provide

students with an understanding of how a moral and ethical life naturally flows from the Catholic Church's understanding of what it is to be human.

YEAR 11 COURSE 1 unit

60 indicative hours

Studies in Catholic Thought	Indicative Hours
Who is a Human Person?	20
The Trinitarian God and Humanity	20
The Reimagining of Creation	20

YEAR 12 COURSE 1 unit

60 indicative hours

Virtue, Vice and Salvation	20
The Good Works	20
The Common Good	20

YEAR 11 COURSE 2 unit

120 indicative hours

Studies in Catholic Thought	Indicative Hours
Who is a Human Person?	20
The Trinitarian God and Humanity	20
The Re-imagining of Creation	20
Faith, Reason and Science	20
To Be Fully Human	20

YEAR 12 COURSE 2 unit

120 indicative hours

Virtue, Vice and Salvation	20
The Good Works	20
The Common Good	20

Student will select TWO of the following 30 hour units, to complete the 2 unit course;

- Set Text Study
 - The Church and the Arts
 - The Indigenous Experience
 - The Church and the Contemporary World
- 30 each

Costs

Excursions will be organized where appropriate to the course. The costs are kept to a minimum.



English

English Standard
English Advanced
English Extension
English Studies

Leader of Learning: Dr Kylie Harris
kylie.harris@mn.catholic.edu.au



ENGLISH STANDARD

2 Unit ATAR Course

Introduction

The course aims to develop proficiency in English to enhance the personal, social and vocational lives of students.

For whom is the subject intended?

The Standard English course caters for a broad range of abilities, but mainly for students who are reasonably competent in reading and writing.

The course provides a wide experience in English, encompassing a varied range of modern reading and viewing studied in relation to the culture in which we live. Emphasis is placed on providing students with the opportunity to become confident and effective communicators.

Recommended Studies:

Students who are likely to attain a B or C at the end of Year 10 and may require an ATAR are advised to study the Standard English course. It is strongly recommended that students discuss their intentions with their current English teacher before making course selection.

Content:

YEAR 11

In the Year 11 and Year 12 Standard English course, students explore the ways events, experiences, ideas, values and processes are represented in and through texts. Students explore texts, develop skills in synthesis and analysis to gain awareness of aspects of meaning.

YEAR 12

In the Year 12, students are required to study the Common Module – Texts and Experiences, as well as 3 Modules: Language, Identity and Culture, Close Study of Literature and The Craft of Writing. Multiple texts from prose fiction poetry, drama and film or media will be studied.

How will I be assessed?

YEAR 11

School Assessment will include examination-

type tasks and a range of non-examination tasks such as multi-modal presentations, and submitted written tasks. At the end of the course there will be an examination assessing each of the modules.

YEAR 12

School assessment will include examination-type tasks and a range of non-examination tasks such as multi-modal presentations, and submitted written tasks.

English Standard HSC NESA Examination Specifications:

The examination will consist of two written examination papers:

Paper 1: Common Module – Texts and Human Experiences – Time allowed 1 hour and 30 minutes plus 10 minutes reading time.

Paper 2: Modules – 2 hours plus 5 minutes reading time

What should I be able to do at the end of this course?

Students will develop skills in responding to and composing a range of texts, effective communication, individual/group learning.

Students will develop understanding of different texts and features of language.

Students will appreciate their developing skills as users of English and the pleasure and diversity of language and literature.

How will this course help me in the future?

Universities will accept this course as an entry requirement.

Cost:

Students may be offered the opportunity to attend live theatre as part of their study of Drama. These excursions are not compulsory but are recommended and could cost approximately \$80. (Including bus travel) They may also be required to attend writing and film festivals and creative writing workshops at a minimal expense. Year 12 Students will be

required to purchase an English Text for English Standard (approx. \$25) English Advanced (approx \$50) English Extension 1 (approx. \$25).

ENGLISH ADVANCED

2 UNIT ATAR COURSE

Introduction

The course aims to develop critical and sophisticated use of English to enhance the personal, social and vocational lives of students.

For whom is the subject intended?

The Advanced English course is designed for students who enjoy wide reading, writing both analytically and creatively, actively engaging in class work and discussion, working independently and being challenged by new ideas. It will appeal to those who have shown a particular interest in all aspects of English in Years 7 to 10, and who are self-motivated and organised learners.

Students competent in English, and needing a high ATAR should select the Advanced Course, but are advised that the HSC course is significantly more challenging than the HSC Standard or the Year 11 Advanced courses.

Recommended Studies:

Students who are likely to attain an A or B Grade in Year 10 are advised to study the English (Advanced) Course.

It is strongly recommended that students discuss their intentions with their current English teacher before making course selection.

Content:

YEAR 11

The Year 11 Advanced English course emphasises exploring the way events, experiences, ideas, values and processes are represented in and through texts and an analysis of the ways in which texts reflect different attitudes and values.

YEAR 12

The Year 12 Advanced English course emphasises the analytical and evaluative response to and composition of texts. It centres on a more detailed focus on particular texts

supported by wide reading

For the HSC you study:

At least four types of prescribed text, one drawn from EACH of the following:

- Shakespearean drama
- Prose fiction
- Poetry OR Drama
- Non-fiction, film or media texts.

How will I be assessed?

YEAR 11

School Assessment will include examination-type tasks and a range of non-examination tasks such as multi-modal presentations, and submitted written tasks. At the end of the course there will be an examination assessing each of the modules.

YEAR 12

School assessment will include examination-type tasks and a range of non-examination tasks such as multimodal tasks and submitted written tasks.

English Advanced HSC NESA Examination Specifications:

The examination will consist of two written examination papers:

Paper 1: Common Module – Texts and Human Experiences – Time allowed 1 hour and 30 minutes plus 10 minutes reading time.

Paper 2: Modules – 2 hours plus 5 minutes reading time

What should I be able to do at the end of the course?

Students will develop skills in responding to and creating a range of complex texts, effective communication, independent research, individual/group learning, imaginative/ critical/ reflective thinking.

Students will understand purposes of texts in a range of contexts and how texts shape meaning.

Students will appreciate their developing skills

as effective users of language as well as the role of literature in a contemporary context.

How will this course help me in the future?

This course would suit students planning to study English and other Humanities at tertiary level.

Students who do well in this course will find that their results will be an advantage in careers in journalism, advertising, public relations and broadcasting.

Future teachers of English should study this course.

Extension courses are available to students studying English Advanced in both the Years 11 and 12.

Cost

As both the Year 11 and Year 12 courses offer a study of drama in performance, students may be offered the opportunity to attend live theatre. These excursions are not compulsory but are recommended and would cost approximately \$80 (including bus travel). They may also be required to attend writing and film festivals and creative writing workshops at a minimal expense.

ENGLISH EXTENSION

1 UNIT ATAR COURSE

Introduction

This is a specialised study of English done in addition to the Advanced English course.

The course aims to provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the process of responding to and composing texts.

For whom is the subject intended? The

Extension 1 Course is designed for students with a passion for English and who are likely to cope with the challenges of two demanding courses in English.

These students will have demonstrated proficiency in analytical and imaginative use of the language. They need to be capable of independent investigation and accomplished in the composition of texts.

Recommended Studies:

As a pre-requisite for the English Extension course students must study the Advanced English course from Year 11. Students would ideally expect to achieve a Grade A or high B in Year 10.

To proceed to the Year 12 Extension 1 course, students need to have demonstrated sound performance in both the Year 11 Advanced Course and the Year 11 Extension 1 courses.

ENGLISH EXTENSION 2

[Year 12 ONLY]

Students may undertake English Extension 2 in Year 12 only if they have completed the Year 11 Extension English course and English Extension 1.

Content:

YEAR 11

In the Year 11 Extension English course students explore how and why texts are valued in and appropriated into a range of contexts. Students examine a key text and its manifestation in one or more popular cultures. They also are required to complete a research project on another key text and its manifestations.

YEAR 12

In the Year 12 English (Extension) Course 1, students must complete a common module, Literary Worlds with one elective option which will require a study of 3 prescribed texts.

What will I be able to do at the end of this course?

Students will develop understanding of how and why texts are valued.

Students will develop skills in extensive independent investigation, theorising about texts and values based on analysis and understanding of complex ideas as well as sustained composition.

Students will appreciate the role of language in developing positive interaction as well as their skills as users of English.

How will this course help me in the future?

Students who anticipate a tertiary education in Arts, Education, Law or Media will find this in-depth analytical study a considerable advantage.

How will I be assessed?

Students will be assessed internally on their reading, writing, listening, speaking and viewing/representing skills in a range of analytical, imaginative and interpretative tasks.

At the end of the course 1 HSC Examination 2 hours and 10 Minutes in length: Questions will require candidates to demonstrate knowledge, understanding and skills developed through studying the course. The Year 11 course is assumed knowledge for the Year 12 course. (NESA).

Year 12 Course 2

Students undertaking the Year 12 (Extension) Course 2 must complete a Major Work in the form of a sustained composition.

The major work may be imaginative, investigative, interpretive or analytical, or any combination of these. The chosen form and medium should be appropriate to the nature of the task, the student's interest and the resources available.

Form choices are:

Print Medium: Short Fiction, Creative Non-Fiction, Poetry, Critical Response,

Script: Short-film, Television or Drama. Sound

Medium: Podcasts – Drama, Storytelling, Speeches, Performance Poetry, Multimedia.

The English Extension 2 course internal assessment mark is based on the HSC course only. The Major Work is assessed internally as a process through a Major Work Journal and externally as a product.

Cost:

Students are responsible for any costs arising from the completion of the Major Work.

ENGLISH STUDIES

2 Unit Optional ATAR Course

Introduction

The course aims to support students in developing proficiency in English to enhance their personal, social and vocational lives.

For whom is the subject intended?

Students who wish to complete a Higher School Certificate but who are seeking an alternative to the current Standard English Course. This course can be included in the calculation of the Australian Tertiary Admission Rank (ATAR). Students who definitely do not intend to study at University are strongly advised to consider this course as better fitting their career options.

Recommended Studies:

Students who are likely to attain a D or E Grade in Year 10 are advised to consider the English Studies course. It is strongly recommended that students discuss their intentions with their current English Teacher before making course selection.

Content:

YEAR 11

School Assessment will include examination-type tasks and a range of non-examination tasks such as group projects and digital presentations.

At the end of the course there will be an examination.

How will I be assessed?

YEAR 11

School Assessment will include examination-type tasks and a range of non-examination tasks such as group projects and digital presentations.

At the end of the course there will be an examination.

YEAR 12

School assessment will include examination-type tasks and a range of non-examination tasks such as oral presentations, imaginative writing, multimodal presentations and extended written responses.

Students Studying English Studies **may** elect to undertake an optional HSC examination. Should a student seek an ATAR, the examination mark will be used by (UAC) to calculate the ATAR. Students who do not sit the English Studies HSC exam are not eligible for the calculation of an ATAR.

What should I be able to do at the end of this course?

Students will develop skills in reading and responding to a range of texts.

Students will develop understanding of different texts and features of language.

Students will appreciate their developing skills as users of English and the pleasure and diversity of language and literature.

How will this course help me in the future?

This course will qualify you for an HSC and is accepted as entry level to TAFE courses. The optional HSC exam can qualify you for an ATAR.

Cost

Some excursions may be organised. Cost will be kept to a minimum.



Mathematics

Mathematics Standard 1
Mathematics Standard 2
Mathematics Advanced
Mathematics Extension 1
Mathematics Extension 2

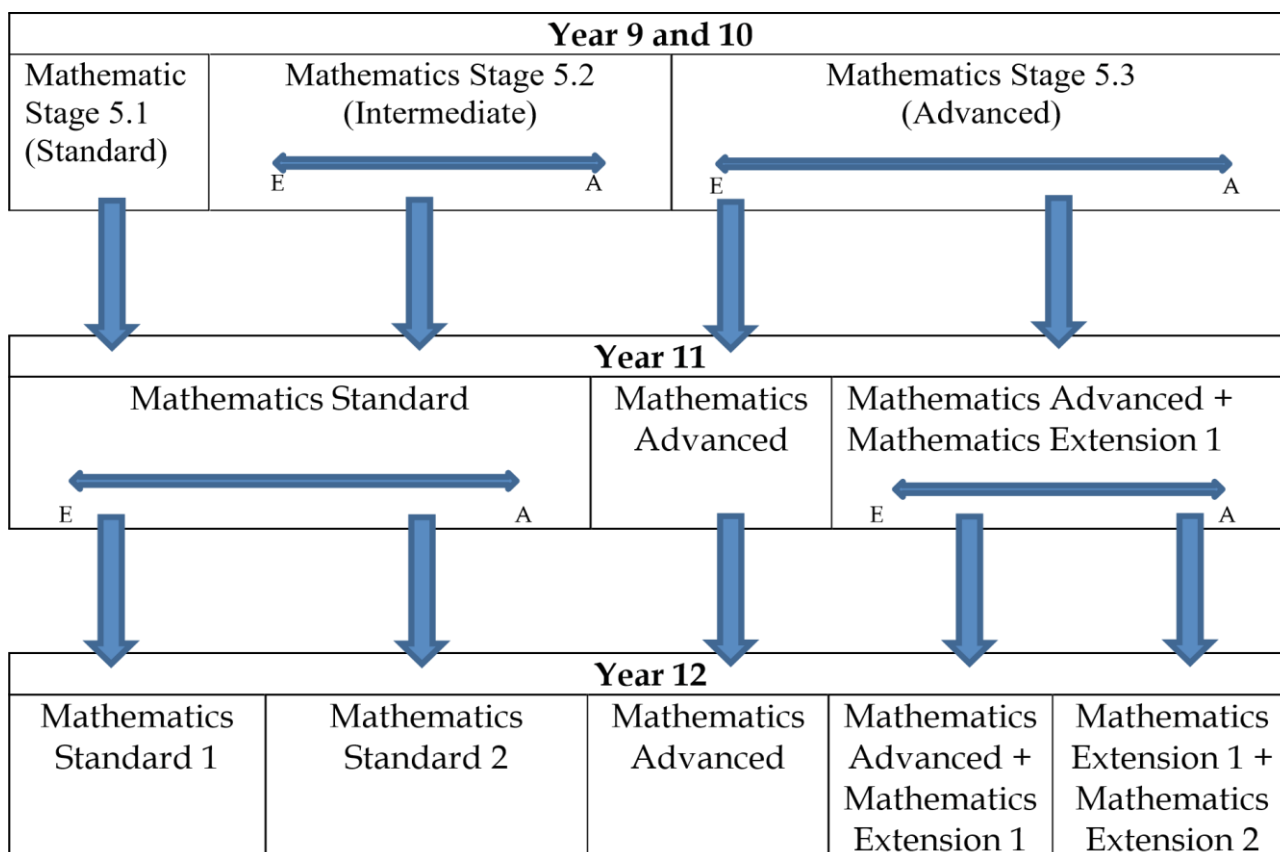
Leader of Learning: Mrs Colleen Worton
colleen.worton@mn.catholic.edu.au



Mathematics

It is important that students choose the correct Mathematics course from the start of Year 11. It would be difficult to change Year 11 course levels after the end of term 1. The diagram below indicates possible pathways of learning into the available Stage 6 Mathematics courses dependent on the student's knowledge, achievement and level of understanding of Stage 5 Mathematics usually at the end of Year 10.

The student will need to carefully assess his/her own position and be honest about such matters as study and work commitment.



MATHEMATICS STANDARD 1

2 Unit Optional ATAR Course

Board Developed Course

YEAR 11

Mathematics Standard - 2 units Board Developed Course.

YEAR 12

Mathematics Standard 1- 2 units Board Developed Course

Recommended Studies

The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1.

Exclusions:

Students may not study any other Stage 6 Year 11 mathematics course in conjunction with the Year 11 Mathematics Standard course, or any other stage 6 Year 12 mathematics course in conjunction with the Year 12 Mathematics Standard 1 course.

Course Description

Students:

- develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts
- develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks
- develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations
- develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

Students will value and appreciate:

- mathematics as an essential and relevant part of life, recognising that its development and use have been largely in response to human needs by societies all around the globe
- the importance of resilience in undertaking mathematical challenges, taking responsibility for their own learning and evaluating their mathematical development.

The Year 11 Mathematics Standard 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/ or undertaking further training.

Main Topics Covered

YEAR 11

- Financial Mathematics
- Statistical Analysis
- Measurement
- Algebra

YEAR 12

- Financial Mathematics
- Statistical Analysis
- Measurement
- Algebra Networks

How will I be assessed?

As for other Board Endorsed Courses, the HSC Mathematics Standard 1 course will be subject to internal assessment and an optional HSC exam. These two units of study for the HSC Mathematics Standard 1 course can be counted in the 10 units required for the calculation of an ATAR if the students complete the HSC exam.

Other subjects that combine well with Mathematics Standard 1 include Industrial Technology, Building Construction, Retail, Business Services and Furnishing.

MATHEMATICS STANDARD 2

2 Unit Course ATAR: Category A Board Developed Course

YEAR 11

Mathematics Standard 2 - 2 units Board Developed Course.

YEAR 12

Mathematics Standard 2 - 2 units HSC Board Developed Course.

Recommended Studies

The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1. It is also recommended that they study at least some of the Stage 5.2 content of the Mathematics Years 7–10 Syllabus (2002), particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

Exclusions:

Students may not study any other Stage 6 Year 11 mathematics course in conjunction with the Year 11 Mathematics Standard course, or any other Stage 6 Year 12 mathematics course in conjunction with the Year 12 Mathematics Standard 2 course.

Course Description

Students:

- develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts
- develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks
- develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations
- develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

Students will value and appreciate:

- mathematics as an essential and relevant part of life, recognising that its development and use have been largely in response to human needs by societies all around the globe
- the importance of resilience in undertaking mathematical challenges, taking responsibility for their own learning and evaluating their mathematical development.

The Year 11 Mathematics Standard/Year 12 Mathematics Standard 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent Year 12 studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

Main Topics Covered

YEAR 11

- Financial Mathematic
- Statistical Analysis
- Measurement
- Algebra

YEAR 12

- Financial Mathematic
- Statistical Analysis
- Measurement
- Algebra
- Networks

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks both formal and informal.

Other subjects that combine well with Mathematics Standard 2 include Industrial Technology, Biology, Senior Science, Business Studies, and Geography

MATHEMATICS ADVANCED

2 Unit Course ATAR: Category A Board Developed Course

YEAR 11

Mathematics Advanced - 2 units Board
Developed Course.

YEAR 12

Mathematics Advanced - 2 units Board
Developed Course.

Recommended Studies

For students who intend to study the the Mathematics course, it is recommended that they study the topics Real Numbers, Algebraic Techniques and Coordinate Geometry as well as at least some of Trigonometry and Deductive Geometry from Stage 5.3 (identified by §) of Mathematics Years 7–10 Syllabus, if not all of the content.

Course Description

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce.

The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Main Topics Covered

YEAR 11

Functions

- Working with Functions

Trigonometric Functions

- Trigonometry and Measures of Angles
- Trigonometric Functions and Identities

Calculus

- Introduction to Differentiation

Exponential and Logarithmic functions

- Logarithms and Exponentials

Statistical Analysis

- Probability and Discrete Probability

Distributions

YEAR 12

Functions

- Graphing Techniques

Trigonometric Functions

- Trigonometric Functions and Graphs

Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Financial Mathematics

- Modelling Financial Situations

Statistical Analysis

- Descriptive Statistics and Bivariate Data

Analysis

- Random Variables

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments

Other subjects that combine well with Mathematics (Advanced) include Physics, Chemistry, Economics and Engineering Studies.

MATHEMATICS EXTENSION 1

1 Unit Course ATAR: Category A Board Developed Course

YEAR 11

1 unit Mathematics Extension Board Developed Course.

YEAR 12

1 unit Mathematics Extension Board Developed Course.

Recommended Studies

For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus. Currently studying the Mathematics course 15240

Exclusions

Mathematics Standard

Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered

YEAR 11

Functions

- Further Functions
- Polynomials

Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Calculus

- Rates of Change

Combinatorics

- Working with Combinatorics

YEAR 12

Proof

- Proof by Mathematical Induction

Vectors

- Introduction to Vectors

Trigonometric Functions

- Trigonometric Equations

Calculus

- Further Calculus Skills
- Application of Calculus

Statistical Analysis

- The Binomial Distribution

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments. Other subjects that combine well with Mathematics Extension 1 include Physics, Chemistry, Economics and Engineering Studies.

MATHEMATICS EXTENSION 2

1 Unit Course ATAR: Category A Board Developed Course

YEAR 12

1 unit for Year 12 Board Developed Course.

Recommended Studies

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

Currently studying the Mathematics course 15240 and Mathematics extension 1 15250

Exclusions

Mathematics Standard

Course Description

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Main Topics Covered

Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Vectors

- Further work with Vectors

Complex numbers

- Introduction to Complex numbers
- Using Complex Numbers

Calculus

- Further Integration

Mechanics

- Applications of Calculus to Mechanics

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments.



Science

Biology
Chemistry
Physics

Earth & Environmental Science
Investigating Science
Science Extension

Leader of Learning: Mrs Rebecca Rainima
rebecca.rainima@mn.catholic.edu.au



BIOLOGY

2 Unit ATAR Course

What will I be doing in this Course?

The Biology course in Stage 6 Science takes your study of the science of life further and deeper. In Year 11 you will learn about how living creatures are structured, from the tiny level of the cell right up to how various organs work and interact. Both animals and plants will be studied in detail, and how all these different organisms relate to and rely on one another in ecosystems as part of the “big picture”. In addition, the study of past environments helps students understand and better manage resources and ecosystems.

In Year 12 you will build upon the foundation above, concentrating more on aspects such as genetics and human diseases and disorders.

Please note: Biology, students can take up a further 4 Units of Science from Chemistry, Physics, Earth & Environmental Science and Investigating Science.

How will this course help me in the future?

It is beneficial for students who wish to continue with further studies at University such as Science, Medicine, Pathology, Radiology, Biomedical Science Environmental Studies, Physiotherapy, Nursing and Teaching. It is recommended that students check the “assumed knowledge” requirement for various university courses with their Careers Advisor or refer to the current UAC book. Many universities make recommendations about the study of science subjects for the HSC in preparation for courses at university.

Recommended Studies

Students should have attained a Grade B or better in Stage 5 Science (Year 10). Other subjects that combine well with this one include Chemistry, Earth and Environmental Science, Geography and PDHPE.

Content

YEAR 11

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

YEAR 12

- Heredity
- Genetic Change
- Infectious Diseases
- Non-infectious Diseases and Disorders

Assessment

In Year 11 and Year 12 assessment tasks consist of practical tests, written exams, research and planning, conducting and reporting on depth studies. There is a three hour HSC exam.

Costs

Excursions: Approximately \$20.00

Information/Communication Technology

Refer to BYOD requirements

CHEMISTRY

2 Unit ATAR Course

What will I be doing in this Course?

Chemistry does more than just tell us what will happen when different chemicals are brought together. It helps us understand how and why these things happen, and how we can use these reactions. It can even predict events at the atomic and molecular level.

Students investigate natural and man-made substances, their structures, chemical changes including links to substances of industrial and environmental importance. They learn about historical perspectives and application of Science as they relate to Chemistry.

This course involves students working in group-based and individual practical work, applying theoretical ideas and explaining models via experiments. It provides an understanding of Chemistry's application in the context of technology, as well as impacts on society and the environment.

Please note: Chemistry, students can take up to a further 4 Units of Science from Biology, Physics, Earth & Environmental Science and Investigating Science.

How will this course help me in the future?

It is taken by students who are seeking careers in Medicine, Radiography, Engineering, Veterinary Science, all Tertiary Sciences and Science Teaching. The course also allows credit transfer for some courses at TAFE. It is recommended that students check the "assumed knowledge" requirement for various university courses with their Careers Advisor or refer to the current UAC book. Many universities make recommendations about the study of science subjects for the HSC in preparation for courses at university.

Recommended Studies

This course is suitable for:

Students ranked in the top half of Advanced Mathematics and the top third of Science in Year 10. They have attained a Grade A or top Grade B.

Other subjects that combine well with this one are Physics, Biology, and Extension 1 Mathematics.

Content

YEAR 11

This part of the course incorporates the study of:

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

YEAR 12

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

Assessment

This is continuous and is based on both examination and assessment tasks including practical work and depth studies for both the Year 11 and 12 courses. There is a three hour HSC exam.

Information/Communication Technology

Refer to BYOD requirements

EARTH & ENVIRONMENTAL SCIENCE

2 Unit ATAR Course

What will I be doing in this Course?

This course combines elements of Geology and Environmental Science into a single course. It is more than just the study of rocks or how to protect trees. We study our planet as a whole and the processes that have made it what it is. The course also aims to assist students to recognise and understand our responsibilities to maintain the quality of all environments for future generations.

YEAR 11

The Year 11 course incorporates the study of: the formation of Earth and the evolution of its many layers and parts; the physical and chemical features of the environment; Australia as an island continent with a wide range of climates; the use of water as a chemical essential for life on Earth and its importance in the maintenance of Australian life; and the interplay of forces acting within and upon the Earth.

YEAR 12

The Year 12 course builds upon the Year 11 course. It examines the evidence related to the evolution of Australia over time, pressures on the Australian environment and the indicators of environmental ill-health.

Please note: Earth & Environmental Science, students can take up a further 4 Units of Science from Chemistry, Physics, Biology and Investigating Science.

How will this course help me in the future?

This course will attract students who have a genuine interest in the Earth's processes and future, and those seeking employment in Environmental, Mining, Geological, Geophysical and Horticultural industries. It is recommended that students check the "assumed knowledge" requirement for various

university courses with their Careers advisor or refer to the current UAC book. Many universities make recommendations about the study of science subjects for the HSC in preparation for courses at university.

Students will learn skills in research, experimenting, communication, information presentation and data analysis.

Recommended Studies

Students need to have obtained at least a Grade B at Stage 5 Science in Year 10. Other Stage 6 subjects that complement with this one are Geography & Biology.

Content

YEAR 11

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

YEAR 12

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Assessment

Internal assessments include module tests, fieldwork and research reports and formal examinations as well as depths studies. There is a three hour HSC exam.

Costs

Excursions: Approximately \$280.00
Two Wednesday excursions and an overnight fieldtrip to Wellington.

Information/Communication Technology

Refer to BYOD requirements

INVESTIGATING SCIENCE

2 Unit ATAR Course

What will I be doing in this Course?

The Investigating Science course is designed to provide students opportunities to develop their knowledge and understanding of a wide range of Science disciplines through investigating many concepts from biological, chemical and physics fields. It provides additional opportunities for students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

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.

How will this course help me in the future?

Students will learn skills in research, experimenting, communication, information presentation and data analysis.

The course would suit students who expect to be employed in any field where general understanding of scientific principles, application and use is required. It is for those who desire a good "common sense" understanding of living in the modern world.

It is also designed for students of other Science subjects to develop additional skills and gain valuable practice in working scientifically.

Please note: Investigating Science, students can take up a further 4 Units of Science from Chemistry, Physics, Earth & Environmental Science and Biology.

Investigating Science complements a wide range of courses offered at St Mary's. It is expected that students would have an interest and enthusiasm for Science.

Content

YEAR 11

- Cause and effect - Observing
- Cause and Effect - Inferences and Generalisation
- Scientific Models
- Theories and Law

YEAR 12

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Assessment

Internal assessments include module tests, fieldwork/ research reports, depths studies and formal examinations. There is a three hour HSC exam.

Information/Communication Technology

Please refer to BYOD requirements

PHYSICS

2 Unit ATAR Course

What will I be doing in this Course?

Physics is the study of how the Universe works.

YEAR 11

In the Year 11 Course we start to learn why all the components of matter around us behave the way they do. Determining whether it is electricity, moving objects, or sound and light waves, mathematics helps us understand what's happening. From the unimaginably huge, with galaxies and stars, to the incredibly tiny, with atoms and electrons, Physicists unravel processes of cause and effect through theorising, experimentation and imagination.

YEAR 12

The Year 12 course builds on this and examines many aspects of Physics that are important in modern science and technology, including space travel, generators, motors, Quantum Physics, and the development of our understanding of the world throughout the Twentieth Century.

Please note: Physics, students can take up a further 4 Units of Science from Biology, Chemistry, Earth and Environmental Science and Investigating Science.

How will this course help me in the future?

This course is designed for students who enjoy and are good at Science and Mathematics. It is taken by students who are seeking careers in Medicine, Engineering, all Tertiary Sciences and the more demanding courses in Computing.

It is recommended that students check the "assumed knowledge" requirement for various university courses with their Careers Advisor or refer to the current UAC book.

Many universities make recommendations about the study of science subjects for the

HSC in preparation for courses at university.

Information/Communication Technology

Please refer to BYOD requirements

Recommended Studies

This course is suitable for:

Students ranked in the top half of Advanced Mathematics and the top third of Science in Year 10.

They have attained a Grade A or top Grade B.

Other subjects that combine well with this one (due to appealing to the same kind of mental abilities or interests) include Extension 1 Mathematics, Chemistry, Investigating Science, Engineering Studies and Economics.

Content

YEAR 11

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

YEAR 12

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

Assessment

Various internal assessments as described in the Assessment Schedule distributed at the start of the course. There is a three hour HSC exam, marked externally.

SCIENCE EXTENSION

1 Unit ATAR Course

What will I be doing in this Course?

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Please note: Science Extension is a course in Year 12 and can be taken additionally to 6 units of other Science subjects - Biology, Chemistry, Investigating Science, Earth and Environmental Science and Physics.

How will this course help me in the future?

It is beneficial for students who wish to continue with further Science based studies at University. The skills learned and applied in this course are designed to help students in further research and investigative work. It is recommended that students check the “assumed knowledge” requirement for various university courses with their Careers Advisor or refer to the current UAC book. Many universities make recommendations about the study of science subjects for the HSC in preparation for courses at university.

Recommended Studies

Students should have enjoyed and achieved a pleasing result in their Year 11 Science course(s). They should also have a good understanding of Mathematics.

Content

YEAR 12

- The Foundations of Scientific Thinking
- The Scientific Research Proposal
- The Data, Evidence and Decisions
- The Scientific Research Report

Assessment

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. Students will be assessed on each part of their research portfolio and report. The final HSC exam will be an online exam.

Costs

Excursions: Approximately \$20.00

Additional costs may occur depending on the chosen research project of the student.


Information/Communication Technology

Refer to BYOD requirements

Human Society and Its Environment

Aboriginal Studies
Ancient History
Business Studies
Economics
Geography
History Extension
Legal Studies
Modern History
Society & Culture
Work Studies

Leader of Learning: Mr Peter Hopson
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ABORIGINAL STUDIES

2 Unit ATAR Course

Introduction

Aboriginal Studies is a course that aims to develop students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and strives to enable them to be active and informed citizens in promoting a just society for all Australians. Aboriginal Studies is designed to foster intellectual, social and moral development by asking students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

For Whom is the Subject Intended?

Aboriginal Studies provides a vehicle for students to develop interest in, and informed attitudes towards, Aboriginal and Indigenous peoples at local, national and global levels from the past, present and in the future. It is a course that offers a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities.

Career Paths

For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. The fostering of analytical skills, and the ability to pursue independent research to develop coherent arguments, is a skill valued in many sectors. Some examples include, Sociology, Law, History, Tourism, Archaeology, Anthropology, Teaching, Nursing, Medicine, Community Welfare.

Complementary Subjects

Aboriginal Studies is an excellent complementary course for Studies of Religion I & II, Ancient History, Modern History, Society & Culture, Geography, Community & Family Studies and Legal Studies.

Recommended Studies

There are no pre-requisites for this course.

Content

YEAR 11

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

YEAR 12

Year 12

- Social Justice and Human Rights Issues
- Aboriginality and the Land or Heritage and Identity
- Research and Inquiry Methods - Major Project

Assessment

External Assessment takes the form of an HSC examination of 3 hours duration.

Internal Assessment for the Year 11 and HSC course comprises of a formal examination and a range of tasks, such as oral and written reports and research assignments.

Costs

Costs to cover excursions to relevant cultural sites and guest speakers.

ANCIENT HISTORY

2 Unit ATAR Course

Introduction

Ancient History involves a study of ancient societies which may include the study of Greece, Persia and Rome.

For Whom is the Subject Intended?

Ancient History is for those people who are interested in the ideas and achievements of the ancient world. You need to be able to express yourself well in writing. It is not a “difficult” subject. It is interesting and different. (You do not have to memorise lists of dates.)

History Extension

There is an Extension Course (1 Unit) available in Year 12 for those students who display a high interest and ability in the subject.

Career Paths

Ancient History develops excellent communication skills and teaches you to research and analyse material. Such a background is valuable for Law, Journalism, Advertising and Marketing, Personnel Management, Travel and Tourism, the Diplomatic Service and the Public Sector. As well, Education, Librarianship and Archaeology are possible career choices.

Complementary Subjects

Ancient History is an excellent complementary course for English, Modern History and History Extension.

Recommended Studies

There are no pre-requisites for this course.

Content

YEAR 11

Year 11 course has three parts. The first involves an Investigation of Ancient History (60 hours) by examining its nature through a

study of various options (Preserved Human Remains, Borobudur) and case studies (Nineveh) The second involves the study of key features of Ancient Society (40 hours) like weapons and warfare in Ancient Assyria and Greece. The third involves a Historical Investigation (20 hours) in which students can develop a personal research project on any topic of interest.

YEAR 12

There are four sections to be completed for the HSC. These will build on the work covered in Year 11. The sections are:

- A core study – Pompeii and Herculaneum (Rome)
- Study of one particular person of influence from the ancient world such as Xerxes
- One ancient society such as Persia
- One historical period such as Greek World 500-44 BC

Assessment

A variety of assessment tasks will be set in both Year 11 and Year 12. Ancient History is not an all essay subject.

There is one examination paper in the HSC, consisting of four sections worth 25% each. The types of questions include multiple choice, short answers, structured questions, and essay length answers. There is a choice of questions available. Some are based on source information provided with the questions.

There will also be internal (within the school) tasks set, including (for example) individual and/or group research, a prepared oral presentation, a document study and longer responses.

Costs

There are no set costs associated with this subject.

BUSINESS STUDIES

2 Unit ATAR Course

Introduction

The aim of this course is to assist students to develop knowledge and understanding of the world of business. Students will be encouraged to investigate the dynamics of the current business environment through analysing case studies, using websites, and the regular reading of newspapers, business journals and reports as well as listening to visiting guest speakers from successful local business enterprises and excursions.

For Whom is the Subject Intended?

Students with an interest in the world of business will find this course interesting and challenging.

Students will develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies. Not only is this course designed for students who wish to pursue business related studies at University or TAFE, it is also relevant to students who wish to enter the business world as employees or prospective employers. Business activity is an aspect of everyone's life and as such a significant feature of Business Studies is its relevance to all students, as it equips essential skills for life.

Complementary Subjects

Choosing complementary subjects in one's HSC Study Package is a useful strategy in attaining success in the HSC. Business Studies is an excellent complementary course for Economics, Legal Studies and Mathematics

Possible Career Paths

- Operating one's own business
- Marketing
- Human Resource Management
- Tourism
- Accounting
- Retail
- Financial Planning
- Journalism
- Law

- Communications

Recommended Studies

While there are no pre-requisites for this course, mathematics is strongly advised – particularly for those contemplating tertiary studies in this area.

Small Business Plan

Students in the Year 11 undertake a Small Business Plan based on a hypothetical business. Students will be required to submit a report written using business report format.

Content

Year 11	
Nature of Business	20%
Business Management	40%
Business Planning	40%

Year 12	
Operations	25%
Marketing	25%
Finance	25%
Human Resources	25%

Assessment

External Assessment takes the form of HSC examination of 3 hours duration. Internal assessment in both the Year 11 and HSC courses may include research tasks, skills tasks and examinations.

Costs

Costs to cover excursions and guest speakers.

ECONOMICS

2 Unit ATAR Course

Introduction

Why do some people earn \$1000 a week while others earn ten times that amount? What will happen to unemployment in the future? Is globalisation a good or bad thing? These are some of the important issues examined in Economics.

For Whom is the Subject Intended?

Studying economics for the HSC gives students excellent preparation for further study in Business, Town Planning, Accounting, Finance, Media, Law, Marketing, Employment Relations, Tourism, History, Geography or Environmental Studies. Students with an interest in examining the economic problems and issues in a contemporary Australian context will find this course interesting and challenging. Many Business courses at University have a compulsory Economics unit. Studying HSC Economics is very useful for these courses.

Complementary Subjects

Choosing complementary subjects in one's HSC Study Package is a useful strategy in attaining success in the HSC. Economics is an excellent complementary course for Business Studies and Legal Studies and Mathematics.

Possible Career Paths

Accounting

- Resource management
- Finance
- Media
- Law
- Banking
- Shares and commodities markets
- Government
- Politics
- Foreign affairs
- Owning one's own business
- Employment relations
- Marketing
- Town Planning

Recommended Studies

There are no prerequisites for this course.

Content

YEAR 11

Six topics are studied.

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

YEAR 12

There are four topics.

- The Global Economy
- Australia's Place in the Global Economy
- Economic issues
- Economic Policies and Management

Assessment

Assessment takes the form of the HSC examination of 3 hours duration. Internal assessment consists of formal examinations, reports, and research assignments.

Costs

Costs to cover excursions and guest speakers.

GEOGRAPHY

2 Unit ATAR Course

Introduction

Year 11 and 12 Geography has a larger focus on global locations rather than the Australian geography focus of Years 9 and 10. This course takes you around the world to study exciting people and places in New York, London, Tokyo, Paris, Beijing and many other global cities.

Do you like getting out into the fresh air to see something first hand? Geography is the subject for you as there is an emphasis on 'hands on' learning as students are frequently in the field conducting research by observing, questioning and recording. While the subject builds on the Stage 5 course, the course is quite different to the content and experiences of Years 9 and 10. Also, there is a high use of ICT in the learning process.

For Whom is the Subject Intended? Geography is suited to a wide range of students looking to obtain both the knowledge and skills to improve employment prospects. The skills acquired will have many applications in their professional and personal adult life.

Complementary subjects

Geography is an excellent complementary course for Earth and Environmental Science, Biology, Legal Studies, Society & Culture, and any of the Maths subjects.

Possible Career Paths

Geography is a logical choice for students wishing to enter careers such as Meteorology, Wine Making, Engineers, Environmental Science and Management, Town Planning, Pilot, Park Rangers, Travel Consultant, Journalism, Horticulture, Real Estate, Teaching, Farming, Business, Law, Politics and many more.

Recommended Studies

There are no pre-requisites for this course. Students in the Year 11 are required to complete a Senior Geography Project (SGP), where they choose a topic for investigation, design a

program of research and submit a typed report. Students find this a most rewarding and satisfying achievement.

Furthermore, basic maths skills learnt throughout Years 7-10 will assist in the skills component of this course.

Content

YEAR 11

- Biophysical Interactions (Mount Everest, Merewether Beach)
- Global Challenges (Brazil, Mexico, Over-Fishing)
- Senior Geography Project (Topic of your choice)

YEAR 12

- Ecosystems At Risk (Stockton Sand Dunes and Great Barrier Reef)
- Urban Places (New York, London, Tokyo, Paris, Mumbai and Lagos)
- People and Economic Activity (Wine making in France, USA, Italy and Australia).

Fieldwork: 24 hours over the two years is mandatory to meet NESA requirements.

Assessment

External assessment takes the form of the HSC examination of 3 hours duration.

Internal assessment in both the Year 11 and HSC course comprises of a formal examination and range of tasks, such as reports, research assignments and tests.

Costs

Fieldwork is an integral component of this course. To meet course requirements, there are approximately four excursions over the two year course which needs to be paid for:

YEAR 11

1 day fieldtrip to Merewether Beach Term 3 2022 - Approx. \$15

YEAR 12

1 day fieldtrip to Stockton Sand Dunes Term 4 2023 - Approx. \$40

1 day fieldtrip to the Hunter Valley Vineyards Term 2 2023 - Approx. \$20

1 day fieldtrip to Newcastle Foreshore Term 3 2023 - Approx. \$20

HISTORY EXTENSION

1 Unit ATAR Course: Category A Board Developed Course

YEAR 12

1 Unit Board Developed Course

Recommended Studies

This course is designed for students who are studying Modern and/or Ancient History who demonstrate particularly strong skills and interest in these courses. 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.

Course Description

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed.

Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

History Extension requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history.

Main Topics Covered

Constructing History

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History

Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

- 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 Study

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

History Project

- Designing an Investigation
- Documenting the Project
- The Proposal
- The Essay (2500 word)

How Will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks, active contribution to class discussion and the successful completion of the Major Project and its various components. A formal two hour examination also forms part of the assessment of students.

LEGAL STUDIES

2 Unit ATAR Course

Introduction

In this ever-changing world, it is becoming more and more important that we are aware of our legal rights and responsibilities. The term “ignorance is no excuse” is very applicable to the operation of the legal system. As such we need to understand how the law affects almost every aspect of our daily lives including driving a car, travelling overseas, terrorism, marriage and divorce and changes to the workplace – the list is endless. It is virtually impossible to go through life without coming into contact with the legal system and developing a knowledge and understanding of the law and its associated legal processes will assist students when these situations arise.

For Whom is the Subject Intended?

This course is for any student. It offers excellent preparation for life through an understanding of the legal system and its processes. Legal Studies provides a flexible learning structure with a particular emphasis on hands on learning, to allow students to acquire skills in analysing, conducting independent research and development of coherent arguments. All of these help to prepare students for further education, training and employment.

Complementary Subjects

Choosing complementary subjects in one's HSC Study Package is a useful strategy in attaining success in the HSC. Legal Studies is an excellent complementary course for Business Studies, Economics, Society & Culture, Community & Family Studies, Geography and Modern History.

Possible Career Paths

Legal Studies is particularly useful to students who wish to pursue a career in numerous fields such as:

- law
- business
- finance
- economics
- communications

- teaching
- psychology
- government
- police force
- politics
- journalism
- social work
- forensics

NSW Law Society Inter-School Mock Trial Competition

Students in Year 11 have the opportunity to participate in this competition. The competition involves forming a team of Barristers, Solicitor, Witnesses and Court Officer/Magistrate's Clerk, who then prepare a case and compete in a trial against other participating schools.

This competition enables students to develop their skills in advocacy, quick and logical thinking and presenting valid legal arguments. For those involved, this is often a highlight of the course.

Recommended Studies

There are no prerequisites for this course.

Content

YEAR 11

The Year 11 Course consists of three sections:

- | | |
|----------|----------------------------|
| Part I | The Legal System |
| Part II | The Individual and the Law |
| Part III | Law in Practice |

YEAR 12

The HSC course consists of three sections: Part

- | | |
|----------|---|
| I | Crime |
| Part II | Human Rights |
| Part III | Additional Focus Studies such as Family Law and consumer. |

Assessment

The HSC examination in this subject is of 3 hours duration. Internal assessment in both the Year 11 and HSC courses may include research tasks, oral presentations, media file, and examinations.

Costs

Costs to cover excursions, especially court visits, incursions and HSC Study Day

MODERN HISTORY

2 Unit ATAR Course

Introduction

Modern History consists of a 2 Unit Course in both Years 11 and 12.

Through the study of Modern History students have the opportunity to consider the great technological, economic, political and moral changes of the nineteenth and twentieth centuries that have made our world the way it is. This study requires students to analyse causes, the progress and effects of these changes in the world and finally to make judgements about them. Modern History is especially relevant today.

Some students may feel that having done History in Stage 5 that the Modern History course may be “repetitive” or “more of the same”. The Modern History course has a broad perspective and study is detailed. The course is designed to avoid repetition of the Stage 5 History course and is a demanding investigation of some of the events which have, in recent times, influenced the structure of our world.

Extension History

There is an Extension Course (1 Unit) available in Year 12 for those students who display a high interest and ability in the subject.

For Whom is the Subject Intended?

This course is suitable for students with an interest in historical studies. Students will need to be prepared to further develop their skills in research methods and written communication and they need to be able to express themselves well in written form.

Career Paths

A study of Modern History will prepare students to play an active role in society. It will provide students with the knowledge with which to tackle many of the issues and problems presented by a complex and changing world. It will give students a sense of historical perspective and the ability to influence society for the better. The study of Modern History is particularly useful in professions such as law, politics, journalism, banking, tourism, teaching business and administration.

Complementary Subjects

Choosing complementary subjects in One's HSC Study Package can assist in achieving success in the HSC.

Modern History is an excellent complementary course for English, History Extension, Ancient History and Legal Studies.

Course Structure

YEAR 11

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

- **Investigating Modern History** - 60 hours
- **The Nature of Modern History** - Options include Investigation of Historic Sites and Sources, and The Construction of Modern Histories.
- **Case Studies** - Examples include The Decline and Fall of the Romanov Dynasty, Women's Movements, The Meiji Restoration, and The Making of Modern South Africa.
- **Historical Investigation** - 20 hours. The Historical Investigation is designed to further develop relevant investigative research and presentation skills.
- **The Shaping of the Modern World** - 40 hours. Students investigate forces and ideas that shaped the modern world through the study of key events and developments and the meaning of modernity. Topics include World War 1 and The Enlightenment.

YEAR 12

- **Core Study** - 30 hours. Power and Authority in the Modern World 1919-1946.
- **National Study** - 30 hours. Examples include USA 1919 - 1941; Russia and the Soviet Union 1917 - 1941.
- **Peace and Conflict** - 30 hours. Examples include Conflict in the Pacific 1937 - 1951; The Cold War 1945 - 1991
- **Change in the Modern World** Examples include Civil Rights in the USA 1945 - 1968; Apartheid in South Africa

Recommended Studies

There are no pre-requisites for this course.

Assessment

A variety of Assessment Tasks are set in both Years 11 and 12. The HSC examination in Modern History is of 3 hours duration.

SOCIETY & CULTURE

2 UNIT ATAR COURSE

Introduction

Society & Culture provides students with an understanding of their own development. The impact of family, peers, school and the media on personality is emphasised. As well, students will compare Australian society with societies overseas. There is a focus on personal experiences, class discussion and students conducting their own social research. Past students have found this course particularly helpful in providing skills in completing university assignments and research projects.

For Whom is the Subject Intended?

This course is intended for students who wish to study and investigate the social world. Skills in seeking information and writing up results will be taught and developed. Students will develop an understanding of research methodologies such as interviews, questionnaires and observations, and will undertake research in an area of particular interest to them. The course involves a Major Project, completed in Year 12. The subject is excellent preparation for tertiary studies in the Humanities, especially Sociology, Psychology, Teaching, Nursing and Social Work.

Complementary Subjects

Choosing complementary subjects in one's HSC Study Package is a useful strategy in attaining success in the HSC. Society & Culture is an excellent complementary course for Legal Studies, Community and Family Studies, and Geography.

Possible Career Paths

Teaching
Nursing
Psychology
Journalism
Law
Foreign Affairs Social Work Counselling
Child Care

Recommended Studies

There are no prerequisites for the study of Society and Culture.

Content

YEAR 11

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

YEAR 12

Core

- Personal Interest Project - 40%
- Social and Cultural Continuity and Change - 20%

Depth Studies - 40%

- Popular Culture
- Social Conformity and Nonconformity

Assessment

Students are assessed internally via research tasks, oral presentations and examinations. The HSC examination accounts for 60% of the student's marks and is of 2 hours duration.

The Personal Interest Project which is marked externally constitutes 40% of the HSC mark.

WORK STUDIES

1 Unit Content Endorsed Course to be studied Year 11

Introduction

For many years, work experience, career education and similar programs have played an important role in assisting secondary school students to understand the world of work. Schools are now increasingly seeking to provide more substantial opportunities for students in Years 11 and 12 to gain knowledge, skills, values and attitudes which will facilitate school to work transition. This reflects the trend towards a convergence of general and vocational education.

Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Work Studies can equip students to make more informed decisions about their future study and employment pathways. The strongly practical orientation of the course is intended to give students useful experiences against which to test their emerging career and/or study preferences.

Course structure

The Core- My Working Life

There is one compulsory core module. "This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required". This core will focus on key issues including, transition from school to work, exploring career and life choices, assessing specific work and life situations, identifying future aspirations and developing a career plan. The indicative time allocation for the core is 30 hours.

Elective modules

The elective course modules expand on the

issues introduced in the core. Elective modules will be selected from the following:

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work

Assessment

A range of assessment instruments will be used and may be selected from the following:

- Work diaries/projects
- Resumes/portfolios
- Examinations and written tests
- Job application letters
- Individual and group reports
- Oral reports and presentations
- Research assignments
- Mock interviews/simulation exercises
- Teacher observation
- Written reports on case studies
- Industry visits
- Work placements

The following components and weightings are to apply:

Component	Weighting
Knowledge and Understanding	30%
Skills	70%

*This course would be most suitable for those students who are **NOT** completing a VET course as part of their HSC studies.*



Personal Development, Health & Physical Education

Community & Family Studies
Personal Development, Health & Physical Education
Sport Lifestyle & Recreation (Sports Coaching/ Healthy Lifestyle)
Sport Lifestyle & Recreation 1 Unit
Exploring Early Childhood

Leader of Learning: Mr Shane Whereat
shane.whereat@mn.catholic.edu.au



COMMUNITY & FAMILY STUDIES

2 Unit ATAR Course

Introduction

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

For Whom is the Subject Intended? The course is intended for those who wish to study and investigate the complex community in which we live. This subject provides opportunities for students to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships with their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication. Students develop research skills and undertake an Independent Research Project.

How will this course help me in the future?

This course has vocational application in career paths such as Business Management, Human Resource Management, teaching, social work, counselling and marketing.

Recommended Studies

There are no prerequisites for the study of Community and Family Studies.

Course Content

YEAR 11

- Resource Management
- Individuals and Groups
- Families and Communities

YEAR 12

- Research Methodology
- Groups in Context
- Parenting and Caring
- HSC Option Modules studied:
- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

Assessment

A variety of Assessment Tasks will be set in both Year 11 and Year 12. Assessments will include research tasks, multiple choice responses, short answer responses, essays and examinations.

The HSC examination is a three hour paper consisting of multiple choice questions, short answer questions and extended response/essay questions.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

2 Unit ATAR Course

Introduction

This course is a 2 unit course studied over two years (Year 11 & 12).

The year 11 course examines a range of health and physical activity areas. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. The option topics studied are **First Aid and Fitness Choices**.

In the year 12 course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. The optional areas of study are *Sports Medicine and Improving Performance*.

How will this course help me in the future?

This course will be very beneficial to anyone interested in a career in any aspect of the health or fitness industry, eg nursing, physiotherapy, health research, sport and recreation officer, sport coaching or management, sports medicine.

Recommended Studies

All students have completed Stage 4 and 5 courses in PDHPE that contain components of the Senior course. Students who have studied Physical Activities and Sports Studies (PASS) will see areas from this course in the Senior course, though in greater depth. PASS is not essential for success in the Senior course. Students should have an interest in health and physical activity.

Course Content

YEAR 11

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Components (40%)

The two options studied are:

- First Aid
- Fitness Choices

YEAR 12

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

The two options studied are:

- Sports Medicine
- Improving Performance

Please note: This course is theory based and is academically demanding. Less than 10% of the course is allocated to practical experiences.

Assessment

Year 11: internal assessment.

HSC: 50% internal assessment, 50% external assessment (three hour written exam paper).

SPORT, LIFESTYLE & RECREATION

(Sports Coaching / Healthy Lifestyle)

2 Unit Non ATAR Course

Introduction

2 Unit Sport, Lifestyle and Recreation (Sports Coaching / Healthy Lifestyle) offers student knowledge, understanding and practical skills in sports coaching, training, officiating and administration and healthy lifestyles. It is studied over two years.

This course does not contribute to an ATAR.

For Whom is the Subject Intended?

2 Unit Sport, Lifestyle and Recreation (Sports Coaching / Healthy Lifestyle) is suited to students who are interested in all aspects of sport and the development of participants.

The course provides a more practical alternative to the academically demanding 2 unit PDHPE Course.

Please note: Students cannot select BOTH 1 Unit and 2 Unit SLR

How will this course help me in the future?

Students selecting this course may be interested in entering the sport and recreation industry. Students will have the opportunity to develop and refine their skills in coaching, training, officiating and many other aspects of the industry. This course would be of benefit to anyone interested in health, sport and recreational education.

Recommended Studies

There are no formal pre-requisites for this course, however students should not elect it unless they are prepared to fully involve themselves in scheduled practical lessons.

Content

A variety of theory and practical modules will be offered, including:

- Coaching
- Refereeing and Officiating
- Sports Medicine
- Sports Administration - Sports Nutrition
- Resistance Training
- Fitness
- Aquatics/Bronze Medallion

Assessment

Assessment in this Course will involve schoolbased assessments including practical demonstrations, assignments and examinations. Emphasis will be on knowledge and skills. There is no HSC exam.

Equipment

Students require suitable attire for practical sessions, including appropriate footwear, shorts, T-shirts and hats.

Costs

Optional Bronze medallion Certificate qualification (Approx - \$30)

SPORT, LIFESTYLE & RECREATION

1 Unit Non ATAR Course

Introduction

Sport, Lifestyle and Recreation aims to develop knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. It may be studied over one year (Year 11) or two years. It has a much greater emphasis on practical participation than the 2 unit PDHPE Course.

The course does not contribute to an ATAR.

For Whom is the Subject Intended?

Sport, Lifestyle and Recreation is suited to students who are interested in physical activity and performance.

The course provides an alternative to the more demanding 2 Unit PDHPE Course, but may also be studied in addition to that Course. This allows students with strong interests in this area to supplement their study with further practical experiences.

Please note: Students cannot select BOTH 1 Unit and 2 Unit SLR

How will this course help me in the future?

Students selecting this course should be interested in sport with a desire to refine their own performance of movement skills and safe sporting practices.

This course would be of benefit to anyone interested in coaching, sport, the fitness industry, and recreational education.

Recommended Studies

There are no formal pre-requisites for this Course, however students should not elect it unless they are prepared to fully involve themselves in all scheduled practical lessons.

Content

A variety of practical modules will be provided including resistance training, team games, and a range of individual pursuits.

Assessment

There is no formal Assessment for this course. There is no HSC exam.

Equipment

Students require suitable attire for practical sessions, including appropriate footwear, shorts, T-shirts and hats.

Costs

Nil.

EXPLORING EARLY CHILDHOOD

1 Unit Non ATAR Course

Introduction

Exploring Early Childhood is a Content Endorsed Course offered as a 1 Unit subject studied over two years.

This course has both practical and theoretical components. Students will develop an understanding and awareness of the growth, development and learning of young children. Through gaining recognition of the uniqueness of all children, students will have the opportunity to reflect upon potential implications for themselves as adults.

For Whom is the Subject Intended?

This subject presents many possibilities for students who have interest in, or who wish to work in, childcare services or Primary Teaching via further study at both TAFE and university.

Complementary Subjects

This is an excellent complementary course for Community and Family Studies and Society and Culture.

Possible Career Paths

- Teaching
- Child care worker
- Nanny
- Nursing
- Psychology

Recommended Studies

There are no -pre-requisites for this course.

Content

YEAR 11

There are four topics:

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour
- Play and Developing Child

YEAR 12

There are four topics

- Health and Nutrition
- Starting School
- Children's Literature
- Child Health and Safety

Assessment

There is no external HSC examination for this course - it does not contribute to an ATAR. The HSC Assessment Mark will appear on student's HSC.

Student assessment through the Year 11 and 12 courses will reflect the extent to which each student has achieved the Course Objectives and Outcomes. Assessment tasks include school-based examinations, projects and reports.

Costs

Projects, materials and excursions are to be covered by students when required. Costs should not exceed \$20.00 throughout the two year course.

Technology & Applied Studies

Design & Technology
Engineering Studies
Industrial Technology - Electronics
Industrial Technology - Graphics
Industrial Technology - Metal
Industrial Technology - Multimedia
Industrial Technology - Timber Products & Furniture
Textiles & Design
Food Technology
Information Processes & Technology
Software Design & Development
Computing Applications

Leader of Learning: Mrs Narelle Penfold

narelle.penfold@mn.catholic.edu.au



DESIGN & TECHNOLOGY

2 UNIT ATAR COURSE Category A

Course Content

Design & Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

Design & Technology is designed for students who are looking to make cultural and social impact, and pursue careers that value innovation and entrepreneurship in a creative context. It develops understanding and skills in using innovation and structured design processes to solve problems through the completion of projects. Furthermore, it seeks to develop student's appreciation of historical and cultural influences on design and the relationship between design, technology, society and the environment.

For whom is the subject intended?

This is a course for designers of tomorrow! Design & Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas and processes. Design & Technology provides creative and innovative students with an appreciation of how design and technological activity contribute to the lives of individuals and to cultures and environments.

How will this course help me in the future?

Design & Technology will help those interested in a career in Graphic Design, Product Design, Fashion Design, Interior Design, Architecture, Engineering, and other related Technology careers.

Complementary Studies

There are NO pre-requisites! Subjects such as IPT, SDD, Engineering Studies, VET Construction, Industrial Technology, Textiles & Design, Visual Art and Visual Design will enhance learning.

Focus Area

There is NO focus area for Design and Technology. Students may consider Graphics, Multimedia, Timber, Textiles or Mixed Materials based projects for their Major Design Project.

YEAR 11

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

YEAR 12

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project.

The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation. In the HSC Year students will complete a Major Project which contributes 60% of their final HSC result.

Assessment

YEAR 11

- Design Project
- Design Project
- Year 11 Exam

YEAR 12

Internal Mark

- Major Project Proposal
- Innovation Case Study
- Major Project Progress
- Trial Exam

External Mark

- Major Design Project - 60%
- External 1.5 hr Exam - 40%

Costs

Students are expected to cover the costs of their Major Design Project.

Particular Course Requirements This course MAY require specific BYOD requirements. Refer to the BYOD page of this Handbook for Subject Specific recommendations.

ENGINEERING STUDIES

2 UNIT ATAR COURSE Category A

Introduction

The aim of Engineering Studies is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology. Engineering Studies is directed towards the application and advancement of skills associated with mathematics, science and technology. This subject is recommended to students that are capable at mathematics and science and are curious about how things are made and the way in which they are constructed.

How will this course help me in the future?

This course is designed for those who are interested in careers in the various fields of Engineering (civil, mechanical, electrical, aeronautical etc.), Surveying, Building, Applied Science, Metallurgy, Metal trades, and other related Technical careers.

Complementary Studies

There are NO pre-requisites! Subjects such as Industrial Technology, Design & Technology, VET Construction, SDD, IPT, Computing Applications, Physics and Advanced Mathematics or a high level of Intermediate Mathematics will enhance learning.

Content

YEAR 11

Students undertake study and develop an understanding of each of three Application Modules & one Focus Modules:

- Engineering Fundamentals.
- Engineered Products.
- Braking Systems

- Bio-Engineering.

YEAR 12

Students undertake study and develop an understanding of each of two Application Modules & two Focus Modules:

- Civil Structures
- Personal and Public Transport.
- Aeronautical Engineering
- Telecommunications Engineering.

Course Requirements

Engineering Report

Year 11 Course Students are required to produce an Engineering Report in one of the Engineering focus modules.

Year 12 Students are required to produce an Engineering Report in one of the Engineering focus modules.

Assessment

YEAR 11

- In Class Assessment
- Engineering Report
- Year 11 Exam

YEAR 12

Internal Mark

- In Class Assessment
- Engineering Report
- Engineering Research Task
- Trial Exam

Costs

Approximately \$70 for Drawing Equipment and Special Templates.

Exclusions

None

INDUSTRIAL TECHNOLOGY ELECTRONICS

2 UNIT ATAR COURSE Category A

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

Students will work with Electronic kits, as well as hand built circuits during Year 11 in order to develop their understanding and skills of key electrical concepts. This course consists mainly of practical project work with a Major Project to be completed in Year 12, an introduction to industrial processes and practices and an Industry Study related to the Electronics Industry.

How will this course help me in the future?

Industrial Technology Electronics is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the Electronics industry. This course is designed for students with an interest in careers such as Electrical Engineering, Electronics, Electrical trades and Computer Programming.

Complementary Subjects

There are NO pre-requisites. Subjects such as VET Electrotechnology, VET Construction, Engineering Studies, Mathematics, Physics, IPT, SDD, Design & Technology and Computing Applications will enhance learning.

Content

YEAR 11

- Electronics Industry Related Manufacturing Technology – Development of knowledge of materials, processes, tools & machinery.
- Design, Management & Communication – Designing, drawing, computer applications, project management, literacy & calculations.
- Industry Study – Study of the organisation and management of an industry related to the focus area.
- Production - Practical projects (Circuit design & manipulation).

YEAR 12

- Industry Study
- Electronics Industry Related Manufacturing Technology
- Design, Management & Communication
- Major Project (of students choosing).

Each of these areas is taught in an integrated fashion through the development of the Major Project.

Particular Course Requirements

In the Year 11 students must design, develop and construct a number of practical components. In Year 12 students must design, develop and produce a Major Project. Each project must include a management folio.

Assessment

YEAR 11

- Practical Project & Folio
- Practical Project & Folio
- Year 11 Exam

Year 12

Internal Mark

- Major Project Proposal
- In Class Industry Study response
- Project, Video & Folio
- Trial Exam
- External Mark
- Major Design Project - 60%
- External 1.5 hr Exam - 40%

Costs

- Students are expected to supply their own Personal Protective Equipment (PPE) e.g. safety glasses, hearing protection etc.
- Students are expected to cover the costs of their Major Project, typically \$20-\$50 in the Year 11 & \$100+ in the HSC year (depending on choice of project).

Exclusions

This course CANNOT be studied with any other Industrial Technology Focus Area.

INDUSTRIAL TECHNOLOGY GRAPHICS

2 UNIT ATAR COURSE Category A

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

Students will experience traditional Technical Drawing techniques combined with various CAD programs in the production of Architectural, Engineering drawing & Product drawing. This course consists mainly of practical project work with a Major Project to be completed in Year 12, an introduction to industrial processes and practices and an Industry Study related to the Graphics Industry.

How will this course help me in the future?

Industrial Technology Graphics is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the Graphics industry. This course is designed for students with an interest in careers such as Architecture, Engineering, Graphic Design, Product Design and Drafting. This course is for students interested in pursuing a career in Architecture, Engineering Drafting and Graphic Design.

Complementary Subjects

There are NO pre-requisites. Subjects such as VET Construction, Engineering Studies, IPT, SDD, Design & Technology, Visual Design and Computing Applications will enhance learning.

Content

YEAR 11

- Graphics Industry Related Manufacturing Technology – Development of knowledge of materials, processes, tools & machinery.
- Design, Management & Communication – Designing, drawing, computer applications, project management, literacy & calculations.

- Industry Study – Study of the organisation and management of an industry related to the focus area.
- Production - Practical projects (Architecture, Engineering Drawing & Product Drawing).

YEAR 12

- Industry Study
- Graphics Industry Related Manufacturing Technology
- Design Management & Communication
- Major Project (of students choosing).

Each of these areas is taught in an integrated fashion through the development of the Major Project.

Particular Course Requirements

In the Year 11 students must design, develop and draw a number of projects. In Year 12 students must design, develop and produce a Major Project. Each project must include a management folio.

This course MAY require specific BYOD requirements. Refer to the BYOD page of this Handbook for Subject Specific recommendations.

Assessment

YEAR 11

- Practical Project & Folio
- Practical Project & Folio
- Year 11 Exam

YEAR 12

Internal Mark

- Major Project Proposal
- In Class Industry Study response
- Project, Video & Folio
- Trial Exam

External Mark

- Major Design Project - 60%
- External 1.5 hr Exam - 40%

Costs

- Students are expected to purchase

drawing equipment if not already owned. Approximate cost \$70

- Students are expected to cover the costs of their Major Project.

Exclusions

This course CANNOT be studied with any other Industrial Technology Focus Area.

INDUSTRIAL TECHNOLOGY METAL

2 UNIT ATAR COURSE Category A

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

The Metals focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the Metals and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to Metals which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication.

Practical projects reflect the nature of the Metals focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These may include:

- Sheet metal products
- Metal machining projects
- Fabricated projects

How will this course help me in the future?

Industrial Technology Metal is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the Metal industry. This course is designed for students with an interest in careers such as Mechanical Engineering, Mining, Fitting and Machining, Boilermaker, Plumber, Plant Mechanic and other metal trades.

Complementary Subjects

There are NO pre-requisites.

Content

YEAR 11

- Metal Industry Related Manufacturing Technology – Development of knowledge of materials, processes, tools & machinery.
- Design, Management & Communication – Designing, drawing, computer applications, project management, literacy & calculations.
- Industry Study – Study of the organisation

and management of an industry related to the focus area.

- Production - Practical projects.
- Portfolio Management – ICT skills.

YEAR 12

- Industry Study
- Metal Industry Related Manufacturing Technology
- Design, Management & Communication
- Major Project (of students choosing).
- Portfolio Management – ICT skills.

Each of these areas is taught in an integrated fashion through the development of the Major Project.

Particular Course Requirements

In the Year 11 course students must design, develop and construct several practical projects. Each project must include a management portfolio. In Year 12 students must design, develop and produce a Major Project. Each project must include a management portfolio.

Assessment

YEAR 11

- Practical Project & Folio
- Practical Project, Folio & Video
- Year 11 Exam

YEAR 12

Internal Mark

- Major Project Proposal
- In Class Industry Study response
- Production project, Folio & Video
- Trial Exam

External Mark

- Major Design Project & folio - 60%
- External 1.5 hr Exam - 40%

Costs

- Students are expected to supply their own Personal Protective Equipment (PPE) e.g. safety glasses, hearing protection etc.
- Students are expected to cover the costs of their Major Project, typically \$20-\$50 in the Year 11 & \$100+ in the HSC year (depending on choice of project).

Exclusions

This course **CANNOT** be studied with any other Industrial Technology Focus Area.

INDUSTRIAL TECHNOLOGY MULTIMEDIA

2 UNIT ATAR COURSE Category A

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

Students will develop practical skills in a range of Industry Standard programs & tools for animation, special effects for film & websites and create interactive multimedia products. To compete and succeed in today's digital world, high school students must have the opportunity to learn how to design, create and present a host of multimedia projects.

The course consists of practical project work with a Major Project to be completed in Year 12, an introduction to industrial processes and practices and an Industry Study related to the Multimedia Industry.

How will this course help me in the future?

Industrial Technology Multimedia is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the Multimedia industry. This course is designed for students with an interest in careers such as Information Communication, Web Design/App Design, Animation & Video creation.

Complementary Subjects

There are NO pre-requisites, however, subjects such as Computing Applications SDD, IPT, Design & Technology and Visual Design will enhance learning.

Content

YEAR 11

- Multimedia Industry Related Manufacturing Technology – Development of knowledge of materials, processes, hardware and software.
- Design, Management & Communication – Designing, drawing, computer applications, project management, literacy, files calculations & WHS.
- Portfolio ICT skills development
- Industry Study – Study of the organisation and management of an industry related to the focus area.

- Production - Practical projects (Image editing, video editing and development, animation and web design using industry software eg Adobe suite software and Office software.

YEAR 12

- Industry Study
- Multimedia Industry Related Manufacturing Technology
- Design, Management & Communication
- Major Project (of students choosing).

Each of these areas is taught in an integrated fashion through the development of the Major Project.

Particular Course Requirements

In Year 11 students must design, develop and construct a number of projects. In Year 12 students must design, develop and produce a Major Project. Each project must include a management folio.

This course MAY require specific BYOD requirements. Refer to the BYOD page of this Handbook for Subject Specific recommendations.

Assessment

YEAR 11

- Practical Project & Folio
- Practical Project & Folio and Video
- Year 11 Exam

YEAR 12

Internal Mark

- Major Project Proposal
- In Class Industry Study response
- Multimedia Project, Folio & Video
- Trial Exam
- External Mark
- Major Design Project - 60%
- External 1.5 hr Exam - 40%

Costs

Students are expected to cover the costs of their Major Project.

Exclusions

This course CANNOT be studied with any other Industrial Technology Focus Area.

INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS & FURNITURE

2 UNIT ATAR COURSE Category A

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

Students will complete graded projects using a range of hand tools and industrial machinery during Year 11 in order to develop their understanding and skills. This course consists mainly of practical project work with a Major Project to be completed in Year 12, an introduction to industrial processes and practices and an Industry Study related to the Timber Industry.

How will this course help me in the future?

Industrial Technology Timber Products & Furniture is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the Timber and Furniture industry. This course is designed for students with an interest in careers such as Furniture Design, Carpentry & Joinery, Cabinetmaking and Furniture Restoration and Industrial Design.

Complementary Subjects

There are NO pre-requisites! Subjects such as VET Construction, Engineering Studies, Design & Technology, Mathematics Standard 1 and Computing Applications will enhance learning.

Course Content

YEAR 11

- Furniture Industry Related Manufacturing Technology - Development of knowledge of materials, processes, tools & machinery.
- Design, Management & Communication - Designing, drawing, computer applications, project management, literacy & calculations.
- Industry Study - Study of the organisation and management of an industry related to the focus area.
- Production - Practical projects.

YEAR 12

- Industry Study
- Furniture Industry Related Manufacturing Technology
- Design, Management & Communication
- Major Project (of students choosing).

Each of these areas is taught in an integrated fashion through the development of the Major Project.

Particular Course Requirements

In Year 11 students must design, develop and construct a number of practical components.

In Year 12 students must design, develop and produce a Major Project. Each project must include a management folio.

Assessment

YEAR 11

- Practical Project & Folio
- Practical Project & Video
- Year 11 Exam

YEAR 12

Internal Mark

- Major Project Proposal
- In Class Industry Study response
- Production Video & Folio
- Trial Exam
- External Mark
- Major Design Project - 60%
- External 11/2 hr Exam - 40%

Costs

- Students are expected to supply their own Personal Protective Equipment (PPE) e.g. safety glasses, hearing protection etc.
- Students are expected to cover the costs of their Major Project.

Exclusions

This course CANNOT be studied with any other Industrial Technology Focus Area.

TEXTILES & DESIGN

2 UNIT ATAR COURSE

Introduction

The Year 11 course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian Textile Industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The Year 12 course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the market place. This course integrates the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

For Whom is the Subject Intended?

The course is intended for those students who wish to learn about design, properties and performance of textiles and the textile industry. It is a mandatory requirement that students undertake practical experiences in both Year 11 and 12 courses, culminating in a major project in Year 12.

Career Paths

This course will provide students with the knowledge and skills to contribute positively to their own pathways with regard to employment in the textile and related industries which could involve either on the job training as well as formal training at TAFE or university. Many opportunities are available in the fashion industry, retail and manufacturing sectors

Complementary Subjects

- Drama
- Visual Arts
- English
- Ancient History
- Graphics

Recommended Studies

There are no pre-requisites for the 2 Unit Year 11 course. However, basic skills in the use of a sewing machine would be of assistance. Completion of the 2 Unit Year 11 course is a prerequisite to the study of the 2 Unit Year 12 course. It is important that every student has ready access to a sewing machine for completion of practical requirements. This is not a course that is based on 'Learn to Sew'. Rather students would need to be familiar with practical requirements and competent in basic skills.

Content

YEAR 11

- Design - 40%
- Properties and Performance of Textiles - 50%
- The Australian Textiles, Clothing, Footwear & Allied Industries - 10%

YEAR 12

- Design - 20%
- Properties and Performance of Textiles - 20%
- The Australian Textiles, Clothing, Footwear & Allied Industries - 10%
- Major Textiles Project - 50%

Particular Course Requirements

In the Year 11 course, practical experiences are integrated into the Design, Properties & Performance of Textiles areas of study, including experimental work and project work. In the Year 12 course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties, performance and the ATCF AI developed in the Year 11 course.

TEXTILES & DESIGN Cont.

Assessment

A variety of Assessment Tasks will be set in both Years 11 and 12. Assessments will include research tasks, oral presentations, reports, essays, examinations and practical experiences. Year 11 students will also be involved in presenting their practical achievements as part of school displays.

Assessment: HSC Course only

EXTERNAL ASSESSMENT	WEIGHTING
Written Examination of one and a half hours	50%
Major Textiles Project & Folio	50%
INTERNAL ASSESSMENT	WEIGHTING
Textile, Clothing, Footwear and Allied Industries	20%
Properties and Performance of Textiles	40%
Design	40%

Costs

Students are expected to cover the costs of their Major Project in year 12 and two smaller practical projects in the Year 12.

Contact: Ms Eva Gibson

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FOOD TECHNOLOGY

2 UNIT ATAR COURSE

Introduction

This course is designed to develop knowledge and understanding about the production, processing and consumption of food, the nature of food, human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

For Whom is the Subject Intended?

This course is intended for those students who wish to learn about food availability and selection, food quality, nutrition, the Australian Food Industry, food manufacture, food product development and contemporary food issues. It is a mandatory requirement that students undertake some practical activities and experimentation. This course is not based on practical work as is part of Year 9 and 10 studies. Practical work is minimal and will also involve experimental work as required. This is a course based on the theoretical concepts in the study of the Australian Food Industry and the Nutritional Aspects of food issues, diseases and wise food choices in contemporary Australian society.

How will this course help me in the future?

This course will provide students with the knowledge, skills and attitudes to contribute positively to their own pathways to employment in the food and related industries and further education in the workplace, TAFE and universities. The course also provides practical and usable knowledge for everyday life. Students with an interest in nutrition and health, dietetics, food technology, food research or food science,

food product development and food and catering would benefit from this course.

Complementary Subjects

There are NO pre-requisites! Subjects such as VET Hospitality, PDHPE, Biology, Business Studies, Chemistry will enhance learning.

Particular Course Requirements

Completion of the Year 11 course is a prerequisite to the study of the 2 Unit Year 12 course.

Content

YEAR 11

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

YEAR 12

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

Assessment

A variety of informal assessment and formal assessment Tasks will be set in both Year 11 and Year 12. Assessments will include research tasks, interviews, oral presentations, reports, essays, group work, examinations and practical experiences.

The HSC examination is a three hour paper consisting of multiple choice questions, short answer questions and extended response/essay type questions.

Costs

Students are expected to supply their own Personal Protective Equipment (PPE) e.g. apron, etc.

INFORMATION PROCESSES & TECHNOLOGY

2 UNIT ATAR COURSE

Introduction

Information Processes & Technology is the study of a range of information-based systems, the processes they perform and the associated information technology. Students develop knowledge and understanding of information systems and develop project management skills through the research and application of a range of information and communication management systems. Topics include how people are involved in collecting, organising, analysing, storing, processing, transmitting and displaying information, as well as the software and hardware that supports them. High level ICT skills are developed in Industry Standard current and emerging software packages.

For Whom is the Subject Intended?

This course is designed for students who wish to examine and use computers within specific contexts. Students will develop general competencies in collecting, analysing and organising information, communicating ideas and information, planning and organising personal and group projects and solving problems of an investigation nature. Information Processes & Technology is a challenging and satisfying course with a balance of project based and theory tasks.

How will this course help me in the future?

This course prepares students for further study in Information Technology courses at university and other tertiary institutions. Career options include: Systems and Business Analysis, Computer Network Professionals, ICT Managers, System or Database Administrator, Multimedia or Website Developers.

Complementary Studies

There are NO pre-requisites, however, subjects such as ICT, SDD, Engineering Studies, Industrial Technology, Design &

Technology and Visual Design will enhance learning.

Content

YEAR 11

- Introduction to Information Skills & Systems
- Tools for Information Processes
Excel, Access, Word, Photoshop, Illustrator, InDesign, Adobe After Effect, Adobe Animate, Cloud Storage
- Developing Information Systems
- Group Project
- New Emerging Technologies
- Social and Ethical Issues in Society

YEAR 12

- Project Management
- Information Systems & Databases
- 2 Option Strands eg
 - Interactive Multimedia Systems
 - Transaction Processing Systems

Particular Course Requirements

This course MAY require specific BYOD requirements. Refer to the BYOD page of this Handbook for Subject Specific recommendations.

Assessment

YEAR 11

- Information Systems
- Group Project
- Year 11 Exam

YEAR 12

Internal Mark

- Communication System
- Database Design (Major Project)
- Trial Exam
- Interactive Multimedia Development
- External 3hr Exam

Exclusions

This course cannot be taken in association with Computing Applications.

SOFTWARE DESIGN & DEVELOPMENT

2 UNIT ATAR COURSE

Introduction

The Software Design Course allows students to become not only users, but creators of digital technologies. This course allows students to develop knowledge, understanding and skills in solving problems through the design and creation of software applications. Students will understand the programming process and steps involved in developing and testing a computer program from an original concept to a fully documented solution. High level skills are developed in Industry Standard current and emerging software packages and programming languages.

For Whom is the Subject Intended?

Software Design and Development lays a foundation for access into a variety of computer related fields including: software programmer, software engineer, system architect, system analyst and graphic designer. It also helps foster business related skills and practices which may be of benefit in areas such as business, accounting and engineering. Software Design & Development is useful in further tertiary studies at both TAFE and University levels.

Recommended Studies

There are NO pre-requisites, however, subjects such as IPT, Engineering Studies, Industrial Technology, Design & Technology and Visual Design will enhance learning. It would also be beneficial if students have good mathematical skills

Content

YEAR 11

- Concepts and Issues in the Design and Development of Software
- Hardware and Software
- Introduction to Software Development
- Developing Software Solutions
- Testing and Evaluating Solutions

YEAR 12

- Development & Impact of Software Solutions
- Software Development Cycle
- Developing a Solution Package
- Option Topic (to be selected)

Particular Course Requirements This course MAY require specific BYOD requirements. Refer to the BYOD page of this Handbook for Subject Specific recommendations.

Assessment

YEAR 11

- Portfolio Skills Development
- Group Project
- Year 11 Exam

YEAR 12

Internal Mark

- Option Theory Test
- Portfolio Skills Development
- Trial Exam
- Major Project – Plan, design, code and document a solution to a problem

External Mark

- External 3hr Exam

Exclusions

This course cannot be taken in association with Computing Applications.

COMPUTING APPLICATIONS

1 UNIT CONTENT ENDORSED NON ATAR COURSE

Introduction

The aim of Computing Applications is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations.

This course enables students to develop skills with common software packages.

Furthermore, it may be used as a general introduction to computing or provide vocational assistance or help with the use of computers for completing tasks in other subjects or simply for interest and entertainment.

For whom is the Subject Intended?

This is a highly flexible student-centred course offered as a 1 Unit only course in Year 11.

Computing Applications is designed for students who **DO NOT** wish to obtain an ATAR and who want to improve their practical computer skills. However, it can be used for students considering an ATAR in order to further develop computer skills.

The aim of Computing Applications is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and life situations.

Complimentary Studies

Computing Applications has a role as a discrete subject for students who have had limited exposure to computers throughout their K-10 schooling.

Content

Students study four of the listed modules:

- Module 1: Hardware & Software Skills
- Module 2: Graphics I
- Module 3: Graphics II
- Module 4: Spreadsheets I
- Module 5: Spreadsheets II
- Module 6: Desktop Publishing I
- Module 7: Desktop Publishing II
- Module 8: Databases
- Module 9: Communications I
- Module 10: Communications II
- Module 11: Multimedia I
- Module 12: Multimedia II

Assessment

There are no external examinations of students in Stage 6 Content Endorsed Courses. This course is assessed internally. Assessment will be based on a minimum of 30% project work plus a range of tests and practical work.

Exclusions

Computing Applications cannot be studied in conjunction with Information Processes & Technology (IPT) and/or Software Design & Development (SDD).



Creative Arts

Dance
Drama
Music 1
Music 2
Visual Arts
Visual Design

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DANCE

2 UNIT ATAR COURSE

Introduction

This course is designed for students with an interest in Dance, regardless of their past artistic experience. Students may have a performance background or be beginners with little knowledge of Dance.

Students are given the opportunity to perform individually and in groups, and they are encouraged to appreciate the rich artistic tradition of our culture by watching, writing and performing.

For Whom is the Subject Intended?

Students of varying academic abilities can find success in this course. Dance involves detailed study of theoretical and practical components and allows considerable flexibility. Thus, students can maximise marks in areas where they display skill and interest.

Through Dance studies, students will develop knowledge and understanding, skills, values and attitudes about:

- Dance as an artform
- Dance performance
- Dance composition
- Dance appreciation

Career Paths

Dance is a dynamic subject that fosters skills in a range of areas including communication, group work, self-confidence and creative expression. It requires students to think critically about contemporary issues and draw on their own social awareness.

Most students are usually able to work effectively and engage on an intellectual and artistic level with their peers to problem solve. The course is particularly useful for students who are contemplating tertiary education in the arts or other humanity related areas.

In the HSC course, students continue their study of dance as an art form. They continue core study in the three core components. Students also undertake an in-depth study of dance in one of the major study components, either Performance, Composition, Appreciation or Dance and Technology. The three core study components are each allocated 20 percent of time, and the major study allocated 40 percent.

Complementary Subjects

Visual Arts, Advanced English, Society and Culture, Textiles and Design

Content

YEAR 11

- Performance 40%
- Composition 20%
- Appreciation 20%

Additional 20% allocated by the teacher to suit the specific circumstances or context of the class.

YEAR 12

- Performance 20%
- Composition 20%
- Appreciation 20%
- Major Study 40%

HSC External Assessment

The examination will consist of a one-hour written paper worth 20 marks, practical examinations worth 40 marks and either an additional written paper or an additional practical examination or an individual project worth 40 marks.

Candidates will present a solo dance of between three and five minutes duration based on Dance Technique.

Candidates will choreograph a solo “Dance” of between three and five minutes duration to be performed by another candidate from the school who is not the choreographer, and submit a 300 word rationale for their composition.

DRAMA

2 UNIT ATAR COURSE

Introduction

This course is designed for students with an interest in Drama and the history of theatre and performance. Students may have a performance background or be beginners with little knowledge of Drama.

Students are given the opportunity to perform individually and in groups, participate in design activities and they are encouraged to appreciate the rich dramatic tradition of our culture by watching, writing and performing.

For Whom is the Subject Intended?

Students of varying academic abilities can find success in this course. Drama involves detailed study of theoretical and practical components and allows considerable flexibility. Thus, students can maximise marks in areas where they display skill and interest. However, all students will be required to write essays at an advanced level, and all students, will be required to perform in a Group Performance and to complete an Individual Project in one of the following areas:

- Script Writing
- Design
- Performance
- Video Drama
- Critical Analysis

HSC Drama is unique to all other HSC subjects in that a large proportion of the course is reliant on group-devised performances, including mandatory HSC Group Performance. In effect, this means that the development process and a student overall mark is to some degree affected by the effort and contribution of other students. Students wishing to elect to study HSC Drama are reminded that a collaborative learning environment is fostered, which is underpinned by particular values and attitudes.

Career Paths

Drama is a dynamic subject that fosters skills in a range of areas including communication, group work, self confidence and creative expression. It requires students to think critically about contemporary issues and draw on their own social awareness.

The focus for HSC drama is on the making, performing and appreciating of Drama in a variety of social and historical contexts. Students who undertake the course are usually creatively motivated and wish to develop skills and confidence in a collaborative environment.

Most students are usually able to work effectively and engage on an intellectual and artistic level with their peers to problem solve. The course is particularly useful for students who are contemplating tertiary education in the arts or other humanity related areas. Drama is a subject that fosters skills such as oral communication, collaboration and teamwork, problem solving, autonomy, adaptability, critical thinking and resilience.

Complementary Subjects

- Visual Arts
- Advanced English
- History
- Society and Culture
- Textiles and Design

Recommended Studies

There are no specific pre-requisites, but students need to display commitment and enthusiasm in all aspects of the course.

DRAMA Cont.

Content

YEAR 11

- Improvisation, Play-building and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

YEAR 12

- Group Performance
- Individual Project
- Australian Drama and Theatre
- Studies in Drama and Theatre

Assessment

HSC Internal Assessment

Australian Drama and Theatre	30%
Studies in Drama and Theatre	30%
Development of Group Performance	20%
Development of Individual Project	20%

HSC External Assessment

Group Performance	30%
Individual Project	30%
Examination (Written)	40%

There will be a one and a half hour written examination comprising of two essays:-

- (1) Australian Drama and Theatre
- (2) Studies in Drama and Theatre

MUSIC 1

2 UNIT ATAR COURSE

Introduction

Music is an art which can be enjoyed by all. In this course students are given the opportunity to make music individually and in small and large group ensembles. They are encouraged to appreciate and understand many styles and genres of music through listening, composing, performing and analysis.

This course can be used in the calculation of the ATAR and may assist entry to a music degree at University. It can also be used to gain entry into TAFE music courses as well as private institutions.

For Whom is the Subject Intended?

This course is for students who have an interest in Music regardless of their past musical experience. Students may already be proficient at a chosen instrument or at the beginner stage. Their musical tastes and interest may vary widely but must be open to develop an appreciation of all styles and genres.

All students **WILL** be required to sing/play an instrument of their choice for the HSC examination, and complete all of the Assessment Components in Performance, Musicology, Composition and Aural.

Career Paths

Students completing this course would be able to follow career paths in the music and entertainment industry. Possible areas include: performer, composer, teacher, research, therapy, music and event management/agencies, recording industry, sound engineering, radio, television, film and multimedia industry.

Complementary Subject

English

Recommended Studies

Classes generally comprise of students with varying musical backgrounds, ranging from none to several years experience.

Most students enrolled in this course will be undertaking formal instrumental tuition and are already competent performers. It is highly recommended that students attend regular instrumental lessons.

Costs

Students must attend and participate in various live musical performances and workshops throughout the years. These activities are compulsory and are included as part of their studies.

Content

YEAR 11 Assessment

Performance	(25%)
Composition	(25%)
Musicology	(25%)
Aural	(25%)

Examples of topics for both Year 11 and 12 courses include Australian Music, Methods of Notating Music, Music for Film, Radio, Television and Multimedia, Music of a Culture, Theatre Music, Classical Music, Rock Music and Music of the 20th and 21st Century

YEAR 12 Assessment Internal

Components include:

- Performance
- Musicology
- Composition
- Aural
- Electives which are a combination of Performance, Composition or Musicology

External Examinations

Components include:

- Core Performance
- 3 Electives
- Aural Written

MUSIC 1 Cont.

Definitions

Aural: the ability to discriminate between sounds and to make judgements about their use in excerpts of music from a variety of styles, periods and genres.

Composition: the organisation of sounds and the ability to write music for various instruments in various styles.

Musicology: the study of musical styles, periods and genres. This occurs through listening, score observation, analysis, performance and composition.

Performance: participation in any form of practical music making. This will include classroom and group performance, assessments and extra-curricula performances.

MUSIC 2

2 UNIT ATAR COURSE

Introduction

This course is designed for students who have extensive experience playing an instrument and a comprehensive knowledge of music theory. It is assumed that students have formal background in music, have developed music literacy skills and have a solid knowledge of musical styles. This course focuses on the study of Western Art Music and provides opportunities for students to develop knowledge, skills and understanding of a wide range of musical styles and contexts.

For Whom is the Subject Intended?

Music 2 is intended for students who are willing to work hard and wish to extend their musical knowledge. They must already possess an extensive understanding of music reading, writing and performance. This is an ATAR compatible subject that is suitable for students wishing to further their music career at Tertiary level. All students will be required to perform, compose, sing and analyse both printed and aural works in detail. Students who do well in the Year 11 course may consider the Extension Course [an additional 1 unit] in their HSC year.

Career Paths

Students completing this course will have the knowledge and skills necessary to enter formal studies in music at University and TAFE as well as on the job training. Possible career paths within the music industry include; Performer, Composer, Historian, Teacher, Research, Music Therapy, Recording Industry, Radio Film Television and Multimedia Industry and Music Journalism.

Complementary Subjects

English, Mathematics

MUSIC 2 Cont.

Recommended Studies

Students must be able to read and write music, and have formal training in singing or their instrument. It is a Pre-requisite that students choosing Music 2 need to have studied the Music Additional Study Course in Years 9 and 10 or equivalent of that course. Students enrolled in this course will be undertaking ongoing formal musical tuition and are very dedicated musicians.

It is compulsory that students attend all concerts, performances and excursions as part of their studies.

Content

Through Performance, Musicology, Composition and Aural students will study a range of musical styles.

YEAR 11

Compulsory Topic: Music 1600 - 1900

Additional Topic: Music 1900 - 1945

YEAR 12

Compulsory Topic: Music of the Last 25 years [with an Australian focus]

Additional Topics will be chosen from the following: Music of a Culture, Medieval Music, Renaissance Music, Baroque Music, Classical Music, Music of the 19th Century, Music 1945 - Music 25 Years ago

Assessment

YEAR 11

Musicology 25%

Composition 25%

Performance 25%

Aural 25%

YEAR 12

Internal

- Performance
- Musicology
- Composition
- Aural

Electives chosen from; Performance, Composition or Musicology

External

- Performance
- Sight Singing
- Submitted Composition
- Combined Written Musicology and Aural Exam.
- One Elective; Either Performance, submitted Composition or submitted Musicology Essay

Definitions

Aural - the ability to aurally discriminate between sounds and to make judgements about their use in a variety of styles, periods and genres.

Composition - the organization of sounds and the ability to write music for various instruments in various styles.

Musicology - the study of musical styles, periods and genres. This occurs through listening, score observation, analysis, performance and composition.

Performance - participation in any form of practical music making. This includes classroom, group, individual and extra-curricular performances.

Costs

It is expected the students will undertake private tuition on their chosen instrument. Students are expected to attend and participate in various live musical performances and workshops throughout the years.

VISUAL ARTS

2 UNIT ATAR COURSE

Introduction

Visual Arts is a subject that explores many forms within the art making process. Such forms include: Painting, Drawing, Sculpture, Digital-Media and Printmaking. The study of Art History and Criticism is also an important component of the course and this takes up approximately 50% of lessons. The course is very much concept based.

Outline

Throughout Year 11 students will experience a 'hands on' approach to a number of forms. They will also develop their ability to analyse and write about Art. A (VAPD) Visual Art Process Diary is used in both practical and theoretical development.

In Year 12 students will choose their own expressive form to work in and develop their own artworks culminating in a 'Body of Work'. This work must be created at school under the teacher's direction. The BOW submission will be marked externally by NESA and should reveal a strong resolution in both materials used and its conceptual intention. A VAPD is also required to document process and develop ideas further. This course also requires skills in writing an extended response Frames, Conceptual Frameworks, Practice, History and Criticism are the key areas of competence within the structure of the Year 11 and 12 Course.

For whom is this subject intended?

Students who have serious interest in creating and viewing Visual Art! Many students can find great success in this course. This course is designed for students who enjoy the 'hands on' experience and enthusiasm and commitment are key components. The course can be used in the calculation of the ATAR.

Career Paths

Art related vocations include: advertising, animation, architecture, art conservation, design, photography, fine arts, graphics, fashion, film and television, theatrical design, teaching.

Complementary Subjects

History, Advanced English, Graphics, Visual Design

Content

YEAR 11

- Making Artworks in a variety of forms and use of VAPD
- Art Criticism and Art History, Frames, Conceptual Framework and Artists Practice.

YEAR 12

- Development of a body of Work submission and use of VAPD
- Art Criticism, Art History, Trial Examination, Case Studies x 5 Frames, Conceptual Framework, Artists Practice.

Assessment

YEAR 11

- Artmaking/Practice/Process 50%
- Art Criticism/History/Frames Conceptual Framework, Practice 50%

YEAR 12

Internal

- Body of Work submission Practices Process 50%
- Art Criticism/Art History Frames/Conceptual Framework, Practice Case Studies/Trial Exam 50%

VISUAL ARTS Cont.

External

Students will sit for a one and a half hour written paper consisting of two sections.

Section I is divided into three questions on Frames, The Conceptual Framework and Practice.

Section II requires students to answer one essay question 50%

‘Body of Work’ final submission to be marked itinerantly or corporately by NESA 50%

Costs

Students need to purchase a B4 to A3 Visual Arts Diary. Whilst some basic materials are supplied students will need to supply materials especially to finance the cost of their own ‘Body of Work’ submission.

Students will also need access to a camera in Year 11. Students may also be required to participate in a number of *compulsory* excursions or workshops at their own cost.

There are no prerequisites, although having previously studied Visual Arts is strongly recommended.

VISUAL DESIGN

1 UNIT CONTENT ENDORSED NON ATAR COURSE

Introduction

The Stage 6 Visual Design course focuses on the creation of utilitarian images and objects that have been designed in response to a certain need in society.

The course has a 70% practical component and a 30% Critical/ Historical Study component. The course encourages students to explore the practices of designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Students explore and give form to their ideas in the fields of Graphic Design, Product Design and Interior/Exterior Design. Examples of work include zine production, posters, furniture and interior space designs. Students work on 2D and 3D designs in this course.

Occupational Health and Safety is a mandatory module.

This is a non ATAR course and therefore will not contribute to the ATAR calculations.

For whom is this subject intended?

This course caters for students who have an interest in designing and making images and objects and who may wish to continue further study in a related field at TAFE. The course also caters for students who may have a personal interest in any design area which may lead to lifelong learning.

Career Paths

Visual Design provides opportunities for students to pursue their abilities and interests in design fields that offer a wide range of tertiary courses and work opportunities. At a more general level it enables students to make design decisions related to their own lives. There are a variety of TAFE courses related to this field such as Graphic Design and Communication, Interactive Digital Media, Product Design and Innovation, Architecture and Drafting and University such as Visual Communication Design and Fine Art courses.

Complementary Subjects

Visual Arts, Drama, Design and Technology, Technical Drawing, Graphics, Technics, Textiles and Design, Multi-media.

Assessment

- Designing and Making – 70%
- Critical and Historical Studies - 30%

Costs

Some materials will be supplied where possible but students will need to provide their own materials for some Individual Projects.

Students must purchase a B4 to A3 size Visual Arts Diary and will need access to a digital camera.



Languages

French Beginners
Italian Beginners

Leader of Learning: Ms Eva Gibson
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FRENCH BEGINNERS

2 UNIT ATAR COURSE

For whom is the Subject Intended?

The French Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of French at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

All eligibility requirements for Languages must be addressed.

Possible Career Paths

- Education
- Public Relations
- Commerce
- Hospitality
- Marketing
- International Relations
- Media
- Tourism

Recommended Studies

There are no prerequisite studies for this course. Students should have an interest in the language and culture of France.

Content

The course is constructed around three main objectives:

Objective 1: Interacting - Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate in actively French in interpersonal situations.

Objective 2: Understanding Texts - Students will interpret and respond to texts, applying their knowledge and understanding of language and culture

Objective 3: Producing Texts - Students will create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

These objectives will be addressed through the language skills of **Listening, Speaking, Reading and Writing**.

Prescribed Topics

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

Assessment

Students will be assessed in their understanding of spoken and written text, and their ability to write in French. Monolingual and/or bilingual print dictionaries may be used during the written examination. Students will also complete a speaking examination which will consist of a conversation between the student and an examiner which will relate to the prescribed syllabus topics from the perspective of the student's personal world.

YEAR 11

Listening: Interacting, understanding spoken texts 30%

Reading: Interacting, understanding written texts 30%

Speaking: Interacting, speaking in French 20%

Writing: Interacting, producing written texts in French 20%

FRENCH BEGINNERS Cont

YEAR 12

Assessment Components and Weightings

Component	HSC Weighting	Internal Weighting
<i>Speaking:</i> Interacting, conversing in French	20	20
<i>Listening:</i> Aural comprehension, understanding spoken language	30	30
<i>Reading:</i> Interacting, understanding written texts	30	30
<i>Writing:</i> Interacting, producing written texts in French	20	20

The HSC Examination will consist of two parts;

- Oral Examination – conversation in French with an examiner (approx. 5 minutes)
- Written Examination – Listening, Reading and Writing in French (2.5hrs + 10 minutes reading time.)

The internally marked assessment tasks will take a variety of forms and will assess the skills and outcomes as described.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

ITALIAN BEGINNERS

2 UNIT ATAR COURSE

For whom is the Subject Intended?

The Italian Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Italian at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Italian language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

All eligibility requirements for Languages must be addressed.

Possible Career Paths

- Education
- Public Relations
- Commerce
- Hospitality
- Marketing
- International Relations
- Media
- Tourism

Recommended Studies

There are no prerequisite studies for this course. Students should have an interest in the language and culture of Italy.

Content

The course is constructed around three main objectives:

Objective 1: Interacting - Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Italian in interpersonal situations

Objective 2: Understanding Texts - Students will interpret and respond to texts, applying their knowledge and understanding of language and culture

ITALIAN BEGINNERS Cont.

Objective 3: Producing Texts - Students will create and present texts in Italian for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

These objectives will be addressed through the language skills of Listening, Speaking, Reading and Writing.

Prescribed Topics

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

Assessment

Students will be assessed in their understanding of spoken and written text, and their ability to write in Italian. Monolingual and/or bilingual print dictionaries may be used during the written examination. Students will also complete a speaking examination which will consist of a conversation between the student and an examiner which will relate to the prescribed syllabus topics from the perspective of the student's personal world.

YEAR 11

Listening: Interacting, understanding spoken texts 30%

Reading: Interacting, understanding written texts 30%

Speaking: Interacting, speaking in Italian 20%

Writing: Interacting, producing written texts in Italian 20%

YEAR 12

Assessment Components and Weightings

Component	HSC Weighting	Internal Weighting
<i>Speaking:</i> Interacting, conversing in Italian	20	20
<i>Listening:</i> Aural comprehension, understanding spoken language	30	30
<i>Reading:</i> Interacting, understanding written texts	30	30
<i>Writing:</i> Interacting, producing written texts in Italian	20	20

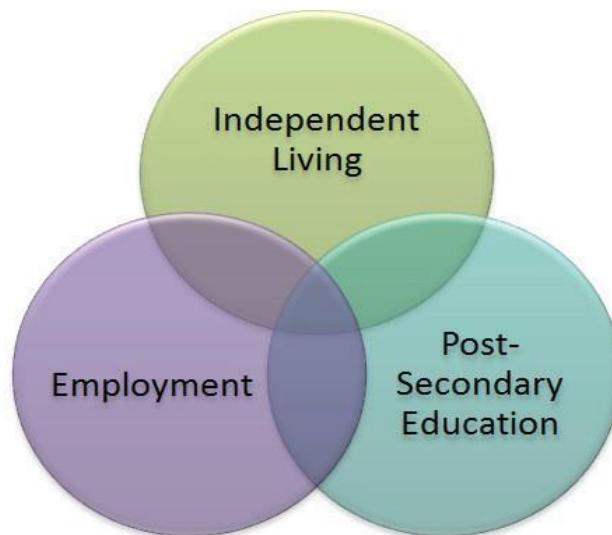
The HSC Examination will consist of two parts;

- Oral Examination – conversation in Italian with an examiner (approx. 5 minutes).
- Written Examination – Listening, Reading and Writing in Italian (2.5hrs + 10 minutes reading time.)

The internally marked assessment tasks will take a variety of forms and will assess the skills and outcomes as described.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.



Learning Support

Individualised Program of Study

Leader of Learning: Mrs Nichola Ellis
nicholas.ellis@mn.catholic.edu.au



INDIVIDUALISED PROGRAM OF STUDY STAGE 6

Students with a recognized disability that impacts their learning in any way can meet the requirements of the Higher School Certificate using a combination of:

Board Developed Courses and/or

Board Endorsed courses (including Content Endorsed courses) and/or

Board Developed Life Skills courses and/or • Industry Curriculum Framework course options.

Students are eligible for Board Developed Life Skills courses if they have a diagnosed disability or have had difficulty meeting the requirements of Year 10 NESA syllabuses. Currently All Saints' College St Mary's Campus offers Life Skills courses across the full timetable:

- English Life Skills
- Mathematics Life Skills
- Science
- Food Technology
- Personal Development/Health/Physical Education
- Catholic Studies Life Skills

The selection of courses that a student may study varies according to student needs. This flexibility allows schools to develop individualised programs of study that challenge students according to their individual needs and diagnosed disability. An Individual Transition Planning meeting must be arranged in order to plan an Individualised Program of Study that best meets the student's needs.

Parents can contact the Stage 5 Learning Support Coordinator who has been facilitating support for students with disabilities or the Stage 6 Learning Support Coordinator to arrange a collaborative planning meeting to plan an appropriate Stage 6 program of study.



NATIONALLY RECOGNISED
TRAINING

Vocational Education & Training (VET) Education

Business Services
Construction
Electrotechnology
Hospitality
Retail Services

Leader of Learning: Mrs Michelle Kinkade
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An Overview

There are two types of Vocational Education and Training Courses:

1. Industry Curriculum Framework courses (ICF)

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

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

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

2. Other HSC VET Courses: Board Endorsed Courses (BEC)

These courses have been endorsed by NSW Education Standards Authority (NESA) 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:

- Furniture Making Pathways
- Sport Coaching

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:

- Business Services
- Construction
- Entertainment Industry
- Hospitality
- Information & Digital Technology
- Retail Services
- Primary Industries
- Electrotechnology

Work Placement

Students in the Industry Curriculum Framework courses have a NESA mandatory work placement component. For each year of study (120 hours), a minimum of 35 hours work placement must be completed. Sport Coaching has a mandatory total work placement requirement of 35 hours. Failure to complete the mandatory work placement may lead to an 'N' determination.

Recognition

As Nationally Recognised Training qualifications, all VET courses offered are recognised by TAFE and other Registered Training Providers for further study.

Benefits of VET

Vocational Education and Training subjects are accessible to all students and have a good mix of practical and theory content and support the development of employability skills, sought by employers and industry.

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

For ICF courses, the dual accreditation means students may cover both TAFE and University entrance requirements. Students may also be able to apply for recognition of prior learning. (RPL)

The 240 hour courses may also be credited



BUSINESS SERVICES

Statement of Attainment Certificate III in Business BSB30120

Possible Career paths

Administrative assistant
Customer Service
Reception
Office Administration
Human Resources
Office Management
Recruitment
Consultant
Receptionist
Clerical worker
Data entry operator

Course description

This course provides students with entry level office skills, suitable for clerical or administrative work. Business Services includes functions related to management and administration; human resource management; accounting; finance and client services. Students develop skills using a range of administrative and business technology.

Employment opportunities are diverse and there are skills shortages in many of the special areas.

Organisations within the industry provide business-related services and professional assistance to other businesses, such as advertising, administrative services, recruitment and strategic and technical advice. Industry sectors include customer contact facilities (or call centres), data processing, human resources and staffing, legal services, marketing and advertising and management consulting.

This course would suit students who are interested in any career associated with business administration.

Course recognition	This course is dual accredited, it contributes to your HSC as well as an AQF qualification recognised by industry.
Duration	2 years
Unit Value & hours	240-hour course - 2Unit Preliminary & 2Unit HSC
Category	Category B and counts towards your HSC
HSC exam	Optional but mandatory for inclusion in ATAR
Work Placement	Mandatory 35 hours each year

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

NOTE: Only 2 Units of Category B subjects can be counted towards the ATAR.

Costs

Year 11 2022	Year 12 2023	First Aid 2022 or 2023	Work Placement 2022 & 2023
N/A	N/A	Optional approx \$80	\$20.00 pa





CONSTRUCTION

Certificate II in Construction Pathways CPC20220

Possible Career Paths

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

Course description

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

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

As part of this course students must undertake the WH&S General Induction for Construction Work (White Card), and SafeWork NSW will credit students who successfully complete the course. It is mandatory that all students complete this course prior to work placement. The WH&S General Induction allows students to work on a construction site.

Course recognition	This course is dual accredited, it contributes to your HSC as well as an AQF qualification recognised by industry.
Duration	2 years
Unit Value & hours	240-hour course - 2Unit Preliminary & 2Unit HSC
Category	Category B and counts towards your HSC
HSC exam	Optional but mandatory for inclusion in ATAR
Work Placement	Mandatory 35 hours each year

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

NOTE: Only 2 Units of Category B subjects can be counted towards the ATAR.

Costs

Students will be expected to purchase PPE and Hi-vis clothing with leather safety boots.

Year 11 2022	Year 12 2023	White Card 2022 only	Work Placement 2022 & 2023
N/A	N/A	Approx \$90	\$20.00 pa





ELECTROTECHNOLOGY

Certificate II in Electrotechnology (Career Start) UEE22020

Possible Career Paths

Electrician
Electrical assembly
Refrigeration and air-conditioning mechanic
Electrical engineer
Electrical technician
Computer systems technician
Electronics engineer
Telecommunications engineer
Telecommunications technician

Course description

The rate of technological change within the electrotechnology industry has never been greater and is expected to increase. For example, the use of 'smart' technology such as home automation is growing, and the integration of systems, including voice and data, is now commonplace in many sectors of the industry. The industry continues to expand and develop and its personnel must develop increasingly sophisticated technical skills and problem-solving abilities.

The Electrotechnology (Career Start) qualification is a work entry program providing foundation in safety, basic skills and knowledge for entry-level work in any electrotechnology discipline.

As part of this course students must undertake the WH&S General Induction for Construction Work (White Card), and SafeWork NSW will credit students who successfully complete the course. It is mandatory that all students complete this course prior to work placement. The WH&S General Induction allows students to work on a construction site.

Course recognition	This course is dual accredited, it contributes to your HSC as well as an AQF qualification recognised by industry.
Duration	2 years
Unit Value & hours	240-hour course - 2Unit Preliminary & 2Unit HSC
Category	Category B and counts towards your HSC
HSC exam	Optional but mandatory for inclusion in ATAR
Work Placement	Mandatory 35 hours each year

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

NOTE: Only 2 Units of Category B subjects can be counted towards the ATAR.

Costs

Students will be required to supply their own 'high vis' work shirt, safety glasses and hearing protection. Safety boots are required.

Year 11 2022	Year 12 2023	White Card 2022 only	Work Placement 2022 & 2023
N/A	N/A	Approx \$80	\$20.00 pa





HOSPITALITY

Certificate II in Kitchen Operations SIT20416 (Release 1)

Possible Career Paths

Conference Manager
Events Coordinator
Food & Beverage Manager
Chef/Cook
Front Office Receptionist
Group Tour Coordinator
Hotel/Motel Manager
Housekeeper
Sales & Marketing Manager
Waiter
Pastry Chef

Course description

The Hospitality course is closely aligned with the Tourism industry and contributes significantly to the Australian economy and employs a large percentage of the working population in both full-time and part-time positions.

It is currently identified as a skill shortage industry. Skills competency is aimed at students being able to undertake duties in safe and hygienic food preparation and handling, communication with team members in hospitality back of house or tourism fields.

Occupations within the hospitality industry are diverse and include barista, chef, cook, front office clerk, housekeeping attendant, kitchen hand, manager, marketing and promotion officer and waiter.

Course recognition	This course is dual accredited, it contributes to your HSC as well as an AQF qualification recognised by industry.
Duration	2 years
Unit Value & hours	240-hour course - 2Unit Preliminary & 2Unit HSC
Category	Category B and counts towards your HSC
HSC exam	Optional but mandatory for inclusion in ATAR
Work Placement	Mandatory 35 hours each year

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

NOTE: Only 2 Units of Category B subjects can be counted towards the ATAR.

Costs

All students in Hospitality undertake the First Aid Certificate. Students will be expected to purchase a full apprentice chefs uniform with fully enclosed firm leather upper shoes.

Year 11 2022	Year 12 2023	First aid 2022 or 2023	Work Placement 2022 & 2023
N/A	N/A	Approx \$80	\$20.00 pa





RETAIL SERVICES

Statement of Attainment Certificate III in Retail SIR30216 (Release 4)

Possible Career Paths

Advertising & Publicity
Coordinator
Buyer
Customer Service
Assistant
Department Manager
Finance Manager
Store Manager
HR Manager
Marketing Manager
Merchandise
Sales & Marketing
Manager
Sales Personnel
Shop Assistant
Small Business Owner
Visual Merchandise

Course description

Whatever products people want, use or need there will always be some aspect of the retail industry involved in the transfer of these products. The Retail industry is the largest employer in Australia.

This course will develop student's skills in customer service; operating retail equipment, developing sales and merchandising stock control and developing good communication skills and team work. It would suit students who are already working and interested in a career in the retail industry and other personal contact and service industries, or who are seeking a traineeship or part time work in the retail industry. At the completion of the course, students are well qualified for a number of positions in the retail industry or are able to undertake further study or to advance their retail career.

Course recognition	This course is dual accredited, it contributes to your HSC as well as an AQF qualification recognised by industry.
Duration	2 years
Unit Value & hours	240 -hour course - 2Unit Preliminary and 2Unit HSC
Category	Category B and counts towards your HSC
HSC exam	Optional but mandatory for inclusion in ATAR
Work Placement	Mandatory 35 hours each year

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

Costs

Year 11 2022	Year 12 2023	Work Placement 2022 or 2023
N/A	N/A	\$20.00 pa



External VET (EVET) & School-Based Apprenticeships & Traineeships (SBA/T)

Careers Advisor – St Peter's Campus

Kim Wickham

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Careers Advisor – St Mary's Campus

Lyn Mckendry

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EVET

External VET Courses

What is 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 take into account the impact the delivery mode may have on their study pattern at school.

There are a variety of EVET courses including:

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

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

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

For enquiries
regarding
EVET
offerings for
2022, please
contact your
Year 10
Careers
Adviser

For enquiries regarding EVET offerings for 2022, please contact your Year 10 Careers Adviser

EVET

External VET Courses

EVET application process

Students interested in EVET must complete an expression of interest application through their Year 10 Careers Advisor at the time of subject selection.

Process

- The list of all available courses which will be offered for delivery by external providers, including TAFE NSW and Private RTOs 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 subject 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.

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

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

Note: 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 if the course does not run, or if the student withdraws from the EVET course before the published census date (usually the first week of Term 1).

	SBATs School-Based Apprenticeships and Traineeships
<p>SBA/Ts are available with large and small local employers including:</p> <p>McDonald's KFC Cessnock Council Hunter New England Health St Nicholas Early Education Service</p> <p>SBA/Ts may complete HSC courses of study including:</p> <p>Business Services Retail Human Services Hospitality Early Childhood Education and Care</p>	<p>What are SBATs?</p> <p>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.</p> <p>Students undertaking an HSC VET course as part of a school-based apprenticeship or traineeship (SBA/T) have the opportunity to achieve a nationally-recognised VET qualification as well as their HSC, and gain valuable work skills and experience through paid employment.</p> <p>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.</p> <p>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.</p> <p>SBA/Ts may also elect to undertake the Industry-based Learning course for additional HSC credit for the learning undertaken during their paid employment (on-the-job training).</p> <p>Industry-based Learning (IBL)</p> <p>This Board Endorsed course is only available to students with an approved SBA/T training contract, and who are also entered for the appropriate HSC VET course for the formal learning/off-the-job training component of their SBA/T. The course enables students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of their SBA/T.</p> <p>For more information: https://sbatinnsw.info/</p> <p>For enquiries regarding an SBA/T for 2021, please contact your Year 10 Careers Adviser</p>



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