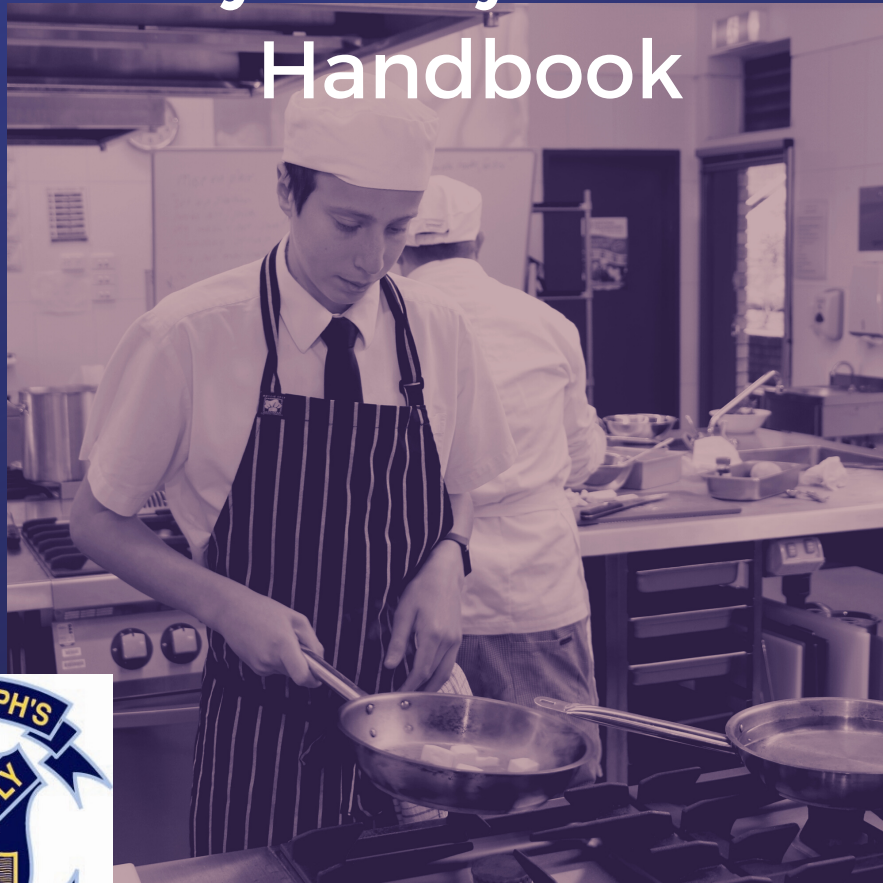


# St Joseph's Catholic High School



## Pathways Subject Selection Handbook



## **Pathways 2020**

It is with pleasure that we offer Year 10 2020 students the opportunity to participate in our HSC Pathways Program.

Students will complete a normal Year 10 pattern of study to meet RoSA (Record of School Achievement) requirements. However, instead of studying 2 Year 10 100 hr Elective subjects, this program allows students to select 1 subject from our Stage 6 subjects which will be studied in Year 10 2020 and Year 11 2021. Students will sit the HSC Exam for this subject in November 2021.

The benefits of a Pathways pattern of study are far reaching.

- It allows students to access a subject of interest in Year 10.
- In Year 10, 3 periods per cycle will be dedicated to Social and Emotional Learning, Fitness and Careers. This will enhance student confidence and wellbeing, providing strategies to achieve an overall well-rounded and focused outlook for the future.
- VET courses can be completed at the end of Year 11 thus allowing students to have a full Certificate II qualification should they leave for employment at the end of Year 11.
- Students complete 1 HSC exam at the end of Year 11, alleviating the pressure and anxiety of having to sit the full 5 or 6 exams in Year 12.
- With the completion of one subject at the end of Year 11, this frees up student timetables and allows for extra study periods whilst also only having to focus on 4 or 5 subjects in the HSC year.

### **Year 10 2020 students have the option to opt-in to the Pathways Program.**

Example Current Year 10 Pattern of Study:

- Compulsory subjects of: Religion, English, Mathematics, Science, HSIE, PDHPE + 2 x 100hr Elective Subjects.

Example Pathways Year 10 Pattern of Study:

- Compulsory subjects of: Religion, English, Mathematics, Science, HSIE, PDHPE + 1 x Stage 6 Subject (9 periods per cycle) and 3 periods per cycle to be dedicated to Work-Life balance courses.

### **From Year 10 2021 all students will follow a Pathways pattern of study**

# Pathway Subjects 2020

## **Board Developed Course: DRAMA**

**Preliminary/HSC:** 2 Unit - Category A (ATAR)

**Prerequisites:** Nil

**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 study the practices of Making, Performing and Critically Studying in Drama. 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 is experiential in these areas.

### **HSC Course Content**

Australian Drama and Theatre and Studies in Drama and Theatre involves 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 of between 3 and 6 students involves creating a piece of original theatre (8 to 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.

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, a published topic list 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 should base their work on one of the texts listed in the published text list. This list changes every two 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.

### *CONTENT*

#### 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

### **Assessment HSC Only**

- A 1 hour and 30 minutes written examination
- Group Performance
- Individual Project

**Board Developed Course:        INVESTIGATING SCIENCE**

**Preliminary/HSC:                2 Unit - Category A (ATAR)**

**Prerequisites:                    Students are recommended to have achieved a C grade or higher in Year 10 Science. A discussion with the Science Coordinator is necessary if you have not attained these grades.**

#### *COURSE DESCRIPTION*

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments and make informed decisions.

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

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

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

## CONTENT

### PRELIMINARY COURSE

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1	60	*30 hrs in Modules 1-4
		Cause and Effect - Observing		
		Module 2	60	
		Cause and Effect – Inferences and Generalisations		
		Module 3	60	
		Scientific Models		
Module 4				
Theories and Laws				

\*30 hours must be allocated to depth studies within the 120 indicative course hours.

### Requirements for Practical Investigations

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



## HSC COURSE

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5	60	*30 hrs in Modules 5-8
		Scientific Investigations		
		Module 6	60	
		Technologies		
		Module 7		
		Fact or Fallacy?		
Module 8				
Science and Society				

\*30 hours must be allocated to depth studies within the 120 indicative course hours.

### Requirements for Practical Investigations

**Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the 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

#### Assessment HSC Course only

External HSC Assessment – 100 marks

Internal HSC Assessment – weightings to be spread over 4 assessment tasks

Working Scientifically – 60%

Knowledge and Understanding – 40%

<b>Board Developed Course:</b>	<b>LEGAL STUDIES</b>
<b>Preliminary/HSC:</b>	<b>2 Unit - Category A (ATAR)</b>
<b>Prerequisites:</b>	<b>Nil</b>
<b>Exclusions:</b>	<b>Nil</b>

#### *COURSE DESCRIPTION*

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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.

#### *CONTENT*

##### Preliminary Course

<u>Core Part 1</u>	The Legal System	40%
<u>Core Part 2</u>	The Individual and the Law	30%
<u>Core Part 3</u>	The Law in Practice	30%

##### HSC Course

<u>Core Part 1</u>	Crime	30%
<u>Core Part 2</u>	Human Rights	20%
<u>Options</u>	Family	25%
	Workplace	25%

Two Option Studies are chosen from consumers, family, global environment, Indigenous people, shelter, technological change, workplace, world order.

**Key themes incorporated across all topics:** Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

#### **Assessment HSC only**

A 3 hour external written examination



<b>Board Developed Course:</b>	<b>MARINE STUDIES</b>
<b>Preliminary/HSC:</b>	<b>2 Unit - Content Endorsed Course (Non-ATAR)</b>
<b>Prerequisites:</b>	<b>NIL</b>

#### *COURSE DESCRIPTION*

The oceans cover more than 70% of the earth's surface and influence 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.

Internationally, the oceans are viewed alternately as areas rich in minerals and marine life which can supply our needs virtually without limit, or as repositories for agricultural, industrial and domestic waste. Nationally, the United Nations declaration of the Australian Exclusive Economic Zone in 1994 effectively doubled this country's size and responsibilities. Australia now controls an area of the oceans that is 1.3 times the size of its land mass.

At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment, and consider how to effectively manage 69,630 k of coastline, 14.8 million square kilometres of continental shelf, 12,000 islands, 783 major estuaries and the life they contain.

Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instill in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides an educational context, linked to the needs of a population based very much on it coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

2 units / 2 years	240 hours	120 hours Preliminary plus 120 hours HSC	<i>Preliminary</i> 30 hour Core + 90 hours of optional modules; and <i>HSC</i> 120 hours of optional modules
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Core Preliminary	Optional Modules	Hours
1. Marine Safety and First Aid (6 hours)	1 Resuscitation Certificate	15
	2 First Aid Certificate	15
	3 Dangerous Marine Creatures	30
	4 Estuarine Studies	30
	5 Coastal Studies	30
	6 Coral Reef Ecology	30
	7 Oceanography	15/30
	8 Local Area Study	15
	9 Sea Birds of Our Coast	15
	10 Commercial and Recreational Fishing	30
2. The Marine Environment (6 hours)	11 Aquaculture	15/30
	12 Marine Resource Management	15
	13 Marine Aquarium	15/30
	14 Anatomy and Physiology of Marine Organisms	15/30
3. Life in the Sea (6 hours)	15 Seafood Handling and Processing	30
	16 Skin Diving and Diving Science	30
	17 Marine Engineering	30
4. Humans in Water (6 hours)	18 Marine Archaeology	30
	19 Boating and Seamanship	30
	20 Marine Craft Construction and Repair	30
	21 Pilotage and Navigation	15/30
	22 Marine Communication	30
5. Marine and Maritime Employment (6 hours)	23 Wind Powered Craft	30
	24 Personal Interest Project	30

## **Content Endorsed Course: SPORT, LIFESTYLE & RECREATION STUDIES**

**Preliminary/HSC:** 2 Unit - Content Endorsed Course – Non ATAR

**Prerequisites:** Nil

**Exclusions:** Nil

### *COURSE DESCRIPTION*

The Sport, Lifestyle and Recreation course is a logical extension of the Personal Development, Health and Physical Education key learning area in Years K-10. It is a substantial course of study to cater for a wide range of student needs and interests in both the practical and theoretical aspects.

There is a growing awareness in society of the need to be physically active to ensure a healthy lifestyle. Participation in this course will lead to better informed community members, through involvement in such areas as skilled movement, sports coaching and the recreational and sociological perspectives of sport. There is also a desire for excellence in performance within society and students will have the opportunity to enhance and refine their own physical skills in a variety of activities.

The Sport, Lifestyle and Recreation Studies course is designed to meet the needs of the increasing number of students returning to Years 11 and 12. The 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 is designed as a basic program for students wishing to pursue a study of sport, healthy lifestyle and recreation.

This course will be examined as follows:

- Laboratory exercises and workshops
- In Depth Research Assignment
- Practical Performances
- Teacher & Peer Observations
- Essays
- Examinations

### *CONTENT*

Students in Sport, Lifestyle and Recreation will study modules from:

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

### *ASSESSMENT:*

**The components of the course will be weighted as follows:**

Knowledge and Understanding	30%
Skills (Practical work)	70%

<b>Board Developed Course:</b>	<b>VISUAL ARTS</b>
<b>Preliminary/HSC:</b>	<b>2 Unit - Category A (ATAR)</b>
<b>Prerequisites:</b>	<b>Nil</b>
<b>Exclusions:</b>	<b>Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</b>

#### *COURSE DESCRIPTION*

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC Course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent 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.

#### *CONTENT*

##### Preliminary Course **learning opportunities focus on:**

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists; artworks, the world and audiences in the art world
- The Frames and how students might develop their own informed points of view
- How students may develop meaning and 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 frames
- How students may develop their own practice of art making, 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.

- Preliminary Course
- Artworks in at least 2 forms and use of a process diary
  - A broad investigation of ideas in art criticism and art history

- HSC Course
- Development of a body of work and use of a process diary
  - A minimum of 5 Case Studies (4–10 hours each)
  - Deeper and more complex investigations of ideas in art criticism and art history.

#### **Assessment HSC only**

- A 1 hour and 30 minutes external written examination
- Submission of a body of work

## Certificate II in Construction Pathways (CPC20211)

### COURSE DESCRIPTION

This may change due to Training Package and NESA updates. Notification of variations will be made in due time.

Course: **Construction (240 indicative hours)**  
Board Developed Course (CPC08V9.1)

4 Preliminary and/or HSC units in total  
Category B status for Australian Tertiary Admission Rank (ATAR)

The Curriculum Framework course is accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

#### CPC20211 Certificate II in in Construction Pathways

##### Units of Competency

##### Compulsory core Training Package Units

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
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

##### Mandatory NESA Units

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM2005B	Use construction tools and equipment

##### Electives units required for qualification

CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCCO2013A	Carry out concreting to simple form
CPCCCM2006B	Apply basic levelling procedures
CPCCCA2011A	Handle carpentry materials
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment

Successful completion of the unit, **CPCCWHS1001 (Prepare to work safely in the construction industry)**, will lead to the award of a **Construction Induction Card from Safework NSW**, which allows the student access to construction sites across Australia for work purposes.

**Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.**

Learners who are assessed as competent in all of the 6 core and 6 elective units of competency will be eligible for a **CPC20211 Certificate II in Construction Pathways**. Successful completion of the unit, CPCCWHS1001, will lead to the award of a **Construction Induction Card from SafeWork NSW**, which allows the student access to construction sites across Australia for work purposes.

The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au>

#### **Pathways to Industry**

Skills gained in this industry transfer to other occupations. Working in the construction industry involves:

- constructing buildings
- contracting
- communicating with Learners
- modifying buildings
- measuring materials and sites
- managing personnel and sites

#### **Examples of occupations in the construction industry:**

- building
- concreting
- glazing
- structural engineering
- sign writing
- bricklaying
- consulting
- joinery
- shop fitting
- roofing
- carpentry
- contracting
- plastering
- steel reinforcing

**Mandatory NESA Course Requirements:** Learners must complete a minimum of 70 hours work placement. Learners who do not meet these requirements will be 'N' determined as required by NESA. Learners who achieve competency in **CPCCOHS1001A – Work Safely in the Construction Industry**, will be issued with a **SafeWork NSW Construction Induction Card (White Card)**. This is a requirement before commencing work placement.

#### **Competency-Based Assessment**

Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

**Appeals** Learners may lodge an appeal about assessment decisions through their VET Trainer.

#### **External Assessment (optional HSC examination)**

The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on the compulsory units of competency and *HSC Requirements and Advice* detailed in the syllabus. 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 a vocational qualification but may be used in the calculation of the ATAR.

**Course Costs:** Please refer to your School's Fees Schedule/Policy - Refund Arrangements on a pro-rata basis

**Delivery Arrangements:** Integrated into timetable

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>



# St Joseph's Catholic High School

## HSC Pathways – Year 10/ 2020 Expression of Interest

It is with pleasure that we invite Year 10/2020 students to place an Expression of Interest to participate in the HSC Pathways Program.

If you are interested in participating, students are asked to complete the below Expression of Interest Form and return to the Curriculum Office no later than Friday 22<sup>nd</sup> November 2019.

Name: .....

Subjects with limited spaces include:

<b>Marine Studies (Non-ATAR)</b>	<b>Legal Studies</b>
<b>Visual Arts</b>	<b>Drama</b>
<b>Sports Lifestyle and Recreation (Non-ATAR)</b>	<b>Construction</b>
<b>Investigating Science</b>	

My Subject selection is: .....

Why are you expressing interest in this subject?

.....

.....

.....

.....

**Student effort, results and commitment** will be considered in the selection of students for the limited places available. Students not selected will continue with their Year 10 electives already chosen.

*Thank you for your Expression of Interest in the HSC Pathways Program.*

*Applications will be reviewed, and students will receive further communication over the next 2 weeks.*