



ST JOSEPH'S  
COLLEGE

LOCHINVAR  
1883

*"... little did either of us then dream of what was to spring from so small a beginning"*  
Mary MacKillop  
25th March 1881

# STAGE 6

## COURSE INFORMATION HANDBOOK

2019



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At this stage, the courses listed above are those that St Joseph's intends to offer. However, if you have an interest in another course please express your interest to a member of the College's Executive.

# Introduction

Dear Year 10 Students and Families,

St Joseph's College is delighted to be walking the journey with you over the coming months as we determine your final 'Pattern of Study' for Years 11 & 12.

The publication of the Stage 6 Course Information Handbook and the course information sessions are the commencement of an ongoing dialogue between you and your teachers. Throughout your journey, there will be many opportunities for conversations to determine suitable courses for study in 2019

Prior to selecting your courses, you need to undertake some deep reflection on where you see yourself at the end of Year 12.

Generally, do you intend to:

- study at university?
- gain an apprenticeship / traineeship?
- gain full-time employment?

Once you can answer these questions, you will know if you need to select courses, which will provide you with an ATAR ranking or whether you will select courses, which develop a range of competencies that will demonstrate to prospective employers your capabilities. In summary, are you:

- undertaking an ATAR pathway?
- undertaking a pathway that will develop your employment credentials?

In addition to balancing these considerations, it is important to be aware that throughout your working life it is most likely that you will have multiple changes in careers. Therefore, a "Pattern of Study" inclusive of a wide range of skills, rather than one with a narrow focus, may work to your advantage. Recent research indicates the capacity to demonstrate a series of core skills that will be essential to engage with the workforce throughout the remainder of the 21<sup>st</sup> Century. These skills include:

- |   |  |
|---|--|
| • Critical Thinking and Problem Solving | • Effective Oral and Written Communication |
| • Collaboration and Leadership          | • Accessing and Analysing Information      |
| • Agility and Adaptability              | • Curiosity and Imagination                |
| • Initiative and Entrepreneurialism     | • Numeracy                                 |

Therefore, it is imperative that you fully engage with the College's Transition Program, seeking advice from the key support people and researching as much information as is possible to enable you to make an ***informed decision*** about your courses for the coming two years.

I am more than happy to have regular discussions with you and your family to determine your options at any stage through the year.

All the best as you transition to senior studies and adulthood.

Yours sincerely

Nicholas Wickham  
Assistant Principal

## 2019 Year 11 Transitional Schedule

The details below provide an overview of the 2018 Transition Schedule. The underlining principle of the schedule is to ensure that all students and families have all of the necessary information to enable them to make informed choices for their Stage 6 course preferences. In addition to the details contained in this schedule, material will also be covered in a 'Transition Preparation' period (This period occurs once per timetable cycle for each Year 10 class).

Event	Timing	Details of Event
Stage 6 Information Sessions for Families	<p><b>Term 1 Week 11</b>  <b>9 April, 2018 at 7.00pm</b></p> <p>or</p> <p><b>Term 1 Week 11</b>  <b>11 April, 2018 at 9.00am</b></p> <p><i>Meetings will occur in MacKillop Place)</i></p>	<ul style="list-style-type: none"> <li>Information communicated to students and families: <ul style="list-style-type: none"> <li>Welcome</li> <li>Pastoral Support / Well Being</li> <li>Transition process and Key Dates</li> <li>Key Support People</li> <li>Introductory Stage 6 Terminology</li> <li>Post school pathways</li> </ul> </li> </ul>
Stage 6 Course Information Session for Families	<p><b>Term 2 Week 4</b>  <b>22 May, 2018</b></p>	<ul style="list-style-type: none"> <li>Stage 6 Course Handbook emailed to students and families</li> <li>Information communicated to families: <ul style="list-style-type: none"> <li>Detailed Stage 6 Terminology</li> <li>Specific course information provided by Studies Coordinators and relevant teachers</li> </ul> </li> </ul>
Course Experiences for Students	Term 2 Weeks 7 to 9	<ul style="list-style-type: none"> <li>Students gather information about possible courses they could study during Stage 6 in their Year 10 classes.</li> </ul>
Student's Course Preferences Submitted	Term 2 Week 9	<ul style="list-style-type: none"> <li>Students are to submit Course Preferences</li> </ul>
Course Lines Formed	<p>Terms 2 Week 9 to</p> <p>Term 3 Week 6</p>	<ul style="list-style-type: none"> <li>AP Curriculum develops subject lines</li> <li>Subject lines approved by SJL Executive</li> <li>AP Curriculum working with the Careers Advisor resolves course clashes with individual students</li> </ul>
Year 10 Alternative Program	<p>Term 4 after Year 10 Assessment Program has been completed</p>	<ul style="list-style-type: none"> <li>Year 11 Course Experiences: <ul style="list-style-type: none"> <li>Ideally, for 10 days the students would be placed in their classes for 2019.</li> <li>During this time the students would be exposed to some of the skills required to undertake study in the particular course – <b>Year 11 Subject Matter CAN NOT be taught until DAY One of Year 11.</b></li> <li>Students would be permitted to change to another course to ascertain if this course would be more suited to them. Any movement will be within the developed course lines. Not all requests may be possible due to class sizes etc.</li> <li>Where possible the Year 11 teachers for 2019 will be allocated the classes, but this is not always possible</li> <li>Students wishing to change courses will be required to complete a Change of Course Form and submit to AP Curriculum prior to end of 2018.</li> </ul> </li> </ul>

# 2019 Year 11 Course Information Sessions

## Structure of the Evening:

5.15pm – 6.40pm: Specific Course Information Sessions (See details below)

6.45pm – 7.30pm: Presentation of General Stage 6 Information in MacKillop Place.

7.35pm – 9.00pm: Specific Course Information Sessions (See details below)

St Joseph's College, Lochinvar - 2019 Year 11 Course Information Sessions											
Session 1	Room	Session 2	Room	Session 3	Room	Session 4	Room	Session 5	Room	Session 6	Room
5.15 PM - 5.25 PM		5.30 PM - 5.40 PM		5.45 PM - 5.55 PM		6.00 PM - 6.10 PM		6.15 PM - 6.25 PM		6.30 PM - 6.40 PM	
Studies of Religion	B11	Catholic Studies	B11	Studies of Religion	B11	Catholic Studies	B11	Studies of Religion	B11	Catholic Studies	B11
English Standard	Aquin	English Studies	Aquin	English Standard	Aquin	English Studies	Aquin	English Standard	Aquin	English Studies	Aquin
English Advanced	A212	English Ext 1	A212	English Advanced	A212	English Ext 1	A212	English Advanced	A212	English Ext 1	A212
Maths Standard	A28	Maths Standard	A28	Maths Standard	A28	Maths Standard	A28	Maths Standard	A28	Maths Standard	A28
Maths Advanced	A213	Maths Ext 1	A213	Maths Advanced	A213	Maths Ext 1	A213	Maths Advanced	A213	Maths Ext 1	A213
Softw are Devel & Des	A211	Inform Process & Tech	A211	Computer Applications	A211	Software Devel & Des	A211	Inform Process & Tech	A211	Computer Applications	A211
Earth & Enviro Science	A12	Science Ext	A12	Earth & Enviro Science	A12	Science Ext	A12	Earth & Enviro Science	A12	Science Ext	A12
Chemistry	A11	Physics	A11	Chemistry	A11	Physics	A11	Chemistry	A11	Physics	A11
Biology	A16	Investigating Science	A16	Biology	A16	Investigating Science	A16	Biology	A16	Investigating Science	A16
PDHPE	B22	Sport Lifestyle & Rec	B22	PDHPE	B22	Sport Lifestyle & Rec	B22	PDHPE	B22	Sport Lifestyle & Rec	B22
Explor Early Childhood	B23	Commun & Fam Studies	B23	Explor Early Childhood	B23	Commun & Fam Studies	B23	Explor Early Childhood	B23	Commun & Fam Studies	B23
Japanese Beginners	A13	Society & Culture	A13	Japanese Beginners	A13	Society & Culture	A13	Japanese Beginners	A13	Society & Culture	A13
Ancient Hist / Hist Ext	A23	Modern Hist / Hist Ext	A23	Ancient Hist / Hist Ext	A23	Modern Hist / Hist Ext	A23	Ancient Hist / Hist Ext	A23	Modern Hist / Hist Ext	A23
Economics	A24	Business Studies	A24	Economics	A24	Business Studies	A24	Economics	A24	Business Studies	A24
Geography	A25	Legal Studies	A25	Geography	A25	Legal Studies	A25	Geography	A25	Legal Studies	A25
Visual Art	AH22	Visual Design	AH22	Visual Art	AH22	Visual Design	AH22	Visual Art	AH22	Visual Design	AH22
Music 1	T13	Drama	AH11	Music 1	T13	Drama	AH11	Music 1	T13	Drama	AH11
Food Technology	M12	VET - Hospitality	M12	Food Technology	M12	VET - Hospitality	M12	Food Technology	M12	VET - Hospitality	M12
Industrial Tech - Timb	AJ22	VET - Construction	AJ22	Industrial Tech - Timb	AJ22	VET - Construction	AJ22	Industrial Tech - Timb	AJ22	VET - Construction	AJ22
VET -Electrotechnology	AJ13	VET - Metals & Engine	AJ13	VET -Electrotechnology	AJ13	VET - Metals & Engine	AJ13	VET -Electrotechnology	AJ13	VET - Metals & Engine	AJ13
Textiles & Design	M14			Textiles & Design	M14			Textiles & Design	M14		
VET - Business Servio	A14	VET - Primary Industries	A14	VET - Retail Services	A14	VET - Business Servio	A14	VET - Primary Industries	A14	VET - Retail Services	A14
Work Studies; SBAT & EVET - M11											
General Advice & Life Skills - M11											

## 2019 Year 11 Course Information Sessions

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- 7.35pm – 9.00pm: Specific Course Information Sessions (See details below)

### St Joseph's College, Lochinvar - 2019 Year 11 Course Information Sessions

Session 7	Room	Session 8	Room	Session 9	Room	Session 10	Room	Session 11	Room	Session 12	Room
7.35 PM - 7.45 PM		7.50 PM - 8.00 PM		8.05 PM - 8.15 PM		8.20 PM - 8.30 PM		8.35 PM - 8.45 PM		8.50 PM - 9.00 PM	
Studies of Religion	B11	Catholic Studies	B11	Studies of Religion	B11	Catholic Studies	B11	Studies of Religion	B11	Catholic Studies	B11
English Standard	Aquin	English Studies	Aquin	English Standard	Aquin	English Studies	Aquin	English Standard	Aquin	English Studies	Aquin
English Advanced	A212	English Ext 1	A212	English Advanced	A212	English Ext 1	A212	English Advanced	A212	English Ext 1	A212
Maths Standard	A28	Maths Standard	A28	Maths Standard	A28	Maths Standard	A28	Maths Standard	A28	Maths Standard	A28
Maths Advanced	A213	Maths Ext 1	A213	Maths Advanced	A213	Maths Ext 1	A213	Maths Advanced	A213	Maths Ext 1	A213
Software Devel & Des	A211	Inform Process & Tech	A211	Computer Applications	A211	Software Devel & Des	A211	Inform Process & Tech	A211	Computer Applications	A211
Earth & Enviro Science	A12	Science Ext	A12	Earth & Enviro Science	A12	Science Ext	A12	Earth & Enviro Science	A12	Science Ext	A12
Chemistry	A11	Physics	A11	Chemistry	A11	Physics	A11	Chemistry	A11	Physics	A11
Biology	A16	Investigating Science	A16	Biology	A16	Investigating Science	A16	Biology	A16	Investigating Science	A16
PDHPE	B22	Sport Lifestyle & Rec	B22	PDHPE	B22	Sport Lifestyle & Rec	B22	PDHPE	B22	Sport Lifestyle & Rec	B22
Explor Early Childhood	B23	Commun & Fam Studies	B23	Explor Early Childhood	B23	Commun & Fam Studies	B23	Explor Early Childhood	B23	Commun & Fam Studies	B23
Japanese Beginners	A13	Society & Culture	A13	Japanese Beginners	A13	Society & Culture	A13	Japanese Beginners	A13	Society & Culture	A13
Ancient Hist / Hist Ext	A23	Modern Hist / Hist Ext	A23	Ancient Hist / Hist Ext	A23	Modern Hist / Hist Ext	A23	Ancient Hist / Hist Ext	A23	Modern Hist / Hist Ext	A23
Economics	A24	Business Studies	A24	Economics	A24	Business Studies	A24	Economics	A24	Business Studies	A24
Geography	A25	Legal Studies	A25	Geography	A25	Legal Studies	A25	Geography	A25	Legal Studies	A25
Visual Art	AH22	Visual Design	AH22	Visual Art	AH22	Visual Design	AH22	Visual Art	AH22	Visual Design	AH22
Music 1	T13	Drama	AH11	Music 1	T13	Drama	AH11	Music 1	T13	Drama	AH11
Food Technology	M12	VET - Hospitality	M12	Food Technology	M12	VET - Hospitality	M12	Food Technology	M12	VET - Hospitality	M12
Industrial Tech - Timb	AJ22	VET - Construction	AJ22	Industrial Tech - Timb	AJ22	VET - Construction	AJ22	Industrial Tech - Timb	AJ22	VET - Construction	AJ22
VET - Electrotechnology	AJ13	VET - Metals & Engine	AJ13	VET - Electrotechnology	AJ13	VET - Metals & Engine	AJ13	VET - Electrotechnology	AJ13	VET - Metals & Engine	AJ13
Textiles & Design	M14		M14	Textiles & Design	M14		M14	Textiles & Design	M14		M14
VET - Business Serv	A14	VET - Primary Industries	A14	VET - Retail Services	A14	VET - Business Serv	A14	VET - Primary Industries	A14	VET - Retail Services	A14
Work Studies: SBAT & EVET - M11											
General Advice & Life Skills - M11											



# Types of Credentials

There are a range of HSC (Year 12) credentials issued to eligible students upon completion of the HSC.

## 1. Higher School Certificate Testamur

This shows that a student has met the requirements for the award of the Higher School Certificate. It includes the student's name, school and date of the award.

## 2. Higher School Certificate Record of Achievement

The Higher School Certificate (HSC) Record of Achievement (RoA) includes students:

- Year 12 HSC (Stage 6) Results:
  - Assessment Mark;
  - Examination Mark;
  - HSC Mark;
  - Performance Band.
- Year 11 (Preliminary Stage 6) Grades - other than Life Skills and Vocational Educational and Training (VET) courses.
- Year 10 (Stage 5) Grades - other than Life Skills and Vocational Educational and Training (VET) courses.

Results for each Stage appear on separate pages. This provides formal recognition of a student's senior secondary school achievements.

## 3. Life Skills Profile of Student Achievement

Where students satisfactorily complete a Life Skills Course, the course is listed on the Record of Achievement with the annotation '*Refer to Profile of Student Achievement*'. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.

Source: [NESA Type of Credentials](#)

## Stage 6 Terminology

From 1 January, 2017 the Board of Studies, Teaching & Educational Standards (BOSTES) is known as **New South Wales Education Standards Authority (NESA)**.

- **Stage 6** = Year 11 & 12
  - **Preliminary Year** = Year 11 - Minimum 12 Units
  - **HSC Year** = Year 12 – Minimum 10 Units

In Stage 6, TWO-UNIT courses require a minimum of 120 hours whilst, ONE-UNIT courses require a minimum of 60 hours.

The majority of courses offered for study in Stage 6 are of TWO units value, examples include, English Standard and Legal Studies. Other courses offered for study are of ONE unit value, examples include Catholic Studies and Mathematics Extension 1. Generally, extension courses build on the content of the two unit courses. In the HSC each unit has a value of 50 marks. Therefore a two unit course has a value of 100 marks.

- **BDC** = Board Developed Course      Eg: Physics
- **BEC** = Board Endorsed Course      Eg: Sport Lifestyle and Recreation
- **ATAR** = Australian Tertiary Admission Rank
- **VET** = Vocational Education & Training      Eg: Metals and Engineering
  - Only ONE VET Course can contribute towards an ATAR & the student **MUST** sit for and make a serious attempt at the HSC Examination for that course
- **EVET** = External Vocational Education & Training
- **SBAT** = School Based Apprenticeships & Traineeships

For the purpose of 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.

- **CATEGORY A** courses are ATAR courses that have the academic rigour and depth of knowledge to provide an adequate background to tertiary studies and can contribute to the ATAR calculation.
- **CATEGORY B** courses are ATAR courses that **don't** provide an adequate background for tertiary studies, but can contribute to the ATAR when combined with Category A courses. No more than **TWO** units of a Category B courses can be included with the ATAR calculation.

Source: <https://www.uac.edu.au/future-applicants/atar/atar-courses>

On the next page, you will find a list of Category A and B Courses offered at St Joseph's College.

The following **Category A** Courses are being offered at St Joseph's College:

Studies of Religion 1	Economics	Community & Family Studies
Studies of Religion 2	Geography	PDHPE
English Advanced	History Extension (Year 12)	Biology
English Extension 1	Legal Studies	Chemistry
English Standard	Modern History	Earth & Environmental Science
Japanese Beginners	Society & Culture	Investigating Science
Drama	Mathematics Advanced	Physics
Music 1	Mathematics Extension 1	Science Extension (Year 12)
Visual Art	Mathematics Standard 2	Food Technology
Ancient History	Information Processes & Technology	Industrial Technology – Timber
Business Studies	Software Development & Design	Textiles & Design

The following **Category B** Courses are being offered at St Joseph's College:

Business Services	English Studies	Metal & Engineering
Construction	Hospitality	Primary Industries
Electrotechnology	Mathematics Standard 1	Retail Services

## NESA Requirements to be Eligible for the HSC

- To be eligible for the award of the HSC, students **must**:
  - a. have gained the Record of School Achievement or other such qualifications as NESA considers satisfactory;
  - b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
  - c. have completed HSC: All My Own Work (or its equivalent);
  - d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC;
  - e. sit for and make a serious attempt at the requisite HSC examinations.

Source: <https://ace.nesa.nsw.edu.au/ace-8004>

In addition to these five eligibility requirements, a student's 'Pattern of Study' must comply with the following directives from NESA.

## HSC Minimum Standard

If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

## Important Changes to the HSC Minimum Standard

From this year, Year 9 NAPLAN tests will no longer be available as an early way for students to demonstrate the standard. This change has been made to ensure NAPLAN remains focussed on its diagnostic purpose and to reduce unnecessary stress on young people.

Current Year 10 students who achieved a Band 8 or above in a 2017 Year 9 NAPLAN reading, writing or numeracy test are recognised as having met the HSC minimum standard in that particular area and will not need to sit the corresponding online test. If students did not get Band 8s or above they will need to take the corresponding online tests.

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

## NESA Pattern of Study Requirements - Eligible for the HSC

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

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English (English Studies satisfies the pattern of study requirements for English);
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the HSC a student may count a maximum of **SIX** units from courses in **Science** in each study pattern in the Preliminary Year and **SEVEN** units in the HSC Year.

Source: <https://ace.nesa.nsw.edu.au/ace-8005>

## Students with Learning Support Needs

All students with a diagnosed disability can satisfy the requirements of the HSC using a combination of the following courses:

- Board Developed Courses and / or;
- Board Endorsed Courses (including Content Endorsed Courses) and / or;
- Board Developed Life Skills Courses and / or;
- Vocational Educational and Training Courses.

Families with students who have Learning Support needs are asked to discuss patterns of study with St Joseph's Learning Support Coordinator and / or with the Assistant Principal – Curriculum.

# Australian Tertiary Admissions Rank (ATAR) Requirements

## What is the 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 provides a measure of a student's overall academic achievement in relation to that of other students. It is calculated solely for use by institutions, either on its own or with other selection criteria, to rank and select school leavers for their courses.

## The ATAR is a rank, not a mark

The ATAR is a number between 0.00 and 99.95 and indicates a student's position relative to all the students who started high school with them in Year 7. So, an ATAR of 80.00 means that you are 20 per cent from the top of your Year 7 group, not your Year 12 group. **The average ATAR is usually around 70.00.** If everyone from Year 7 went on to achieve an ATAR, the average ATAR would be 50.00. But because some students leave early and the ones who stay on to receive an ATAR are generally a smaller, more academically able group, the average ATAR is higher.

Source: <https://www.uac.edu.au/media-releases/fact-sheet-all-about-atar>

A very good summary of the ATAR and the process of determining an ATAR is provided at the following link:

<https://www.facebook.com/sydneymorningherald/videos/10154955076706264/>

## ATAR Eligibility

To be eligible for an ATAR, you must satisfactorily complete at least TEN units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units or greater
- four subjects.

Source: <https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

Furthermore, for the purposes of calculating the ATAR, no more than **TWO** units can be included from **Category B** courses.

UAC has published information to assist students who are completing their HSC in 2020. This information aims to assist Year 10 students as they are selecting their courses for Stage 6. The information includes:

- General information about ATAR's;
- Various case studies demonstrating different 'Patterns of Study' students can undertake to be eligible for an ATAR;
- Advice on which Stage 6 courses are complimentary to specific career pathways;
- Tips for Year 10 students selecting their courses for Stage 6;
- Information from tertiary institutions on the courses they intend to offer in 2020.

The information can be accessed at: <https://www.uac.edu.au/assets/documents/Year-10-students-uni-entry-requirements-in-2021.pdf>

## HSC All My Own Work

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

NESA requires all students to have completed the five HSC All My Own Work Modules by the start of Year 11. At St Joseph's, the students will complete the required modules during Term 4, 2018.

Source: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

## Advice for Selecting Courses

The research paper '[\*Choosing Wisely, Choosing Well\*](#)' by Cooney and DeCourcy (2016) was written to provide advice to Year 10 students when selecting courses for their Stage 6 pattern of study. They identified three critical factors that need to be strongly considered when selecting courses. These factors are:

- Interest;
- Challenge;
- Realism.

When defining **interest** they suggest, "students should be strongly encouraged to undertake courses they have a genuine interest in. The motivation and drive that come from interest can be the crucial factor in the hard work of Years 11 and 12" (p.4). In contextualising **challenge** Cooney and DeCourcy outline, "students do well when they stretch themselves beyond what they thought they were capable of. It is important in course preference advice to encourage realistic aspiration" (p.4). In unpacking **realism**, the authors identify the need for teachers "to develop a realistic sense with students of what they are currently capable of, how they can improve and develop their capacity, and what is needed for success in particular HSC courses" (p.5).

Cooney and DeCourcy claim, "balancing interest, challenge and realism gives the best chance of positive outcomes within school and beyond" (p.2).

Therefore, taking into account this advice from Cooney and DeCourcy students and their families need to also:

- review the information contained in this handbook;
- seek advice from Studies Coordinators, Careers Advisor and teachers;
- consult the UAC information for Year 10 students:
  - clarify any pre-requisite or recommended courses for tertiary institutions
  - review the information which outlines complimentary courses specific to Career pathways.
    - For example, if you were considering studying *Business, Commerce, Economics or Marketing and Management* at university it is recommended you consider studying the following courses, Business Studies, Economics, English, Mathematics, Society and Culture, Business Services and Retail Services.

The UAC manual can be accessed at: <https://www.uac.edu.au/assets/documents/Year-10-students-uni-entry-requirements-in-2021.pdf>

#### **Further guidelines for selecting courses:**

- Remember you will be studying the course for TWO years;
- Don't select a course because your friends are also doing the course;
- Don't select a course because you believe a particular teacher will be teaching the course;
- Don't select a course because of rumours that it 'scales' well when an ATAR is being calculated;
- Make Informed Choices - keep asking questions until you have all the information you require to make the right choice for **YOU!**

#### **Who can assist you with selecting your pattern of study for Stage 6?**

- Student Coordinators – Mrs Hickling and Mr Eccleston;
- Studies Coordinators;
- Careers Advisor - Mrs Peattie;
- Classroom Teachers;
- Members of the College's Executive.

## Selecting Courses at St Joseph's

As St Joseph's is a Catholic College, it is **mandatory** that all students study Religion. There are THREE courses from which to choose:

- Catholic Studies 1 unit Non-ATAR Course;
- Studies of Religion 1 1 unit ATAR Course;
- Studies of Religion 2 2 unit ATAR Course.

NESA **mandates** that all students studying for the HSC must study at least TWO units of English. There are a range of English options to choose from:

- |  |         |   |
|--|---------|---|
| • English Advanced   | 2 units | ATAR Course;  |
| • English Extension 1 (must be studied in conjunction with English Advanced) | 1 unit  | ATAR Course;  |
| • English Standard   | 2 units | ATAR Course;  |
| • English Studies  | 2 units | ATAR Course (only if the HSC Examination is completed). |

Students at St Joseph's, along with other students in the state, are required to study a minimum of **TWELVE units** for the Preliminary Course (Year 11). This will consist of:

- A minimum of **THREE units** comprising of at least **ONE unit of Religion** and **TWO units of English**.
- A combination of other courses based on personal preferences to make up the remainder of the TWELVE units. These preferences must also satisfy the following requirements:
  - Students intending to study English Extension 1 must also be studying English Advanced, likewise students intending to study Mathematics Extension 1 must also be studying Mathematics Advanced;
  - Depending on the cohort's preferences, Extension Course in English (Year 11 & 12), Mathematics (Year 11 & 12), History (Year 12) and Science (Year 12) may need to be studied outside of the 'normal timetable' - this could be either before or after school. These arrangements will be determined once the student's pattern of study are finalised.



In addition to these requirements students need to:

- nominate ONE **reserve** TWO unit course to assist with the construction of the course lines and to allow for a clash between their initial TWELVE units;
- be aware that the courses they select for the Preliminary Course will be the courses they will study for the HSC Course.

Therefore, students at St Joseph's College will select a pattern of study for Stage 6 that includes either:

**FIVE x TWO unit courses and TWO x ONE unit courses**

or

**SIX x TWO unit courses**

Students intending to study an *Extension Course* may be able to study THREE one unit courses. This needs to be discussed with Mr Wickham, Assistant Principal - Curriculum.

The College will endeavour to satisfy all student's course preferences, however this may not be possible in all cases. Whilst a range of courses are being offered for study if there are insufficient numbers of students, in some cases, wanting to study a particular course then this course more than likely will not be available.

Students can discuss Patterns of Study with Mrs Peattie or Mr Wickham throughout the day. Parents who are wanting to discuss their child's Pattern of Study can also contact the school to meet with Mrs Peattie or Mr Wickham.

Students will submit their course preferences online. Specific details about this process will be provided towards the end of Term 2.

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# Religious Studies

**Catholic Studies**  
**Studies of Religion 1**  
**Studies of Religion 2**

# Catholic Studies



RELIGION FACULTY		STUDIES COORDINATOR: Mr Matthew Johns <a href="mailto:matthew.johns@mn.catholic.edu.au">matthew.johns@mn.catholic.edu.au</a>					
1 UNIT	BOARD ENDORSED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

A course of study about the links between issues and life questions relating to human existence, Catholic beliefs and values. This course involves viewing life "The Catholic Way" through a lens of faith.

Students will learn to reflect critically on issues and develop appropriate responses to these issues, as well as learn to work independently and interdependently.

## PREREQUISITE:

Nil.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, investigation, research, source-based skills and the ability to communicate information in appropriate formats.

There are three assessment tasks in the Preliminary and HSC Courses, which includes an internal HSC style exam in the HSC course. This is undertaken in Term 3 during the trial exams.

Being a Board Endorsed Course, there is no external HSC exam completed during the HSC Exam period.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on the nature of religion as a distinctive response to the human search for meaning and an introduction to an understanding of Catholicism as a distinct way of answering fundamental life questions:

1. The Search for Meaning
2. Biblical Studies
3. Jesus the Christ
4. Understanding Catholicism

### **HSC COURSE (Year 12)**

The HSC Course examines how Catholics apply meaning to the way we live our lives and transform the world:

1. Peace and Justice Studies
2. Contemporary Moral Issues
3. Science and Religion
4. Catholic Philosophy

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Nil

# Studies of Religion 1



RELIGION FACULTY		STUDIES COORDINATOR: Mr Matthew Johns <a href="mailto:matthew.johns@mn.catholic.edu.au">matthew.johns@mn.catholic.edu.au</a>					
1 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.

The Stage 6 Studies of Religion Course allows students to explore a range of different religions, providing a perspective for the human view of reality and deals with daily living, as well as with the ultimate source, meaning and goal in life.

As a result, of studying this course, students discover that each religious tradition has its own integrity and contributes to a well-ordered society.

Students in this course will also have the ability to demonstrate and hone their skills in analysis, independent research, collaboration and effective communication. These skills will empower students to become critical and reflective life-long learners

## PREREQUISITE:

Nil.

There is no specific prerequisite for Studies of Religion, but it is encouraged that only students with particularly thorough skills in Religious Studies, English and HSIE, who are capable of writing extended responses pursue this course.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, investigation, research, source-based skills and the ability to communicate information in appropriate formats.

The HSC Examination consists of three sections. The first section involves multiple-choice questions and one five (5) mark question, the second short answer questions to the sum of fifteen (15) marks and the last requiring an extended response to the value of twenty (20) marks which needs to be approximately 800 words in length.

Past Studies of Religion I HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on religion as a belief system, its characteristics and contributions. Students then have an opportunity to engage with the specific of two religious traditions:

1. Nature of Religion and Beliefs
  2. Religious Tradition Study 1
  3. Religious Tradition Study 2
- ❖ Depth Study Options – Christianity and one other (Islam, Buddhism, Judaism and Hinduism)

### **HSC COURSE (Year 12)**

The HSC Course examines the effect of religious traditions and the trends of their existence in Australia post-1945, as well as an opportunity to engage at a deeper level with two religious traditions:

1. Religion and Belief Systems in Australia Post-1945
  2. Religious Tradition Depth Study 1
  3. Religious Tradition Depth Study 2
- ❖ Depth Study Options – Christianity and one other (Islam, Buddhism, Judaism and Hinduism)

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Nil

# Studies of Religion 2



RELIGION FACULTY		STUDIES COORDINATOR: Mr Matthew Johns <a href="mailto:matthew.johns@mn.catholic.edu.au">matthew.johns@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.

The Stage 6 Studies of Religion Course allows students to explore a range of different religions, providing a perspective for the human view of reality and deals with daily living, as well as with the ultimate source, meaning and goal in life.

As a result, of studying this course, students discover that each religious tradition has its own integrity and contributes to a well-ordered society.

Students in this course will also have the ability to demonstrate and hone their skills in analysis, independent research, collaboration and effective communication. These skills will empower students to become critical and reflective life-long learners

## PREREQUISITE:

Nil.

There is no specific prerequisite for Studies of Religion, but it is encouraged that only students with particularly thorough skills in Religious Studies, English and HSIE, who are capable of writing extended responses pursue this course.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, investigation, research, source-based skills and the ability to communicate information in appropriate formats.

The HSC Examination consists of four sections. The first section involves two parts, each based on one topic each with ten multiple-choice questions and one five mark question, the second is short answer questions from two religious traditions to the sum of thirty marks. The third and fourth sections requiring extended responses on the third religious tradition and the unit of Religion and Peace to the value of twenty marks which needs to be approximately 800 words in length.

Past Studies of Religion II HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on religion as a belief system, its characteristics and contributions. Students then have an opportunity to engage with the specific of three religious traditions, ancient religions and religious trends in Australia pre-1945:

1. Nature of Religion and Beliefs
2. Religious Tradition Study 1
3. Religious Tradition Study 2
4. Religious Tradition Study 3
5. Religions of Ancient Origin
6. Religion in Australia Pre-1945

❖ Depth Study Options – Christianity and two other (Islam, Buddhism, Judaism and Hinduism)

### **HSC COURSE (Year 12)**

The HSC Course examines the effect of religious traditions and the trends of their existence in Australia post-1945, the difference of religion and non-religious affiliation, religion and peace, as well as an opportunity to engage at a deeper level with three religious traditions:

1. Religion and Belief Systems in Australia Post-1945
2. Religion and Non-Religion
3. Religious Tradition Depth Study 1
4. Religious Tradition Depth Study 2
5. Religious Tradition Depth Study 3
6. Religion and Peace

❖ Depth Study Options – Christianity and two other (Islam, Buddhism, Judaism and Hinduism)

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Nil



**English Advanced  
English Extension 1  
English Standard  
English Studies  
Japanese Beginners**

# English Advanced



ENGLISH FACULTY		STUDIES COORDINATOR: Ms Lisa Donnelly <a href="mailto:lisa.donnelly@mn.catholic.edu.au">lisa.donnelly@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

English Advanced is designed for students who have an interest and aptitude for the study of literature and wish to increase their expertise in English and consolidate their English literacy skills, in order to enhance their personal, social, educational and vocational lives. Studying English Advanced for the HSC requires students to closely study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama

The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.

The study of Advanced English provides a foundation for a range of courses at university and other tertiary institutions where a high degree of literacy is required.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures.

Students choose to study this subject if they wish to obtain an ATAR.

## PREREQUISITE:

NIL

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, critical extended responses, imaginative responses and unseen stimulus based responses. Tasks may take a variety of forms based on syllabus outcomes such as speaking, listening, viewing and representing, reading and writing. The HSC Examination involves a common section and modules section of extended responses.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on building analytical, evaluative and appreciative skills and understanding of varied complex texts, context, structures and conventions. The Year 11 course requires students to support their study of texts with their own wide reading. Three modules are studied:

- Common Module A – Reading to Write
- Module B – Narratives That Shape Our World
- Module C – Critical study of Literature.

### **HSC COURSE (Year 12)**

The HSC Course examines a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts which are mandated by NESA. Students are required to closely study **four** types of prescribed texts and one related text.

Students are required to support their study with their own wide reading. There are four modules studied:

- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing ( Optional -This module may be studied concurrently with the common module and/or Modules A and B)

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

NII



# English Extension 1



ENGLISH FACULTY		STUDIES COORDINATOR: Ms Lisa Donnelly <a href="mailto:lisa.donnelly@mn.catholic.edu.au">lisa.donnelly@mn.catholic.edu.au</a>					
1 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

English Extension 1 is a course designed for students with an interest in literature and a desire to pursue specialised study of English. In particular, it is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Students **MUST** be accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts.

Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions.

## PREREQUISITE:

The English Advanced Course is a prerequisite for the study of Extension 1 English. Please note that Extension 1 is a prerequisite for the study of Extension 2 English (offered in Year 12 only)

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, extended analytical and critical responses, creative responses and independent projects.

## COURSE CONTENT:

### PRELIMINARY COURSE (Year 11)

The Preliminary Course focuses on:

- Module: Texts, Culture and Value
- Related Research Project - this project may be undertaken concurrently with the module.

(Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project)

### HSC COURSE (Year 12)

The HSC Course examines:

- Common Module: Literary Worlds with ONE elective option

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts

Students are required to study at least TWO related texts

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

NIL

# English Standard



ENGLISH FACULTY		STUDIES COORDINATOR: Ms Lisa Donnelly <a href="mailto:lisa.donnelly@mn.catholic.edu.au">lisa.donnelly@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

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

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures.

The Standard English Course is the English course that is suitable for most students to study, if they wish to obtain an ATAR.

## PREREQUISITE:

NIL

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, extended analytical responses and creative responses. Tasks may take a variety of forms based on syllabus outcomes such as speaking, listening, viewing and representing, reading and writing. The HSC Examination involves a common section and modules section of extended responses.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on developing skills and understanding of a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

There are three modules studied:

- Common Module- Reading to Write: Transition to Senior English
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

Students are required to support their study with their own wide reading.

### **HSC COURSE (Year 12)**

The HSC Course examines a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts which are mandated by NESA. Students are required to closely study **three** types of prescribed texts and one related text.

There are four modules studied:

- Common Module – Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing (Optional: This module may be studied concurrently with the common module and/or Modules A and B)

Students are required to support their study with their own wide reading.

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

NIL

# English Studies



ENGLISH FACULTY		STUDIES COORDINATOR: Ms Lisa Donnelly <a href="mailto:lisa.donnelly@mn.catholic.edu.au">lisa.donnelly@mn.catholic.edu.au</a>					
2 UNIT	BOARD ENDORSED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

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

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts.

Some Elective Modules (Year 11 or Year 12) are:

- We are Australians: English in citizenship, community and cultural identity
- Telling us all about it: English and the media
- On the road: English and the experience of travel
- Digital Worlds: English and the Web
- Playing the Game: English in sport
- Discovery and Investigations: English and the sciences

## PREREQUISITE:

Nil

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve collaborative projects, oral presentations, examinations, extended critical responses, portfolios and negotiated curriculum.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on supporting students in developing proficiency in English through a comprehensive language experience that is reflected in a variety of modes of reading, writing, speaking, listening, viewing and representing. It is distinctive in its structured and focused approach to build students abilities to access and comprehend information, assess its reliability, and respond and compose texts in a number of contexts.

There are a number of modules studied:

- Mandatory Module – Achieving through English: English in education, work and community
- An additional 2–4 modules must be studied (20–45 hours each)

### **HSC COURSE (Year 12)**

The HSC Course examines skills, knowledge and understanding. However, the HSC exam is optional so students do NOT sit an external examination, and only the common module is examinable.

There are a number of modules studied:

- Mandatory Common Module – Texts and Human Experiences
- An additional 2–4 modules must be studied (20–45 hours each)

The inclusion of Texts and Human Experiences will require the study of one text from the Prescribed Text List.

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). Students who do not sit for the English Studies HSC examination are **NOT** eligible for the calculation of an ATAR.

# Japanese Beginners



<b>ENGLISH/LOTE FACULTY</b>		<b>STUDIES COORDINATOR:</b> Ms Lisa Donnelly <a href="mailto:lisa.donnelly@mn.catholic.edu.au">lisa.donnelly@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Japanese Beginners is designed for students who wish to commence a study of Japanese in senior school. It is intended to cater for students with no prior knowledge or experience in the Japanese language other than the 100 hours of study in Stage 4.

Studying a foreign language enriches a student's communication skills and their personal, social, educational and vocational opportunities, in particular in further tertiary study or in today's competitive job market where having a second language is highly desirable in areas such as: teaching, hospitality, tourism, finance, law, sales and IT.

The Prescribed Topics covered are:

- The Personal World.
- The Japanese Speaking Communities.

The Subtopics include:

- Family Life, home and neighbourhood
- People, places and communities
- Education and work
- Holidays, travel and tourism
- Future plans and aspirations

## PREREQUISITE:

Students are **ineligible** if they have studied Japanese in Stage 5

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations and assessments in Listening, Reading, Speaking and Responding in Writing.

The HSC Course does require reading, written, aural and oral external examinations as well as internal assessment.

NESA HSC Examination Papers

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course has outcomes as its organisational focus. Students will develop skills, knowledge and understanding of speaking, listening, reading and writing in Japanese.

Through tasks associated with a range of texts and text types associated with these themes and topics (See Course Description) students will gain insights into the culture and language of Japanese speaking communities.

### **HSC COURSE (Year 12)**

The HSC Course focuses on prescribed themes and topics (See Course Description). Students will extend and refine communication skills in Japanese and will gain a deeper knowledge and understanding of language and cultures through a range of tasks, texts and text types studied.

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Students will have an opportunity to have excursions and incursions which will allow students to further develop skills and understanding of Japanese culture.



# Drama



## CAPA FACULTY

**STUDIES COORDINATORS:** Mrs Melonie Hawke / Ms Carley Leonard  
[melonie.hawke@mn.catholic.edu.au](mailto:melonie.hawke@mn.catholic.edu.au) [carley.leonard@mn.catholic.edu.au](mailto:carley.leonard@mn.catholic.edu.au)

2 UNIT

BOARD DEVELOPED  
COURSE

CATEGORY

A

B

ATAR COURSE

YES

NO

## COURSE DESCRIPTION:

Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. In Drama students investigate, shape and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. Students learn experientially, within and in response to situations where they take on roles.

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through individual experiences, however, the main focus of learning activities in the Drama Course is collaborative learning and students work in groups for much of the course.

## PREREQUISITE:

**NIL.** The course is designed to function as both an introduction for students new to Drama, and also an extension for experienced Drama students.

## ASSESSMENT:

External Assessment/Examination (HSC only):

### **Written Examination – 90 minutes – 40 MARKS**

Section I – Australian Drama & Theatre – 20 marks  
(one extended response question)

Section II – Studies in Drama & Theatre – 20 marks  
(one extended response question)

### **Group Performance – 30 MARKS**

### **Individual Project – 30 MARKS**

Past Drama HSC Examination Papers:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

Learning comes from practical experiences in each of these main topics;

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

### **HSC COURSE (Year 12)**

Main topics covered:

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

Specific Requirements:

- *Australian Drama and Theatre* and *Studies in Drama and Theatre* - theoretical study of Drama through practical exploration of themes, issues, styles and movements of traditions of theatre; exploring relevant acting techniques, performance styles and spaces
- The GROUP performance (3-6 students) involves creating a piece of original theatre (8-12 minutes duration)
- For the INDIVIDUAL Project, students demonstrate their expertise in a particular area chosen from: Critical Analysis OR Design OR Performance OR Script-writing OR Video Drama. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC Course.

## COSTS:

- Some costs for this course are covered in the Curriculum Resource Fee. However, costs associated with student's Individual Project will be the responsibility of the students and their families.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

*Exclusions:* Projects developed for assessment in this course are not to be used either in full or in part for assessment in any other course.



# Music 1



CAPA FACULTY		STUDIES COORDINATORS: Mrs Melonie Hawke / Ms Carley Leonard <a href="mailto:melonie.hawke@mn.catholic.edu.au">melonie.hawke@mn.catholic.edu.au</a> <a href="mailto:carley.leonard@mn.catholic.edu.au">carley.leonard@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

In Music 1, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

It is a course designed for those students with a general interest in all types of music and who enjoy performing, composing, researching and listening.

Students study a variety of topics and choose the elective areas they wish to specialise in. Students may already be proficient musicians or beginners with limited prior knowledge. The Music 1 Course therefore attracts students with a formal musical background as well as those with only informal experience.

## PREREQUISITE:

Students require a performance focus (e.g. instrument or voice) and should be engaged in private music lessons. Although the Music 1 Course builds on the Years 7–10 Music Mandatory Courses, it also caters for students who have diverse musical backgrounds and musical interests, including those with an interest in popular music.

## ASSESSMENT:

HSC External Assessment/Examination:

### **Aural Skills: 30 MARKS**

Written paper consisting of four-short answer questions

### **Core Performance: 20 MARKS**

Practical Examination

### **THREE (3) Elective Examinations: 60 MARKS**

Any combination of Performance, Composition and Musicology

*(The marks for the Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination).*

Students selecting Performance electives will be required to perform one piece per elective, representative of each topic. Students selecting Musicology electives will be required to present one viva voce per elective, this is an in-depth study of a specific aspect of each topic.

Students selecting Composition electives will be required to compile a portfolio as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

## COURSE CONTENT:

Students will study SIX topics in-depth during the Preliminary and HSC years which cover a range of styles, periods and genres.

### **PRELIMINARY COURSE (Year 11)**

Students will study THREE topics from a prescribed list of topics, covering a range of musical contexts.

### **HSC COURSE Year 12**

In the HSC Course, students will study THREE topics from the list of available topics for study. These topics must be:

THREE topics which are different from those studied in the Preliminary Course;

OR

TWO topics which are different from those studied in the Preliminary Course and ONE topic from the Preliminary Course which shows greater depth of understanding and explores new repertoire and includes a comparative study.

### **Particular Course Requirements:**

HSC - In addition to core studies, students select THREE electives from any combination of performance, composition and musicology. These electives represent each of the three topics studied in the course.

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

NIL

# Visual Arts



CAPA FACULTY		STUDIES COORDINATORS: Mrs Melonie Hawke / Ms Carley Leonard <a href="mailto:melonie.hawke@mn.catholic.edu.au">melonie.hawke@mn.catholic.edu.au</a> <a href="mailto:carley.leonard@mn.catholic.edu.au">carley.leonard@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

Visual Arts involves students in the practices of Artmaking, Art Criticism and Art History. Students develop their own artworks, culminating in a 'Body of Work' in the HSC course that reflects students' knowledge and understanding about art making and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks and artists from Australia as well as those from other cultures, traditions and times.

Visual Arts is of great relevance to students' lives and enables them to gain increasing intellectual autonomy, evident in interpretations of their own work and the work of others. The subject of Visual Arts is theoretically and practically sustained by an understanding of practice, the frames, and the conceptual framework.

## PREREQUISITE:

NIL.

While the Stage 6 Course builds on Visual Arts Courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts. The learning opportunities are based on a flexible content structure which can be engaged more broadly and deeply as students develop increasing autonomy in their practical and theoretical understanding, knowledge and skills.

## ASSESSMENT:

Internal Assessment:

### **50% Artmaking, 50% Art Criticism and Art History**

Assessment could include the practical making of artworks, using a Visual Arts Process Diary, examinations, case studies, development of body of work and extended written responses.

External Assessment (HSC Course only):

### **50% - External Written Examination (1 ½ hours)**

Section I – Short answer questions (25 marks)

Section II – One extended response question (25 marks)

TOTAL = 50 marks

### **50% - Submission of a Body of Work (Artmaking)**

TOTAL = 50 marks

## ADDITIONAL INFORMATION:

**Exclusions:** Student work developed for assessment in this course are not to be used either in full or in part for assessment in any other course.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

#### **Specific Requirements:**

- Artworks in at least two expressive forms and use of a Process Diary that involves a broad investigation of ideas in art criticism and art history.

#### **Learning opportunities focus on:**

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students may develop meaning, focus and an interest in their work
- Building understandings over time through various investigations and working in different forms

### **HSC COURSE (Year 12)**

#### **Specific Requirements:**

- Development of 'body of work' and use of Process Diary
- A minimum of five Case Studies (4-10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history

#### **Learning opportunities focus on:**

- How students may develop their practice in art making, art criticism, and art history
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations
- How students may further develop meaning and focus in their work

## COSTS:

- Some costs for this course are covered in the Curriculum Resource Fee. However, costs associated with a student's Body of Work will be the responsibility of the students and their families.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.



# Visual Design



CAPA FACULTY		STUDIES COORDINATORS: Mrs Melonie Hawke / Ms Carley Leonard <a href="mailto:melonie.hawke@mn.catholic.edu.au">melonie.hawke@mn.catholic.edu.au</a> <a href="mailto:carley.leonard@mn.catholic.edu.au">carley.leonard@mn.catholic.edu.au</a>					
1 UNIT	BOARD ENDORSED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

The Stage 6 Visual Design Course enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills.

The modules include reference to concepts associated with design briefs and the exploration of expressive forms. They also acknowledge different points of view as represented in the content frames that can focus inquiries in designing and making and in critical and historical studies.

The course is designed to give students the opportunity to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic, wearable, product and interior/exterior design invite different interpretations and explanations.

Students who study Visual Design are provided with opportunities 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.

This course is offered as a 1 Unit course in Year 11 only.

## PREREQUISITE: NIL

## ASSESSMENT:

### Internal Assessment Only

*(There is no external examination for students who undertake this Content Endorsed Course for Stage 6)*

**Design & Making Component – 70%**

**Critical & Historical Studies – 30%**

Assessment could include research assignments, critical reviews, class essays, experiments with different forms, techniques and processes, works in progress and resolved works, presentations and or exhibitions of designed works.

This course **does not** contribute to an ATAR.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

- Students will undertake the study into three modules which may be selected from one or more of the fields of **Graphic Design, Wearable Design, Product Design and Interior/Exterior Design**. The Mandatory Module - Workplace Health and Safety will also be undertaken and integrated within other modules
- Students are required to keep a Journal over the duration of the course and is used to document the technical aspects of student's work, the development of concepts and ideas, evidence of critical reflection and the exercise of judgement undertaken by students. The Journal provides the opportunity for the exchange of views about ideas and concepts, techniques, interpretation and meaning of work produced
- Students are encouraged to develop a portfolio of their work over the course. The portfolio could contain works that are accomplished, conceptually strong and well-resolved and that demonstrate students' learning in the selected modules

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

**Exclusions:** Projects developed for assessment in this course are not to be used either in full or in part for assessment in any other course.

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# **Human Society & Its Environment**

**Ancient History  
Business Studies  
Economics  
Geography  
History Extension 1  
Legal Studies  
Modern History  
Society & Culture**

# Ancient History



<b>HSIE FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs Lisa Peel <a href="mailto:lisa.peel@mn.catholic.edu.au">lisa.peel@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs, in diverse ancient societies. The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains.

Studying Ancient History for the HSC offers students insights into areas of historical research and investigation, international relations, archaeology, cultural heritage and conservation.

The study of Ancient History provides a foundation for a range of courses at university and other tertiary institutions, and a firm foundation for the world of work, active and informed citizenship in the contemporary world, and for lifelong learning.

## PREREQUISITE:

Nil.

The Course assumes no previous knowledge of Ancient History, however, students will already have some knowledge about the ancient world through their study of Mandatory History in Stage 4.

## ASSESSMENT:

School – based assessment throughout the Year 11 and 12 Courses will involve examinations, an Historical Investigation & Historical Analysis, and historical source analysis, evaluation and interpretations.

The HSC Examination consists of a written paper worth 100 marks. It consists of four sections and is three hours in duration. The sections include short and long response questions, as well as an extended response question which has an expected length of approximately 1000 words.

Past Ancient History (old course) HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

A new Ancient History Syllabus was implemented at the start of 2018.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary 11 Course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments. The Course comprises of three sections:

- Investigating Ancient History
  - The Nature of Ancient History
  - Case Studies  
(Students investigate at least ONE option from 'The Nature of Ancient History', and at least TWO Case Studies)
- Features of Ancient Societies  
(Students study at least TWO ancient societies)
- Historical Investigation

### **HSC COURSE (Year 12)**

The HSC Course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past. The Course comprises of four sections:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (*Roman Study*)
- Ancient Societies
- Personalities in their Times
- Historical Periods  
(Sections 2 – 4 Students are required to study ONE topic from a range of areas including Egypt, Near East, China, Greece, and Rome).

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Whilst Site Studies are not mandatory, some opportunities may be made available to enhance students' knowledge and understanding of course content

# Business Studies



<b>HSIE FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs Lisa Peel <a href="mailto:lisa.peel@mn.catholic.edu.au">lisa.peel@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Business Studies is for students who have an interest in gaining an understanding of the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. This Course fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Studying Business Studies for the HSC offers students insights into areas of business, including operations, marketing, finance, and human resources management; law, government, employment relations, and corporate social responsibility.

The study of Business Studies provides a foundation for a range of courses at university and other tertiary institutions, and seeks to develop skills that enhance student's confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

## PREREQUISITE:

Nil.

The Course assumes no previous knowledge of Business Studies and students do not need to have studied Commerce in Years 9 and 10 to undertake this Course. Some application of mathematics is involved in this Course.

## ASSESSMENT:

School – based assessment throughout the Preliminary and HSC Courses will involve examinations, stimulus-based responses and inquiry and research tasks.

The HSC Examination is a written paper which consists of four sections, and is 3 hours duration. The first section involves objective response questions; the second short answer responses and the last two sections each require extended responses which need to be approximately 800 words in length. One of these extended responses is required to be written in business report format.

Past Business Studies HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on small to medium enterprises where students are required to examine contemporary business issues and investigate aspects of business using hypothetical situations and actual business case studies. Three topics are studied:

1. Nature of business
2. Business management
3. Business planning

### **HSC COURSE (Year 12)**

The HSC Course requires students to examine contemporary business issues and investigate aspects of business using hypothetical situations and actual business case studies, with a focus on large businesses, many of which operate at a global scale. There are four topics studied which examine a business' key functions:

1. Operations
2. Marketing
3. Finance
4. Human Resources

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Whilst Site Studies are not mandatory, some opportunities may be made available to enhance students' knowledge and understanding of Course content, particularly in relation to actual business case studies examined throughout the Course.

# Economics



<b>HSIE FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs Lisa Peel <a href="mailto:lisa.peel@mn.catholic.edu.au">lisa.peel@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Economics is for students who have an interest in contemporary economic 'problems and issues', and who wish to develop a greater understanding of how Australia's economy functions in a domestic and global environment.

Economics develops the analytical, problem – solving and communication skills of students. It provides a foundation for a range of courses at university and other tertiary institutions, and seeks to develop effective, higher-order thinking skills necessary for further education, work and everyday life.

## PREREQUISITE:

Nil.

The Course assumes no previous knowledge of Economics and students do not need to have studied Commerce in Years 9 and 10 to undertake this Course. Some application of mathematics is involved in this Course.

## ASSESSMENT:

School – based assessment throughout the Preliminary and HSC Courses will involve examinations, stimulus-based responses and inquiry and research tasks.

The HSC Examination is a written paper which consists of four sections, and is 3 hours duration. The first section involves objective response questions; the second short answer responses and the last two sections each require extended responses which need to be approximately 800 words in length. One of these extended responses is stimulus-based.

Past Economics HSC Examination Papers:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on microeconomics in relation to aspects of the economic behaviour of consumers, business and government. Two key markets, including the labour and financial market, are examined in detail. Six topics are studied:

1. Introduction to Economics
2. Consumers and Business
3. Markets
4. Labour Markets
5. Financial Markets
6. Government in the Economy

### **HSC COURSE (Year 12)**

The HSC Course examines the external framework in which the Australian economy operates, and is essentially macroeconomics in nature. It investigates the impact of the global economy on economic issues and management, in relation to Australia's economy. There are four topics studied:

1. The Global Economy
2. Australia's Place in the Global Economy
3. Economic Issues
4. Economic Policies and Management

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Whilst Site Studies are not mandatory, some opportunities may be made available to enhance students' knowledge and understanding of Course content.



# Geography



**HSIE FACULTY**

**STUDIES COORDINATOR:** Mrs Lisa Peel

[lisa.peel@mn.catholic.edu.au](mailto:lisa.peel@mn.catholic.edu.au)

**2 UNIT**

**BOARD DEVELOPED  
COURSE**

**CATEGORY**

**A**

**B**

**ATAR COURSE**

**YES**

**NO**

## **COURSE CONTENT:**

### **COURSE DESCRIPTION:**

Geography is for students who have a natural curiosity about how and why the world's people and their environments are so varied. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and dynamic world. The Course emphasises both the ecological and spatial dimensions of biophysical and human phenomena in a changing world.

Studying Geography for the HSC offers students insights into areas of environmental management, demography, urban and regional planning, global and domestic economic activity, and government policy development.

The study of Geography prepares students for post-school studies and future employment, and for active participation as informed citizens. It also provides a foundation for a range of courses at university and other tertiary institutions.

### **PREREQUISITE:**

Nil.

However, by Year 11 and 12, students will have already learned a great deal about the world's people and their environments through their study of Mandatory Geography and Science.

### **ASSESSMENT:**

School – based assessment throughout the Preliminary and HSC Courses will involve examinations, geographical inquiry and research, including fieldwork, and application of geographical skills and tools.

Students in the Preliminary Year (Year 11) are required to complete a Senior Geography Project (SGP) where they select and research a geographical issue which relates to the Preliminary Course.

The HSC Examination is a written paper which consists of three sections, and is 3 hours duration. The first section involves objective response questions; the second short-answer responses, and the last section requires students to complete two extended responses which need to be approximately 800 words in length. The Examination will include a stimulus booklet which students will be required to refer to and apply geographical skills and tools.

Past Geography HSC Examination Papers:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course investigates biophysical and human geography and develops student's knowledge and understanding about the spatial and ecological dimensions of Geography. Three topics are studied which include both options and case studies:

1. Biophysical Interactions
2. Global Challenges
3. Senior Geography Project (SGP)

The SGP involves undertaking the process of geographical inquiry applied to a practical research project.

### **HSC COURSE (Year 12)**

The HSC Course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. There are three topics studied which include a focus on local and global case studies:

1. Ecosystems at Risk
2. Urban Places
3. People and Economic Activity

### ***Fieldwork***

Fieldwork is an integral and MANDATORY part of this Course. Students should undertake 12 hours of fieldwork in both the Preliminary and HSC Courses. Students who do not complete the required fieldwork may not be eligible for the Higher School Certificate in the Course.

### **COSTS:**

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions / fieldwork to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

# History Extension



<b>HSIE FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs Lisa Peel <a href="mailto:lisa.peel@mn.catholic.edu.au">lisa.peel@mn.catholic.edu.au</a>					
<b>1 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument. 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. 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.

The History Extension course lays a foundation for tertiary study by providing an introduction to the issues of how a discipline is structured and practised, raising awareness of these issues and facilitating the transfer of higher-order thinking skills from one area of study to another.

## PREREQUISITE:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

## ASSESSMENT:

School – based assessment throughout the Year 12 Course will involve an examination, and the History Project – historical process and essay. This is a MAJOR Project and requires a response in excess of 3,000 words.

The HSC Examination consists of a written paper worth 50 marks. It consists of two sections and is two hours in duration. The sections are both extended responses with an expected length of approximately 1000 words each.

Past Extension History (old course) HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

**NB: 2018 is a New History Extension Syllabus**

## COURSE CONTENT:

### **HSC COURSE (Year 12)**

The Year 12 Course applies significant historiographical ideas and methodologies, which have evolved over time, to the investigation of four key questions. Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions. The Course requires students to undertake an individual investigative project of personal interest, focusing on an area of changing historical interpretation.

The Course comprises two sections:

1. Constructing History
  - Key Questions
  - Case Studies
2. History Project

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

This Course requires students to be self-motivated, possess exceptional investigative, analytical, interpretative and critical thinking skills. The Course requires students to undertake extensive historical research and be able to effectively communicate their findings in sophisticated, sustained and coherent historical arguments.

Students are required to complete an individual MAJOR History Project of personal interest.



# Legal Studies



<b>HSIE FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs Lisa Peel <a href="mailto:lisa.peel@mn.catholic.edu.au">lisa.peel@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Legal Studies is for students who are inquisitive about the way in which law is generated, how it is structured and how it operates in Australian and international contexts. The study of our legal system enables students to investigate the way our society operates and the influences that shape it.

Studying Legal Studies for the HSC offers students insights into areas of the law, human rights, policing, dispute resolution, media, international affairs, government, employment relations, and environmental responsibilities.

The study of Legal Studies provides a context for the development of higher-order thinking skills necessary for further education, work and everyday life, and a range of other employability skills including collaboration, research skills, critical thinking and problem-solving. It also provides a foundation for a range of courses at university and other tertiary institutions.

## PREREQUISITE:

Nil.

The Course assumes no previous knowledge of Legal Studies and students do not need to have studied Commerce in Years 9 and 10 to undertake this Course.

## ASSESSMENT:

School – based assessment throughout the Preliminary and HSC Courses will involve examinations, research, and case study work.

The HSC Examination consists of a written paper that is three hours in duration. It will consist of three sections. Including, Section I – Core: Crime and Human Rights includes objective response questions, Section II – Core: Crime and Human Rights has TWO parts – short-answer questions and an extended response which needs to be approximately 600 words in length, Section III – Options which requires students to answer two extended responses of approximately 1,000 words in length. Questions in Sections I and II may refer to stimulus.

Past Legal Studies HSC Examination Papers:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course develops student's knowledge and understanding of the nature and functions of the law and law – making, the development of Australian and International Legal Systems, the Australian constitution and law reform. Three Core components are studied which incorporate a *principal focus* and *themes and challenges* throughout. The three parts of the Core to be studied include:

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

### **HSC COURSE (Year 12)**

The HSC Course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influences law reform. The components studied incorporate a *principal focus* and *themes and challenges* throughout. The components to be studied include:

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: TWO Options  
(These options can be chosen from Consumers; Global environmental and protection; Family; Indigenous peoples; Shelter; Workplace and World order)

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Whilst Site Studies are not mandatory, some opportunities may be made available to enhance students' knowledge and understanding of the Course content.

# Modern History



<b>HSIE FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs Lisa Peel <a href="mailto:lisa.peel@mn.catholic.edu.au">lisa.peel@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences, as well as people and events that have defined the modern world. The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources.

Studying Modern History for the HSC offers students insights into areas of historical research and investigation, international relations, politics, conflict resolution and effective communication skills.

The study of Modern History provides a foundation for a range of courses at university and other tertiary institutions, and a firm foundation for the world of work, active and informed citizenship, and for lifelong learning.

## PREREQUISITE:

Nil.

The Course assumes no previous knowledge of Modern History, however, students will already have some knowledge about the shaping of the modern world through their study of Mandatory History in Stage 5.

## ASSESSMENT:

School – based assessment throughout the Year 11 and 12 Courses will involve examinations, an Historical Investigation & Historical Analysis, and historical source analysis, evaluation and interpretations.

The HSC Examination consists of a written paper worth 100 marks. It consists of four sections and is three hours in duration. The questions may include sources and / or interpretations. The sections include short and long response questions as well as two extended response questions with an expected length of approximately 1000 words each.

Past Modern History (old course) HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

A new Modern History Syllabus was implemented at the start of 2018.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary 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. The Course comprises of three sections:

- Investigating Modern History
  - The Nature of Modern History
  - Case Studies

*(Students investigate at least ONE option from 'The Nature of Modern History' and at least TWO Case Studies)*
- Historical Investigation
- The Shaping of the Modern World

### **HSC COURSE (Year 12)**

The Year 12 Course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. The Course comprises of four sections:

- Core Study: Power and Authority in the Modern World 1919–1946
  - National Studies
  - Peace and Conflict
  - Change in the Modern World
- (Sections 2 – 4 Students are required to study one topic from a range of areas with at least ONE non-European/Western topic)*

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Whilst Site Studies are not mandatory, some opportunities may be made available to enhance students' knowledge and understanding of Course content

# Society & Culture



<b>HSIE FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs Lisa Peel <a href="mailto:lisa.peel@mn.catholic.edu.au">lisa.peel@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It is for students who have an interest in social theories and complementary and contrasting viewpoints about people, societies and cultures.

Studying Society and Culture for the HSC offers students insights into areas of anthropology, communication, cultural and media studies, philosophy, social psychology, and sociology.

The study of Society and Culture provides a foundation for a range of courses at university and other tertiary institutions through the provision of effective research skills and methodology. It prepares students for adult life by developing knowledge, skills and other qualities associated with effective citizenship, and forms a basis for moving towards a more just society through positive participation in community life and attaining social and cultural literacy.

## PREREQUISITE:

Nil.

However, completion of a Personal Interest Project (PIP) is a prerequisite of completing the HSC Course.

## ASSESSMENT:

School – based assessment throughout the Preliminary and HSC Courses will involve examinations, evaluation and implementation of research methods and social and cultural literacy.

The HSC Examination consists of a written paper worth 60 marks and a Personal Interest Project (PIP) worth 40 marks.

The written paper consists of TWO sections and is of 2 hours duration. Section I – Core – Social and Cultural Continuity and Change, includes objective response, and short-answer questions, Section II - Depth Studies, requires students to complete a response from two Depth Studies each of approximately 800 words in length.

Past Society and Culture HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on interactions between persons and groups, both in the contemporary world and in societies across time, process of socialisation and different global social, cultural and environmental settings.

There are three Depth Studies undertaken:

- Depth Study: The Social and Cultural World
- Depth Study: Personal and Social Identity
- Depth Study: Intercultural Communication

### **HSC COURSE (Year 12)**

The HSC Course examines the nature of social and cultural continuity and change in relation to a selected country, two chosen depth studies, as well as enabling students to undertake their own individual research project based on their area of interest.

There are both Core components and Depth Studies undertaken:

- Core: Social and Cultural Continuity and Change
- Core: Personal Interest Project (PIP)
- Depth Studies: TWO chosen from *Popular Culture*; *Belief Systems and Ideologies*; *Social Inclusion and Exclusion*; *Social Conformity and Nonconformity*.

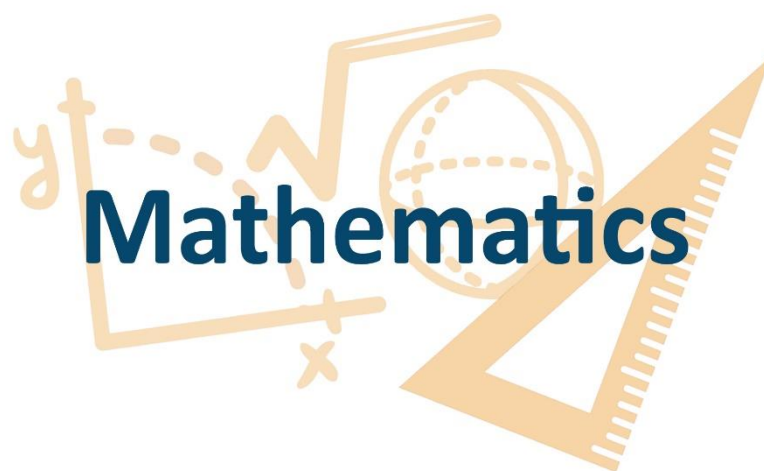
## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

The PIP is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student. This final project will be assessed externally, and is worth 40% of the HSC examination mark.

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**Mathematics Advanced**  
**Mathematics Extension 1**  
**Mathematics Standard 2**  
**Mathematics Standard 1**  
**Computing Applications**  
**Information Processes & Technology**  
**Software Design & Development**

# Mathematics Advanced



<b>MATHEMATICS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mr Andrew Gill <a href="mailto:andrew.gill@mn.catholic.edu.au">andrew.gill@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

All students studying the Mathematics Advanced course will sit for an HSC examination.

## PREREQUISITE:

To undertake this course, it is recommended that students have a sound understanding of the Year 10 5.3 course.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, investigations and tests.

Due to this course being taught for the first time in 2019 to Year 11 the details of the HSC Examination have not been published.

Past Mathematics 2 unit (old course) HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Mathematics Advanced course content comprises of five topics, with the topics divided into subtopics. These include:

1. Functions:
  - Working with Functions
2. Trigonometric Functions
  - Trigonometry and Measure of Angles
  - Trigonometric Functions and Identities
3. Calculus
  - Introduction to Differentiation
4. Exponential and Logarithmic Functions
  - Logarithms and Exponentials
5. Statistical Analysis
  - Probability and Discrete Probability Distributions

### **HSC COURSE (Year 12)**

The HSC Mathematics Advanced course content includes four of the topics from the Preliminary Course and one additional topic. Likewise, the topics are divided into subtopics. These include:

1. Functions:
  - Graphing Techniques
2. Trigonometric Functions
  - Trigonometry Functions and Graphs
3. Calculus
  - Differential Calculus
  - The Second Derivative
  - Integral Calculus
4. Financial Mathematics
  - Modelling Financial Situations
5. Statistical Analysis
  - Descriptive Statistics and Bivariate Data Analysis
  - Random Variables

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Nil



# Mathematics Extension 1



<b>MATHEMATICS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mr Andrew Gill <a href="mailto:andrew.gill@mn.catholic.edu.au">andrew.gill@mn.catholic.edu.au</a>					
<b>1 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## 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 5.3 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 for further studies in Mathematics itself, and in areas such as Science, Engineering, Finance and Economics.

Mathematics Extension 1 **must be** studied with Mathematics Advanced.

Students of outstanding mathematical ability could consider undertaking the Mathematics Extension 2 in their HSC year.

## PREREQUISITE:

To undertake this course, it is strongly recommended that students have a very good understanding of the Year 10 5.3 course.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, investigations and tests.

Due to this course being taught for the first time in 2019 to Year 11 the details of the HSC Examination have not been published.

Past Mathematics Extension 1 unit (old course) HSC Examination Papers:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Mathematics Extension 1 course content comprises of four topics, with the topics divided into subtopics. These include:

1. Functions:
  - Further Work with Functions
  - Polynomials
2. Trigonometric Functions
  - Inverse Trigonometric Functions
  - Further Trigonometric Identities
3. Calculus
  - Rates of Change
4. Combinatorics
  - Working with Combinatorics

### **HSC COURSE (Year 12)**

The HSC Mathematics Extension 1 course content includes two of the topics from the Preliminary Course and three additional topics. Likewise, the topics are divided into subtopics. These include:

1. Proof:
  - Proof by Mathematical Induction
2. Vectors
  - Introduction to Vectors
3. Trigonometric Functions
  - Trigonometry Equations
4. Calculus
  - Further Calculus Skills
  - Application of Calculus
5. Statistical Analysis
  - The Binomial Distribution

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

It is possible that this course may run outside the regular timetable – before or after school, three lessons per cycle.



# Mathematics Standard 2



<b>MATHEMATICS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mr Andrew Gill <a href="mailto:andrew.gill@mn.catholic.edu.au">andrew.gill@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5, but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide.

This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

## PREREQUISITE:

To undertake this course, it is recommended that students should have a sound understanding of the Year 10 5.2 course or above.

## ASSESSMENT:

There will be three school based formal assessment tasks in the Preliminary Course and four in the HSC Course.

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, investigations and tests.

As this course was a new course for Year 11, 2018 NESA is still to advise of the HSC Examination specifications.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course is organised in topics, with the topics divided into subtopics. The Preliminary course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Topics Covered:

- Algebra
- Measurement
- Financial Mathematics
- Statistical analysis

### **HSC COURSE (Year 12)**

Topics Covered in the HSC Course include:

- Algebra
- Measurement
- Financial Mathematics
- Statistical analysis
- Networks

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Students considering any tertiary study related to STEM (Science, Technology, Engineering and Mathematics) will **not** be adequately prepared by the Mathematics Standard 2 course.

Mathematics Standard 2 was previously called Mathematics General 2 and is a new course commencing in 2018.

# Mathematics Standard 1



<b>MATHEMATICS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mr Andrew Gill <a href="mailto:andrew.gill@mn.catholic.edu.au">andrew.gill@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	

## COURSE DESCRIPTION:

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training.

## PREREQUISITE:

To undertake this course, it is recommended that students should have a sound understanding of the Year 10 5.1 course (or above).

## ASSESSMENT:

There will be three school based formal assessment tasks in the Preliminary Course and four in the HSC Course.

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, investigations and tests.

The HSC examination in Mathematics Standard 1 is optional. Students can choose to:

- undertake the examination and have the mark contribute to the ATAR

OR

- receive a HSC mark based on internal school assessment which will **not** contribute to the ATAR

As this course was a new course for Year 11, 2018 NESA is still to advise of the HSC Examination specifications.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course is organised in topics, with the topics divided into subtopics. The Preliminary Course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Topics Covered:

- Algebra
- Measurement
- Financial Mathematics
- Statistical analysis

### **HSC COURSE (Year 12)**

Topics Covered in the HSC Course include:

- Algebra
- Measurement
- Financial Mathematics
- Statistical analysis
- Networks

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Students considering any tertiary study related to STEM (Science, Technology, Engineering and Mathematics) will not be adequately prepared by the Mathematics Standard 1 course.

# Computing Applications



<b>MATHEMATICS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mr Andrew Gill <a href="mailto:andrew.gill@mn.catholic.edu.au">andrew.gill@mn.catholic.edu.au</a>					
<b>1 UNIT</b>	<b>BOARD ENDORSED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

The study of Computing Applications Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university, other tertiary institutions and private providers.

In addition, the study of Computing Applications Stage 6 assists students to prepare for employment and full and active participation as citizens.

In this course, students will participate in hands-on activities to develop skills, knowledge and understanding related to information and communication technologies.

Project work is integrated into the course and there are opportunities for individual and group projects in each of the modules.

This course is offered as a 1 Unit course in Year 11 only.

## PREREQUISITE:

Students do not need to have studied Information Software and Technology in Stage 5 to complete this course.

## ASSESSMENT:

Internal assessment will include examinations and project work. Project work may be individual and/or group work.

This course **does not** contribute to an ATAR.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

Four of the following modules are studied in the Preliminary Course:

- Hardware and Software Skills
- Graphics
- Spreadsheets
- Desktop Publishing
- Databases
- Communications
- Multimedia

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

This course is not designed for students who have studied Information Software and Technology in Stage 5. These students will be more suited to Information Processes and Technology or Software Design and Development.

Computing Applications ***cannot*** be studied with Information Processes and Technology, or Software Design and Development.

# Information Processes & Technology



<b>MATHS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mr Andrew Gill <a href="mailto:andrew.gill@mn.catholic.edu.au">andrew.gill@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied.

Through project work, students will create their own information system to meet an identified need.

## PREREQUISITE:

Nil.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses may involve examinations, project work, research or presentations.

The HSC Examination is three hours in length and consists of multiple choice questions and short answer responses.

Past Information Processes and Technology HSC Examination Papers:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course involves:

- Introduction to Information Skills and Processes (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

### **HSC COURSE (Year 12)**

The HSC Course involves:

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Transport Systems; Automated Manufacturing Systems; Multimedia Systems.

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Nil

# Software Design & Development



<b>MATHS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mr Andrew Gill <a href="mailto:andrew.gill@mn.catholic.edu.au">andrew.gill@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

The Preliminary Course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC Course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

## PREREQUISITE:

Nil.

## ASSESSMENT:

Internal Assessment:

• Option topic test	10%
• Portfolio	10%
• Examination – whole course	40%
• Project	40%

External Examination:

A 3 hour written examination, comprising:

• Section I - Multiple Choice Questions	20%
• Section II - short answer questions	60%
• Section III - option topic section	20%

Past Software Design and Development HSC Examination Papers:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course involves:

- Concepts and Issues in the Design and Development of Software (30%)
  - Social and ethical issues
  - Hardware and software
  - Software development approaches
- Introduction to Software Development (50%)
  - Defining and understanding the problem
  - Planning and designing software solutions
  - Implementing software solutions
  - Testing and evaluating software solutions
  - Maintaining software solutions
- Developing software solutions (20%)

### **HSC COURSE (Year 12)**

The HSC Course involves:

- Development and Impact of Software Solutions (15%)
  - Social and ethical issues
  - Application of software development approaches
- Software Development Cycle (40%)
  - Defining and understanding the problem
  - Planning and design of software solutions
  - Implementation of software solutions
  - Testing and evaluation of software solutions
  - Maintenance of software solutions
- Developing a Solution Package (25%)
- Options (20%) One of the following options:
  - Programming paradigms
 or
  - The interrelationship between software and hardware

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Nil



# **Personal Development, Health & Physical Education**

**Community & Family Studies  
Exploring Early Childhood  
PDHPE  
Sport, Lifestyle & Recreation**

# Community & Family Studies



PDHPE FACULTY		STUDIES COORDINATOR: Mr Guy Perrin <a href="mailto:guy.perrin@mn.catholic.edu.au">guy.perrin@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Community and Family Studies is for students who wish to explore life issues that are important to all young people. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

## PREREQUISITE:

Nil.

Students do not need to have studied PDHPE in Years 9 and 10 since this course covers different material. The course assumes no previous knowledge of Community and Family Studies.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, research reports and stimulus based responses.

The HSC Examination consists of four sections. The first section involves multiple choice questions, the second short answer responses and the last two each requiring extended responses which need to be approximately 800 words in length.

Past Community and Family Studies HSC Examination Papers:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on aspects of fundamental concepts of resource management, the role that individuals and groups play in meeting the specific needs of individuals, families and communities and insight into family structures and communities and the roles individuals adopt within each. Three topics are studies:

1. Resource Management
2. Individuals and Groups
3. Families and Communities

### **HSC COURSE (Year 12)**

The HSC Course focuses on the processes of inquiry and research, examines specific groups within the community who may be experiencing inequities, as well as, analyse factors affecting the parenting and caring role. There are four topics covered, three core topics and one option:

#### CORE:

1. Research Methodology
2. Groups in Context
3. Parenting and Caring

#### OPTION:

4. Individuals and Work

Students are required to complete an Independent Research Project in the context of the HSC core module — Research Methodology. The IRP forms part of the internal HSC assessment program.

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Nil



# Exploring Early Childhood



## PDHPE FACULTY

**STUDIES COORDINATOR:** Mr Guy Perrin  
[guy.perrin@mn.catholic.edu.au](mailto:guy.perrin@mn.catholic.edu.au)

1 UNIT	BOARD ENDORSED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
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### COURSE DESCRIPTION:

Students will develop an understanding of the growth, development and learning of young children. Through increased knowledge and understanding of the individuality of each child, students will have the opportunity to reflect upon potential implications for themselves as parents or carers of children.

This course is offered as a 1 Unit course in Year 11 only.

### COURSE CONTENT:

#### **PRELIMINARY COURSE (Year 11)**

Topics studied during the Preliminary Course includes:

1. Pregnancy and Childbirth
2. Child Growth and Development
3. Promoting Positive Behaviour
4. Food and Nutrition

### PREREQUISITE:

Nil.

This subject presents many possibilities for students who have an interest and wish to work in childcare services, including further study at TAFE and university.

### ASSESSMENT:

Internal assessment throughout the Preliminary Courses will involve examinations, research tasks and reports.

This course **does not** contribute to an ATAR.

### COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

### ADDITIONAL INFORMATION:

Nil



PDHPE FACULTY		STUDIES COORDINATOR: Mr Guy Perrin <a href="mailto:guy.perrin@mn.catholic.edu.au">guy.perrin@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

The study of PDHPE provides a foundation for a range of courses at university and other tertiary institutions.

## PREREQUISITE:

Nil.

The mandatory PDHPE course in years 7-10 provides a thorough foundation for senior PDHPE. Students do not need to have studied PASS in Years 9 and 10, however knowledge gained in the PASS course provides a strong base of knowledge for senior PDHPE.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses will involve examinations, research tasks, video analysis and practical examinations.

The HSC Examination consists of multiple choice questions, short answer responses and extended responses.

Past PDHPE HSC Examination Papers:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on individual health, human body and fitness. Four topics are studied, two core subjects and 2 options:

1. Better Health for Individuals – Core 1
2. Body in Motion – Core 2
3. Fitness Choices – Option 3
4. First Aid – Option 1

### **HSC COURSE (Year 12)**

The HSC Course focuses on health, sport science, sports medicine, the role sport has played in Australia and improving sport performance. There are four topics, two core topics and two options:

1. Health Priorities in Australia – Core 1
2. Factors Affecting Performance – Core 2
3. Sports Medicine – Option 3
4. Improving Performance – Option 4

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Nil

# Sport, Lifestyle & Recreation



PDHPE FACULTY		STUDIES COORDINATOR: Mr Guy Perrin <a href="mailto:guy.perrin@mn.catholic.edu.au">guy.perrin@mn.catholic.edu.au</a>					
1 UNIT	BOARD ENDORSED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving their movement potential.

This course is offered as a 1 Unit course in Year 11 only.

## PREREQUISITE:

Nil.

The mandatory PDHPE course in years 7-10 provides a thorough foundation for SLR. Students do not need to have studied PASS in Years 9 and 10, however knowledge gained in the PASS course provides a strong base of knowledge for SLR.

## ASSESSMENT:

Internal assessment throughout the Preliminary Course will involve research tasks, video analysis and practical performance.

This course **does not** contribute to an ATAR.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course provides the opportunity to specialise in areas of expertise or interest. Intended Modules to be studied include:

- Aquatics
- Games and Sports Applications
- Resistance Training

Further Modules which could be studied includes:

- Athletics
- First Aid and Sports Injuries
- Fitness
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Games and Sports
- Healthy Lifestyle.

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with practical workshops / excursions will be \$201.

## ADDITIONAL INFORMATION:

Nil

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**Biology**  
**Chemistry**  
**Earth & Environmental Science**  
**Investigating Science**  
**Physics**  
**Science Extension**

# Biology



SCIENCE FACULTY		STUDIES COORDINATOR: Ms Paulina Phillips <a href="mailto:paulina.phillips@mn.catholic.edu.au">paulina.phillips@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

The Biology course provides the foundation knowledge and skills required to study Biology after completing school, and supports participation in a range of careers in Biology and related interdisciplinary industries.

## PREREQUISITE:

Nil.

There is no prerequisite for Biology, however, a student should have demonstrated a thorough knowledge and understanding of topics related to Biology during the Stage 5 course.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses may involve practical examinations, submission of depth study reports and written examinations.

Content in Stage 6 syllabuses defines learning expectations that may be assessed in Higher School Certificate examinations.

Past Biology (old course) HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on biological systems and their interactions with each other and the environment. A significant practical component is included with the four modules that are studied:

1. Cells as the Basis of Life
2. Organisation of Living Things
3. Biological Diversity
4. Ecosystems Dynamics

### **HSC COURSE (Year 12)**

The HSC Course examines human genetics and human disease. A significant practical component is included with the four modules that are studied:

1. Heredity
2. Genetic Change
3. Infectious Disease
4. Non-infectious Disease and Disorders

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

A new syllabus for the Stage 6 Biology course was introduced at the start of 2018. Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

# Chemistry



SCIENCE FACULTY		STUDIES COORDINATOR: Ms Paulina Phillips <a href="mailto:paulina.phillips@mn.catholic.edu.au">paulina.phillips@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

The Chemistry course provides the foundation knowledge and skills required to study Chemistry after completing school, and supports participation in a range of careers in Chemistry and related interdisciplinary industries.

## PREREQUISITE:

Nil.

There is no prerequisite for Chemistry, however, a student should have demonstrated a thorough knowledge and understanding of topics related to Chemistry during the Stage 5 course.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses may involve practical examinations, submission of depth study reports and written examinations.

Content in Stage 6 syllabuses defines learning expectations that may be assessed in Higher School Certificate examinations.

Past Chemistry (old course) HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on the structure, composition and reactions of elements, mixtures and compounds. A significant practical component is included with the four modules that are studied:

1. Properties and Structure of Matter
2. Introduction of Quantitative Chemistry
3. Reactive Chemistry
4. Drivers of reactions

### **HSC COURSE (Year 12)**

The HSC Course focuses on the exploration of models, theories and laws and examines the interconnectedness of seemingly dissimilar phenomena. A significant practical component is included with the four modules that are studied:

1. Equilibrium and Acid Reactions
2. Acid/Base Reactions
3. Organic Chemistry
4. Applying Chemical Ideas

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

A new syllabus for the Stage 6 Chemistry course was introduced at the start of 2018. Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.



# Earth & Environmental Science



SCIENCE FACULTY		STUDIES COORDINATOR: Ms Paulina Phillips <a href="mailto:paulina.phillips@mn.catholic.edu.au">paulina.phillips@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

The Earth and Environmental Science course provides the foundation knowledge and skills required to study Earth and Environmental Sciences after completing school, and supports participation in a range of careers in Earth and Environmental Sciences and related interdisciplinary industries.

## PREREQUISITE:

Nil.

There is no prerequisite for Earth and Environmental Science, however, a student should have demonstrated a thorough knowledge and understanding of topics related to Earth and Environmental Science during the Stage 5 course.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses may involve practical examinations, submission of depth study reports and written examinations.

Content in Stage 6 syllabuses defines learning expectations that may be assessed in Higher School Certificate examinations.

Past Earth and Environmental Science (old course) HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses the Earth's renewable and non-renewable resources and also environmental issues. A significant practical component is included with the four modules that are studied:

1. Earth's Resources
2. Plate Tectonics
3. Energy Transformations
4. Human Impacts

### **HSC COURSE (Year 12)**

The HSC Course involves analysis, processing and evaluation of qualitative and quantitative data to formulate explanations and solve problems. A significant practical component is included with the four modules that are studied:

1. Earth's Processes
2. Hazards
3. Climate Science
4. Resource Management

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

A new syllabus for the Stage 6 Earth and Environmental course was introduced at the start of 2018. Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

# Investigating Science



SCIENCE FACULTY		STUDIES COORDINATOR: Ms Paulina Phillips <a href="mailto:paulina.phillips@mn.catholic.edu.au">paulina.phillips@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

The Investigating Science course provides the foundation knowledge and skills required to study a range of disciplines that may include some science content after completing school, and supports participation in a range of careers in various trades and industries.

## PREREQUISITE:

Nil.

There is no prerequisite for Investigating Science, however, a student should have demonstrated knowledge and understanding of topics covered in Science during the Stage 5 course.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses may involve practical examinations, submission of depth study reports and written examinations.

Content in Stage 6 syllabuses defines learning expectations that may be assessed in Higher School Certificate examinations.

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course assists students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

A significant practical component is included with the four modules that are studied:

1. Cause and Effect - Observing
2. Cause and Effect – inferences and Generalisations
3. Scientific Models
4. Theories and Laws

### **HSC COURSE (Year 12)**

The HSC Course focuses on developing Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

A significant practical component is included with the four modules that are studied:

1. Scientific Investigations
2. Technologies
3. Fact of Fallacy
4. Science and Society

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

A new syllabus for the Stage 6 Investigating Science course was introduced at the start of 2018. Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

# Physics



SCIENCE FACULTY		STUDIES COORDINATOR: Ms Paulina Phillips <a href="mailto:paulina.phillips@mn.catholic.edu.au">paulina.phillips@mn.catholic.edu.au</a>					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

The Physics course provides the foundation knowledge and skills required to study Physics after completing school, and supports participation in a range of careers in physics and related interdisciplinary industries.

## PREREQUISITE:

Nil.

There is no prerequisite for Physics, however, a student should have demonstrated a thorough knowledge and understanding of topics related to Physics during the Stage 5 course.

## ASSESSMENT:

Internal assessment throughout the Preliminary and HSC Courses may involve practical examinations, submission of depth study reports and written examinations.

Content in Stage 6 syllabuses defines learning expectations that may be assessed in Higher School Certificate examinations.

Past Physics (old course) HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course focuses on matter and its motion through space and time, along with related topics that include energy and force. A significant practical component is included with the four modules that are studied:

1. Kinematics
2. Dynamics
3. Waves and Thermodynamics
4. Electricity and Magnetism

### **HSC COURSE (Year 12)**

The HSC Course deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the universe. A significant practical component is included with the four modules that are studied:

1. Advanced Mechanics
2. Electromagnetism
3. The Nature of Light
4. From the Universe to the Atom

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

A new syllabus for the Stage 6 Physics course was introduced at the start of 2018. Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

# Science Extension



SCIENCE FACULTY		STUDIES COORDINATOR: Ms Paulina Phillips <a href="mailto:paulina.phillips@mn.catholic.edu.au">paulina.phillips@mn.catholic.edu.au</a>					
1 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

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.

## PREREQUISITE:

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

## ASSESSMENT:

Internal assessment throughout the course may involve presentation of research proposal, literature review statistical case study or progress reporting.

Due to this course being taught for the first time in 2018 to Year 12 the details of the HSC Examination have not been published.

## COURSE CONTENT:

### **HSC COURSE (Year 12)**

The Year 12 course consists of four modules:

- **Module 1:** The Foundations of Scientific Thinking
- **Module 2:** The Scientific Research Proposal
- **Module 3:** The Data, Evidence and Decisions
- **Module 4:** The Scientific Research Report

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

A new syllabus for the Stage 6 Science Extension course will be introduced for the HSC Course commencing in Term 4 of 2018.

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. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

Note: Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

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# **Technology & Applied Studies**

**Food Technology  
Industrial Technology - Timber  
Textiles & Design**

# Food Technology



<b>TAS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs Julie Elliott <a href="mailto:julie.elliott@mn.catholic.edu.au">julie.elliott@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Food Technology, in Stage 6, is a versatile and challenging course that is suitable for students who are inquisitive about food and it's progression from paddock to plate. It encompasses: science, engineering, human biology and agriculture. In particular, the focus is on how food affects our wellbeing, lifestyle and commercial activities.

Food Technology provides a clear pathway to university / TAFE and employment by developing skills in research, analysis and communication. Additionally, students will gain competence in food experimentation and preparation, as well as problem solving a variety of food situations.

This course will appeal to the student wishing to work in the food industry in areas such as nutrition, hospitality, agriculture, viticulture, science, marketing or sales. Other subjects that complement this course and provide valuable overlap include: Biology, PD/H/PE, Business Studies, Legal Studies, Geography and VET-Hospitality.

## PREREQUISITES

**NIL**

An enquiring mind and a strong interest in food, science, the human body, how food can affect economies and culture are highly desirable.

## ASSESSMENT:

**Internal Assessment:** Throughout the Preliminary and HSC Courses this may involve written research tasks, practical tasks, experiments and written examinations.

There will be three Assessment Tasks in the Preliminary year and four Assessment Tasks in the HSC year.

**External Assessment:** The HSC exam is three (3) hours in duration and consists of multiple choice, short answer and extended response questions.

Past Food Technology HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

<b>PRELIMINARY COURSE (Year 11)</b>	
The study of three core strands:	
<b>1. Food Availability and Selection - 30%</b>	Influences on food availability, factors affecting food selection
<b>2. Food Quality - 40%</b>	Safe storage, preparation and presentation of food, sensory characteristics of food, functional properties of food
<b>3. Nutrition - 30%</b>	Food nutrients, diets for optimum nutrition

<b>HSC COURSE (Year 12)</b>	
The study of four core strands:	
<b>1. The Australian Food Industry - 25%</b>	Sectors and aspects of the AFI, policy and legislation
<b>2. Food Manufacture - 25%</b>	Production processing, preservation, packaging, storage and distribution of food
<b>3. Food Product Development - 25%</b>	Factors which impact on food product development, reasons for and types of food product development, steps in food product development, marketing plans
<b>4. Contemporary Nutrition Issues - 25%</b>	Diet and health in Australia, influences on nutritional status

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

The study of Food Technology Stage 6 provides students with the knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.



# Industrial Technology - Timber



<b>TAS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs. Julie Elliott <a href="mailto:julie.elliott@mn.catholic.edu.au">julie.elliott@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Industrial Technology, in Stage 6, is designed to develop in students, a knowledge and understanding of the Timber Products and Furniture Industries and their related technologies. It has an emphasis on design, management and production through practical applications.

## PREREQUISITE:

**NIL**

There are no prerequisites for Industrial Technology. Previous practical experience working with timber would be an advantage.

## ASSESSMENT:

**Internal Assessment:** Throughout the Preliminary and HSC Courses may involve practical projects, submission of industry study reports and written examinations.

**External Assessment:** Each candidate must undertake and present a Major Project for submission for the HSC.

The HSC examination is 90 minutes in duration and consists of multiple choice, short answer and extended response questions.

Past Industrial Technology HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

### **PRELIMINARY COURSE (Year 11)**

The Preliminary Course consists of project work and an Industry Study to provide a broad range of skills and knowledge of Timber Products and Furniture Industries. It provides an introduction to industrial processes and practices.

1. **Industry Study - 15%:** Structural factors, technical factors, environmental factors, personnel issues and WH&S
2. **Design - 10%:** Elements and principles of design, types of design, quality, influences affecting design
3. **Management and Communication - 20%** Literacy, calculations, graphics, workplace safety
4. **Production - 40%** Construction of projects, practical skills
5. **Industry Related Manufacturing Technology - 15%** Materials, processes, tools and machinery.

### **HSC COURSE (Year 12)**

The HSC Course of 120 hours consists of the development of Major Project and an Industry Study.

1. **Industry Study - 15%** Structural factors, technical factors, environmental factors, personnel issues and WH&S
2. **Major Project - 60%** Design and project management, production of major project and supporting documentation (folio).
3. **Industry Related Manufacturing Technology - 25%** Materials, processes, tools and machinery, new and emerging technologies.

## COSTS:

- Some costs for this course are covered in the Curriculum Resource Fee. However, costs associated with student's major works will be the responsibility of the students and their families.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

This course has a balance of both theory and practical work.

The study of Industrial Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university, other tertiary institutions or industry based learning.

# Textiles & Design



<b>TAS FACULTY</b>		<b>STUDIES COORDINATOR:</b> Mrs Julie Elliott <a href="mailto:julie.elliott@mn.catholic.edu.au">julie.elliott@mn.catholic.edu.au</a>					
<b>2 UNIT</b>	<b>BOARD DEVELOPED COURSE</b>	<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>ATAR COURSE</b>	<b>YES</b>	<b>NO</b>

## COURSE DESCRIPTION:

Textiles and Design, Stage 6, is designed to enable students to appreciate the significance of textiles in our world. It enables students to develop confidence and competence in the selection, design, and manufacture of textile items.

Practical skills will form a substantial part of the course. Practical experiences, experimentation and product manufacturing are integrated throughout the content areas.

Knowledge and understanding of textiles, for a range of uses, will support the learning in this subject.

This course will appeal to students who enjoy using their creative and practical skills. Textiles and Design provides clear pathways into further education and training or careers in textile related fields such as Fashion Design, Costume Design, Millinery, Textile Manufacturing, Marketing, Fashion Journalism, Testing and Quality Control, Interior Design, Fashion Illustration and Fashion Stylist.

## PREREQUISITE:

NIL

There is no prerequisite for Textiles and Design, however, an interest in sewing, fabric decoration, and/or fashion would provide a beneficial foundation for learning in this subject.

## ASSESSMENT:

**Internal Assessment:** Throughout the Preliminary and HSC Courses assessment may involve written research tasks, practical tasks, experimentation and written examinations.

**External Assessment:** The HSC examination is 1½ hours in duration and consists of multiple choice, short answer and extended response questions.

Each candidate must undertake and present a Major Project for submission for the HSC.

Past Textiles and Design HSC Examination Papers:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

## COURSE CONTENT:

<b>PRELIMINARY COURSE (Year 11)</b>	
The Preliminary course involves:	
<b>1. Design - 40%</b>	Elements and principles, types of design, communication techniques, manufacturing methods
<b>2. Properties and Performance of Textiles - 50%</b>	Fabric, yarn and fibre structure, types, classification and identification and properties
<b>3. Australian Textile, Clothing, Footwear and Allied Industries - 10%</b>	Industry overview – past, present, future, quality and value
The completion of <b>two textile projects</b> will be included. These projects develop each student's creative abilities.	

<b>HSC COURSE (Year 12)</b>	
The HSC course involves:	
<b>1. Design - 20%</b>	Fabric colouration and decoration, historical development, cultural factors, contemporary designers
<b>2. Properties and Performance of Textiles - 20%</b>	End-use applications, innovations, emerging technologies
<b>3. Australian Textile, Clothing, Footwear and Allied Industries - 10%</b>	Appropriate textile technology and environmental sustainability, current issues and the marketplace
<b>4. Major Textiles Project – 50%</b>	The development of one Major Textiles Project (selected from one of the five focus areas) enables students to explore an area of interest. The project has two components – the supporting documentation and textile item/s

## COSTS:

- Some costs for this course are covered in the Curriculum Resource Fee. However, costs associated with student's projects and major works will be the responsibility of the students and their families.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

The study of Textiles and Design provides students with a valuable foundation for a range of courses at university and other tertiary institutions.



**Work Studies**

# Work Studies



CAREERS		CONTACT PERSON: Mrs Kylie Peattie <a href="mailto:kylie.peattie@mn.catholic.edu.au">kylie.peattie@mn.catholic.edu.au</a>					
1 UNIT	BOARD ENDORSED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

## COURSE DESCRIPTION:

Work Studies enables young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

Work Studies is a contemporary practical course and reflects the current work environment. It includes a core learning module, elective modules and work placement opportunities.

This course is offered as a 1 Unit Course in Year 11 only.

## PREREQUISITE:

NIL

## ASSESSMENTS

Student achievement will be assessed through a variety of tasks including

- Resumes
- Examinations
- Individual and Group Reports
- Oral Presentations
- Research Tasks
- Mock Interviews
- Case Study Reports
- Teacher Observation
- Work Placement Logbook

This course **does not** contribute to an ATAR.

## COURSE CONTENT:

### PRELIMINARY COURSE (Year 11)

There is one compulsory core module.

#### **Core: My Working Life**

The module focuses on assisting students to take responsibility for the planning and implementation of their career plan.

The key issues investigated are transition from school to work, exploring career and life choices, assessing specific work and life situations, identifying future aspirations and developing a career plan.

#### **Elective Modules:**

Elective modules will be selected from the following;

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

## COSTS:

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged.

## ADDITIONAL INFORMATION:

Nil



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

**Business Services  
Construction  
Electrotechnology  
Hospitality  
Metals & Engineering  
Primary Industries  
Retail Services**

# An Overview of Vocational Educational Training (VET)

## Why study a VET Course?

Vocational Education and Training courses 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.

Undertaking VET courses while at school provides you with a dual qualification. They allow a student to achieve both a HSC and a Vocational Certificate or a Statement of Attainment. 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 against a related traineeship or apprenticeship.

## 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).**

## 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 at St Joseph's College include:

- Business Services
- Construction
- Electrotechnology
- Hospitality
- Metal & Engineering
- Retail Services
- Primary Industries

### 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. **Failure to complete the mandatory work placement will 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.



### Contact for VET Course Information

Simon Ramage

[simon.ramage@mn.catholic.edu.au](mailto:simon.ramage@mn.catholic.edu.au)



### Possible Career paths

Administrative assistant

Customer Service

Reception

Office Administration

Human Resources

Office Management

Recruitment Consultant

# BUSINESS SERVICES

## Certificate II in Business BSB20115 (Release 2)

### 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 in a range of administrative and business technology.

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

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

### Course information

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

### Assessment

Strategies used for assessment of competence include:

Demonstration of skills, written reports and projects, integrated practical tasks, role play simulations

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

### Costs

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged. Examples include:
  - Work Placement - \$20 approximately per year
  - First Aid Course (if required) - \$70 approximately

**Studies Coordinator:**

Simon Ramage



### Possible Career Paths

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

# CONSTRUCTION

## Certificate II in Construction Pathways CPC20211 (Release 4)

### Course Description

In the construction industry you can gain skills in building, Work Health & Safety requirements, contracting and quoting, designing and managing projects and dealing with clients, workers and professionals. It addresses skills in handling tools, measurement and calculations, reading and interpreting plans, working sustainably in the construction and associated fields and handling construction materials.

This course provides training in general construction and covers a range of skills and knowledge appropriate for entry level into this industry. At the completion of this course students are well qualified for numerous entry level positions in the building and construction industry and with a suitable ATAR pathway, towards courses such as Construction Management.

### Course Information

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

As part of this course students must undertake the WH&S General Induction for Construction Work. This is delivered as part of the Construction course and Work Cover 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.

### Assessment

Competence is determined by demonstration of skills and knowledge applied in a range of projects and may include oral, practical and written tasks.

**Note: Only TWO Units of Category B subjects can be counted towards the ATAR.**

### Costs

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged. Examples include:
  - Work Placement - \$20 approximately per year
  - White Card Training (Year 11) - \$70 approximately
  - Industry Specific Work Shirt - \$TBA

**Studies Coordinator:**

Simon Ramage



### Possible Career Paths

Electrician

Electrical Assembly

Refrigeration and Air-  
Conditioning Mechanic

Electrical Engineer

Electrical Technician

Computer Systems

Technician

Electronics Engineer

Telecommunications

Engineer

Telecommunications

Technician

# ELECTROTECHNOLOGY

## Certificate II in Electrotechnology – Career Start lease

(Release 4)

### 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.

### Course Information

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

As part of this course students must undertake the WH&S General Induction for Construction Work. This is delivered as part of the Construction course and Work Cover 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.

The 240 hours may also be credited against a related traineeship.

*Students will be required to supply their own 'high vis' yellow work shirt, safety glasses and hearing protection. Safety boots are required as part of the work placement PPE.*

### Assessment

The course is competency based and will be assessed using oral, practical and written assessment methods.

**Note: Only TWO Units of Category B subjects can be counted towards the ATAR.**

### Costs

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged. Examples include:
  - Work Placement - \$20 approximately per year
  - First Aid Course (if required) - \$70 approximately

**Studies Coordinator:**

Simon Ramage

# 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

### Course Information

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

### Assessment

The course is competency based and will be assessed using oral, practical and written assessment methods and complete projects both as member of a team and individually. All students in Hospitality undertake the First Aid Certificate.

**Students are expected to wear fully enclosed shoes with firm leather uppers.**

**Note: Only TWO Units of Category B subjects can be counted towards the ATAR.**

### Costs

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged. Examples include:
  - Work Placement - \$20 approximately per year
  - First Aid Course (if required) - \$70 approximately
- Students will be expected to purchase a full apprentice chefs uniform - \$100 approximately.

**Studies Coordinator:**

Simon Ramage



## Possible Career

### Paths

**Boiler Maker**  
**Electrician**  
**Draughtsperson**  
**Engineer**  
**Fitter**  
**Instrument Maker**  
**Jeweller**  
**Lift Mechanic**  
**Locksmith**  
**Machinist**  
**Metal Fabricator**  
**Plumber**  
**Printer**  
**Refrigeration & Air-  
Conditioning**  
**Mechanic**  
**Sheet metal worker**  
**Structural Steel &  
Welding Worker**  
**Toolmaker**  
**Watch and Clock  
Maker**

# METAL & ENGINEERING

## Cert I in Engineering MEM10105

(Release 11.1)

### Course Description

The manufacturing, engineering and related service industries include a wide range of industry sectors. These industries are the largest provider of full time employment within NSW and employ approximately 170,000 people throughout the industries, 90% of these being full time positions.

This course is based on units of competency which have been developed by the metal, engineering and related service industries to describe the competencies, skills and knowledge required by workers in these industries as well as other trade pathways such as plumbing. At the completion of this course students are well qualified for a number of entry positions across numerous trades. **Metal and Engineering** is perfectly paired with courses such as **Electrotechnology** and **Construction**.

### Course Information

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

### Assessment

The course is competency based and will be assessed using oral, practical and written assessment methods. The **HSC exam is optional** in Metal & Engineering, but is mandatory for those students seeking an ATAR.

**Students are required to supply overalls, steel capped boots, safety glasses, hearing protection and fabricators gloves.**

**Note: Only TWO Units of Category B subjects can be counted towards the ATAR.**

### Costs

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged. Examples include:
  - Work Placement - \$20 approximately per year

**Studies Coordinator:**

Simon Ramage

## Possible Career Paths

Animal attending  
Beef production  
Crop Production  
Farm Management  
Fencing  
Horse Care  
Pest and Disease  
Control  
Vet Nursing  
Horticulture  
Dairying  
Flower Production

# PRIMARY INDUSTRIES

## Certificate II in Agriculture AHC20116

(Release 2)

### Course Description

Australia remains a world leader in rural and related industries. These industries are key drivers of our state's economy, and primary industries provide many social, environmental, cultural and economic benefits to the people of NSW. Sustainability of the country's natural resources is the subject of regular debate in the Australian community.

Natural resources and primary products are crucial to our lives. The various sectors of primary industries supply us with many products and services essential to life including food, fibre, timber and energy, as well as the basic materials used in other industries.

Primary Industries includes agriculture, horticulture and aspects of animal care. Primary Industries provide products and services in response to the demand for food and fibre but also for leisure and recreation activities.

### Course Information

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

***Students will be required to provide long pants, long sleeved shirt, sun protective hat and leather enclosed shoes.***

### Assessment

The course is competency based and will be assessed using oral, practical and written assessment methods in real Agricultural settings or scenarios.

**Note: Only TWO Units of Category B subjects can be counted towards the ATAR.**

### Costs

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged. Examples include:
  - Work Placement - \$20 approximately per year
  - First Aid Course (if required) - \$70 approximately

**Studies Coordinator:**

Simon Ramage





### Possible Career Paths

#### Advertising & Publicity

Coordinator

Buyer

Customer Service  
Assistant

Department Manager

Finance Manager

Store Manager

HR Manager

Marketing Manager

Merchandiser

Sales & Marketing  
Manager

Sales Personnel

Shop Assistant

Small Business Owner

Visual Merchandiser

## RETAIL SERVICES

### Certificate III in Retail SIR30216 (Release 1) Statement of Attainment

#### 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; operate 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.

The HSC Retail Services course is structured to deliver a **Statement of Attainment in the Certificate III Retail**.

#### Course Information

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

#### Assessment

The course is competency based and will be assessed using oral, practical and written assessment methods.

**Note: Only TWO Units of Category B subjects can be counted towards the ATAR.**

#### Costs

- Costs for this course are covered in the Curriculum Resource Fee.
- Costs associated with workshops / excursions to support the course content will be the responsibility of the students and their families. These costs will be paid for as the events are arranged. Examples include:
  - Work Placement - \$20 approximately per year

**Studies Coordinator:**

Simon Ramage

#### EXCLUSION

Students studying  
Hairdressing and or  
Beauty Therapy cannot  
study Retail Services



There are a variety of EVET courses. Some of these could include:

**Automotive**

**Aged Care Assistant**

**Animal Care**

**Beauty Therapy –  
Make Up Services**

**Children Services**

**Welfare Services**

For more information on  
EVET courses available  
through TAFE  
[www.hunter.tafensw.edu.  
au/EVET/](http://www.hunter.tafensw.edu.au/EVET/)

# EVET - External VET Courses

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

## Description

EVET courses can give you a head start in a chosen career path through a range of nationally accredited vocational courses. These courses allow students in Years 11 and 12 to study alternative vocational subjects not available at St Joseph's College, Lochinvar

This will be an adult learning environment with industry experienced teachers. Most courses encourage a 'hands-on' approach, often combining study with work placement. Students have access to industry standard workshops and environments. EVET courses can provide significant benefits.

- Broader choices of study
- The opportunity to gain skills and training for the workplace
- Learning skills that are valuable to employers
- The courses are dual accredited, gaining two sets of credentials, one from the EVET provider and the other from NESA.

## Process

- The list of all courses offered for delivery by external providers, including TAFE NSW and Private RTOs will be published for students as soon as they become available
- There will be an expression of interest application for all Maitland- Newcastle Catholic High School students, who wish to undertake an EVET course. This will be made available to students at the same time as the course selection process is undertaken
- 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 a defined budget. There will be direct consultation between the providers and schools to ensure that, as far as possible, individual student needs are addressed
- Once the final list of providers and courses are available, the school will endeavour to provide the students and parents with information and further enrolment processes.

## Course Contact

Name: Kylie Peattie

Email: [kylie.peattie@mn.catholic.edu.au](mailto:kylie.peattie@mn.catholic.edu.au)

**There is a \$600 pa fee for all EVET courses.**

Although some funding is made available to all schools for EVET and similar vocational pathways, the funding is limited. EVET places will be capped so it is important that students contact Mrs Peattie at the College.

# School Based Apprenticeships & Traineeships

## School-Based Apprenticeships

School-Based apprenticeships allow students to commence an apprenticeship while at school.

While studying for their HSC, school-based apprentices work part time and undertake the first stage of their formal or off-the-job training. A school-based apprentice is required to undertake a specific number of work days depending on the industry. This will be between 100 – 180 days. Students could receive a Certificate III in their industry relevant qualification by completing a VET course at St Joseph's or through an external provider eg. Hunter TAFE. For most students completing a school-based apprenticeship this would mean they will be absent from school one or two days each week.

School Based Apprenticeships are available in the following areas:

- Automotive;
- Construction;
- Electrotechnology;
- Hairdressing;
- Hospitality;
- Metals & Engineering.

## School-Based Traineeships

School-Based Traineeships allow students to commence a traineeship while at school. While studying the HSC, school-based trainees work part-time and undertake an industry relevant VET course at St Joseph's Lochinvar, TAFE or through another Registered Training Organisation (RTO).

A school-based trainee is required to undertake a minimum 100 days of work placement as well as a Certificate II in the relevant industry area. For most students this would mean one day per week.

School Based Traineeships are available in a range of industries including:

- Automotive;
- Business Services;
- Hospitality;
- Retail.

Further information about School-Based Apprenticeships and Traineeships is available from Mrs Peattie or <http://www.sbatinnsw.info/>

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