



St Joseph's College

Stage 6 Course Handbook

Year 11 2018
Year 12 2019

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MESSAGE FROM THE PRINCIPAL

In the new millennium education has been increasingly tied, not only to academic achievement and career paths after school, but also to the personal development of young people in our society. The school which recognises and faces this challenge is the school which provides the best environment and education for your child.

Over the years, St Joseph's College has grown and thrived on a culture fuelled by a commitment to teaching and learning that involves the student, the teacher and the parents in a partnership aimed at producing a full and well-rounded education. With Jesus as our example we strive to be the best version of ourselves so that we can reach our full potential and enhance our dignity as human beings and the dignity of those within our community. For it is in building a healthy community that we develop fully as individuals.

In addition to formal classes, students participate in sports, retreats, masses, liturgies and excursions. They are asked to assist in the various school functions that occur.

One of the many challenges that face all schools is to establish a broad and meaningful curriculum for its students.

What we hope to do is to build our curriculum upon student choice, the best educational practice and pedagogy, the existing and emerging trends in education and educational excellence and relevance, while ensuring that whatever we do is grounded in our tradition of Catholic Education that values the dignity of each individual.

The curriculum covers traditional Higher School Certificate courses as well as the emerging vocational education courses and some school-developed courses. The aim will be to allow students to have maximum flexibility in achieving post-secondary school choices and even pathways and traineeships while still at school. The establishment of our Trade Skills Centre is an important part of this. Furthermore, 2018 will see the implementation of a dedicated non-ATAR pathway for students seeking to pursue a more practical education experience.

It is into this community that I, as Principal, warmly welcome students intending to study in Years 11 & 12.

I sincerely hope that the years ahead are very happy ones for them and that they find at St Joseph's College an environment which is supportive, caring and accepting. I look forward to a close association with parents, in the hope that this will bear much fruit for the Christian development of your sons and daughters, our students.

Mr Scott Thomson
Principal

INTRODUCTION

Welcome to the challenging and important task of choosing your Higher School Certificate (HSC) Pathway. The choice of courses, which make up your Pathway, will assist in determining your future options and possibilities.

This handbook has been developed to inform you of the requirements of the NSW Education Standards Authority (NESA), Higher School Certificate (HSC) Credential and to provide some guidance as to the subjects that it is expected will be offered at St Joseph's College next year. However, although every effort will be made to meet the needs of senior students, the viability of running a course will be determined by the Principal in consultation with teachers, students and parents.

Students and parents should give careful consideration to requirements for the award of the Higher School Certificate and the choice of subjects. It should be noted that English is the only compulsory subject for the award of a HSC. At St Joseph's College, Studies of Religion I or II (ie. 1 unit or 2 unit) or Catholic Studies (1 unit) is compulsory.

The handbook has been created in two sections.

SECTION ONE

- A general introduction to the Higher School Certificate as outlined by NESA, including information on the types of courses available.
- The unit requirements at St Joseph's College for both the Preliminary Course and the HSC Course.

SECTION TWO

- Details of each of the courses offered to you as a student of St Joseph's College.

Best wishes for your future success as you undertake the challenging process of determining your pathway.

The following College personnel will readily assist you with making your decision:

Mr Scott Thomson – Principal

Mr Peter Lyon – Deputy Principal

Mrs Kathy McAlister – Leader of Curriculum

Mr Damien Quinn – Leader of Pastoral Care – Year 10 (2017)

Ms Frances Stegeman – Leader of Careers/VET (2017)

SECTION ONE

GENERAL INFORMATION

❑ REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE (HSC)

The NSW Education Standards Authority (NESA) requires students to fulfil certain requirements before a Higher School Certificate is awarded.

These requirements concern:

1. Types of Courses

A. Board Developed Courses (BDC):

Courses designed by NESA. For example, Studies of Religion, English, Geography, Biology and VET Curriculum Framework courses such as Hospitality. HSC examinations are undertaken for these courses. The examinations for the VET Curriculum Framework courses are optional if an ATAR is not required.

B. Board Endorsed Courses (BEC):

There are three main types of Board Endorsed Courses – Content Endorsed Courses, School Designed Courses and University Developed Courses. NESA approves these courses for use in any schools that want to use them. For example, Photography, Video & Digital Imaging, Marine Studies, Visual Design and Sport, Lifestyle & Recreation.

There are no external HSC examinations for any Board Endorsed Course but all of these courses will count towards the HSC and appear on the Record of Achievement. However, Board Endorsed Courses do not count in the calculation of an ATAR.

C. Vocational Education and Training (VET) Courses – both Board Developed Courses & Board Endorsed Courses:

Vocational Education and Training (VET) courses are offered as part of the HSC. They enable students to study courses that are relevant to industry needs and have clear links to post-school employment. These courses allow students to gain both HSC qualifications and accreditation within the industry and the workplace as part of the Australian Qualifications Framework (AQF).

Each VET course has a specific workplace component and a **minimum number of hours students spend in the workplace** or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, whilst others will be delivered by TAFE or other providers.

Students can elect to have **ONE (1)** VET Board Developed Course considered as part of their ATAR by sitting the HSC examination in that course.

D. Life Skills Courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills Courses are available for students following a Special Program of Study for the HSC. Students accessing a special program of study in Stage 6 will, in general, need to have completed at least four Generic Life Skills Courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based on an individual transition-planning process that will occur for both the Preliminary and HSC years.

Life Skills Courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the HSC. Each Life Skills Course is comprised of a 2 unit Preliminary Course and a 2 unit HSC Course. The Board expects that most students would meet the outcomes for a 2 unit Preliminary Course and a 2 unit HSC course over approximately 240 indicative hours in total (ie. 120 indicative hours in each course).

2. Unit Values

- All courses carry a unit weighting.
- A unit of study comprises 60 hours indicative time in each of the Preliminary and HSC Courses. Indicative time is the average time expected for a student to achieve the objectives and outcomes of the course. The indicative time for a course is therefore directly related to that course's objectives and outcomes.
- Most Board Developed Courses are 2 unit.
- Most Board Endorsed Courses are 2 unit.
- Some subjects have Extension Courses in the HSC Course (Year 12), eg. English, Mathematics, History, Music.
- The only subjects which have Extension Courses in both Preliminary (Year 11) and HSC (Year 12) are English and Mathematics.

3. Subject and Unit Requirements for the Award of the HSC

A. Preliminary Course (Year 11)

A minimum of twelve (12) units must be studied. Six (6) of these units must be from Board Developed Courses.

B. HSC Courses (Year 12)

A minimum of ten (10) units must be studied. These units may be made up of both Board Developed Courses and Board Endorsed Courses. For the award of the Higher School Certificate a minimum of six (6) Board Developed Units must be presented, but for matriculation purposes, more Board Developed units are necessary (refer below to "Matriculation").

C. The Pattern of Study Requirements Applying to Both Preliminary and HSC Courses are:

- At least six (6) units of Board Developed Courses.
- At least two (2) units of a Board Developed Course in English.
- At least three (3) courses of two (2) units value (or greater).
- And at least four (4) subjects.
- Nor more than six (6) units of courses in Science can contribute to HSC eligibility.
- At St Joseph's College, students must also study either 1 or 2 unit Studies of Religion or 1 unit Catholic Studies.

D. Matriculation – eligibility for an ATAR (Australian Tertiary Admissions Rank)

Matriculation is the level of study required at the HSC to gain acceptance to tertiary study at a University. Each Tertiary Institution has its own matriculation requirements that often vary from year to year. It is difficult to make a generalised statement concerning matriculation requirements, though it is generally agreed that students need to have 10 Board Developed Units at Year 12. It also must be realised that Tertiary Institutions vary on acceptability of the subjects that make up those 10 units.

Note: The ATAR is Subject to the Following Restrictions:

- At least ten (10) units from Board Developed Courses including at least two (2) of English.
- The Board Developed Courses must include at least three (3) courses of two (2) units or greater, and at least four (4) subjects.
- At least eight units of Category A courses and no more than two (2) units of Category B Courses can be counted towards an ATAR. The VET Curriculum Framework Courses (eg. Business Services, Hospitality, Retail Services, Information Technology, Tourism and Events, Entertainment Industry Studies, Electrotechnology, Construction) are Category B Subjects.

4. Assessment and Reporting

NESA requires all candidates who are enrolled in a school to follow an assessment program and have an assessment mark submitted for every course undertaken irrespective of the number of units in which they are enrolled. The assessment is based on achievements measured throughout the course. It encompasses syllabus objectives other than those relating to attitude and interest. It does not consider conduct. The assessment mark submitted for each course, except VET Courses, is based on assessment tasks such as essays, class tests, assignments and projects completed over the duration of the course.

School based assessment tasks will contribute 50% of the HSC mark. The other 50% of the HSC mark will come from the HSC examination. The assessment marks are moderated by NESA using the pattern of results in the HSC examinations. Moderated assessment marks are reported separately from examination marks on the Record of Achievement.

The assessment mark is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured by the single HSC examination. Each course has a well-developed set of specific assessment procedures that take into account the syllabus objectives and the various weightings of each component.

A copy of the School's Assessment Policy is provided to each student undertaking the HSC at the beginning of the course.

HSC Examinations

NESA examinations are held for all Board Developed Courses. The written examinations for the HSC start at the beginning of Term 4 in the HSC year and continue for approximately four weeks. Some subjects such as Music, Languages, Drama, Society & Culture, Design & Technology and Industrial Technology, have practical examinations or major projects and these are held, or are due, in August and September. All examinations are set and marked under the direction of NESA.

Reporting

- The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. A student who achieves this minimum standard will receive a mark of 50.
- There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 (Band 6) will correspond to the highest level of achievement.
- On satisfactory completion of the HSC, a student will receive a portfolio containing:
 - The HSC Testamur (the official certificate confirming achievement of all requirements for the award).
 - The Record of Achievement, which is a document that lists the courses studied and reports the marks and bands achieved.
 - Course Reports – for every HSC Board Developed Course a Course Report will be received showing marks, the Performance Scale and the band descriptions for that course. A graph showing the state's distribution of marks in the course is also shown.
 - VET Certificates or Certificates of Attainment (if applicable).

☐ SOME POINTS TO CONSIDER IN SELECTING COURSES

- The only subjects that are compulsory are English and Studies of Religion *or* Catholic Studies.
 - Students are free to choose from the other subjects that are offered at the College but these must satisfy the requirements listed on page 9.
 - When selecting courses, students and parents should be realistic in their choices and clear about the reasons for those choices.
 - Students should choose only those courses that they are capable of managing at senior level.
 - Selection should be based on interest and relevance to the individual student.
 - Students should be aware of both matriculation requirements for various universities and the prerequisites for various courses offered at Tertiary Institutions. This information can be obtained from your Careers Advisor.
 - Students should consider the demands of choosing a number of subjects with a Major Project component, eg. Visual Arts, Industrial Technology, Society & Culture, and Drama.
 - In some cases the demands of timetabling will limit the availability of subjects. However, a number of courses are available through the Lismore Online Flexible Delivery program and also through Distance Education. Further information is provided on these later in this booklet.
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☐ STUDY AT SENIOR LEVEL

Preliminary Courses are much more demanding than Year 10 and require steady and consistent work. In HSC Courses the demands are even greater.

Your HSC Record of Achievement will report both an Examination Mark and an Assessment Mark. Your Australian Tertiary Admission Rank (ATAR) will be calculated on the basis of **BOTH** of these marks. It is hoped that you will receive the best possible mark in both cases but this cannot be achieved without study, and you need to begin at the commencement of the Preliminary Courses (Year 11) if you are at all serious about success.

Some Study Hints

- Make a firm decision to apply yourself to school and study from the very beginning.
 - Planning is essential – draw up a timetable and follow it. Most students would need to spend at least 20 hours per week on homework and study, eg. 3 hours per night during the week and 5 – 7 hours at the weekend.
 - Organise your time at school. Study periods at school are for study – not for socialising.
 - Review your priorities in life. If school and study are not very close to the top, maybe you should be elsewhere.
 - Mark the dates for exams and assignments in your study diary.
 - Do ALL set work whether it is for assessment or not. All work during these years is preparation for the HSC exam. Do some work on each subject each day.
 - Be as realistic as possible about your own potential and the marks you can reasonably expect.
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SECTION TWO

COURSE OUTLINES

CATEGORY A BOARD DEVELOPED COURSES - NON VET OFFERED AT ST JOSEPH'S COLLEGE

Ancient History – 2 Unit
Biology – 2 Unit
Business Studies – 2 Unit
Chemistry – 2 Unit
Community and Family Studies – 2 Unit
Drama – 2 Unit
Earth and Environmental Science – 2 Unit
Economics – 2 Unit
Engineering Studies – 2 Unit
English Standard – 2 Unit
English Advanced – 2 Unit
English Extension 1 & 2 – 1 Unit
English Studies – 2 Unit
Food Technology – 2 Unit
French Beginners – 2 Unit
French Continuers – 2 Unit
Geography – 2 Unit
History Extension – 1 Unit HSC
Industrial Technology (Multimedia Industries) – 2 Unit
Industrial Technology (Timber Products and Furniture Industries) – 2 Unit
Information Processes and Technology – 2 Unit
Legal Studies – 2 Unit
Mathematics Standard – 2 Unit
Mathematics – 2 Unit
Mathematics Extension – 1 Unit
Mathematics Extension 2 – 1 Unit HSC
Modern History – 2 Unit
Music 1 – 2 Unit
Music 2 – 2 Unit
Music Extension – 1 Unit HSC
Personal Development, Health & Physical Education – 2 Unit
Physics – 2 Unit
Senior Science – 2 Unit
Society and Culture – 2 Unit
Studies of Religion I – 1 Unit
Studies of Religion II – 2 Unit
Textiles and Design – 2 Unit
Visual Arts – 2 Unit

Ancient History is a 2 Unit Board Developed Course.

COURSE DESCRIPTION

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of Ancient History. 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 Year 12 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.

MAIN TOPICS COVERED

Preliminary Course

Core content to be covered in 120 hours.

- (a) Investigating Ancient History (60 indicative hours)
 - The Nature of Ancient History
 - Case Studies
- (b) Historical Investigation (20 indicative hours)
- (c) Features of ancient societies (40 indicative hours)

HSC Course

Core content to be covered in 120 hours.

- (a) Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- (b) Ancient Societies (30 indicative hours)
- (c) Personalities in their times (30 indicative hours)
- (d) Historical Period (30 indicative hours)

PARTICULAR COURSE REQUIREMENTS

In the Preliminary course, the Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

In the HSC course, topics chosen must comprise a study of two different ancient civilisations.

ASSESSMENT

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretation	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
TOTAL	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of course content	40
Historical skills in the analysis of sources and evaluation	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
TOTAL	100

The Year 12 HSC will also be externally assessed through an examination.

Biology is a 2 Unit Board Developed Course.
The Course WILL attract additional charges to the student for excursions.

COLLEGE RECOMMENDATION

The Biology Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4-5 performance descriptors, as well as a high degree of literacy.

COURSE DESCRIPTION

The Preliminary course explores the diversity of life from a molecular to a biological systems level, starting with the study of the basis of life, cell structure and function, and how these are related to the structure and function of organisms.

Students examine the interactions between living things and the environments in which they live, studying the evidence gathered around changing ecosystems over long periods of time, culminating in studies about the human impact on ecosystems and how these may determine future ecosystems.

The HSC course builds on this foundation with links between the concepts being strengthened. For example, the concepts of cell division with genetic variations and DNA, and heredity. Students will develop a greater understanding of the ways in which genetic change occurs through both mutation and biotechnologies.

Students will also study infectious and non-infectious diseases, the management and control of diseases, and the immune response. They will explore the role of technology and the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Across both courses students will develop scientific investigative skills, with a focus on developing problem-solving and critical thinking skills in order to understand and support the natural environment. They are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

MAIN TOPICS COVERED

Preliminary Course

Modules:

- Module 1: Cells as the Basis of Life
- Module 2: Organisation of Living Things
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics

HSC Course

Modules:

- Module 5: Heredity
- Module 6: Genetic Change
- Module 7: Infectious Disease
- Module 8: Non-infectious Disease and Disorder

One Depth Study is to be conducted AND assessed as part of each course. (15 hrs in Prelim + 15 hrs in HSC)

A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning.

PARTICULAR COURSE REQUIREMENTS

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

One fieldwork exercise must be completed in Year 11.

VOCATIONAL IMPLICATIONS

The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. The 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. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

ASSESSMENT

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

Business Studies is a 2 Unit Board Developed Course.

COURSE DESCRIPTION

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

MAIN TOPICS COVERED

Preliminary Course

1. Nature of Business – the nature and role of business in a changing business environment (20%)
2. Business Management – the nature and responsibilities of management (40%)
3. Business Planning – the process of establishing and planning a small to medium enterprise (40%)

HSC Course

1. Operations – the strategies for effective operations management in large businesses (25%)
2. Marketing – the main element involved in the development and implementation of successful marketing strategies (25%)
3. Finance – interpreting financial information in the planning and management of a business (25%)
4. Human Resources – the contribution of human resource management to business performance (25%)

ASSESSMENT

HSC Course

Internal

Knowledge and Understanding of course content	40
Stimulus based skills	20
Inquiry and Research	20
Communication of Business – Information, Ideas and Issues in appropriate forms	20
Total	100

External

A three-hour written examination made up of:	
Objective Response questions	20
Short Answer questions	40
Extended Response – Business Report style	20
Extended Response	20
Total	100

Chemistry is a 2 Unit Board Developed Course.
The Course MAY attract additional charges to the student for excursions.

COLLEGE RECOMMENDATION

The Chemistry Stage 6 course is designed for those students who have a high level of achievement based on the Science Stages 4-5 performance descriptors. Students considering Chemistry as one of the choices should have a high degree of literacy and numeracy.

COURSE DESCRIPTION

The Preliminary course explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. As well as analysing the energy considerations of these reactions. Students will be required to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The HSC course builds on this foundation focussing on equilibrium and chemical systems. Students explore the discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes which are central to human progress and our ability to develop future industries and sustainability.

Across both courses students will focus on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena. They will be required to analyse data using mathematical principles; Examples include: collecting data, representing the data in a graphical form and from that, derive a relationship that may exist between the variables being examined. Students will also need to be able to complete complex chemical calculations.

MAIN TOPICS COVERED

Preliminary Course

Modules:

- Module 1: Properties and Structure Matter
- Module 2: Introduction to Quantitative Chemistry
- Module 3: Reactive Chemistry
- Module 4: Drivers to Reactions

HSC Course

Modules:

- Module 5: Equilibrium and Acid Reactions
- Module 6: Acid/base Reactions
- Module 7: Organic Chemistry
- Module 8: Applying Chemical Ideas

One Depth Study is to be conducted AND assessed as part of each course. (15 hrs in Prelim + 15 hrs in HSC)

A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning.

PARTICULAR COURSE REQUIREMENTS

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

VOCATIONAL IMPLICATIONS

The Chemistry course increases students understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The 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. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

ASSESSMENT

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

Community and Family Studies is a 2 Unit Board Developed Course.

COURSE DESCRIPTION

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities. The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject as students are required to complete an Independent Research Project. Community and Family Studies explores life issues that are important to and of equal relevance to male and female students.

MAIN TOPICS COVERED

Preliminary Course

Core Topics (100%)

- Resource Management
- Individuals and Groups
- Families and Communities

HSC Course

Core Topics (75%)

- Research Methodology
- Groups in Context
- Parenting and Caring

Option Component (25%)

- Family and Societal Interactions OR
- Social Impact of Technology OR
- Individuals and Work

PARTICULAR COURSE REQUIREMENTS

In addition to the core studies, students select one option for study in the HSC Course. The Independent Research Project is a compulsory assessment task in the HSC Course.

VOCATIONAL IMPLICATIONS

This course forms a valuable foundation for a range of courses at university and other tertiary institutions including sociology, psychology, nursing, childcare studies.

ASSESSMENT

HSC Course

Internal

Core 75

Option 25

Total 100

External

A three hour written paper

Total 100

Drama is a 2 Unit Board Developed Course.

This course WILL attract a subject fee.

There is also an additional cost to attend OnStage in Sydney in the HSC year (approx. \$80 + flights).

COURSE DESCRIPTION

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

Preliminary Course

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

HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study 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). It provides opportunity for each student to demonstrate his or her performance skills.

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

MAIN TOPICS COVERED

Preliminary Course

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

HSC Course

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

PARTICULAR COURSE REQUIREMENTS

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

ASSESSMENT

HSC COURSE ONLY

Internal

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

Total **100**

External

Group Presentation (Core)	30
Individual Project	30
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre(Core) Studies in Drama and Theatre	40

Total **100**

Costing for each year: Year 11 2018 - \$50.00 Year 12 2019 - \$50.00

Earth and Environmental Science is a 2 Unit Board Developed Course.
This course WILL attract a subject fee AND additional charges to the student for excursions.

COLLEGE RECOMMENDATION

The Earth and Environmental Science Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4-5 performance descriptors, as well as a high degree of literacy. The purpose of this course to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles.

COURSE DESCRIPTION

The Preliminary course explores the Earth's structural components and their interrelatedness, with topics dealing with the dynamic nature of the Earth's processes with an emphasis on the energy transformations involved and their consequences. Human impacts on these processes is also studied.

The HSC course builds on this foundation and explores renewable and non-renewable resource extraction and use, and the associated environmental issues. An understanding of Earth's resources and the ability to live sustainably on the planet is a central purpose of this course. Climate variation is addressed by analysing evidence for long term and more recent, anthropocentric variation.

Across both courses students will be required to be involved in the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems and form evidence-based conclusions or arguments. There is an emphasis on the use of evidence to support theories concerning human and natural impacts on ecosystems, changes in environments and climates, and ways to mitigate their effects.

MAIN TOPICS COVERED

Preliminary Course

Modules:

- Module 1: Earth's Resources
- Module 2: Plate Tectonics
- Module 3: Energy Transformations
- Module 4: Human Impacts

HSC Course

Modules:

- Module 5: Earth's Processes
- Module 6: Hazards
- Module 7: Climate Science
- Module 8: Resource Management

One Depth Study is to be conducted AND assessed as part of each course. (15 hrs in Prelim + 15 hrs in HSC)

A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in earth and environmental science, acquire a depth of understanding, and take responsibility for their own learning.

PARTICULAR COURSE REQUIREMENTS

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

One fieldwork exercise must be completed in Year 11.

VOCATIONAL IMPLICATIONS

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

The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

ASSESSMENT

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

Economics is a 2 Unit Board Developed Course.

COURSE DESCRIPTION

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

The study of Economics is a valuable experience because it helps students make sense of the world in which we live. It is not only for those thinking of a career in business or finance but it is helpful across many study or job options as well as in everyday life.

Students of Economics may end up working in the fields of law, business administration, journalism, teaching, accounting, stock-broking, financial planning, advisors to government officials, international trade, human resource management or any one of numerous other professions. Economics should also be considered as a useful course option to be studied in conjunction with Business Studies, Legal Studies or Geography.

MAIN TOPICS COVERED

Preliminary Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy

HSC Course

- The Global Economy – features of the global economy and globalisation
 - Australia's Place in the Global Economy – Australia's trade and finance and links with the rest of the world
 - Economic Issues – issues including growth, unemployment, inflation, environmental management and foreign debt.
 - Economic Policies and Management – the range of policies to manage the economy – what governments do and an evaluation of their effectiveness
-

ASSESSMENT

HSC Course

Internal

Tasks will involve a mix of topic tests, examinations, Research Tasks and Skills-Based Activities.

External

There will be a final three-hour written examination and the end of the HSC course.

Engineering Studies is a 2-unit Board Developed Course.

COURSE DESCRIPTION

This course is designed to develop students' understanding and appreciation of the nature, significance and methodology of engineering and its impact on society.

Students will develop an understanding of the scope of engineering and the role of the engineer. They will develop knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society. They will also learn communication skills appropriate to engineering practices. This course will provide them with knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice. Students will learn management and problem-solving skills in engineering contexts as well as skills in the application of engineering methodology.

In addition to the development of specific understandings and competencies related to engineering, students will be able to develop a broad range of skills, which are relevant and transferable to other settings beyond the classroom.

This course provides links with multiple pathways to further education including tertiary education as well as TAFE. It also provides relevant skills for immediate employment.

MAIN TOPICS COVERED

The Preliminary course is organised as follows:

Engineering Application Modules

1. Engineering Fundamentals (30 hours)
2. Engineered Products (30 hours)
3. Braking Systems (30 hours)

Engineering Focus Module

1. Biomedical Engineering (30 hours)

Engineering Application Modules develop knowledge and understanding of engineering concepts and impacts through the study of engineered products.

Engineering Focus Modules develop knowledge and appreciation of the role of engineers by studying the nature of the engineering profession and emphasising the scope of engineering activities in a given field.

Note: The modules in the Preliminary course have been designed to progressively develop knowledge, understandings and skills, commencing with Engineering Fundamentals Module 1 and concluding with Biomedical Engineering Focus Module.

ASSESSMENT

In the Preliminary course, students will learn to understand the significance of an Engineering Report and then develop their own report. Students are first required to produce a component of an Engineering Report in Engineering Application Module 3, Braking systems, before producing a complete Engineering Report in Engineering Focus Module, Biomedical engineering.

In the HSC course, students must produce **one** Engineering Report from either of the two Engineering Application Modules of Civil structures or Personal and public transport, and **one** from either of the two Engineering Focus Modules of Aeronautical engineering or Telecommunications engineering.

Assessment in the Preliminary course will consist of a mix of formal examination, knowledge tests and written engineering reports.

The HSC course has a final external examination with module and engineering reports and knowledge tests accounting for the internal assessment component.

English Standard is a 2 Unit Board Developed Course.

EXCLUSIONS: English Advanced; English as a Second Language; Extension I, Extension II; English Studies.

RATIONALE FOR STANDARD ENGLISH:

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

MAIN TOPICS COVERED

Year 11 Standard English Course

Common Module: Reading to Write: Transition to Senior English Students further develop their skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.

Module A: Contemporary Possibilities

Students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts.

Module B: Close Study of Literature

In this module, students develop their knowledge and appreciation of a substantial literary print text.

Year 12 Standard English Course

Common Module: Texts and Human Experiences Students deepen their understanding of how texts represent individual and collective human experiences.

Module A: Language, Identity and Culture

Students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities.

Module B: Close study of Literature

Students develop an informed understanding, knowledge and appreciation of a substantial literary text.

Module C: The Craft of Writing

Students strengthen and extend their knowledge, skills and confidence as writers.

PARTICULAR COURSE REQUIREMENTS

For the **Year 11 English Standard** course students are required to:

- complete 120 indicative hour
- complete the common module as the first unit of work
- complete Modules A and B.

Students are required to study **ONE** complex multimodal or digital text, **ONE** substantial literary print for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.

Students must study a **range of types of texts** drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course requires **students to support the study of texts with their own wide reading.**

For the **Year 12 English Standard** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course of the year

Students are required to closely study **three types** of prescribed texts, one drawn from each of the following categories:

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

Students must study **ONE related text** in the Common module: Texts and Human Experiences.

ASSESSMENT

The components and weightings for Year 11 and 12 are mandatory:

Component	Weighting %
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
	100%

Further information regarding HSC assessment details will be provided once NESA's formal assessment and exam documents have been released

English Advanced is a 2 Unit Board Developed Course.

EXCLUSIONS: English Standard; ESL; English Studies.

COLLEGE RECOMMENDATION:

It is strongly advised that a student wishing to undertake the Advanced English Course for the HSC should have gained an **A or B RoSA grade in Year 10.**

RATIONALE FOR STANDARD ENGLISH:

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

MAIN TOPICS COVERED

Year 11 Advanced English Course

Common Module: Reading to Write: Transition to Senior English Students further develop their skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.

Module A: Narratives that Shape our World

Students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values.

Module B: Critical Study of Literature

Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text.

Year 12 Advanced English Course

Common module: Texts and Human Experiences

Students deepen their understanding of how texts represent individual and collective human experiences.

Module A: Textual Conversations

Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts.

Module B: Critical Study of Literature

Students develop analytical and critical knowledge, understanding and appreciation of a literary text.

Module C: The Craft of Writing

Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

PARTICULAR COURSE REQUIREMENTS

For the **Year 11 English Advanced** course students are required to:

- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A and B.

Students **must study a range of types of texts** drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course **requires students to support their study of texts with their own wide reading.**

For the **Year 12 English Advanced** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course.

Students are required to **closely study FOUR prescribed texts**, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama
- The fourth may be film, media or nonfiction text OR may be selected from one of the categories above.

Students must study **ONE related text** in the common module: Texts and Human Experiences.

ASSESSMENT

The components and weightings for Year 11 and 12 are mandatory:

Component	Weighting %
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
	100%

Further information regarding HSC assessment details will be provided once NESA's formal assessment and exam documents have been released.

English Extension is a Board Developed Course.
English Extension Courses are 1 unit each.

EXCLUSIONS: English (Standard) Course; ESL; English Studies.

PREREQUISITES

- (a) English (Advanced) course
- (b) Preliminary English Extension Course is prerequisite for HSC Extension Course 1
- (c) Extension Course 1 is prerequisite for Extension Course 2

The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.

COLLEGE RECOMMENDATION

Students wishing to enroll in an Extension English Course for their HSC should have gained an A in English in RoSA and discuss it with their teacher.

RATIONALE:

Rationale for English Extension 1:

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

Rationale for English Extension 2:

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses.

MAIN TOPICS COVERED

Year 11 Extension 1 Course

Module: Texts, Culture and Value

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture.

Related research project

This project may be undertaken concurrently with the module

This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

Year 12 Extension 1 Course

Common module: Literary Worlds with ONE elective option

Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds

Year 12 Extension 2 Course

The Composition Process Major Work

The Major Work is a sustained, cohesive extended composition that demonstrates mastery of the composition process.

Reflection Statement

The Reflection Statement evaluates the process of composition and the product is submitted with the Major Work.

The Major Work Journal:

The Major Work Journal documents all stages of the composition process.

PARTICULAR COURSE REQUIREMENTS

Year 11 Extension 1 Course

For the Year 11 English Extension course students are required to:

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

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

Year 12 Extension 1 Course

For the Year 12 English Extension 1 course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake ONE elective option from the common module.

The study of at least THREE texts including at least TWO extended print texts

Students are required to study at least **TWO related texts**.

Year 12 Extension 2 Course

For the Year 12 English Extension 2 course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

ASSESSMENT

The components and weightings for Year 11 and 12 are mandatory - across both Extension 1 and 2 courses:

Component	Weighting %
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
	100%

Further information regarding HSC assessment details will be provided once NESA's formal assessment and exam documents have been released.

English Studies is a 2 Unit Board Developed Course.

EXCLUSIONS: Standard English, Advanced English & English Extension.

RATIONALE:

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

English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate by who are seeking an alternative to the current Standard English Course.

The English Studies course contribute to the required Preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units.

MAIN TOPICS COVERED:

Year 11 English Studies Course

Mandatory module – Achieving through English: English in education, work and community

Students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

An additional 2–4 modules to be studied, chosen by course teacher.

Year 12 English Studies Course

Mandatory common module – Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences.

An additional 2–4 modules to be studied, chosen by course teacher

PARTICULAR COURSE REQUIREMENTS

For the Year 11 English Studies course students are required to:

- Complete 120 indicative hours
- Study the mandatory module, Achieving through English: English in education, work and community
- Students complete the mandatory module, Achieving Through English, as the first unit of work
- Students complete an additional 2–4 modules elective modules

Text Requirements:

Students read, view, listen to and compose a wide range of texts including print and multimodal texts. They are required to study at least ONE substantial print text and **at least** ONE substantial multimodal text.

Additional Requirements:

- Students are to be involved in planning, research and presentation activities as part of one individual and/or collaborative project.
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community

For the Year 12 English Studies course students are required to:

- Complete the Year 11 course as a prerequisite
- Complete 120 indicative hours
- Complete the mandatory common module – Texts and human experiences as the first unit of work.
- students complete an additional 2–4 modules

Text Requirements:

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

Additional Requirements:

- Students are to be involved in planning, research and presentation activities as part of one individual and/or collaborative project.
- Students are to develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- Students are to engage with the community

ASSESSMENT

The components and weightings for Year 11 and 12 are mandatory:

Component	Weighting %
Knowledge and understanding of course content	50%
Skills in:	50%
<ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	
	100%

Further information regarding HSC assessment details will be provided once NESA's formal assessment and exam documents have been released.

Food Technology is a 2 Unit Board Developed Course.
This course WILL attract a subject fee.

COURSE DESCRIPTION

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

In addition to the development of specific understandings and competencies related to food technology, students will be able to develop a broad range of skills, which are relevant and transferable to other settings beyond the classroom.

This course provides links with multiple pathways to employment and further education in the workplace, TAFE and university.

MAIN TOPICS COVERED

The Preliminary Course is organised around three sections:

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

The HSC Course is organised around three core sections and two optional topics:

Core:

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

PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. The completion of the Preliminary course is a requisite for the study of the HSC course.

In order to meet course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is a mandatory requirement that students undertake practical activities. Therefore, they will need to complete relevant safety instruction and wear appropriate PPE, including hard, enclosed footwear.

ASSESSMENT

Students will be assessed on their knowledge and understanding of the course as well as skills in research, analysis, communication, experimentation, design, practical food preparation and presentation and evaluation. Students will sit an external HSC exam in this course.

Costing for each year: Year 11 2018 - \$100.00 Year 12 2019 - \$80.00

French Beginners is a 2 Unit Board Developed Course.
This course WILL attract a subject fee.

EXCLUSIONS: Eligibility rules apply to the study of this subject. Check eligibility with the French teacher.

COURSE DESCRIPTION

The French Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of French at senior secondary level. Eligibility requires students to have little or no prior knowledge or experience. The 100 hours of Stage 4 is not in conflict with this.

Preliminary Course

The Preliminary Course (120 indicative hours) covers topics that provide context in which students develop their communication skills and their knowledge and understanding of language and culture.

HSC Course

The HSC Course (120 indicative hours) will refine and extend their skills in contexts defined by the topics:

- The personal world
- The French-speaking communities

These topics will enable students to use French to express and share ideas about:

1. Family life, home and the neighbourhood
2. People, places and communities
3. Education and work
4. Friends, recreation and pastimes
5. Holidays, travel and tourism
6. Future plans and aspirations

PARTICULAR COURSE REQUIREMENTS

ASSESSMENT FOR HSC COURSE

Internal

Listening Skills	30
Speaking Skills	30
Reading Skills	20
Writing Skills	20

Total **100**

External

Oral Examination	20
Written Examination	
Section I - Listening	30
Section II - Reading	30
Section III - Writing in French	20

Total **100**

Costing for each year: Year 11 2018 - \$50.00 Year 12 2019 - \$50.00

French Continuers is a 2 Unit Board Developed Course.
This course WILL attract a subject fee.

EXCLUSIONS: Eligibility rules apply to the study of this subject. Check eligibility with your French teacher.

COURSE DESCRIPTION

The French Continuers Stage 6 course is designed for the student who typically, will have studied French in Stage 5 – ie. Years 9 and 10

THE PRELIMINARY COURSE AND THE HSC COURSE

These courses focus on themes and topics that will develop student's skills and knowledge, improve their understanding and refine their communication skills in the language. Through the study of a range of tasks, texts and text types, students will also gain insights into the culture and language of French-speaking communities.

MAIN TOPICS COVERED

There are three (3) prescribed themes:

- The individual
- The French-speaking communities
- The changing world

Each theme contains topics that offer a wide variety of scope for the skills of listening and responding, speaking, reading and responding and writing in French.

PARTICULAR COURSE REQUIREMENTS

ASSESSMENT FOR HSC COURSE

Internal

Speaking	20
Listening and responding	25
Reading and responding	40
Writing in French	15
Total	100

External

Oral Examination (consisting of conversation)	20
Written Examination consisting of:	
Listening and responding	25
Reading and responding Part A	25
Part B	15
Writing in French	15
Total	100

Costing for each year: Year 11 2018 - \$50.00 Year 12 2019 - \$50.00

Geography is a 2 Unit Board Developed Course.
The Course MAY attract additional charges to the student for excursions.

COURSE DESCRIPTION

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses inquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of inquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

MAIN TOPICS COVERED

Preliminary Course

- **Biophysical Interactions** (40%)
How biophysical processes contribute to sustainable management
- **Global Challenges** (40%)
Geographical study of issues at a global scale
- **The Senior Geography Project** (20%)
A geographical study of student's own choosing

HSC Course

- **Ecosystems at Risk** (33%)
The functioning of ecosystems, their management and protection
- **Urban Places** (33%)
Study of cities and urban dynamics
- **People and Economic Activity** (33%)
Geographic study of economic activity at a local and global context

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

PARTICULAR COURSE REQUIREMENTS

Students complete a senior geography project (SGP) in the Preliminary course and must undertake ten (10) hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

ASSESSMENT

HSC Course

Internal

Tasks will involve a mix of topic tests, examinations, Field Work, Research Tasks and Skills-Based Activities.

External

There will be a final three-hour written examination and the end of the HSC course.

History Extension is a 1 Unit Board Developed Course.
It may be studied EITHER as a Preliminary Course in Year 11 OR as a HSC Course in Year 12.

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

- (a) Constructing History (40 indicative hours)
- Key Questions
 - Case Studies
- (b) History Project (20 indicative hours)

PARTICULAR COURSE REQUIREMENTS

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

Assessment components and weightings

HSC course

The mandatory components and weightings for the course are set out below:

Component	Weighting
Knowledge and understanding of significant historical ideas and processes	40
Skills in designing, undertaking and communicating historical inquiry and analysis	60
TOTAL	100

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

- Three assessment tasks
- one task may be a formal written examination with a weighting of 30%
- one task must be the History Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30%
- one task must be the History Project – Essay with a weighting of 40%.

Industrial Technology is a **2 Unit Board Developed Category A Course**.
This course WILL attract a subject fee.
You can choose only one Industrial Technology strand.

EXCLUSIONS: Students can study only one Industrial Technology focus area.

COURSE DESCRIPTION

Multimedia is used to describe a presentation that combines any of the five major media formats: Text, video, pictures, animation and hypertext. This course is designed to provide students with the knowledge and understanding of multimedia and its related technologies with an emphasis on design, management and production through practical applications.

In an ever increasing digital workforce, opportunities for Multimedia Developers continue to grow across a number of employment sectors. To help provide an insight into potential employment students investigate various aspects of multimedia technologies through practical design projects and theory. (*Industry Employment Projections 2016-2020, Australian Government, 2016*)

Industrial Technology seeks to offer students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production. It also aims to raise the student's awareness of the interaction between technology, industry, society and the environment.

MAIN TOPIC COVERED

The Preliminary course consists of multimedia project work and an industry study that provides a broad range of skills and knowledge related to the focus area and an introduction to industrial processes and practices that can be applied in the workforce.

The HSC course also includes the development of a major project and design folio.

Both Preliminary and HSC courses are organised around four sections:

Preliminary Course

1. Industry Study
 - Structural factors – organisation, quality control, marketing
 - Technical Factors – emerging technologies, automation
 - Environmental Factors – resources, pollution, government legislation
 - Personnel Issues – industrial relations, training
 - Occupational Health & Safety – legislations, materials handling, workplace communication
2. Design and Management
 - Designing – decision making during the design of projects
 - Drawing - management and planning of projects
3. Workplace Communication
 - Literacy – Industry terminology, report writing, word processing
 - Calculations – image/video storage requirements, costing projects
 - Graphics – freehand & digital manipulation for projects
4. Industry-specific Content and Production
 - Materials and resources
 - Processes, hardware and software

HSC Course

The topics covered are the same as for the Preliminary course plus the inclusion of the Major Design Project and Design Folio.

PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. The HSC course consists of the development of a Major Design Project and Folio, which may require a camera depending on the type of project chosen. If so, students will be required to source their own.

Costing for each year: Year 11 2018 - \$50.00 Year 12 2019 - \$50.00

Industrial Technology is a **2 Unit Board Developed Category A Course**.

This course **WILL** attract a subject fee.

You can choose only one Industrial Technology strand.

EXCLUSIONS: Students can only study one Industrial Technology focus area.

COURSE DESCRIPTION

This course is designed to develop in students a knowledge and understanding of the selected industries and their related technologies with an emphasis on design, management and production through practical applications.

Industrial Technology seeks to offer the students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production. It also aims to raise the student's awareness of the interaction between technology, industry, society and the environment.

The Preliminary course consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area and an introduction to industrial processes and practices. The HSC course consists of the development of a major project and industry study. Both Preliminary and HSC courses are organised around four sections:

1. Industry Study
2. Design and Management
3. Workplace Communication
4. Industry specific content and production

MAIN TOPICS COVERED

Preliminary Course

1. Industry Study
 - Structural factors
 - Technical factors
 - Environmental and sociological factors
 - Personnel issues
 - Occupational health and safety
2. Design and Management
 - Designing
 - Drawing
 - Computer Applications
 - Project Management
3. Workplace Communication
 - Literacy
 - Calculations
 - Graphics
4. Industry-specific Content and Production
 - Materials and Fittings
 - Processes, tools and machinery

HSC Course

The topics covered are the same as for the Preliminary course plus the inclusion of the Major Design Project and Folio.

PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a requisite for the study of the HSC course. The Preliminary course consists of an industry study and project work. The HSC course consists of an industry study and the development of the Major Design Project. Students are required to purchase timber and materials for their major project. Students are required to wear hard enclosed shoes, protective apron, safety glasses and other relevant PPE for practical lessons.

Costing for each year:	Year 11 2017	-	\$143.00	Year 12 2018	-	\$70.00
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Information Processes and Technology is a 2 Unit Board Developed Course.
This course WILL attract a subject fee.

COURSE DESCRIPTION

This course is designed to enable students to become confident, competent, discriminating and ethical users of computer based information technologies, to possess an understanding of information processes and to appreciate the effect of information systems on society. Through project work, students will create their own information systems to meet identified needs.

Both the Preliminary and HSC courses are presented with learning activities that incorporate the following Information Processes:

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting/Receiving
- Displaying

MAIN TOPICS COVERED

Preliminary Course

- Introduction to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

HSC Course – Core

- Project work
- Information Systems and Databases
- Communication Systems

HSC Option Strands

Students will select TWO of the following options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course. Access to a digital and video camera is required.

ASSESSMENT

Preliminary

Introduction to Information Skills and Systems	20
Tools for Information Processes	50
Developing Information Systems	30
Total	100

HSC

Internal	
Project Work	20
Information Systems & Databases	20
Communication Systems	20
Option Strands	40
Total	100
External	
A three hour HSC examination	100

Costing for each year:	Year 11 2018	-	\$30.00	Year 12 2019	-	\$30.00
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Investigating Science is a 2 Unit Board Developed Course.
The Course MAY attract additional charges to the student for excursions.

COURSE DESCRIPTION

Investigating Science is a new course. It is NOT a replacement for Senior Science.

The course provides a cross-disciplined approach to Science and has a practical investigative focus. It is designed to assist students to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

It is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society.

The Preliminary course explores the role of research and data analysis prior to conducting investigations; scientific models; and the development of theories and laws.

The HSC course continues developing these skills, focussing on the evaluation of investigations; the role of science in advances in technology; evidence based analysis; and the implications of social, economic and political influence on science.

Both courses focus on: the nature of science; its place in society; how it is practised and practical and secondary research.

The course promotes active inquiry and explores key concepts, models and phenomena. It is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

MAIN TOPICS COVERED

Preliminary Course

Modules:

- Module 1: Cause and Effect – Observing
- Module 2: Cause and Effect – Inferences and Generalisations
- Module 3: Scientific Models
- Module 4: Theories and Laws

HSC Course

Modules:

- Module 5: Scientific Investigations
- Module 6: Technologies
- Module 7: Fact or Fallacy?
- Module 8: Science and Society

One Depth Study is to be conducted AND assessed as part of each course. (15 hrs in Prelim + 15 hrs in HSC)

A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in earth and environmental science, acquire a depth of understanding, and take responsibility for their own learning.

PARTICULAR COURSE REQUIREMENTS

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

VOCATIONAL IMPLICATIONS

The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

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

PLUS add careers in IT, engineering, design, architecture, environment, education, medicine, agriculture, finance, law, medicine.

ASSESSMENT

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

Legal Studies is a 2 Unit Board Developed Course.

COURSE DESCRIPTION

The Preliminary Course develops students' knowledge and understanding about the nature and social functions of law and law making and the development of Australian and international legal systems. It explores the areas of contemporary law reform in topics such as sport, drug use or the issues around young drivers. The rights and responsibilities of individuals and means of dispute resolution are also studied. Students will also investigate case studies of groups who may be disadvantaged, eg. those from minority ethnic groups, and will study groups who may be in conflict with government eg. outlaw motorcycle gangs.

The HSC Course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. There is a strong emphasis on current events and students must be prepared to follow the media to help them understand the issues and arguments.

Legal Studies does not teach students to become lawyers and it is not intended as simply an introductory course for future university law students. It is a course for all students. The aim is to provide these students with an understanding of the law from their own perspective as citizens.

Legal Studies provides a context for the development of higher order thinking skills for further education, work and everyday life, and a range of other employability skills.

MAIN TOPICS COVERED

Preliminary Course

- The Legal System 40% of course time
- The Individual and the Law 30% of course time
- Law in Practice 30% of course time

HSC Course

- Core: Crime 30% of course time
- Core: Human Rights 20% of course time
- Two (2) additional options:

- Family	}	50% of course time
- World Order		

PARTICULAR COURSE REQUIREMENTS

No special prerequisites.

ASSESSMENT

HSC Course

Internal

Tasks will assess students via a wide range of task types including Research & Investigation, Exposition & Reports, Topic Tests and Examination.

External

There will be a final three-hour written examination and the end of the HSC course.

Section I: Core

- Crime and Human Rights
(objective response questions) 20

Section II: Core

- Human Rights (short answer questions) 15
- Crime (Extended response question) 15

Section III: Options

- two extended response questions 50

Total 100

Mathematics Standard is a 2 Unit Board Developed Course.
Students complete a common course in Year 11 and choose either Standard 1 or 2 in Year 12.
Mathematics Standard 2 is for students who need an ATAR.
Mathematics Standard 1 is a non-ATAR course.

EXCLUSIONS: Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

COLLEGE RECOMMENDATIONS

Mathematics is **NOT** compulsory.

Please note the following suggested prerequisites when deciding the level of Mathematics to choose.

Mathematics Extension	Mathematics	Mathematics Standard 2	Mathematics Standard 1
Stage 5.3 Grade A or B	Stage 5.3 Grade A, B or C	Stage 5.3	Stage 5.2
		Stage 5.2	Stage 5.1

COURSE DESCRIPTION

Mathematics Standard supports the other Stage 6 mathematics courses in catering for the wide variation in students' mathematical competence at the conclusion of Year 10, and provides opportunities for continuing mathematical growth.

The purpose of Mathematics Standard is to provide an appropriate mathematical background for students who wish to enter occupations which require the use of basic mathematical and statistical techniques. The direction taken by the course, in focusing on mathematical skills and techniques that have direct application to everyday activity, contrasts with the more abstract approach taken by the other Stage 6 mathematics courses.

The study of Mathematics Standard provides students with valuable support in a range of concurrent Stage 6 subjects, in fostering development of mathematical projects. The course provides a strong foundation for vocational pathways, either in the workforce or in further vocational training studies, and for university courses in the areas of business, the humanities, nursing and paramedical sciences.

MAIN TOPICS COVERED

Year 11 Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 Courses

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

HSC ASSESSMENT

Internal

Concepts, skills and techniques	50
Reasoning and communication	50
Total	100

External

External examination

Section I – Objective response questions	25
Section II – Short answer questions (5 questions x 15 marks each)	75
Total	100

Mathematics is a 2 Unit Board Developed Course.

COLLEGE RECOMMENDATIONS

Please note the following suggested prerequisites when deciding the level of Mathematics to choose.

Mathematics Extension	Mathematics
Stage 5.3 Grade A or B	Stage 5.3 Grade A, B or C

The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course for the Record of School Achievement, along with the recommended options.

COURSE DESCRIPTION

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should consider undertaking extension courses in mathematics.

MAIN TOPICS COVERED

Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and derivative of a function

HSC Course:

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications.

HSC ASSESSMENT

Internal

Concepts, skills and techniques	50
Reasoning and communication	50
Total	100

External

External examination	
Section I – Objective response questions	10
Section II – Short answer questions (6 questions x 15 marks each)	90
Total	100

Mathematics Extension 1 is a 1 Unit Board Developed Course.

COLLEGE RECOMMENDATIONS

Please note the following suggested prerequisites when deciding the level of Mathematics to choose.

Mathematics Extension
Stage 5.3 Grade A or B

The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course for the Record of School Achievement, along with the recommended options.

COURSE DESCRIPTION

The content of this course, which includes the whole of the Mathematics (2 Unit) course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of, and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Extension 1 is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course.

MAIN TOPICS COVERED

Preliminary Course

- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary Mathematics (2 unit) course

HSC Course

- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Equation
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC Mathematics (2 unit) topics.

HSC ASSESSMENT

Internal

Concepts, skills and techniques	50
Reasoning and communication	50
Total	100

External

External examination	
Section I – Objective response questions	10
Section II – Short answer questions (4 questions x 15 marks each)	60
Total	70

Mathematics HSC Extension 2 is a 1 Unit Board Developed Course that can only be studied in HSC year.

COLLEGE RECOMMENDATIONS

Please note the following suggested prerequisites when deciding the level of Mathematics to choose.

Note: It is recommended students studying Stage 5.1 in Year 10 do not study any Mathematics in Stage 6.

Mathematics Extension 2
80%+ in Year 11 Extension 1 course

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

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

The course content includes the entire Mathematics (2 Unit) course, the entire Mathematics Extension 1 course and, in addition, contains:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 Topics

HSC ASSESSMENT

<i>Internal</i>		<i>External</i>	
Concepts, skills and techniques	50	External examination	
Reasoning and communication	50	Section I – Objective response questions	10
Total	100	Section II – Short answer questions (6 questions x 15 marks each)	90
		Total	100

Modern History is a 2 Unit Board Developed Course.

COURSE DESCRIPTION

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of Ancient History. 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 Year 12 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.

MAIN TOPICS COVERED

Preliminary Course

Core content to be covered in 120 hours.

- (a) Investigating Modern History(60 indicative hours)
 - The Nature of Modern History
 - Case Studies
- (b) Historical Investigation (20 indicative hours)
- (c) The Shaping of the Modern World (40 indicative hours)

HSC Course

Core content to be covered in 120 hours.

- (a) Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- (b) National Studies (30 indicative hours)
- (c) Peace and Conflict (30 indicative hours)
- (d) Change in the Modern World (30 indicative hours)

PARTICULAR COURSE REQUIREMENTS

The Preliminary Course is a prerequisite for the HSC Course.

ASSESSMENT

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretation	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
TOTAL	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of course content	40
Historical skills in the analysis of sources and evaluation	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
TOTAL	100

The Year 12 HSC will also be externally assessed through an examination.

Music 1 is a 2 Unit Board Developed Course.
This course WILL attract a subject fee.

EXCLUSIONS: Music 2.

PREREQUISITES

2 units for each of Preliminary and HSC. Board Developed Course.

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

These include, but are not limited to:

- Australian Music
- Jazz
- Popular Music
- Rock Music
- Music of the 18th, 19th and 20th century
- Theatre music
- etc.

PARTICULAR COURSE REQUIREMENTS

HSC course

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

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

ASSESSMENT

HSC Course only

Internal

Core performance	10
Core composition	10
Core musicology	10
Core aural	25
Elective 1	15
Elective 2	15
Elective 3	15
Total	100

External

Core Performance (one piece)	20
A 45 minute – 1 hour aural exam	30
Electives: Three electives from any combination of:	
• Performance (one piece)	20
• Composition (and submitted Composition)	20
• Musicology (one <i>viva voce</i>)	20
Total (Then converted to a percentage)	110

Costing for each year: Year 11 2018 - \$50.00 Year 12 2019 - \$50.00

Music 2 is a 2 Unit Board Developed Course.
This course WILL attract a subject fee.

EXCLUSIONS: Music 1.

PREREQUISITES

2 units for each of Preliminary and HSC. Board Developed Course.

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600–1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

PARTICULAR COURSE REQUIREMENTS

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

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

All students will be required to develop a composition portfolio for the core composition.

ASSESSMENT

HSC Course only

Internal

Performance	20
Composition	20
Musicology	20
Aural	20
Elective, in either:	
• Performance	
• Composition	20
• Musicology	

Total **100**

External

Core performance (one piece reflecting the mandatory topic)	15
Sight singing	5
Core composition (reflecting mandatory topic)	15
Core musicology/aural (a one and a half hour written examination paper)	35
Elective one elective reflecting:	30
• Additional topic	
• Performance (2 pieces) or submitted composition or submitted essay	

Total **100**

Costing for each year: Year 11 2018 - \$50.00 Year 12 2019 - \$50.00

Music Extension is a 1 Unit Board Developed Course.
It may only be studied as a HSC Course.
This course WILL attract a subject fee.

EXCLUSIONS: Music 1.

PREREQUISITES

Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

HSC Course only.

COURSE DESCRIPTION

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

PARTICULAR COURSE REQUIREMENTS

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.

The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Costing for each year:	Year 11 2018	-	\$50.00	Year 12 2019	-	\$50.00
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Personal Development Health and Physical Education is a 2 Unit Board Developed Course.
TAFE Credit Transfer or Advanced Standing provisions are applicable to this course.
This course WILL attract additional charges or costs.

COURSE DESCRIPTION

The Preliminary Course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC Course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating and health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

MAIN TOPICS COVERED

Preliminary Course

Core Topics

- Better Health for Individuals
- The Body in Motion

Option Component

Students to select two options each from:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component

Students to select two options each from:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

PARTICULAR COURSE REQUIREMENTS

In addition to the core studies, students select two options for study in the HSC Course.

VOCATIONAL IMPLICATIONS

This course is designed for all students with substantial interest in the area of health and exercise issues. It would be advantageous for students pursuing a career in Physical Education, Coaching or Community Health (Physiotherapy, Sport Psychology, Occupational Health).

ASSESSMENT

HSC Course

In addition to the core studies, students select two option in each of the Preliminary and HSC Courses.

HSC Course

Internal

Core	60	
Option	40	
Total	100	

External

A three hour written paper

Total **100**

Physics is a 2 Unit Board Developed Course.
The Course MAY attract additional charges to the student for excursions.

COLLEGE RECOMMENDATION

The Physics Stage 6 course is designed for those students who have a high level of achievement based on the Science Stages 4-5 performance descriptors. Students considering Physics as one of the choices should have a strong ability in Year 10 Mathematics Stage 5.3, as well as a high degree of literacy.

COURSE DESCRIPTION

The Preliminary course explores the study of matter and its motion through space and time, along with related concepts that include energy and force; the analysis of sound and light waves and thermodynamic principles; electric fields, circuitry and magnetism.

The HSC course builds on this foundation and continues to explore motion, as well as 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. Their study of the differences between the wave and quantum nature of light provides opportunities for students to learn about the changing and conflicting theories that still exist and that science is not fixed in its explanations of concepts.

The problem-solving nature of physics focuses on the exploration of models and the analysis of theories and laws. Students will be required to analysis data using mathematical principles. Examples include: collecting data, representing the data in a graphical form and from that, derive a relationship that may exist between the variables being examined.

Across both courses students will be required to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations on these models, make predictions, and analyse the interconnectedness of physical entities.

MAIN TOPICS COVERED

Preliminary Course

Modules:

- Module 1: Kinematics
- Module 2: Dynamics
- Module 3: Waves and Thermodynamics
- Module 4: Electricity and Magnetism

HSC Course

Modules:

- Module 5: Advanced Mechanics
- Module 6: Electromagnetism
- Module 7: The Nature of Light
- Module 8: From the Universe to the Atom

One Depth Study is to be conducted AND assessed as part of each course. (15 hrs in Prelim + 15 hrs in HSC)

A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in physics, acquire a depth of understanding, and take responsibility for their own learning.

PARTICULAR COURSE REQUIREMENTS

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

VOCATIONAL IMPLICATIONS

The Physics course helps students to develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

ASSESSMENT

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

Society and Culture is a 2 Unit Board Developed Course.

COURSE DESCRIPTION

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

MAIN TOPICS COVERED

Preliminary Course

- **The Social and Cultural World** (20%)
The interaction between aspects of society and cultures.
- **Personal and Social Identity** (40%)
Socialisation and coming of age in a variety of social and cultural settings.
- **Intercultural Communication** (40%)
How people in different cultures interact and communicate.

HSC Course

- i **Core**
 - **Social and Cultural Continuity and Change** (30%)
The nature, continuity and change, research and study of a selected country.
 - **The Personal Interest Project** (30%)
An individual research project.
- ii **Depth Studies** (40%)
 - Popular Culture – the interconnection between individuals and popular culture.
 - Belief Systems – role of belief systems in societies, cultures and personal life.

PARTICULAR COURSE REQUIREMENTS

Completion of a Personal Interest Project worth 40% of the student's external achievement.

ASSESSMENT

HSC Course

Internal

Knowledge and understanding of course content	50
Application and evaluation of social and cultural research methodologies	30
Communication of information, ideas and Issues in appropriate forms	20
Total	100

External

A two-hour written examination, including both short answer and extended response questions	60
Personal Interest Project	40
Total	100

Studies of Religion I is a 1 Unit Board Developed Course.

EXCLUSIONS: Studies of Religion II.

COURSE DESCRIPTION

Studies of Religion 1 Unit Stage 6 promotes and understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

MAIN TOPICS COVERED

Preliminary Course

- Nature of Religion and Beliefs
- Two Religious Tradition Studies – Christianity and Judaism
Content:
 - Origins
 - Principal Beliefs
 - Sacred Texts and Writings
 - Core Ethical Teachings
 - Personal Devotion/Observance

HSC Course

- Religion and Belief Systems in Australia post-1945.
- Two Religious Tradition Studies – Christianity and Judaism
Content:
 - Significant People and Ideas
 - Ethics
 - Significant practices in the life of adherents

ASSESSMENT

Assessment of student achievement may take the following forms: research, written response, analysis of stimulus material, oral presentation and test/examination tasks.

Internal

Preliminary Course

Component	Weighting
Knowledge and Understanding of course content	20
Source-based skills	10
Investigation and research	10
Communication of information, ideas and issues in appropriate forms	10
Total	50

HSC Course

Component	Weighting
Knowledge and Understanding of course content	20
Source-based skills	10
Investigation and research	10
Communication of information, ideas and issues in appropriate forms	10
Total	50

External

HSC Course only – one and a half hour external examination.

Studies of Religion II is a 2 Unit Board Developed Course.

EXCLUSIONS: Studies of Religion I, Catholic Studies.

COLLEGE RECOMMENDATION

Students wishing to study this course should have a Grade A or a high Grade B in Year 10 English – Literacy.

COURSE DESCRIPTION

Studies of Religion II Unit Stage 6 promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

MAIN TOPICS COVERED

Preliminary Course

- Nature of Religion and Beliefs
- Three Religious Tradition Studies – Christianity, Judaism and Islam
 - Content:
 - Origins
 - Principal Beliefs
 - Sacred Texts and Writings
 - Core Ethical Teachings
 - Personal Devotion/Observance/Expression of Faith
- Religions of Ancient Origin
- Religion in Australia pre-1945

HSC Course

- Religion and Belief Systems in Australia post-1945.
- Three Religious Tradition Studies – Christianity, Islam and Judaism
 - Content:
 - Significant People and Ideas
 - Ethics
 - Significant practices in the life of adherents
- Religion and Peace
- Religion and Non-Religion

ASSESSMENT

Assessment of student achievement may take the following forms: research, written response, analysis of stimulus material, oral presentation and test/examination tasks.

Internal

Preliminary Course

Component	Weighting
Knowledge and Understanding of course content	40
Source-based skills	20
Investigation and research	20
Communication of information, ideas and issues In appropriate forms	20
Total	100

HSC Course

Component	Weighting
Knowledge and Understanding of course content	40
Source-based skills	20
Investigation and research	20
Communication of information, ideas and issues in appropriate forms	20
Total	100

External

HSC Course only – three hour external examination.

Textiles and Design is a 2 Unit Board Developed Course.
This course WILL attract a subject fee.

COURSE DESCRIPTION

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.

The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

MAIN TOPICS COVERED

Preliminary Course

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

HSC Course

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

PARTICULAR COURSE REQUIREMENTS

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study Design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. Students are required to purchase their own materials for the major project and preliminary projects.

The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries. Students are required to wear appropriate PPE including hard, enclosed footwear in practical lessons.

ASSESSMENT

HSC COURSE ONLY

Internal

Knowledge and understanding of textiles and the textile industry 50

Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for end purposes using appropriate technologies 50

Total 100

External

A written examination of 1½ hours 50

Major Textiles Project 50

Total 100

Costing for each year: Year 11 2018 - \$100.00 Year 12 2019 - \$50.00

Visual Arts is a 2 Unit Board Developed Course.
This course WILL attract a subject fee.
Students supply own materials for major works.

COURSE DESCRIPTION

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a „body of work“ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

MAIN TOPICS COVERED**Preliminary Course learning opportunities focus on:**

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- Subjective, Structural, Cultural and Post Modern frameworks and how students might develop their own informed points of view
- How students may develop meaning, focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frameworks mentioned above.
- How students may develop their own practices of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world
- How students may further develop meaning and focus in their work.

VOCATIONAL IMPLICATIONS

Students who have experience in photography would be well placed into Visual Arts as this is studied as a medium.

PARTICULAR COURSE REQUIREMENTS**Preliminary Course**

- artworks in at least 2 forms and use of a Visual Arts Process Diary
- a broad investigation of art criticism and art history

HSC Course

- development of a body of work and use of a Visual Arts Process Diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of art criticism and art history
- students may need to supply their own materials for their major works

ASSESSMENT**HSC Course only****Internal**

Development of the body of work 50

Art criticism and art history 50

Total 100

External

A written paper 50

Submission of a body of work 50

Total 100

Costing for each year: Year 11 2018 - \$110.00 Year 12 2019 - \$110.00

CATEGORY B

VET CURRICULUM FRAMEWORK COURSES OFFERED AT ST JOSEPH'S COLLEGE

VET represents the curriculum associated with Vocational Education and Training courses in the HSC. At St Joseph's College we have trained staff who are able to provide courses in the following VET curriculum frameworks: **Business Services, Construction, Electrotechnology, Entertainment Industry Studies, Hospitality and Sport Coaching**. The VET courses have been designed to enable students to become competent in workplace practices at an entry level, potentially leading to attainment of a recognised VET qualification or statement of attainment. The frameworks offered provide students with the opportunity to gain credit towards the HSC, credit towards national vocational qualifications under the Australian Qualifications Framework and the option of including their vocational courses for Australian Tertiary Admission Rank calculation purposes.

The VET qualifications gained at a school can be used as a stepping stone for further education, training or to gain part time work while studying. All VET courses have mandatory workplace requirements and provide an independently focused way of learning.

The Diocesan Registered Training Organisation (RTO) for VET Courses has been registered as "Catholic Education Office (Lismore Diocese)".

Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in a 240 hour VET course **and** all of the Units of Competency in one of the 60 hour Extension Courses will be eligible for the AQF Certificate II in the framework.
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in a 120 hour VET course will be eligible for the AQF Certificate I in the framework.
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I, II or III.

Work Placement and Assessments/Classwork

All VET students are required to lodge, prior to commencing work placement, an Assessment Variation Form with their course teacher(s) for assessment tasks they will miss whilst on their placement.

Students who miss classes in a VET subject due to absences from school need to negotiate with their VET teacher to catch up on work missed whilst absent to ensure all competencies delivered are assessed. This may mean in practical frameworks, such as Hospitality, that students will need to bring their own ingredients to complete tasks they have missed.

There are additional costs for the Construction, Electrotechnology and Entertainment Industry Studies courses which require students to complete white card training (\$140). Further, the EIS course also requires first aid training (\$50). For the Electrotechnology course, CPR is also required and will cost an additional \$25 for those students who have not yet completed CPR. PLEASE NOTE: THESE FEES WILL HAVE TO BE PAID SEPARATELY TO THE ELECTIVE FEES.

Business Services – 2 Unit

Construction – 2 Unit

Electrotechnology – 2 Unit

Entertainment Industry Studies – 2 Unit

Hospitality – 2 Unit

Sport Coaching – 2 Unit



Business Services (240 indicative hours)

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC	
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)	
Exclusions with other Board Developed Courses – nil		
Course Description		
This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.		
AQF VET Qualification(s)		
Depending on the selection and achievement of units of competency the possible qualification outcomes are:		
<ul style="list-style-type: none"> • Certificate II in Business (BSB20115) • Statement of Attainment towards Certificate III in Business Administration (BSB30412) 		
Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au		
Units of Competency		
Compulsory		Elective – minimum <u>95</u> HSC indicative hours
BSBCUS201	Deliver a service to customers	
BSBIND201	Work effectively in a business environment	
BSBINM201	Process and maintain workplace information	
BSBINN201	Contribute to workplace innovation	
BSBSUS201	Participate in environmentally sustainable work practices	
BSBWHS201	Contribute to health and safety of self and others	
TLIP2029	Prepare and process financial documents	
Recognition of Prior Learning		
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.		
Students with Special Education Needs		
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.		
Assessment and Course Completion		
Competency-based Assessment		
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as „competent“ or „not yet competent“ in individual units of competency.		
HSC examination		
Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.		
N Determinations		
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an „N“ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.		
Appeals		
Students may lodge appeals against assessment decisions or „N“ determinations through their school or college.		
School-based Traineeship		
A school-based traineeship is available. For more information: www.sbatinnsw.info		
More Information		
For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html		
Costing for each year: Year 11 2018 - \$50.00 Year 12 2019 - \$50.00		



Construction (240 indicative hours)

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC			
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)			
Exclusions with other Board Developed Courses – nil				
Course Description				
This provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, tiler, concreter, painter and decorator and wall or floor tiler.				
AQF VET Qualification(s)				
Depending on the selection and achievement of units of competency the possible qualification outcomes are:				
<ul style="list-style-type: none"> • Certificate II in Construction Pathways (CPC20211) 				
Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au				
Units of Competency				
Mandatory		Elective – minimum 110 HSC indicative hours		
CPCCCM1012A	Work effectively and sustainably in the construction industry			
CPCCCM1013A	Plan and organise work			
CPCCCM1014A	Conduct workplace communication			
CPCCCM1015A	Carry out measurements and calculations			
CPCCCM2001A	Read and interpret plans and specifications			
CPCCWHS1001	Prepare to work safely in the construction industry			
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry			
CPCCCA2002B	Use carpentry tools and equipment			
Recognition of Prior Learning				
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.				
Students with Special Education Needs				
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.				
Assessment and Course Completion				
Competency-based Assessment				
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as „competent“ or „not yet competent“ in individual units of competency.				
HSC examination				
Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.				
N Determinations				
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an „N“ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.				
Appeals				
Students may lodge appeals against assessment decisions or „N“ determinations through their school or college.				
School-based Apprenticeship/Traineeship				
A school-based apprenticeship/traineeship is available. For more information: www.sbatinnsw.info				
More Information				
For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html				
Costing for each year:	Year 11 2018	- \$143.00	Year 12 2019	- \$143.00



Electrotechnology (240 indicative hours)

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Developed Courses – nil	

Course Description

This course provides students with the opportunity to obtain national vocational qualifications for employment in the electrotechnology industry. Students will be able to gain skills in, safe work practices, communication and working with others. Students will identify the required components/materials, solve problems in multiple d.c circuits, extra low voltage single path circuits and use routine equipment, plant or technology for work in any electrotechnology discipline. Possible occupations include electrician, refrigeration mechanic, communications technician, security technician and electrical engineering.

AQF VET Qualification(s)

Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- **Certificate II in Electrotechnology (Career Start) (UEE22011)**

Units of Competency

Mandatory

UEENEEE101A	Apply Occupational Health and Safety regulations, codes and practices in the workplace
UEENEEE102A	Fabricate, assemble and dismantle utilities industry components
UEENEEE104A	Solve problems in d.c. circuits
UEENEEE105A	Fix and secure electrotechnology equipment
UEENEEE107A	Use drawings, diagrams, schedules, standards, codes and specifications
UEENEEE148A	Carry out routine work activities in an energy sector environment
UEENEK142A	Apply environmentally and sustainable procedures in the energy sector

Elective

HSC elective units of competency to a minimum of 65 HSC indicative hours

Recognition of Prior Learning

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion

Competency-based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as „competent“ or „not yet competent“ in individual units of competency.

HSC examination

Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

N Determinations

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an „N“ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals

Students may lodge appeals against assessment decisions or „N“ determinations through their school or college.

School-based Traineeship

A school-based traineeship is available. For more information: www.sbatinnsw.info

More Information

For more information on this course: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/electrotechnology.html

Costing for each year: Year 11 2018 - \$143.00 Year 12 2019 - \$143.00



Entertainment Industry (240 indicative hours)

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC																					
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)																					
Exclusions with other Board Developed Courses – nil																						
<p>Course Description This course provides students with the opportunity to obtain national vocational qualifications for employment in the entertainment industry. Students will be able to gain skills in communication, safe work practices, working with others, resolving complaints, staging and using audio, lighting and vision systems. Possible occupations include stage hand, booking/front of house clerk, lighting technician, set designer and sound technician.</p>																						
<p>AQF VET Qualification(s) Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none"> • Statement of Attainment towards CUA30415 Certificate III in Live Production and Services 																						
<p>Units of Competency</p> <table border="1"> <thead> <tr> <th colspan="2">Compulsory</th> <th>Elective</th> </tr> </thead> <tbody> <tr> <td>CUAWHS302</td> <td>Apply work health and safety practices</td> <td rowspan="9">For the 240-hour course, HSC elective units of competency will be selected from the elective pool to a minimum, of 75 HSC indicative hours.</td> </tr> <tr> <td>SITXCCS303</td> <td>Provide service to customers</td> </tr> <tr> <td>CUALGT301</td> <td>Operate basic lighting</td> </tr> <tr> <td>CUAVSS302</td> <td>Operate vision systems</td> </tr> <tr> <td>CPCCWHS1001</td> <td>Prepare to work safely in the construction industry</td> </tr> <tr> <td>CUASTA301</td> <td>Assist with production operations for live performances</td> </tr> <tr> <td>CUASOU301</td> <td>Undertake live audio operations</td> </tr> <tr> <td>CUAIND301</td> <td>Work effectively in the creative arts industry</td> </tr> </tbody> </table>			Compulsory		Elective	CUAWHS302	Apply work health and safety practices	For the 240-hour course, HSC elective units of competency will be selected from the elective pool to a minimum, of 75 HSC indicative hours.	SITXCCS303	Provide service to customers	CUALGT301	Operate basic lighting	CUAVSS302	Operate vision systems	CPCCWHS1001	Prepare to work safely in the construction industry	CUASTA301	Assist with production operations for live performances	CUASOU301	Undertake live audio operations	CUAIND301	Work effectively in the creative arts industry
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<p>Students with Special Education Needs Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.</p>																						
<p>Assessment and Course Completion</p> <p>Competency-based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as „competent“ or „not yet competent“ in individual units of competency.</p> <p>HSC examination Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.</p> <p>N Determinations Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an „N“ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p>Appeals Students may lodge appeals against assessment decisions or „N“ determinations through their school or college.</p>																						
<p>School-based Traineeship A school-based traineeship is available. For more information: www.sbatinnsw.info</p>																						
<p>More Information For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html</p>																						
<p>Costing for each year: Year 11 2018 - \$40.00 Year 12 2019 - \$40.00</p>																						



Hospitality – Kitchen Operations (240 indicative hours)

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Developed Courses – nil	

Course Description

This qualification reflects the role of individuals involved in routine tasks, using a defined range of food preparation and cookery skills.

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

Possible job titles include breakfast cook, catering assistant, fast food cook, sandwich hand and takeaway cook.

AQF VET Qualification(s)

Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- **Statement of Attainment towards SIT20416 - Certificate II in Kitchen Operations**

Summaries of the employability skills developed through these qualifications can be downloaded from:

<http://employabilityskills.training.com.au>

Units of Competency

Mandatory

SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices
STIHIND002	Source and use information on the hospitality industry
BSBWOR203	Work effectively with others

Stream Kitchen Operations and Cookery

SITXFSA002	Participate in safe food handling practices
SITHKOP001	Clean kitchen premises and equipment
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery

Elective – minimum **95** HSC indicative hours

Recognition of Prior Learning

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion

Competency-based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard.

Students will be progressively assessed as „competent“ or „not yet competent“ in individual units of competency.

HSC examination

Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

N Determinations

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an „N“ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals

Students may lodge appeals against assessment decisions or „N“ determinations through their school or college.

School-based Apprenticeship/Traineeship

A school-based apprenticeship/traineeship is available. For more information: www.sbatinnsw.info

More Information

For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html

Costing for each year: Year 11 2018 - \$120.00 Year 12 2019 - \$80.00



Sport Coaching (240 indicative hours) (NON-ATAR)

VET Board Endorsed Course	A total of 4 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Endorsed Courses – Sport Coaching Certificate III	

Course Description
This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school.

AQF VET Qualification(s)
Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- **SIS20513 Certificate II in Sport Coaching**

Units of Competency		Elective For the 240-hour course, HSC elective units of competency will be selected from the elective pool to a minimum, of 100 HSC indicative hours.
Core – 140 hours		
BSBWOR202A	Organise and complete daily work activities	Group A – Athletics Group B – Basketball Group C – Equestrian Group D – Gymnastics Coach Group E – Martial Arts Group F – Netball Group G – Rugby League Group H – Squash Group I – Surf Life Saving Group J – Tennis Group K – Tenpin Bowling
HLTAID003	Provide first aid	
SISSCO101	Develop and update knowledge of coaching practices	
SISSCO202	Coach beginner or novice participants to develop fundamental motor skills	
SISSDE201	Communicate effectively with others in a sport environment	
SISXCA102A	Assist in preparing and conducting sport and recreation sessions	
SISXIND211	Develop and update sport, fitness and recreation industry knowledge	
SISXWHS101	Follow work health and safety policies	

Recognition of Prior Learning
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion
Competency-based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as „competent“ or „not yet competent“ in individual units of competency.

N Determinations
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an „N“ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals
Students may lodge appeals against assessment decisions or „N“ determinations through their school or college.

School-based Traineeship
No school-based traineeship is available.

Costing for each year:	Year 11 2018	-	\$40.00	Year 12 2019	-	\$40.00
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BOARD ENDORSED COURSES OFFERED AT ST JOSEPH'S COLLEGE

There are three types of Board Endorsed Courses – Content Endorsed Courses, School Designed Courses and University Developed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.
- Schools may also design special courses in order to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.
- University Developed Courses are developed by universities in conjunction with schools to suit the needs of high ability students.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Content Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses. Some TAFE delivered Board Endorsed Courses have 3 or 4 unit value.

The following Content Endorsed Courses are on offer at St Joseph's College.

Catholic Studies – 1 Unit

Computing Applications – 1 Unit

Exploring Early Childhood – 1 or 2 Unit

Marine Studies – 1 or 2 Unit

Photography, Video & Digital Imaging – 1 or 2 Unit

Sport, Lifestyle & Recreational Studies – 1 or 2 Unit

Visual Design – 1 Unit

Work Studies – 2 Unit

Catholic Studies is a 1 Unit Board Endorsed Course.
The length of the course is two years.

EXCLUSIONS: Studies of Religion II.

COURSE DESCRIPTION

This course is specifically designed for students who are not interested in using their Religious Education studies for their ATAR. The course covers a wide range of topics and issues including ethics, social justice, Christian living, prayer life and leadership.

The course generally concentrates on the Catholic tradition but has reference to social and cultural interaction and to other religions.

This course utilises the Archdiocese of Sydney's religious curriculum document "Faithful to God, Faithful to People" and has been designed by teachers in the Lismore diocese for use by the schools in this region.

The Catholic Studies course provides students with knowledge about Catholicism so that they will be informed with regard to life choices and encouraged to appreciate the spiritual function of religion in people's lives. This course contributes to the general cultural education and personal development of students. The course aims to:

- Make sense of everyday life experiences in the broader contexts of mystery, complexity, confusion and awe
 - Gain access to and understand the Scriptures, the traditions of the Catholic community, its stories, its experiences and its teachings
 - Celebrate with others the mystery and life of the Risen Christ
 - Respond to the activity of God in their lives and in the whole of creation
-

TOPICS TAUGHT

The following units will be completed:

- | | | |
|------------------------------------|--|--------------------------|
| - Christology | - Being Catholic (mandatory unit of study) | - Christian Prayer |
| - Mary and Women in Scriptures | - Living with Good and Evil | - Justice and Compassion |
| - Mission, Leadership and Ministry | - World Religions | - Moral Issues |

Students study these nine (9) topics over the two years of the course. Students study at least one (1) unit from each of the five content strands.

PARTICULAR COURSE REQUIREMENTS

Students will be expected to complete class work, assignments and examinations.

ASSESSMENT AND REPORTING

Students will be assessed according to the outcomes of each topic. Reporting of student achievement will follow school requirements.

Computing Applications is a 1 Unit Content Endorsed Course.
This course WILL attract a subject fee.

EXCLUSIONS: Information Processes and Technology; Software Design and Development; Certificate II Information and Digital Media Technology; Certificate III Entertainment Industry.

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other subject.

COURSE DESCRIPTION

Computer-based technology is an integral part of contemporary society. This is reflected in daily activities carried out in contexts such as the workplace, education, entertainment, recreation and the home. In this course, students will participate in hands-on activities to develop skills, knowledge and understanding related to information and communication technologies so that they can participate confidently in these environments.

This course would be suitable for a student following a non-ATAR pattern of study.

MAIN TOPICS COVERED

A pattern of study will be selected from the following options:

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

PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course.

Costing for Year 11 only: Year 11 2018 - \$30.00

Exploring Early Childhood is a 1 Unit or 2 Unit Content Endorsed Course.
TAFE Credit Transfer or Advanced Standing provisions are possible depending on modules studied.
This course WILL attract additional charges or costs to the student.

COURSE DESCRIPTION

The Exploring Early Childhood course provides students with knowledge about childhood development so they will then be able to support and encourage this development when interacting with children. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as parent, friend, carer or educator.

The course aims to:

- Develop knowledge and understanding about the physical, socio-emotional, behavioural, cognitive and language development of young people.
- Develop knowledge and understanding about the environmental factors that impact upon young children's growth and development.
- Develop skills in communication and interaction, decision-making and evaluation.
- Develop an appreciation of the value and importance of supportive and responsible relationships with young children.
- Develop respect for the individuality and uniqueness of young children and their families.

COURSE STRUCTURE

Exploring Early Childhood comprises a compulsory common core and optional modules. The core comprises of three parts, totalling 45 hours of study. The optional modules expand on the issues introduced in the compulsory core components. There are 14 optional modules from which to choose. The time allocated to each module is flexible within the range 15-30 hours of study.

Core Studies:

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

Part A: Pregnancy and Childbirth (15 hours)

Part B: Child Growth and Development (20 hours)

Part C: Promoting Positive Behaviour (10 hours)

Modules:

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

The following optional course modules are:

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children's Services Industry
- Young Children and Media
- Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

COURSE ASSESSMENT

A variety of assessment tasks may be used including interviews, observations and written reports. At least one assessment task must derive from formal examinations.

Component	Weight
Knowledge and Understanding	50%
Skills	50%
Total	100

VOCATIONAL IMPLICATIONS

Students who select this course should have a keen interest in the area of children's services industry and an anticipated career path in jobs such as long day care, preschool teaching, respite care, nanny, and hospital services as examples.

SPECIAL NOTE:

As this course has a practical as well as theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. This is best achieved in informal settings, such as the home, with friends or relatives. This interaction would occur outside of school hours. Alternatively, visits to children services like a child care centre or primary school may be undertaken.

Costing for Year 11 only:

Year 11 2018 - \$15.00

Marine Studies is a 1 Unit Content Endorsed Course.
TAFE Credit Transfer or Advanced Standing provisions are possible depending on modules studied.
This course WILL attract additional charges or costs to the student.

PREREQUISITES

Must be able to swim 400m using a variety of strokes, Open Water Scuba Diving Certification, your own face mask, snorkel and fins.

COURSE DESCRIPTION

Students will learn that the ocean covers more than 70 per cent of the Earth's surface and influences all forms of life on this planet. Of the thirty-three animal phyla, twenty-eight are found in the sea and thirteen are exclusively marine.

This course encourages students to continue develop their knowledge, skills and understanding of the role of science in addressing key issues relating to the marine environment.

This course aims to develop in students:

- knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills of safe practice in the marine context.

Students must be competent swimmer (able to swim 400m using a variety of strokes). Need to have own snorkeling equipment, eg. face mask, snorkel and fins.

Schools may also develop a maximum of 15 hours of School Developed modules, for each 60 hours of study. A range of courses may be offered as follows:

Units and Years of Study	Number of Hours	Preliminary / HSC	Number of Modules
1 unit / 1 year	60	60 hours Preliminary or 60 hours HSC	30 hour Core and 30 hours of optional modules

COURSE STRUCTURE

Modules include:

Core	Optional Modules	Hours
Marine Safety and First Aid (6 hours)	Resuscitation Certificate	15
The Marine Environment (6 hours)	First Aid Certificate	15
Life in the Sea (6 hours)	Dangerous Marine Creatures	30
Humans in Water (6 hours)	Coral Reef Ecology	30
Marine and Maritime Employment (6 hours)	Skin Diving and Diving Science	30

COURSE ASSESSMENT

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content; and
- skills outcomes and content.

The assessment components and weightings are notified at the start of the course.

FIELD TRIP

Diving trip to Cairns to explore and investigate coral reefs. This will give the students the opportunity to develop their diving skills and attain their advanced open water certification. Cost to be announced.

VOCATIONAL IMPLICATIONS

Students who select this course must have a keen interest in the marine environment and be willing to participate in all activities, some of which have a cost factor involved (including aquatic activities).

Costing for Year 11 only: Year 11 2018 - \$50.00 (St John Ambulance Certificate)

Photography – 1 Unit or 2 Unit is a Content Endorsed Course.
At St Joseph's College, the course is offered as 1 Unit in Year 11
or a 2 unit course over both Year 11 and Year 12.
TAFE Credit Transfer or Advanced Standing provisions are NOT applicable to this course.
This course WILL attract a subject fee.
This course WILL attract additional charges or costs to the student.

EXCLUSIONS: If you are doing Visual Arts, you may not submit previously done Photography work as a Visual Arts Major Work.

COURSE DESCRIPTION

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

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

COURSE STRUCTURE

Course	Units	Hours	Structure
1 Year - Year 11	1	60	2-3 modules
2 Year - Year 11 & 12	2	120	3-6 modules

COURSE ASSESSMENT

Modes of Assessing Students

Two courses are offered this year. They are the 1 unit/1 year/60 hour module and the 2 unit/2 year/120hour module.

Students are assessed on the completion of 2-3 modules in the 1 year unit and 3-6 modules in the 2 year course plus an individual collaborative project. Students do modules situated within a field of practice – video or digital imaging. At St Joseph's College, the emphasis is on digital imaging and photoshop.

POSSIBLE MODULES

Field	Module Title	
Digital Imaging	D11	Introduction to Practice in Digital Imaging
	D12	Developing a Point of View
	D13	Traditions, Conventions, Styles and Genres
	D14	Manipulated Forms
	D15	The Arranged Image
	D16	Temporal Accounts

Field	Module Title	
General	G1 20-40 hours	Individual Collaborative Project Students choice in Digital Photography
Mandatory in any Field(s)	3-6* hours	Occupational Health and Safety

VOCATIONAL IMPLICATIONS

Students who do photography would be well placed to do studies of Visual Arts at a post-secondary level where Photography is studied.

Opportunities for students to work in media would be enhanced by doing this course.

Costing for each year: Year 11 2018 - \$30.00 Year 12 2019 - \$30.00

Sport, Lifestyle and Recreational Studies is a 1 Unit Content Endorsed Course.
At St Joseph's College, the course is offered as 1 Unit in either Year 11 and/or Year 12,
or a 2 unit course over both Year 11 and Year 12.

TAFE Credit Transfer or Advanced Standing provisions are applicable to this course.
This course WILL attract additional charges or costs to the student, dependent on modules undertaken.

EXCLUSIONS: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

COURSE DESCRIPTION

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers. This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life. The course aims to:

- Develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- Promote an understanding of the requirements for healthy living;
- Develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- Identify how sport influences and affects various groups and sections of our society;
- Provide students with a greater understanding of their physical and sporting potential.

COURSE STRUCTURE

The Sport, Lifestyle and Recreation course comprises of 15 optional modules. Two to three modules for each unit of study will be selected, each allocated between 20-40 hours of study, in both the Preliminary and HSC Course, to develop a program that responds to student needs and interests.

Note: the course can be studied as a 1 unit subject in Preliminary and HSC or as 2 units in Preliminary and HSC.

Modules include:

- Aquatics
- Athletics
- Dance
- First Aid/Sport Injuries
- Fitness
- Games and Sport Applications I
- Games and Sport Applications II
- Gymnastics
- Healthy Lifestyle
- Individual games and Sport Application
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

COURSE ASSESSMENT

Component	Weight
Knowledge and Understanding	50%
Skills	50%
Total	100

VOCATIONAL IMPLICATIONS

Students who select this course must have a keen interest in this area and be willing to participate in practical activities which will lead to a better understanding of the need for recreation and a healthy lifestyle.

Visual Design is a 1 Unit Board Endorsed Course.
This course WILL attract additional charges or costs to the student.

EXCLUSIONS: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

COURSE DESCRIPTION

Students enrolling in Visual Design Stage 6 bring to the course a range of experiences gained in their studies in Stage 4 and/or Stage 5. Courses such as Visual Arts, Drama, Design and Technology, Technical Drawing, Technics, Textiles and Design, and Computing Studies, as well as a large number of relevant school-developed Board Endorsed Courses, give students varying degrees of background knowledge and skills that may be further developed through their study of Visual Design.

COURSE STRUCTURE

Visual Design Stage 6 is designed to enable students 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. A pattern of study for a 1 unit (60 hour) course will be developed from the following modules.

Wearable Design	Modules: 20-40 hours	
	WD1	Clothing and Image
	WD2	Jewellery and Accessories
	WD3	Textiles

and/or

Product Design	Modules: 20-40 hours	
	PD1	Packaging
	PD2	Furniture
	PD3	Industrial

and/or

Interior/Exterior Design	Modules: 20-40 hours	
	IED1	Structures and Environments
	IED2	Stage Sets and Props
	IED3	Interiors

and

Mandatory (any Field(s))	Module: 3-6* hours	
	MM	Work Health and Safety

**depending on length of course selected*

COURSE ASSESSMENT

Assessment tasks include a series of practical projects to develop and showcase student knowledge and understanding as well as exams to assess theoretical understanding.

VOCATIONAL IMPLICATIONS

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Costing for Year 11 only:

Year 11 2018 - \$110.00

Work Studies is a 2 Unit Content Endorsed Course.
This course will involve work placement and /or industry visits.

COURSE DESCRIPTION

The Work Studies Course is designed to provide substantial opportunities for students in Years 11 and 12 to gain knowledge, skills, values and attitudes which facilitate school to work transition. Work in all its forms – paid and unpaid – plays a central role in our lives. Thus an awareness of issues and concepts related to the world of work, and the acquisition of work-related skills, are valuable for all students, irrespective of their post-school aspirations.

The course aims to:

- assist students to recognise the links between education, training, work and lifestyle and the economic and social factors that affect work opportunities
- develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace
- equip students to make more informed decisions about their future study and employment pathways
- prepare students for a flexible approach to the rapidly changing nature of work and traditional patterns of work organisation
- allow students to explore several areas of vocational interest
- allow students to develop a range of skills and attitudes in actual workplace contexts.

CORE

The core is compulsory. "My Working Life" is the core topic. The core provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules. The indicative time allocation for the core is 30 hours.

COURSE MODULES

The course modules expand on the issues introduced in the core. The course modules supplied are:

- | | |
|---------------------------------------|-----------------------------|
| 1. In the Workplace | 7. Workplace Issues |
| 2. Preparing Job Applications | 8. Self-Employment |
| 3. Workplace Communication | 9. Team Enterprise Project |
| 4. Teamwork and Enterprise Skills | 10. Experiencing Work |
| 5. Managing Work and Life Commitments | 11. School-Developed Module |
| 6. Personal Finance | |

Selection of course modules will depend on student interest, teacher expertise, available resources, intended depth of treatment and extent of workplace involvement. Not all course modules are studied.

Throughout the course there are four key themes:

- | | |
|--------------------------|------------------------|
| 1. Career Planning | 3. Working with Others |
| 2. Performing Work Tasks | 4. Managing Change |

WORK PLACEMENT

This course has a practical orientation intended to allow students to develop a range of knowledge, skills and attitudes in actual workplace contexts.

The structure of the course allows individual schools the flexibility to determine the proportion of course time a student will spend in the workplace and the nature of this experience. The course and modules may involve integrated work placement, block work placement or may be taught from a classroom perspective, supported by industrial visits and short term workplace investigation studies.

It is possible for students to undertake an extended work placement to allow for the development of specific job-related skills. Students may also undertake detailed research activities in a work setting.

The value of these experiences is reinforced by the school-based components of the course, which provide both a knowledge base and the opportunity for structured reflection on workplace learning.

CATEGORY A FLEXIBLE DELIVERY COURSES OFFERED BY DIOCESE OF LISMORE DISTANCE EDUCATION

Aboriginal Studies – 2 Unit
Ancient History – 2 Unit
Economics – 2 Unit
Engineering Studies – 2 Unit
Geography – 2 Unit
Beginners Indonesian – 2 Unit
Beginners Japanese – 2 Unit
Continuers Japanese – 2 Unit
Information Processes and Technology – 2 Unit
Physics – 2 Unit
Software Design and Development – 2 Unit
Studies of Religion – 2 Unit

Pathways to the award of a Higher School Certificate - Studying a course by distance education

Changes over the past ten years have broadened the options for students enrolling for the Higher School Certificate. Students are no longer confined to a mostly academic pathway or limited to courses that can be taught at their school. It is now possible to study using several different modes of delivery, attending different campuses and institutions, pursuing various pathways over a number of years. The information in this section deals with the distance education mode of delivery.

Online, flexible delivery, distance education courses are available within our Diocesan schools to cater for specific student needs and to address equity issues associated with some providers. The Diocese of Lismore Online Education Centre will offer the following Preliminary and HSC courses in 2017.

- **Aboriginal Studies**
- **Ancient History**
- **Business Services (VET)**
- **Economics**
- **Engineering Studies**
- **History Extension (HSC only)**
- **Beginners Indonesian**
- **Information Processes and Technology (IPT)**
- **Beginners Japanese**
- **Software Design and Development**

Visit the website for further details of these courses: <http://oec.lism.catholic.edu.au>

It is not the intention of either the Diocese or individual schools to replace existing face-to-face classes with distance education delivery modes. What schools are endeavouring to do is to maintain a Catholic Education for these students and to provide them with access to courses that traditionally have created timetable difficulties due to their very small candidature.

The delivery of subjects to students enrolling in these courses will be achieved through the use of emerging internet technologies and existing services. A teacher, based at one of the Diocesan schools, will use this infrastructure to teach students in various other schools, both within and outside the Lismore Diocese. Some lessons will involve being “on-line” together, i.e. *synchronously*. Students follow up these lessons by accessing the course material and resources and completing set work in their own time, i.e. *asynchronously*. This asynchronous delivery can take place at school during the normal school day or at home in the student’s own time. However, in order to meet the course requirements and to cater for all schools and students it is necessary to timetable the synchronous classes during the evening after school each week. This is similar to existing arrangements for Extension English, Mathematics and History that already exist in some schools although students would not need to remain at school in order to participate. This and the necessity of travelling to a central location once per term to work with the teacher face to face should be commitments students consider carefully when choosing these subjects. It will be the responsibility of the school to provide internet access to students for the classes at school. It is recommended that students have access to a reliable computer with internet access at home and at school.

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for students needing guidance and support and may also provide supervision for students when they are on-line. Another role of the mentor is to keep in contact with the appointed “on-line” teacher and monitor student progress. They also have the responsibility for the co-ordination of exams and other assessment events that the student attempts at school.

All formal assessment tasks will be conducted at school. The internet will not be used as a means of conducting formal assessment tasks. Student’s school reports for this subject will be issued by the Diocese of Lismore Online Education Centre.

Obviously this structure and the type of learning involved may not be suited to all students. However, for motivated and conscientious students, this form of delivery may provide the flexibility required to pursue a chosen pattern of study.

The courses involved in this mode of delivery will be provided to the student at a cost, over and above existing school fees. More detailed information can be obtained from the website <http://oec.lism.catholic.edu.au>, your school mentor, or by contacting Andrew Burgess the course coordinator. Phone: 02 6622 0422.

Fees: \$350 per year per course and a once only non-refundable \$50 administration fee.

CATEGORY B AND BOARD ENDORSED VOCATIONAL EDUCATION AND TRAINING COURSES TAFE DELIVERED

Students at St Joseph's College are able to readily access courses held at Kingscliff and Murwillumbah TAFE Campuses. The cost of courses for students in non-government schools is calculated on a "user pay" premise.

Additional costs are incurred if a student studies more than 2 units per year at TAFE but this is only permitted in exceptional circumstances.

A wide range of both Board Developed (Category B) and Board Endorsed Courses are on offer at Kingscliff or Murwillumbah TAFE.

The fees payable for a 2 unit TAFE course can be very expensive and this should be considered before selecting a TAFE delivered course. These fees are payable with the elective fees. It is anticipated that 2018 costs will be the same or slightly increased.

For further details and course descriptions refer to the TAFE North Coast Institute booklet, "**2018 Course Guide for High School Students**". Some of the courses listed in this booklet are not available locally. The TAFE website <http://www.nci.tafensw.edu.au/tvet> also gives details about the various TAFE courses on offer to senior students.

Ms Frances Stegeman, Leader of Careers/VET, at St Joseph's College, will also provide TAFE information to interested students.

❑ WHO TO SEE ABOUT COURSES?

For more information about subjects, please contact the following teachers:

COURSE	CONTACT PERSON
English Courses (Advanced, Standard, Extension, Studies)	Mrs Charmaine Vella-Fox
Mathematics Courses (General, 2 Unit, Extension 1, Extension 2 HSC)	Mr Adam Barron
Biology	Mr Matthew Hall
Chemistry	"
Earth & Environmental Science	"
Physics	"
Investigating Science	"
Ancient History	Mr Tom Nethery
Modern History	"
History Extension	"
Business Studies	"
Economics	"
Geography	"
Legal Studies	"
Society and Culture	"
Work Studies	"
Drama	Mrs Wendy Peterson
French Beginners	"
French Continuers	"
Music 1 and 2	"
Music Extension	"
Photography, Video & Digital Imaging	"
Visual Arts	"
Design and Technology	Ms Karen Parker
Food Technology	"
Industrial Technology – Multimedia Industries	"
Industrial Technology – Timber Products and Furniture Industries	"
Information Processes and Technology	"
Textiles and Design	"
Community and Family Studies	Mr Chris Morrison
Exploring Early Childhood	"
Personal Development, Health and Physical Education	"
Sport, Lifestyle and Recreation	"
Studies of Religion I	Ms Helen Gooley
Studies of Religion II	"
Catholic Studies	"
Flexible Delivery Online	Mrs Kathy McAlister
VET – Business Services	Mr Jesse Carroll
VET – Construction	"
VET – Electrotechnology	"
VET – Entertainment	"
VET – Hospitality Operations	"
VET – Sport Coaching (Content Endorsed)	"
School Based Apprenticeships	Mr Jesse Carroll
School Based Traineeships	Mr Jesse Carroll
TVET Courses	Ms Frances Stegeman

GLOSSARY OF TERMS USED IN THIS BOOKLET

ATAR – This is the abbreviation for the Australian Tertiary Admission Rank. The ATAR is a rank that allows the comparison of students who have completed different combinations of HSC courses. The ATAR indicates a student's relative position in relation to the other students within the same year. The ATAR is calculated solely for use by institutions to rank and select school leavers for admission to tertiary courses. Other selection criteria may be used together with the ATAR by some tertiary institutions. The number given to the maximum rank in NSW will now be an ATAR of 99.95, which is the same as that given to students in other states, other than Queensland.

NSW Education Standards Authority (NESA) – This is a NSW government authorised body that ensures government policy requirements and guidelines are followed by schools.

Board Developed Course – A course developed by NESA that has a common syllabus across the state. Board Developed Courses are examined externally at the HSC Examination.

Board Endorsed Course – These courses have a set program of assessment, but there is no external HSC examination set by NESA. Marks attained in these courses **DO NOT contribute towards an ATAR**. There are three types of Board Endorsed Courses:

1. A course written and developed by individual schools, TAFE Colleges or school systems. The course is given endorsement for inclusion in the curriculum by NESA as an acceptable subject of study for the HSC.
2. **Content Endorsed Courses** are also Board endorsed but the content has been developed by NESA.
3. **University Developed Courses** are developed by universities in conjunction with schools to suit the needs of high ability students.

Category A Courses – These are courses that most universities consider contain enough academic rigor to be relevant for study at a university level. All Category A courses may be counted as part of the ten best units for the purpose of calculation of the ATAR.

Category B Courses – These are courses that most universities do not consider lead on to any specific university course. They are less rigorous in academic content than other Board Developed Courses. A student may use **ONE** Category B course as part of the ten best units for the purposes of calculation of the ATAR.

HSIE – This is the abbreviation used for the Key Learning Area (KLA) of "Human Society and Its Environment". A number of subjects are grouped into this KLA including Modern and Ancient History, Geography, Economics and Society & Culture.

KLA – This is the abbreviation used for the "Key Learning Area". There are eight KLAs. All subjects/courses belong to one of the eight Key Learning Areas.

Matriculation – A term used to describe successful acceptance into university following Year 12. Matriculation is not automatic. It is dependent on the ATAR achieved by a student in the HSC. However, a person over the age of 21 can apply as a mature-age student to enter university without having matriculated. A student does not have to attempt Matriculation to attain a HSC.

Preliminary Course – The Higher School Certificate is generally studied over two years. The first three terms of Year 11 are the Preliminary Course. Achieving the outcomes of these courses lays the foundations for achievement in the HSC course. Progression from a Preliminary Course to a HSC course is not automatic. Students have to perform to a satisfactory level in the Preliminary Course before advancing to the HSC course.

PPE – Personal Protection Equipment.

TAFE Delivered VET Courses (TVET) – These courses are recognised by both NESA and TAFE colleges. They are given dual accreditation from both of these bodies and widen the curriculum offerings of the school.

Unit – All courses carry a unit weighting. One unit represents 60 hours of indicative learning time required to achieve the course outcomes. Most courses have a value of two units.

VET – Vocational Education and Training Courses.
