



ST JOSEPH'S CATHOLIC HIGH SCHOOL

YEAR 11 2024

SUBJECT INFORMATION  
HANDBOOK

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## Glossary

### Assessment

School based assessments are the marks accumulated by students on a series of tasks throughout the Year 11 and HSC components of a course. They generally include a combination of in-class, take home and exam style tasks.

### ATAR - Australian Tertiary Admission Rank

Ranking calculated by UAC and used to process applications to university courses at participating universities. It is calculated from the best 10 single units (including 2 units of English) completed by each HSC student who requests an ATAR.

### Board Developed Course

Courses developed by NESA are Board Developed Courses. For each course, the following information is available from the NESA website at <http://educationstandards.nsw.edu.au>

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except Vocational Education and Training courses)

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.

### Board Endorsed Course

Courses with syllabuses endorsed by NESA are Board Endorsed Courses. There are two main types of Board Endorsed Courses – Content endorsed Course and School Designed Courses.

- Content Endorsed Courses (CEC) have syllabuses endorsed by NESA to cater for areas of special interest not covered by Board Developed Courses.
- Schools may also design courses to meet student needs. NESA must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year only. There are no external examinations for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on the HSC Record of Achievement. Board Endorsed Courses **do not count** in the calculation of the ATAR.

## Course

A course is what is taught for the HSC. The following is a guideline to help you understand the pattern of courses.

2 Unit Course	This is the basic structure of all courses. 2 unit courses typically equate to 120 hrs of study or 9 lessons per cycle.
Extension Course	<p>Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course and are available in English and Mathematics.</p> <p>English and Mathematics Extension courses are available in Year 11 and Year 12. Students must study the Year 11 extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.</p> <p>HSC extension courses in subjects other than English and Mathematics may be offered and examined in Year 12 only.</p>
1 Unit Course	<p>1 unit course equates to 60 hrs of study or 5 lessons per cycle.</p> <p>There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.</p>

## EVET

External Vocational Education and Training. EVET courses are studied externally at TAFE.

## Higher School Certificate (HSC)

The Higher School Certificate is the highest educational award you can receive from a secondary school in NSW. The HSC is a highly regarded and respected secondary school credential. The HSC is the culmination of 13 years of study through school education.

## HSC Course

A HSC Course is the Year 12 component of study. HSC courses run for approximately four terms from Term 4 of the Year 11 school year plus terms 1 to 3 of Year 12. Students sit their HSC examinations during Term 4 of Year 12. Students must satisfactorily complete the Year 11 component of a course before being allowed to progress to the HSC component.

## KLA

Key Learning Areas are the areas into which subjects are grouped. These are Religion, English, Mathematics, Science, Human Society and Its Environment (HSIE), Personal Development Health Physical Education (PDHPE), Technology and Applied Studies (TAS) and Creative and Performing arts (CAPA).

## Leader of Learning (LOL)

Previously known as KLA Coordinator, the Leader of Learning is the Head of Faculty.

## Minimum Standard of Literacy and Numeracy

All HSC students will need to meet a minimum standard of literacy and numeracy to receive the Higher School Certificate.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN. Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests from Year 10 until few years after Year 12.

Students will sit the tests in Year 10 as well as Years 11 and 12 if required. Students have up to 5 years after starting the HSC to successfully pass the tests.

### **NSW Education Standard Authority (NESA)**

NESA works in partnership with all NSW schools, teachers, the community and parents/carers to drive improvements in student achievement and wellbeing. They are an independent statutory authority reporting to an independent Board and the NSW Minister for Education.

### **Non-ATAR**

You do not require an ATAR to receive a HSC. An ATAR is only required for students seeking placement at a university. A non-ATAR program of study for the HSC allows students to choose courses more relevant for their particular pathway beyond school. If an ATAR is not required, it is possible to follow a study program that will have minimal or no HSC exams.

### **Pattern of Study (POS)**

A pattern of study is the selection of subjects studied over Years 11 and 12. The pattern includes the number of courses to be studied, the sequence in which the courses will be taught and the number of units for each course.

### **Performance Bands**

The performance band is awarded at the end of the HSC course and students are notified of their achievement when they receive their results from NESA. The band awarded aligns with general descriptors of the level the student was working when they completed the course. It is a measure intended to allow comparison of candidates in a course across several years. 2 Unit courses have bands awarded from 1 (lowest) through to 6 (highest). 1 Unit courses have bands awarded from E1 (lowest) to E4 (highest).

<b>Performance Bands</b>	
<b>Band</b>	<b>Mark Range</b>
Band 6	90-100
Band 5	80-89
Band 4	70-79
Band 3	60-69
Band 2	50-59
Band 1	0-49

### **SBAT**

School-based Apprenticeships and Traineeships.

### **Stage 6**

The final two years of school education, Year 11 and Year 12 are referred to as Stage 6.

### **Subject**

A subject is the general name given to an area of study. A subject may have different courses within it. Generally, only one course can be studied within a subject area. For example, Chinese is a subject area. It is made up of five courses, Chinese Extension, Chinese Beginners, Chinese Continuers, Chinese and Literature and Chinese in Context. Only one of these courses can be studied by individual students.

## UAC

University Admissions Centre (UAC) processes applications to participating universities (mostly in NSW and the ACT). UAC collects data on HSC student performance and ranks students.

## Vocational Education and Training (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both

Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Board Developed VET Courses (if examined) can count in the calculation of the ATAR. Hospitality is a VET curriculum framework course. It has NESA developed status and can be used in the calculation of the ATAR when the HSC exam is completed. Only one Board Developed VET course can be included in the calculation of a student's ATAR.

## Introduction

The Year 11 Subject Information Handbook for 2024 has been prepared for students currently in Year 10 who are choosing to continue their education at St Joseph's Catholic High School in Year 11.

State Government legislation implemented in January 2010, requires students to remain at school, enrolled in tertiary courses at TAFE or other educational institutions or commence full time work accompanied with training until reaching a minimum age of 17.

For most students, this will mean continuing at school beyond Year 10. The information provided in this booklet is a comprehensive summary of all the courses offered at St Joseph's Catholic High School in Year 11 in 2024 providing both academic and vocational pathways to students as they work towards the attainment of a Higher School Certificate or RoSA qualification over the following two years.

The subject information provided here gives details for all Year 11 and HSC courses offered in 2024 and 2025.

Considering the goals for a Catholic school emphasising personal and spiritual growth, students are encouraged to choose a combination of subjects that are relevant to their own needs and linked closely to their specific interests and talents. Ultimately the package of courses chosen should enable each student to realise their potential in spiritual, social, academic, and physical dimensions over the course of the next few years.

Students are encouraged to read the booklet carefully, to access all information platforms and to seek assistance from teachers in working towards course selection. It is essential that students do not simplify their selection of courses by simply targeting courses based solely on preferred career paths. Subject selection should be tackled from the point of view of personal



interest and pertinent abilities in the field of study.

An important part of the challenge of senior school is accepting the responsibilities that come with being a senior student in a Catholic High School. St Joseph's has high expectations of each student who enrolls in Years 11 and 12 as senior leaders in the school and it is hoped that each of you will meet your responsibilities in a way that ensures our school is a vibrant and values based community.

## Message from the Leader of Learning - Curriculum Mr Brett Moran

St Joseph's Catholic High School aims to offer an extensive range of academic subjects to students in their senior years in order to allow students to have greater choice in the pattern of study they select. Year 10 students who are choosing to continue their education in Year 11 have reached this exciting, yet at times, challenging 'crossroads' in their secondary education.

Students are required to plan and make decisions about their pattern of study for the completion of Year 11 in 2024 and the Higher School Certificate in 2025. Students are advised to think very carefully about the combination of subjects they choose because these will determine which subjects, they can study for the Higher School Certificate. The criteria upon which your decisions need to be made include the following:

- Your career/vocational aspirations
- Whether you are wishing to apply to go to University, which requires you to choose subjects that make you eligible for an Australian Tertiary Admission Rank (ATAR)
- University prerequisites
- The requirements for study at TAFE
- Those subjects that you enjoy studying now
- Those subjects in which you feel you are most capable
- The NESA requirements.

It is important that all Year 10 students, who are planning to study subjects in the senior years, realise the high level of commitment that will be required of them. All senior courses are demanding, but by choosing courses that match your abilities and interest you will be able to minimise stress and to maximise your chances of an enjoyable, successful two years.

It is important that you take the time to consider your options. Listen carefully to the advice you will be given by your teachers and make realistic assessments of your abilities and interests.

Students must be aware of and adhere to the NESA requirements for both the Year 11 and Higher School Certificate components of their Record of School Achievement (RoSA). Certain courses and patterns of study, as outlined in this Handbook, must be followed to secure the Higher School Certificate credential.

All Courses are divided into Year 11 and Higher School Certificate components. Generally, the Year 11 Course will be completed in Terms 1, 2 and 3 of Year 11, and the HSC Course will commence in Term 4 of Year 11. Year 10 students are advised that for examination purposes, the Year 11 Course is to be regarded by the NESA as 'assumed knowledge'. This means that Year 11 course work in a subject must be completed if a student is to progress to the HSC Course for that particular subject.

The NESA Stage 6 syllabuses describe the Year 11 and HSC courses to be taught within each subject. Each student's examination performances are measured against a set of pre-specified course achievement standards. In the Year 11 Course those standards are known as the common grade scale. In each HSC course, these achievement standards take the form of a hierarchy of six described levels referred to as 'bands'. Band 1 represents a level of achievement below the minimum standard expected in the course. Bands 2, 3, 4, 5 and 6 represent increasing levels of course achievement and are described in terms of the kinds of knowledge, skills and understandings typically displayed by students achieving at those levels.

The Higher School Certificate is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or

employment in the future.

Year 10 students are advised to take this process of subject selections for Year 11 very seriously, by taking the necessary time and care in making these decisions which will significantly impact upon your futures, **because changing options in the future may not be possible**. Please note that courses will only be available where there is enough students selecting the course.

## Eligibility for the Higher School Certificate

All students must:

- be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE Institution
- study a permitted combination of courses
- complete all requirements for that course
- complete tasks designed for the internal assessment program in each HSC course at your school
- sit for and make a genuine attempt at the Higher School Certificate examination.

## Subject Options

Students going on to Year 11 do so for a variety of reasons:

- as a stepping stone to University
- to gain skills to enter workforce
- to gain skills to continue at TAFE
- school is compulsory until age 17.

No matter what the reason, all students must select from the Subject Lines that the school is offering.

## Courses Available

Students returning to Year 11 will be completing Year 11 courses. Successful completion of these courses provides a Pathway to the HSC course offered in Year 12. The HSC courses chosen may enable an ATAR to be awarded.

## Mandated Courses

All students are required to study:

- 2 units of English (NESA Developed Course)
- at least 1 unit of Religion (either Studies of Religion 1 or Studies in Catholic Thought)
- at least 2 Units of Mathematics in the Year 11 Course.

Students must study 6 units of NESA Board Developed Courses.



## What are Units?

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

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

$$2 \text{ units} = 4 \text{ hours per week (120 hours per year)} = 100 \text{ marks}$$

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

### 2 Unit Course

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

### 1 Unit Course

1 unit equals approximately 2 hours of class time each week or 60 hours per year.

- Studies of Religion 1, Studies in Catholic Thought, Mathematics Extension 1 and English Extension 1 are 1 unit courses.

## Extension Courses

- Extension study is available in several subjects. These courses build on the content of the 2 unit course and carry an additional value of 1 unit in Year 11 and possibly other subjects in Year 12.
- English and Mathematics Extension 1 courses are available at Year 11 and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 courses require students to work beyond the standard of the Extension 1 course and these are only available at the HSC level.

## What Types of Courses Can I Select?

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

### Board Developed Courses

These courses are developed by the NESA. There is a syllabus for each course which contains the course objectives, structure, content and outcomes, specific course requirements, assessment requirements, sample examination papers, marking guidelines and the performance scale (except for Vocational Education and Training Courses).

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

Board Developed Courses must contribute to at least 6 units of your total units studied for Year 11 and the HSC year.

### Content Endorsed Courses

Content Endorsed Courses (CECs) have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the NESA Developed Courses.

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses. Schools may also design special courses to meet student needs. These courses must be approved by the NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Content Endorsed Courses are offered as One-Year 1 unit or Two-Year 2 unit Courses (i.e. Photography, Sports Lifestyle & Recreation). There is no external examination for any Content Endorsed Course or School Developed Course, but all NESA Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement (RoSA).

***Content Endorsed Courses do not count in the calculation of the ATAR.***

### Vocational Education and Training (VET) Courses – either NESA Developed or NESA Endorsed

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

## Life Skills Courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate. Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed some 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 upon an individual transition-planning process which will occur for both the Year 11 and HSC years.

Life Skills Courses will have 'NESA Developed' status and can be used in place of other NESA Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Year 11 course and a 2 unit HSC course.

The NESA expects that most students would meet the outcomes for a 2 unit Year 11 course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course). A schedule of possible courses has been included in the subject outline section of this booklet (see page 121)

For more information, please contact the Leader of Learning – Diverse Learning Needs, Mrs Erin Vandenberg and Ms Holly Madaschi.

### Outside Providers

St Joseph's has access to a number of outside providers to cater for students who may wish to study courses not offered at this school. These are normally language based courses, but do cover most subject offerings including Dance. More information can be obtained from the Leader of Learning - Curriculum. Please note that these courses will have costs additional to normal school fees and are billed to the student by the provider.

## Notice for Students Considering a Pathway to University (ATAR)

It is important that students consider the impact of selecting a Content Endorsed Course (CEC). **NO** CEC Course can be included in your ATAR calculation. For students wishing to select these types of courses, it is recommended that only one course be chosen if your intention is to attain an ATAR. This should reduce concerns that students may have when making subject changes from Year 11 to Year 12.

Carefully consider your choices. If you are not sure if you want an ATAR at this stage, then it will be best for you to select a range of subjects that will enable you to do so.

Students electing to study Extension Courses are discouraged from selecting Content Endorsed Courses as they may impact on the qualification for an ATAR.

Refer to Page 16 for a full list of courses offered at St Joseph's.



## The NESA Requirements for the Award of a Higher School Certificate

### Satisfactory Completion of a Year 11 Course

A student must satisfactorily complete a Year 11 course before they can proceed to the HSC component of that course. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

A satisfactory attendance rate is considered essential if a student is to adequately meet course requirements. Where a student's attendance rate falls below 80% of course time, the Principal may determine that a student has not satisfactorily completed the course. Failure to satisfactorily complete a course will result in a student being given an 'N' (Unsatisfactory) determination for that course. Courses that were not satisfactorily completed will be printed on a student's Record of School Achievement (RoSA).

Students at St Joseph's are required to study 13 units (12 units if studying an Extension course) in Year 11.

## Requirements for the Award of the Higher School Certificate (Year 12)

### If you wish to be awarded the Higher School Certificate:

- You must have satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- You are required to study a minimum of **12 units** in the Year 11 Course and a **minimum of 10 units** in the HSC Course. Both the Year 11 Course and the HSC Course must include the following:
  - at least 6 units from NESA Developed Courses including at least 2 units of a NESA Developed Course in English and 1 unit of Religion
  - at least three courses of 2 units value or greater
  - at least four subjects.

At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 NESA Developed units in the HSC Course.
- If you do not wish to receive a ATAR, the rest of your courses may be made up from NESA Endorsed Courses once you have studied six units from NESA Developed courses.

## Australian Tertiary Admission Rank (ATAR)

The ATAR is SEPARATE from the HSC. It is a number, calculated by the universities to assist them in selecting students to undertake further study at the tertiary level.

The ATAR is OPTIONAL. It is reported separately to the HSC and students not wishing to undertake further study at university do not have to apply for their ATAR ranking.

The ATAR is calculated on a student's best 10 units of NESA Developed Courses of study. It must include:

- at least two units of English
- at least three courses of two unit value
- at least four subjects
- at most six units of courses in Science
- at least six units from NESA Developed Courses including at least two units in NESA Developed Courses in English.

## So...What units do I need to select?

ALL students are required to select a total of 13 Units for the commencement of Year 11.

This will be made up of:

- 1 Unit of Religion
- 2 Units of English
- 2 Units of Mathematics
- And 4 other 2 Unit subjects.

At St Joseph's it is compulsory that 2 Units of Mathematics is studied as part of the Year 11 pattern of study.

Students will have the option to drop a 2 Unit subject at the completion of Year 11. It is not compulsory for students to study Mathematics for the HSC year.

Students selecting an Extension subject (Extension English or Mathematics) will be studying 12 units for Year 11.

### \*\*NOTE

- There are 240-hour Vocational Education and Training (VET) courses. A written examination will be offered for the HSC. If students want these courses to be available for inclusion in the calculation of their ATAR they must undertake the optional written examination, subject to the ATAR Rules.
- *Content Endorsed Courses do not count towards the ATAR.*
- At St Joseph's all students will satisfy NESA regulations by selecting English and either Studies of Religion 1 or Studies in Catholic Thought being compulsory. Mathematics must be studied in Year 11.

## What type of Higher School Certificate do you want?

*What combinations of subjects do you need?*

### **A Higher School Certificate (with ATAR)**

You need to choose a pattern of study that will count towards an ATAR and can include:

- 1 unit of Religion
- 2 units of English
- 2 units of Mathematics (can drop after year 11)
- At least 6 units of Board Endorsed Courses
- A Pattern of Study consisting of 13 units. (12 units if doing an extension course)
- No more than 1 Content Endorsed Course (not recommended but must be dropped at the end of Year 11)

For more information on VET courses please visit the following link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage-6-vet-board-endorsed-courses>

### **A Vocational Higher School Certificate (Non ATAR)**

This Higher School Certificate is for students who on leaving school, plan to:

- Enter a traineeship or apprenticeship
- Continue with TAFE study
- Enter full time employment

### **How should you choose your subjects?**

- Demonstrated ability in the junior school
- Displayed interest in a subject
- Assessed the importance of the subject in relation to future career options
- Sought advice from experienced teachers/KLA Coordinators

### **How should you NOT choose your subjects?**

- Do not choose a subject based on the teacher teaching that subject
- Do not choose your subjects based on what your friends choose
- Do not choose a subject based on what you have heard about scaling



## Example Patterns of Study

Every student will select a pattern of study that best suits their needs, goals and ambitions for the future. The subjects they select should be ones they find interesting and challenging, and in some cases, will be a prerequisite for further study.

Outlined below are a few examples of patterns of study.

### General Broad Pattern of Study 13 Units

- ❖ *Studies of Religion 1 or Studies in Catholic Thought*
- ❖ *Standard English*
- ❖ *Standard Mathematics*
- ❖ *Biology*
- ❖ *PDHPE*
- ❖ *Business Studies*
- ❖ *Visual Arts*

### General Broad Pattern of Study 12 Units

- ❖ *Studies of Religion 1*
- ❖ *Advanced English*
- ❖ *Mathematics Advanced*
- ❖ *Mathematics Extension 1*
- ❖ *Physics*
- ❖ *Chemistry*
- ❖ *PDHPE*

### Non-ATAR Pattern of Study 13 Units

- ❖ *Studies in Catholic Thought*
- ❖ *VET Hospitality- Do not sit the HSC Exam*
- ❖ *English Studies – Do not sit the HSC Exam*
- ❖ *Mathematics Standard or Numeracy*
- ❖ *Photography*
- ❖ *VET Skills for Work – Do not sit the HSC Exam*
- ❖ *Visual Arts*

*If you are unsure as to whether your subject selections allow you to access an ATAR, please discuss your proposed pattern of study with the Curriculum Office prior to submission.*

## Courses offered by St Joseph's Catholic High School for the Year 2024

Key	
Highlights Board Developed Courses which must make up a minimum of 6 units in your pattern of study.	
Content Endorsed Course that do not contribute to an ATAR and are NOT included in the 6 units of Board Developed Course requirements.	

Board Developed Courses	Units	Board Developed Courses	Units
Aboriginal Studies	2	Industrial Technology - Furniture	2
Ancient History	2	Information Processing & Technology	2
Biology	2	Information, Digital Media and Technology - VET	2
Business Studies	2	Investigating Science	2
Chemistry	2	Legal Studies	2
Community and Family Studies	2	Mathematics Standard	2
Construction (240hrs) - VET	2	Mathematics Standard 1 (HSC year only)	2
Design and Technology	2	Mathematics Advanced	2
Drama	2	Mathematics Extension 1	1
Electrotechnology - VET	2	Modern History	2
Entertainment – VET	2	Music 1	2
English Studies	2	PDHPE	2
English Standard	2	Physics	2
English Advanced	2	Society and Culture	2
English Extension 1	1	Studies of Religion 1	1
Food Technology	2	Skills for Work – VET	2
Cookery - VET	2	Visual Arts	2
<b>Content Endorsed Courses (Not calculated for ATAR)</b>			
Studies in Catholic Thought	1	Work Studies	2
Exploring Early Childhood	2	Numeracy	2
Sport, Lifestyle and Recreation Studies	2	<b>Life Skills Courses on Application</b>	
Marine Studies	2		
Photography	2		

## HSC Course Notes

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example; Visual Arts, Drama, Design and Technology, Community and Family Studies, Industrial Technology and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Physics and Investigating Science in meeting the 12 Year 11 or 10 Year 12 units.
- Students are required to study either Studies of Religion 1 or Studies in Catholic Thought.
- Successful completion of the Studies of Religion 1 Course will contribute to the Higher School Certificate and may be used to determine the Australian Tertiary Admission Rank (ATAR).
- Successful completion of the Studies in Catholic Thought Course will be counted towards the Higher School Certificate *but cannot be used to determine the ATAR*.





# Subject Information



## Religious Education

Leader of Learning: Miss Eliza Biddle

*As a Catholic school, all students are required to undertake a Religious Education Course for both Year 11 and 12.*

*Studies of Religion 1 can contribute towards an ATAR.*

*Studies in Catholic Thought will contribute to the HSC but does not contribute to an ATAR.*

<b><i>STUDIES IN CATHOLIC THOUGHT</i></b>	<b><i>1 Unit</i></b>
<b><i>Content Endorsed Course – Non ATAR</i></b>	<b><i>No prerequisites or Exclusions</i></b>

### *COURSE DESCRIPTION*

Studies in Catholic Thought is a Stage 6 course that invites students to explore the theology, scripture and philosophy that underpins the understanding of the human person within the Catholic tradition and the Christian life of. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and enables students to be immersed in the wider Catholic tradition. Studies in Catholic Thought aims to develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature. Students will come to know how faith and reason fit together through a Catholic lens.

### *ASSESSMENT*

Students will undertake no more than 3 formal assessment tasks in the Year 11 course and no more than 4 formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, analytical response, class test and an end of course examination.

### *Content*

<b>Year 11 Course</b>		<b>Year 12 Course</b>	
The Human Person		The Good Life	
Content	Hours	Content	Hours
Who is a Human Person?	20	Virtue, Vice, Salvation	20
The Trinitarian God and Humanity	20	The Good Works	20
The Re-imagining of Creation	20	The Common Good	20
	60		60



<b><i>STUDIES OF RELIGION 1</i></b>	<b><i>1 Unit</i></b>
<b><i>Board Developed Course</i></b>	<b><i>Grade C or above in RE Grade C or above in History/Geography or English</i></b>

#### *COURSE DESCRIPTION*

Studies of Religion 1 Stage 6 course promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context. The course seeks to develop an understanding of how different religions have unique characteristics, societal influences and world views. This subject aims to foster students' religious understanding of the world and spiritual development.

#### *ASSESSMENT*

Students will undertake no more than 3 formal assessment tasks in the Year 11 course and no more than 4 formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, analytical response, class test and an end of course examination.

#### *Content*

<b>Year 11 Course</b>	<b>Year 12 Course</b>
I. Nature of Religion II. Australian Aboriginal Beliefs and Spiritualities  Religious Tradition 1 - Christianity Religious Tradition 2 - Islam	Religion and Belief Systems in Australia post 1945  Religious Tradition Depth Study 1 – Christianity Religious Tradition Depth Study 2 - Islam

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	20
Source-based skills	10
Investigation and research	10
Communication of ideas, information and issues in appropriate forms	10

**Assessment Year 12 Course only** - a 1 hr 30 mins external written examination.



# English

Leader of Learning: Mrs Emma Vlaski

*Students must choose 2 Units of English to complete their HSC.*

<b>ENGLISH STANDARD</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C or above</b>

#### *COURSE DESCRIPTION*

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

#### *Year 11 Course Structure and Requirements*

	<b>English Standard</b>	<b>Indicative Hours</b>
<b>Year 11 Course (120 hours)</b>	Common module – Reading to Write: Transition to Senior English	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40
<b>Text Requirements</b>	<p>There are no prescribed texts for Year 11</p> <p>Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film)</p> <p>Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.</p> <p>Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>The Year 11 Course requires students to support the study of texts with their own wide reading.</p>	

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

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

### Year 12 Course Structure and Requirements

	English Standard	Indicative Hours
Year 12 Course (120 hours)	Common module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
Text Requirements	Module C: The Craft of Writing <b>Optional:</b> This module may be studied concurrently with the common module and/or Modules A and B	30
	<p>Students are required to closely study <b>three types of prescribed texts</b>, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Prose fiction <b>OR</b> print nonfiction</li> <li>• Poetry <b>OR</b> drama</li> <li>• Film <b>OR</b> media</li> </ul> <p>The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the Common Module: Texts and Human Experiences.</p>	

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.



<b>ENGLISH ADVANCED</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade B or above</b>

#### *COURSE DESCRIPTION*

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.

#### *Year 11 Course Structure and Requirements*

	<b>English Advanced</b>	<b>Indicative Hours</b>
<b>Year 11 Course (120 hours)</b>	Common module – Reading to Write: Transition to Senior English	40
	Module A: Narratives that Shape our World	40
	Module B: Close Study of Literature	40
<b>Text Requirements</b>	<p>There are no prescribed texts for Year 11.</p> <p>Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>The Year 11 Course requires students to support the study of texts with their own wide reading.</p>	

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.

### Year 12 Course Structure and Requirements

	English Advanced	Indicative Hours
Year 12 Course (120 hours)	Common module – Texts and Human Experiences	30
	Module A: Textual Conversations	30
	Module B: Critical Study of Literature	30
Text Requirements	Module C: The Craft of Writing <b>Optional:</b> This module may be studied concurrently with the common module and/or Modules A and B	30
	<p>Students are required to closely study <b>four types of prescribed texts</b>, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Shakespearean drama</li> <li>• Prose fiction <b>OR</b> print nonfiction</li> <li>• Poetry <b>OR</b> drama</li> </ul> <p>The remaining text may be film, media or digital text <b>or</b> may be selected from one of the categories above.</p> <p>The selection of texts for <i>Module C: The Craft of Writing</i> may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study <b>ONE</b> related text in the Common Module: Texts and Human Experiences.</p>	

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.

<b>ENGLISH EXTENSION 1 &amp; 2</b>	<b>1 Unit</b>
<b>Board Developed Course</b>	<p><i>Prerequisites – English Advanced Preliminary English Extension Course is a prerequisite for HSC English Extension 1 Course</i></p> <p><i>HSC English Extension 1 Course is a prerequisite for HSC English Extension 2 Course</i></p> <p><i>Exclusions – English Standard, English ESL, English Studies</i></p>

#### *COURSE DESCRIPTION*

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 conceptualization and seek the opportunity to work in increasingly independent ways.

#### *Year 11 Course Structure and Requirements*

	<b>English Extension 1</b>	<b>Indicative Hours</b>
<b>Year 11 Course (60 hours)</b>	Module: Texts, Culture and Value	40
	Related research project. This project may be undertaken concurrently with module.	20
<b>Text Requirements</b>	<p>Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures.</p> <p>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.</p>	

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.

Year 12 Course (60 hours)	English Extension 1	Indicative Hours
	Common module: Literary Worlds with ONE elective option	60
<b>Text Requirements</b>	<p>The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts.</p> <p>Students are required to study at least TWO related texts.</p>	

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.

Year 12 Course (60 hours)	English Extension 2	Indicative Hours
	The Composition Process Major Work Reflection Statement The Major Work Journal	60
<b>Text Requirements</b>	<p>Students undertake extensive independent investigation involving a range of complex texts during the composition process and documents this in their Major Work Journal and Reflection Statement.</p>	

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.



<b>ENGLISH STUDIES</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	

### Course Description

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

### Year 11 Course Structure and Requirements

	<b>English Studies</b>	<b>Indicative Hours</b>
<b>Year 11 Course (120 hours)</b>	Mandatory module – Achieving through English: English in education, work and community.	30-40
	An additional 2-4 modules to be studied.	20-30
<b>Text Requirements</b>	<p>In <b>Year 11</b> students are required to:</p> <ul style="list-style-type: none"> <li>• read, view, listen to and compose a wide range of texts including print and multimodal texts.</li> <li>• study at least one substantial multimodal text (for example film or a television series).</li> </ul> <p><b>Across Stage 6</b> the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>• Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>	
<b>Additional Requirements</b>	<p>In Year 11 students are <b>required</b> to:</p> <ul style="list-style-type: none"> <li>• be involved in planning, research, and presentation activities as part of one individual and/or collaborative project.</li> <li>• 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.</li> <li>• engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>	

Year 12 Course (120 hours)	English Studies	Indicative Hours
	Mandatory module –Texts and Human Experiences	30
	An additional 2-4 modules to be studied	20-45
<b>Text Requirements</b>	<p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> <li>• read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series)</li> </ul> <p>In Year 12 students will also be required to:</p> <ul style="list-style-type: none"> <li>• study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences</li> </ul> <p><b>Across Stage 6</b> the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>• Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>• A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>	
<b>Additional Requirements</b>	<p>In Year 12 students are <b>required</b> to:</p> <ul style="list-style-type: none"> <li>• be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>• 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</li> <li>• engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>	

For the Year 12 English Studies Course:

- students complete the Year 11 course as a prerequisite
- students complete 120 indicative hours
- complete the mandatory common module – Texts and Human Experiences as the first unit of work
- Students requiring an ATAR must complete the HSC examination for English Studies

# Mathematics

Leader of Learning: Mrs Nicole Hensman

*The options for studying Mathematics at Stage 6 as part of the Higher School Certificate include:*

## **Year 11**

Numeracy, Content Endorsed Course  
Mathematics, Standard  
Mathematics, Advanced  
Mathematics, Extension 1  
Mathematics Life Skills

## **Year 12**

Numeracy, Content Endorsed Subject  
Mathematics, Standard 1  
Mathematics, Standard 2  
Mathematics, Advanced  
Mathematics, Extension 1  
Mathematics Extension 2  
Mathematics Life Skills

<b>NUMERACY</b>	<b>2 Unit</b>
<b>Content Endorsed Course - Non-ATAR</b>	

The Numeracy course supports students to develop the functional numeracy skills required to become active and successful participants in society. Students have the opportunity to develop these skills and apply them to situations in personal and community, workplace and employment, and education and training contexts. This course offers students the opportunity to prepare for post-school options of employment or further training.

There is no HSC examination for this course and it does not contribute to an ATAR.

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

#### **Module 1**

Whole Numbers  
Operations with whole numbers  
Distance, area and volume  
Time  
Data, graphs and tables

#### **Module 2**

Fractions and decimals  
Operations with fractions and decimals  
Metric relationships  
Length, mass and capacity  
Chance

The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.

#### **Module 3**

Percentages  
Operations and numbers  
Finance  
Location, time and temperature  
Space and design

#### **Module 4**

Rates and ratios  
Statistics and probability  
Exploring with NRMT  
Length, mass and capacity  
Chance



<b>MATHEMATICS STANDARD</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C or above</b>

#### 2024 Year 11 Mathematics Standard

#### 2025 Year 12 Mathematics Standard 2 or Year 12 Mathematics Standard 1

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

#### COURSE DESCRIPTION Year 11

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

#### Content Year 11

The Year 11 Course is organised in topics, with the topics divided into subtopics. The Year 11 Course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 Course or the Mathematics Standard 2 Year 12 Course.

<b>Year 11 Course (120 Hours)</b>	<b>Mathematics Standard</b>	
	<b>Topics</b>	<b>Subtopics</b>
	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative frequency and Probability

### Assessment Components and Weightings

#### Year 11 Mathematics Standard Course

The components and weightings for the Year 11 Mathematics Standard Course are set out below.

Component	Weighting
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

*Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.*

#### COURSE DESCRIPTION – Year 12 Mathematics Standard 1 and 2

Students studying the HSC Mathematics Standard 1 Course (two units of study in the HSC year) may elect to undertake an **optional** HSC examination. The examination mark may be used by the Universities Admissions Centre.

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B can be included.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

All students studying Mathematics Standard 2 will sit for an HSC examination.

Year 12 Course (120 Hours)	Mathematics Standard 1	
	Topics	Subtopics
	Algebra	MS-A3 Types of Relationships
	Measurement	MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
	Financial Mathematics	MS-F2 Investment MS-F3 Depreciation and Loans
	Statistical Analysis	MS-S3 Further Statistical Analysis
	Networks	MS-N1 Networks and Paths

Year 12 Course (120 Hours)	Mathematics Standard 2	
	Topics	Subtopics
	Algebra	MS-A4 Types of Relationships
	Measurement	MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
	Financial Mathematics	MS-F4 Investments and Loans MS-F5 Annuities
	Statistical Analysis	MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution
	Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis

### Assessment Components and Weightings

#### Mathematics Standard 1 and 2 Year 12 Course

Component	Weighting
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

<b>MATHEMATICS ADVANCED</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade B or above in Maths 5.3</b>

#### **COURSE DESCRIPTION**

The Mathematics Advanced Course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. All students studying the Mathematics Advanced Course will sit for a HSC examination.

This course enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. Students will have the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning and this will provide a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.

The Mathematics Advanced Course provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at a tertiary level.

#### **CONTENT**

The Mathematics Advanced Year 11 course content is comprised of 5 topics, with the topics divided into subtopics. The Mathematics Advanced Year 12 course content includes four of the same topics and the topic of Financial Mathematics.

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

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

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

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis



<b>MATHEMATICS EXTENSION 1</b>	<b>1 Unit</b>
<b>Board Developed Course</b>	<b>Grade A in Maths 5.3</b>

#### *COURSE DESCRIPTION*

The study of Mathematics Extension 1 in Stage 6 enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities for students to develop rigorous mathematical arguments and proofs and to use mathematical models extensively. Students will develop an awareness of the interconnected nature of mathematics, its beauty and its functionality which will provide a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level.

The study of Mathematics Extension 1 provides an appropriate mathematical background for students whose future pathways may include mathematics and its applications in such areas as Science, Engineering, Finance and Economics.

#### *CONTENT*

The Mathematics Extension 1 Year 11 course content is comprised of four topics with the topics divided into subtopics. The Year 12 course content includes the topics Trigonometric Functions and Calculus continued from Year 11 and introduces 3 different topics.

#### Year 11 Course

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

#### Year 12 Course

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

<b>MATHEMATICS EXTENSION 2</b>	<b>HSC Course ONLY - 2 Unit</b>
<b>Board Developed Course</b>	<p><i>This course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject.</i></p> <p><i>Students must have studied Mathematics Extension 1 in Year 11</i></p>

#### *COURSE DESCRIPTION*

The Mathematics Extension 2 Year 12 Course includes the Mathematics Extension 1 Year 12 Course and the Mathematics Advanced Year 12 Course.

This course enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Students will progress to a higher level of acquired knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts.

The study of Mathematics Extension 2 provides a mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as Science, Engineering, Finance and Economics.

#### *CONTENT*

The Mathematics Extension 2 Course is comprised of 5 topics with the topics divided into subtopics.

##### Year 12 Topics

- Proof
- Vectors
- Complex Numbers
- Calculus



## Science

Leader of Learning: Mr Bryan Le

*Students can study the traditional sciences of Biology, Chemistry and/or Physics. Students can also study Investigating Science as a companion course to support these subjects or as a stand alone course.*

*Students are only permitted to study a maximum of 6 units of Science subjects.*

<b>BIOLOGY</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C or above</b>

#### **COURSE DESCRIPTION**

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When working scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

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. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology Course builds on the knowledge and skills of the study of living things found in the Science Stage 5 Course. The course maintain a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

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.

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1	60	*15 hrs in Modules 1-4
		Cells as the Basis of Life		
		Module 2	60	
		Organisation of Living Things		
		Module 3	60	
Biological Diversity				
Module 4	60			
Ecosystem Dynamics				

\*15 hours must be allocated to depth studies within the 120 indicative course hours.

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

One fieldwork exercise must be completed in Year 11.



## CONTENT YEAR 12 COURSE

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Heredity	60	*15 hrs in Modules 5-8
		Module 6 Genetic change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

\*15 hours must be allocated to depth studies within the 120 indicative course hours.

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 YEAR 12 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>CHEMISTRY</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade B or above in Maths 5.3</b>

#### *COURSE DESCRIPTION*

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. 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 are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry Course builds on students' knowledge and skills developed in the Science Stage 5 Course and increases their 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.

## CONTENT YEAR 11 COURSE

		Modules	Indicative hours	Depth studies
Year 11 Course (120 hours)	Working Scientifically Skills	<b>Module 1</b>  Properties and structure of Matter	60	*15 hrs in Modules 1-4
		<b>Module 2</b>  Introduction to Quantitative Chemistry		
		<b>Module 3</b>  Reactive Chemistry	60	
		<b>Module 4</b>  Drivers of Reactions		

\*15 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

## CONTENT YEAR 12 COURSE

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Equilibrium and Acid Reactions	60	*15 hrs in Modules 5-8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

\*15 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 YEAR 12 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>PHYSICS</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade B or above in Maths 5.3</b>

#### COURSE DESCRIPTION

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions and analyse the interconnectedness of physical entities.

The Physics Course builds on students' knowledge and skills developed in the Science stage 5 Course and help them 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 utilizes innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

#### CONTENT YEAR 11 COURSE

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1	60	*15 hrs in Modules 1-4
		Kinematics		
		Module 2	60	
		Dynamics		
		Module 3		
		Waves and Thermodynamics		
Module 4				
Electricity and Magnetism				

\*15 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.

### *CONTENT YEAR 12 COURSE*

CURRENT YEAR 12 COURSE				
Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5  Advanced Mechanics	60	*15 hrs in Modules 5-8
		Module 6  Electromagnetism		
		Module 7  The Nature of Light	60	
		Module 8  From the Universe to the Atom		

\*15 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 Year 12 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><i>INVESTIGATING SCIENCE</i></b>	<b><i>2 Unit</i></b>
<b><i>Board developed Course</i></b>	<b><i>Grade C or above</i></b>

## 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 YEAR 11 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	60			
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

## YEAR 12 COURSE

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



# Human Society and it's Environment (HSIE)

Leader of Learning: Miss Sarah Jane Janson



<b>ANCIENT HISTORY</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C and above in History/Geography and English</b>

#### COURSE DESCRIPTION

Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It requires students to understand and use historical concepts and apply skills in their investigation of the ancient world.

The Preliminary Course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past.

The HSC Course provided students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

#### CONTENT

Preliminary Course:

- Investigating Ancient History - 50%
  - At least ONE option from The Nature of Ancient History
  - At least TWO case studies
- Features of Ancient Societies - 33%
- Historical Investigation – 17%

One case study must be from Egypt, Greece, Rome, or Celtic Europe.  
One case study must be from Australia, Asia, the Near East or the Americas.

#### YEAR 12 COURSE

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum - 25%
- One 'Ancient Societies' topic – 25%
- One 'Personalities in their Times' topic – 25%
- One 'Historical Periods' topic – 25%

#### Assessment YEAR 12 Course only

3 hr external written examination.

#### Ancient History YEAR 12 External Assessment:

External Examination	Mark
Section I – Core 3-4 source analysis and own knowledge questions	25
Section II – Ancient Societies 1 question containing 3-4 parts	25
Section III – Personalities in their times 1 question containing 2-3 parts	25
Section IV – Historical Periods 1 extended response question	25
	<b>100</b>

<b><i>BUSINESS STUDIES</i></b>	<b><i>2 Unit</i></b>
<b><i>Board Developed Course</i></b>	<b><i>Grade C and above in History/Geography and English</i></b>

#### *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 encounter throughout life. The course offers learning from the planning of a small business to the management of operations, marketing, finance, and human resource 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.

Each topic in the Business Studies syllabus addresses the following:

- The nature, role and structure of business
- Internal and external influences on business
- The function and processes of business activity
- Management strategies and their effectiveness

#### *CONTENT Year 11 Course*

1. Nature of Business 20%
2. Business Management 40%
3. Business Planning 40%

#### *Content Year 12 Course*

- Operations 25%
- Finance 25%
- Marketing 25%
- Human Resources 25%

#### *Assessment Year 12 Course only*

A 3 hour external written examination

External Examination	Mark
<i>Section I</i> Objective response questions (multiple-choice) Questions may be drawn from all topics	20
<i>Section II</i> 4 to 6 short-answer questions Questions may be in parts Questions may be drawn from all topics	40
<i>Section III</i> 1 question that requires an extended response in a business report format The question will incorporate elements from across topics in the HSC Course	20
<i>Section IV</i> Complete 1 extended response question from 2 alternatives Each question will be drawn from a different topic in the HSC Course	20
	100

<b>LEGAL STUDIES</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C and above in History/Geography and English</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 Year 11 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%

#### *Content Year 12 Course*

<u>Core Part 1</u>	Crime	30%
<u>Core Part 2</u>	Human Rights	20%
<u>Options</u>	Workplace	25%
	Shelter	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 Year 12 Course only*

A 3 hour external written examination

External Examination	Mark
<i>Section I – Core: Crime and Human Rights</i> Objective response questions Questions to the value of 15 marks will be drawn from Crime Questions to the value of 5 marks will be drawn from Human Rights	20
<i>Section II – Core: Crime and Human Rights</i> Part A – Human Rights: short-answer questions to the value of 15 marks Part B – Crime: 1 extended response question to the value of 15 marks	30
<i>Section III – Options</i> 2 extended response questions Students will choose between 2 alternatives or each Option	50
	<b>100</b>



<b>MODERN HISTORY</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C and above in History/Geography and English</b>

#### *COURSE DESCRIPTION*

Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. Students are provided the opportunity to investigate the possible motivations of individuals and groups and how they have shaped the world politically, culturally, economically and socially.

The Preliminary Course provides opportunities for students to develop and apply their understanding of methods and issues involved in the investigation of modern history.

The HSC Course provides opportunities for students to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

#### *CONTENT YEAR 11 COURSE*

Investigating Modern History – 50%

At least ONE option from The Nature of Modern History

At least Two case studies

Historical Investigation – 17%

At least ONE topic from Shaping the Modern World – 33%

#### *CONTENT YEAR 12 COURSE*

Core study: Power and Authority in the Modern World 1919-1946 – 25%

ONE 'National Studies' topic – 25%

ONE 'Peace and Conflict' topic – 25%

ONE 'Change the Modern World' topic – 25%

Students are required to study at least ONE Non-European/Western topic.

#### *Assessment YEAR 12 Course only*

A 3 hour external written examination

<b>External Examination</b>	<b>Mark</b>
<i>Section I – Core</i>	25
3-4 source analysis and own knowledge questions	
<i>Section II – National Studies</i>	25
1 extended response question	
<i>Section III – Peace and Conflict</i>	25
1 extended response question	
<i>Section IV – Change in the Modern World</i>	25
1 question containing 3-4 parts	
	100

<b><i>SOCIETY AND CULTURE</i></b>	<b><i>2 Unit</i></b>
<b><i>Board Developed Course</i></b>	<b><i>Grade C and above in History/Geography and English. Students should be studying standard English or above</i></b>

#### *COURSE DESCRIPTION*

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

#### *CONTENT YEAR 11 COURSE*

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

#### *CONTENT YEAR 12 COURSE*

##### *Core*

- Social and Cultural Continuity and Change: 30%
- The Personal Interest Project: 30%

##### *Depth Studies: 40%*

Two to be chosen from:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and exclusion
- Social conformity and non-conformity

*Assessment Year 12 Course only*

**A 2 hour external written examination  
Personal Interest Project(PIP)**

*Society and Culture*

External Examination	Mark
<i>Section I – Core: Social and Cultural Continuity and Change</i> Objective response questions to the value of 8 marks Short-answer questions to the value of 12 marks	20
<i>Section II – Depth Studies</i> Answer a question from the 2 Depth Studies Each question has 2 unrelated parts The first part will be worth 5 marks The second part will be worth 15 marks	40
	60

<b>ABORIGINAL STUDIES</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C and above for History/Geography and English</b>

### *Course Description*

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens. Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society. Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal peoples.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation. For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.

### *Year 11 Course*

#### *Pre-contact to 1960s (120 indicative hours)*

#### **Part I – Aboriginality and the Land**

(20% of indicative course time)

- Aboriginal peoples' relationship to Country
- Dispossession and dislocation of Aboriginal peoples from Country
- Impact of British colonisation on Country.

#### **Part II – Heritage and Identity**

(30% of indicative course time)

- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping.

### **Part III – International Indigenous Community: Comparative Study**

(25% of indicative course time)

- Location, environment and features of an international Indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to:
  - Aboriginality and the Land
  - Heritage and Identity.

### **Part IV – Research and Inquiry Methods: Local Community Case Study**

An aspect of the local community from pre-contact to the present (see section 8.4)

(25% of indicative course time)

Methods and skills relating to:

- Community consultation
- Planning research
- Acquiring information
- Processing information
- Communicating information.

*Year 12 Course*

**1960s onwards (120 indicative hours)**

### **Part I – Social Justice and Human Rights Issues**

#### **A – Global Perspective**

(20% of indicative course time)

Global understanding of human rights and social justice

**AND**

#### **B – Comparative Study**

(30% of indicative course time)

A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics:

1. Health
2. Education
3. Housing
4. Employment
5. Criminal Justice
6. Economic Independence.

Different communities may be studied for each topic (see section 9.1).

### *Part II*

(20% of indicative course time)

A case study of an Aboriginal community for each topic

#### **A. Aboriginality and the Land**

- The Land Rights movement and the recognition of native title
- Government policies and legislation
- Non-Aboriginal responses

**OR**



## **B. Heritage and Identity**

- Contemporary aspects of Aboriginal heritage and identity
- Government policies and legislation
- Non-Aboriginal responses.

### *Part III – Research and Inquiry Methods – Major Project*

(30% of indicative course time)

A student's Major Research project on an aspect of the HSC course (see section 9.3)

Methods and skills relating to:

- Community consultation
- Planning research
- Acquiring information
- Processing information
- Communicating information.

### **Assessment HSC Course only**

A 3 hour external written examination

<b>Work Studies</b>	<b>2 Unit</b>
<b>Content Endorsed Course – Non ATAR</b>	

### Course Description

Work Studies is a Content Endorsed course offered as a 2 unit subject. Undertaking Work Studies will enable a student to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Achieving success should be a key motivator for each student of Work Studies. Success is attained when students demonstrate improvement, persistence, resilience and their personal best. To support this, students will be involved in setting personal goals and monitoring their achievements in their class, school, peer group, family, community, sporting and other pursuits.

In keeping with a focus on the development of the individual, Work Studies is designed to encourage cooperative learning, flexible timelines and supportive feedback. It consistently promotes positive behaviours that lead to a successful transition to the workplace, further education and training and preparation for the future world of work.

During the course students will develop the following skills:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups.

During this course students will come to value and appreciate:

- opportunities to build self-belief, motivation, persistence and resilience
- achieving positive results in school, work, family and community activities
- personal attributes that contribute to success in the workplace
- access to employment opportunities and further education and training.

The themes listed below, are integrated through each of the modules in the Work Studies syllabus. They relate closely to the course outcomes and apply across a variety of employment and life contexts. They are required not only to gain work, but also to assist individuals progress in the workplace and participate as active and informed citizens:

- Career planning
- Performing work tasks
- Working with others
- Managing change

## CONTENT

<b>Core: My Working Life</b>
<b>Modules that can be studied throughout the course:</b> <ul style="list-style-type: none"><li>In the Workplace</li><li>Preparing Job Applications</li><li>Workplace Communication</li><li>Teamwork and Enterprise Skills</li><li>Managing Work and Life Commitments</li><li>Personal Finance</li><li>Workplace Issues</li><li>Self-Employment</li><li>Team Enterprise Project</li><li>Experiencing Work</li><li>School-Developed Module</li></ul>

## Assessment

Student assessment throughout the Year 11 and HSC courses will reflect the extent to which each student has achieved the course objectives and outcomes. Assessment tasks include school-based examinations, projects and reports. There is no external HSC Examination for Work Studies.



# Personal Development, Health and Physical Education (PDHPE)

Leader of Learning: Mrs Jodie Linsley

<b>PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C or above. Willingness to complete home study</b>

#### *COURSE DESCRIPTION*

The Year 11 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 practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices. Due to the academic nature of this course, it is recommended that students achieve a C or above in PDHPE theory, English and Science.

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 the 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. The course will assist students wishing to enter nursing, medical, sporting, recreational or health related careers.

In addition to core studies students select two options in each of the Preliminary and HSC courses.

#### *CONTENT YEAR 11 COURSE*

##### **Core Topics (60%)**

- Better Health for Individuals
- The Body in Motion

##### **Components (40%)**

Students select two options each from:

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

#### *CONTENT YEAR 12 COURSE*

##### **Core Topics (60%)**

- Health Priorities Australia
- Factors Affecting Performance

##### **Components (40%)**

- Students to select two options from each:
- The Health to Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

#### *Assessment Year 12 Course only*

A 3 hour external written examination



<b>COMMUNITY AND FAMILY STUDIES</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C or above</b>

#### *COURSE DESCRIPTION*

Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively. Due to the academic nature of this course, it is recommended that students achieve a C or above in PDHPE theory and English.

As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

The course will be useful if you were considering a career in the following areas:

Child care, Social work Teaching Health (Nursing, Medicine) Public Relations Social Research	Community Work Leisure/Recreation Management Consumer Law
--	--

#### *CONTENT YEAR 11 COURSE*

Resource Management  
Individuals and Groups  
Families and Communities

#### *CONTENT YEAR 12 COURSE*

Independent Research Project (IRP)  
Parenting and Caring  
Groups in Context

#### *Year 12 Option Modules*

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

#### *Assessment Year 12 Course only*

A 3 hour external written examination

<b><i>SPORTS, LIFESTYLE AND RECREATION</i></b>	<b><i>2 Unit</i></b>
<b><i>Content Endorsed Courses – Non -ATAR</i></b>	

#### ***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 who wish to continue learning about health and physical activity concepts. 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>EXPLORING EARLY CHILDHOOD</b>	<b>2 Unit</b>
<b>Content Endorsed Courses – Non -ATAR</b>	

#### *COURSE DESCRIPTION*

Exploring Early childhood is a Content Endorsed Course offered as a 2 unit subject. The continuation of the course in the HSC year will be dependent on student numbers. The course has both practical and theoretical components. Students will develop understanding and awareness of the growth, development and learning of young children. Through gaining recognition of the uniqueness of all children, students will have the opportunity to reflect upon potential implications for themselves as adults.

Students completing this course should develop an understanding of the importance of the early childhood years. It will provide them with knowledge and skills to contribute positively to their future lives and as a basis for further education in the workplace, TAFE or Universities. Suitable careers in Child Care may include: Teaching, Pre School K-6, Social work, Nursing, Counselling.

#### *CONTENT*

Core Strands:

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

Option Modules:

- Play and the developing child
- Child Safety
- Food and Nutrition
- Young children with Special Needs
- Children's Services
- Working with young children
- Young children and media

#### *ASSESSMENT*

There is no external HSC examination for this course – it does not contribute to the ATAR. The HSC Assessment mark will appear on the student's HSC. Student assessment throughout the Preliminary and HSC Courses will reflect the extent to which each student has achieved the course objectives and outcomes. Assessment tasks include school-based examinations, projects and reports.

# Creative Arts

Leader of Learning: Mrs Danielle Oliver

**CREATIVE ARTS** subjects offer students a variety of skills and knowledge to suit all needs. Creative Arts subjects are chosen by students who have an interest in a particular area, as well as students who wish to pursue a career or Tertiary studies in an area of the Arts.

There are several benefits for students who choose any of the Creative Arts subjects:

- The courses are more skilled based and therefore offer a contrast to courses which are more content based. This allows students to develop a more varied home study routine.
- Students can choose which areas of each course they wish to specialise in and which components they wish to do for the HSC
- Depending on which areas students specialise in, much of the HSC exam can be completed before the actual HSC exam period, thus decreasing possible exam pressures.

Creative Arts subjects also provide skills which are important for any career. These are:

- ability to work independently
- ability to interpret and solve problems
- ability to think creatively
- increased self-confidence
- ability to critically evaluate

Photography, Drama, Visual Arts and Music are available to all students, even if Creative Arts subjects were not studied in Years 9 and 10.

<b>PHOTOGRAPHY</b>	<b>2 Unit</b>
<b>Content Endorsed Courses – Non -ATAR</b>	

### Course Description

The subject content in this course addresses traditional aspects of the field of wet photography and offers students opportunities to explore a variety of techniques and strategies for the creation of imagery which is aesthetically and technically sound. Camera, film and darkroom technology are deeply explored.

Students in this course will recognise the potential for developing a point of view and interpreting the world by using the techniques and technologies of photography in exploratory, creative and innovative ways.

Critical and historical investigations of photographic work, audiences and the world are considered within different frameworks of meaning and value. Students are challenged to critically analyse, and will learn to read and take meaning from imagery in the world.

This course in Photography will allow students to:

- increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- develop an understanding of the methods photographers use to build meanings;
- develop skills through the acquisition of the techniques of photography;
- use photography as a means of visual communications and a process to aid observation and analysis;
- gain an understanding of careers involving photography.

### CONTENT

Topics will be selected from:

- Introduction to practice of Wet Photography
- Developing a point of view
- Traditions, conventions, styles and genres
- Manipulated forms
- The arranged image
- Temporal accounts
- Individual Project
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### ASSESSMENT YEAR 12 COURSE ONLY

Component	Weighting
Making	70%
Critical & Historical Studies	30%



<b>DRAMA</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C or above in English. Students should be studying standard English or above. Major project including out of hours class time is required</b>

#### *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 YEAR 11 COURSE*

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

#### *CONTENT YEAR 12 COURSE*

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

<b><i>VISUAL ARTS</i></b>	<b><i>2 Unit</i></b>
<b><i>Board Developed Course</i></b>	<b><i>Grade C or above in English. Students should be studying standard English or above. Major project including out of hours class time is required</i></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 YEAR 11 COURSE***

- 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.

#### ***CONTENT YEAR 12 COURSE***

- 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.

#### ***YEAR 11 COURSE***

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

#### ***YEAR 12 COURSE***

- Development of a Body of Work and use of a process diary
- A minimum of 5 Case Studies (4–10 hours each)



# Technological and Applied Studies (TAS)

Leader of Learning: Mr Glenn Lowe

<b>DESIGN AND TECHNOLOGY</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C or above in English. Major project including out of hours class time is required</b>

#### *COURSE DESCRIPTION*

Students study design processes, design theory and factors in relation to design projects. In the Preliminary course, students study designing producing, which includes the completion of at least two design projects.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a Case Study.

#### *CONTENT YEAR 11 COURSE*

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

#### *CONTENT YEAR 12 COURSE*

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

#### *Assessment: YEAR 12 Course only*

A 1 hour and 30 minutes external written examination

A Major Design Project

<b>INDUSTRIAL TECHNOLOGY FURNITURE</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C or above in English. Major project including out of hours class time is required</b>

#### *COURSE DESCRIPTION*

Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

This course allows entry into University and TAFE. It is a useful subject if you are interested in the Timber trades, basic engineering (certificate level), or Business Management.

#### *CONTENT YEAR 11 COURSE*

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics.
- Industry Specific Content and Production

#### *CONTENT YEAR 12 COURSE*

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

#### *Assessment YEAR 12 Course only*

A 1 hour and 30 minutes external written examination

A Major Project



<b>FOOD TECHNOLOGY</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade C or above in English</b>

### *COURSE DESCRIPTION*

Students will develop knowledge and understanding about 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.

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.

In order to meet the 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. Such experiential learning activities are specified in the 'learning to' section of each strand. This subject is useful to everyone as we all deal with food every day. This subject would also be useful if you were considering a career in the following areas:

- Dietician
- Hospitality
- Production & Processing of food in an Industrial Setting
- Market Research of Food
- Catering
- Management
- Tourism
- Food Retail

### *CONTENT YEAR 11 COURSE*

- Food Availability and Selection
- Food Quality
- Nutrition

### *CONTENT YEAR 12 COURSE*

- The Australian Food Industry
- Manufacture
- Food Product Development
- Option:
  - Contemporary Food Issues in Nutrition
  - Contemporary Food Issues in the Marketplace

<b>MARINE STUDIES</b>	<b>2 Unit</b>
<b>Content Endorsed Course – Non ATAR</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 33 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.

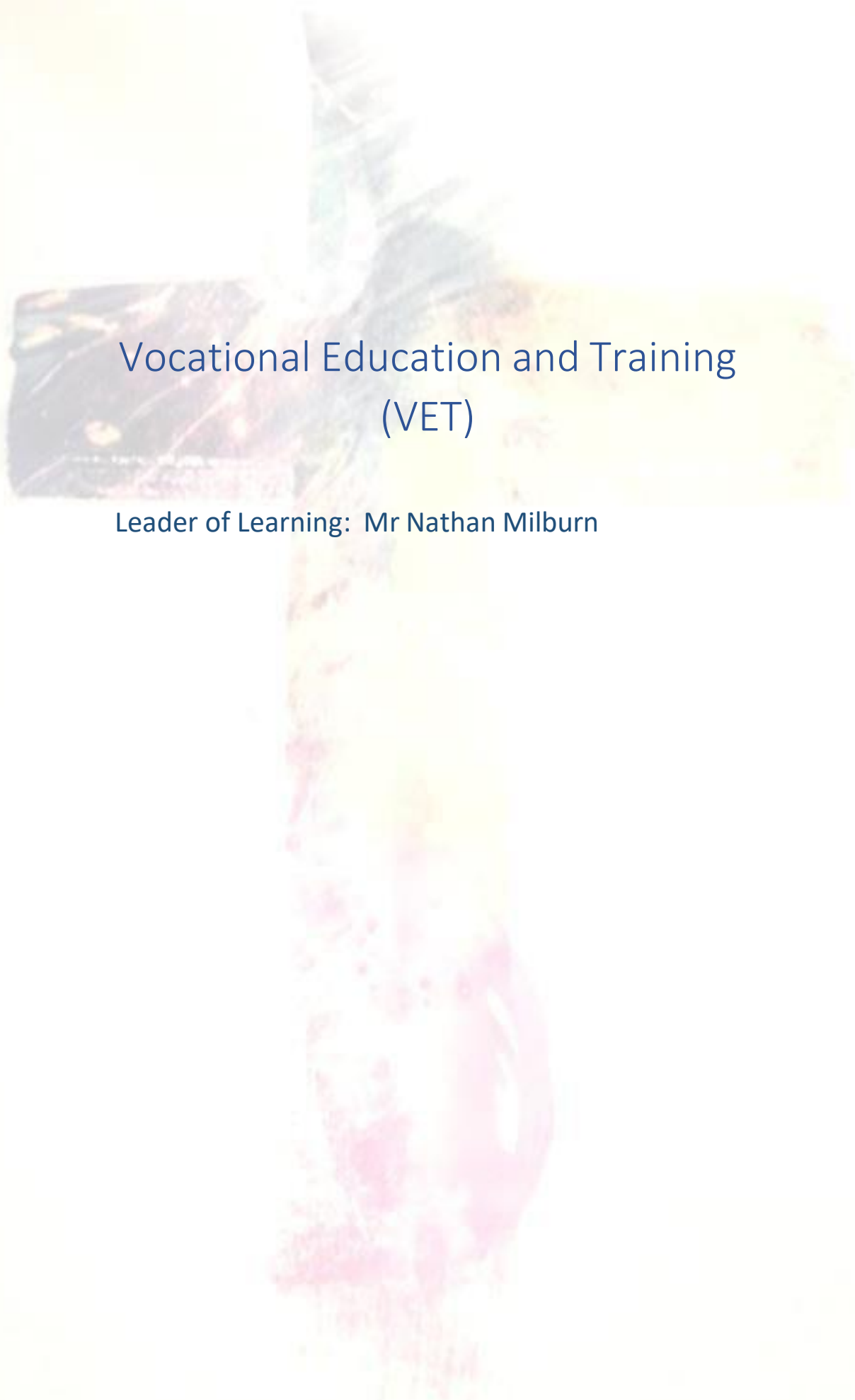
At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment and consider how to effectively manage 69,630 k of 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 its 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>Year 11</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 Estuary Study	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
	15 Seafood Handling and Processing	30
3. Life in the Sea (6 hours)	16 Skin Diving and Diving Science	30
	17 Marine Engineering	30
	18 Marine Archaeology	30
4. Humans in Water (6 hours)	19 Boating and Seamanship	30
	20 Marine Craft Construction and Repair	30
	21 Pilotage and Navigation	15/30
	22 Marine Communication	30
	23 Wind Powered Craft	30
5. Marine and Maritime Employment (6 hours)	24 Personal Interest Project	30



# Vocational Education and Training (VET)

Leader of Learning: Mr Nathan Milburn

Vocational Education and Training (VET) courses are offered at St Joseph's as part of the Higher School Certificate. The courses below are offered to all Year 11 students at St Joseph's.

*VET Curriculum Framework – School Delivered*

- Construction
- Cookery
- Skills for Work
- Information Digital  
Media Technology
- Electrotechnology
- Entertainment

VET enables students to study courses that are relevant to industry needs and have clear links to post-school destinations. VET courses have a number of advantages over more traditional course or approaches to education. These include:

*VET Increases Students' Learning Potential*

- Broadens HSC options.
- Develops the student's capacity to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment.
- Matches student interest and career directions through the provision of strong pathways.

*VET Gives National Qualifications and Skills*

- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.
- VET qualification articulates directly into further education and training at TAFE or University.
- VET provides access to a range of different technologies related to the workplace.

*VET Prepares Students for the Workforce*

- Expands post school opportunities.
- Provides the opportunity to trial a career and helps students explore possible areas of interest, which promote further study and work choices.
- Allows students to develop strong links with industry and local community employers through which students may be offered part time or casual work and at times apprenticeships.
- Improves employment prospects.
- Helps students gain knowledge of employer's expectations and real working conditions.
- Develops student's capacity for cooperation, teamwork and leadership skill development.
- Assists the transition from school to work.



### *DUAL ACCREDITATION*

Vocational Education courses allow students to receive credit towards their HSC and ATAR as well as Australian Qualifications Framework certification. This will give students an industry recognised qualification and will reduce the time required to complete a related TAFE course, sometimes by up to 2 years. Some VET courses can count towards an ATAR if the optional written HSC examination is undertaken.

### *COMPETENCY BASED ASSESSMENT*

All assessment undertaken in VET courses is competency based.

Competency Based Assessment requires students to develop the skills and knowledge described by each Unit of Competency in the Syllabus. To be assessed as competent, a student must demonstrate, to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. This means you are assessed by your ability to carry out a particular task to a nationally identified level of competence, not by your performance in examinations.

### *WORKPLACE LEARNING*

A large component of the learning is undertaken "on the job", providing a first hand insight into industry, building contacts and reinforcing the validity of the training undertaken within the classroom. Students must spend 70 hours on work placement split over the Preliminary and HSC course. Work placement is completed in two blocks of 5 days (35 hours minimum) in the Preliminary year.

### *AUSTRALIAN QUALIFICATIONS FRAMEWORK*

It is possible for students to achieve a nationally recognised qualification of an AQF Certificate I, Certificate II, or Certificate III level depending on whether a student has been assessed as competent in the course and the qualification been delivered.

If a student does not achieve all of the competencies, recognition is still given for those a student has completed. This will be in the form of a Statement of Attainment, which will outline which competencies have been achieved. You will also still receive the full unit credit towards your HSC.

### *INDUSTRY DESIGNED AND SUPPORTED CURRICULUM*

Each VET course is developed from the relevant Industry Training Framework. The course has the support of the industry group and contains the knowledge and skills that the industry desires in their employees.

The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

Any student who plans to work in one of the industries on offer should choose a VET course. Many students will benefit greatly from the experience, and completion of a relevant VET course informs prospective employers that you are prepared to work for your position within that industry.

### EXTERNAL EVET COURSES

TAFE – delivered vocational education and training (EVET) courses allow school students to gain workplace skills and experience to get a head start on their career.

EVET allows you to:

- Gain practical, work related skills to enhance your future employment opportunities
- Complete units that count towards your Higher School Certificate (HSC)
- Start or complete a nationally recognised TAFE NSW qualification while still at school

When you finish your EVET course you'll receive a nationally accredited Certificate qualification or a Statement of Attainment. Most EVET courses articulate into further TAFE or university studies.

You can select an Industry Curriculum Framework (ICF) course developed by the NESA specifically for school students in a range of industry areas. These courses have an optional HSC examination, which will allow them to count towards a student's ATAR.

*Current ICF courses are:*

Automotive	Information Technology
Construction	Metal and Engineering
Electro-technology	Primary Industries
Entertainment	Retail
Financial Services	Tourism
Hospitality	
Human Services	

However, some EVET courses that can be studied at TAFE have no HSC examinations and are designed to allow students to gain national qualifications and still have them count towards HSC units. ***The below courses DO NOT count towards an ATAR.***

Animal Studies	Fashion
Beauty	Hairdressing
Fitness	Media
Children's Services	Plumbing
Community Services	Signage
Real Estate	and many more

Important things to consider when selecting EVET Courses:

- Block delivery of courses – 4 hours once a week (usually after school one day a week)
- Transport. Travel to TAFE may involve several buses home and significant travel time.
- Adult Learning Environment – students take responsibility for their own learning at tertiary level.
- Attendance is required for all lessons. One missed lesson equals one week of course content missed.
- Work placement requirements.
- Cost – Parents will need to meet a certain 25% of the course costs.

Students wishing to enrol in a EVET course must see the VET Coordinator. No application can be submitted to TAFE without the school filling out the paperwork.

Further information is available through discussion with Mr Milburn, by visiting the TAFE website or using the following URL:

<https://www.tafensw.edu.au/howex/servlet/Course?Command=GetEVETCourses>

#### *SCHOOL BASED APRENTICESHIP AND TRAINEESHIPS*

You can combine HSC Study with a part time traineeship or apprenticeship. Traineeships and apprenticeships combine paid work, training and school. They provide students with three qualifications:

- A nationally recognised vocational qualification
- A Certificate of Proficiency on satisfactory completion of the traineeship
- Credit towards the HSC

School based apprenticeships and traineeships provide you with the opportunity to gain a nationally recognised Vocational Education and Training (VET) qualification as well as your Higher School Certificate (HSC) and gain valuable work skills and experience through part-time, paid employment.

School Based Apprentices work part time and complete the first stage of their apprenticeship training by the end of the HSC. School Based Trainees work part time and complete their formal traineeship training by the end of the HSC.

Both school based apprenticeships (SBAs) and traineeships (SBTs) can be delivered through TAFE NSW.

Students need to source their own employer that is will sign them up as an Apprentice or Trainee. Students need to be aware that they are generally signing up to a 4 year agreement of training and work with this employer. The school will only support students in this endeavour if we feel the employer is good and fit and if we are confident the student can meet the demands of their HSC program of study and their SBA or SBT requirements.

Students and Parents who believe this may be a suitable option are encouraged to contact the Catholic Education Office Wollongong for more information.



## SIT20421 - Certificate II in Cookery

### COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

**Course: Cookery (240 indicative hours)**

4 Preliminary and/or HSC units in total. Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

### SIT20421 - Certificate II in Cookery

#### Units of Competency - Compulsory core Training Package Units

SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHKOP009	Clean kitchen premises and equipment
SITXINV006	Receive, store and maintain stock
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC034	Work effectively in a commercial kitchen

#### Mandatory NESA Units:

SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITXCCS011	Interact with customers

#### Electives:

SITXFSA006	Participate in safe food handling practices
SITHCCC024	Prepare and present simple dishes
SITHCCC028	Prepare appetisers and salads
SITXCOM007	Show social and cultural sensitivity
SITHCCC030	Prepare vegetable, fruit, egg and farinaceous dishes

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

**Qualifications** Learners who undertake Cookery and are assessed as competent in all of the above units of competency will be eligible for a **SIT20421 - Certificate II in Cookery**. 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 hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

**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 the NSW Education Standards Authority (NESA)

#### 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 Hospitality (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 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.

**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 is available in this course, for more information: <http://www.sbatinnsw.info/>





## FSK20119 Certificate II Skills for Work and Vocational Pathways

### COURSE DESCRIPTION

**Course:** Skills for Work (120 indicative hours (SOA) or 180 indicative hours). Students must complete the 180 hours to achieve the full qualification unless they have obtained additional units through prior study.

NESA Board Endorsed Course (Non-ATAR course)

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

SOA FSK20119 Certificate II in Skills for Work and Vocational Pathways  
Compulsory Core & Elective Training Package units

Core Units of Competency	Elective Units of Competency
FSKLRG011 Use routine strategies for work-related learning	HLTAID010 Provide basic emergency life support **(delivered by external RTO)
Elective Units of Competency	FSKNUM023 Estimate, measure and calculate measurements for work
FSKLRG010 Use strategies for career planning	FSKNUM019 - Interpret routine tables, graphs and charts and use information and data for work
FSKRDG009 - Read and respond to routine standard operating procedures	FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work
FSKLRG018 - Develop a plan to organise routine workplace tasks	FSKNUM017 Use familiar and routine maps and plans for work
FSKWTG009 - Write routine workplace texts	FSKNUM030 - Use common functions of a scientific calculator for work
CPCCCM2006 Apply basic levelling procedures	<b>Additional units to obtain the Full qualification</b>  FSKRDG10 Read and respond to routine workplace information AND FSKOCM07 Interact effectively with others at work
OR	
BSBOPS203 Deliver a service to customers	
<i>Students undertaking the 120 hours alone will only obtain the SOA unless they have undertaken Active volunteering previously</i>	

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

### Qualifications

Learners who are assessed as competent in all of the final units delivered as per the final training and assessment strategy will be eligible for FSK20119 SOA Certificate II in Skills for Work and Vocational Pathways, additional units are required to obtain the full Certificate II. 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 accessed from <https://www.myskills.gov.au/>

- Customer (learner) and personal service
- Good communication skills
- Organisational skills
- Teamwork
- Enjoy teaching and helping others
- Prioritising work and activities





### **Mandatory NESA Course Requirements**

Learners may complete a workplace placement if deemed appropriate and ready.

### **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 learner must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Learners will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a learner 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.

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**Course Costs:** Please refer to your School's Fees Schedule/Policy

**Refund Arrangements on a pro-rata basis**

**Delivery Arrangements:** Integrated into the timetable

## CUA30420 Certificate III in Live Production and Services

### COURSE DESCRIPTION

**Course: Entertainment Industry (240 indicative hours + 60 hours specialisation)**

4 Preliminary and/or HSC units in total

Category B status for Australian Tertiary Admission Rank (ATAR)

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

#### CUA30420 Certificate III in Live Production and Services Compulsory core Training Package units

##### \*\* Indicates Unit is also a NESA Mandatory Unit

**CUAIND311	Work effectively in the creative arts industry
BSBPEF301	Organise personal work priorities
**SITXCCS006	Provide service to customers
CUAIND314	Plan a career in the creative arts industry
CUAPPR314	Participate in collaborative creative projects

##### Elective Units

CPCWHS1001	Prepare to work safely in the construction industry
CUASTA212	Assist with bump in and bump out of shows

#### Mandatory NESA units

CUAWHS313	Apply work health and safety practices in a live production environment
CUASOU331	Undertake live audio operations
CUALGT311	Operate basic lighting
CUAVSS312	Operate vision systems
CUASTA311	Assist with production operations for live performances

#### 60 Hour Specialisation Units

CUASOU306	Operate sound reinforcement systems
ICTTEN202	Use hand and power tools
HLTAID011	Provide First Aid

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

Learners who are assessed as competent in all of the units listed will be eligible for **CUA30420 Certificate III in Live Production and Services**. 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:** Entertainment offers training opportunities to Learners who are interested in performance and events: dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals. Working in the entertainment industry involves:

lighting and sounds operations	audio-visual operations	scenic art activities	set and props manufacture	front of house
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**Mandatory NESA Course Requirements** Learners must undertake a minimum of 70 hours of work placement.

Learners who do not meet these requirements will be 'N' determined as required by NESA.

#### 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 Learner must demonstrate to a qualified assessor that they can effectively carry out tasks at industry standard. Learners will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a Learner 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 HSC examination for Entertainment Industry (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 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 Learner 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/>

## Certificate II in Construction Pathways CPC20220

### COURSE DESCRIPTION

**Course: Construction (240 indicative hours)**

4 Preliminary and/or HSC units in total. Board Developed Course

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.

### CPC20220 Certificate II in in Construction Pathways

#### Compulsory Core Training Package Units

#### Mandatory HSC or Elective Training Package Units

Core Units of Competency	Elective/Mandatory HSC Units of Competency
<b>CPCWHS2001</b> - Apply WHS requirements, policies and procedures in the Construction Industry	<b>CPCWHS1001</b> - Prepare to work safely in the Construction Industry* <b>CREDIT TRANSFER</b>
<b>CPCCOM1015</b> - Carry out measurements and calculations	<b>CPCCCM2001</b> - Read and interpret plans and specifications
<b>CPCCCM1013</b> - Plan and organise work	<b>CPCCCA2011</b> - Handle carpentry materials
<b>**CPCCVE1011</b> - Undertake a basic construction project	<b>CPCCCM2006</b> - Apply basic levelling procedures
<b>CPCCCM1012</b> - Work effectively and sustainably in the construction industry	<b>CPCCCO2013</b> - Carry out concreting to simple forms
	<b>CPCCCA2002</b> - Use Carpentry Tools and Equipment
	<b>CPCCCM2005</b> - Use Construction Tools and Equipment
	<b>CPCCBL2001</b> - Handle and prepare bricklaying and blocklaying materials
	<b>CPCCBL2002</b> - Use bricklaying and blocklaying tools and equipment

\*\* An asterisk (\*) against a unit code below indicates that there is a prerequisite requirement that must be met. Prerequisite unit(s) must be assessed before assessment of any unit of competency with an asterisk.

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

#### Qualifications

Learners who are assessed as competent in all of the 6 core and 6 elective units of competency will be eligible for a **CPC20220 Certificate II in Construction Pathways**. Successful completion of the unit, **CPCWHS1001**, 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 employability skills developed through this qualification can be found at: <https://www.myskills.gov.au/>

#### Pathways to Industry

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

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

**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 **CPCWHS1001** – Prepare to 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 the timetable

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

## ICT30120 Certificate III in Information & Technology

### COURSE DESCRIPTION

**Course: Information, Digital Media and Technology (240 indicative hours)**

4 Preliminary and/or HSC units in total in Board Developed Course, ATAR applicable.

This curriculum framework includes courses which are accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

#### ICT30120 Certificate III in Information and Digital Technology - Compulsory core Training Package Units

Core Units of Competency	Elective Units of Competency
<b>BSBCRT301</b> - Develop and extend critical and creative thinking	<b>ICTICT214</b> - Operate application software package
<b>ICTSAS305</b> - Provide ICT Advice to clients	<b>ICTSAS308</b> - Run Standard Diagnostic tests
<b>BSBXCS303</b> - Securely manage personally identifiable information and workplace information	<b>BSBXCS301</b> - Protect own personal online profile from cybersecurity threats
<b>ICTICT313</b> - Identify IP, ethics and privacy policies in ICT environments	<b>ICTICT309</b> - Create ICT user documentation
<b>ICTPRG302</b> - Apply introductory programming techniques	<b>ICTWEB304</b> - Build simple web pages <b>OR</b> <b>CUAANM301</b> - Create 2D animation
<b>BSBXTW301</b> - Work in a team	

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

Learners who are assessed as competent in the units listed will be eligible for **Certificate III in Information Technology**. 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

**Working in the information and digital technology industry involves:**

- designing web pages
- supporting computer users
- networking computers communicating with learners
- finding solutions to software problems

**Mandatory NESA 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.

#### 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 to industry standard. Learners will be progressively assessed as 'competent' or 'not yet competent' in individual units of 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 Information, Digital Media Technology (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 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 is available in this course, for more information: <http://www.sbatinnsw.info/>



## Certificate II in Electrotechnology (Career Start) (UEE22020)

### COURSE DESCRIPTION

#### Course: Electrotechnology (Min. 240 indicative hours)

4 Preliminary and/or HSC units in total. Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses, which are accredited for the HSC, and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

#### UEE22020 Certificate II in Electrotechnology (Career Start) - Compulsory core Training Package units (\*Denotes Core Training Package & Mandatory NESA Unit)

- \* **UEECD0007** Apply work health and safety regulations, codes and practices in the workplace
- CPCWHS1001** Prepare to work safely in the construction industry
- \* **UEECD0046** Solve problems in single path circuits.
- UEECD0038** Provide solutions and report on routine electrotechnology problems
- UEECD0052** Use routine equipment/plant/technologies in an energy sector environment
- \* **UEERE0021** Provide basic sustainable energy solutions for energy reduction in residential premises
- \* **UEECD0009** Carry out routine work activities in an energy sector environment
- UEECD0021** Identify and select components, accessories and materials for energy sector work activities

#### Mandatory NESA units

- UEECD0051** Use drawings, diagrams, schedules, standards, codes and specifications
- UEECD0019** Fabricate, assemble and dismantle utilities industry components
- UEECD0020** Fix and Secure electrotechnology equipment

#### Additional elective units required to attain the full Certificate II qualification:

- UEERL0001** Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply

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

#### Qualifications

Learners who are assessed as competent in all of the above units will be eligible for **UEE22020 Certificate II in Electrotechnology**. 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 accessed at: <https://www.myskills.gov.au/>

**Pathways to Industry.** Skills gained in this industry transfer to other occupations. Working in the Electrotechnology industry can involve:

- fixing and securing equipment
- Solving problems in extra low voltage single path circuits
- Solving problems in multiple path d.c. circuits
- carrying out routine work activities in an electrical environment

**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 the NSW Education Standards Authority (NESA)

#### 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 Learners must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Learners will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a Learners 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 Electrotechnology (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 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 Learner 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 is available in this course, for more information: <http://www.sbatinnsw.info/>





## Diverse Learning

**Leaders of Learning: Mrs Erin Vandenberg and Holly Madaschi**

Life Skills courses are a curriculum option for students with identified educational needs. Life Skills courses can provide a more relevant, accessible and meaningful option for students who cannot access the regular course outcomes, particularly students with an intellectual disability.

Prior to entry into a Life Skills pattern of study, NESAs require a collaborative curriculum planning process to be completed. During this process, the school in consultation with the student and family, will determine the most appropriate pattern of study to suit the student's educational needs. This process will consider the career aspirations of the student and the most suitable pathway for a successful transition to work.

To request an interview for application to Life Skills courses in 2024, please contact Diverse Learning [vandenberghe01@dow.catholic.edu.au](mailto:vandenberghe01@dow.catholic.edu.au) so that a time can be arranged.

## Draft Pattern of Study

Before making your subject selections, please take some time to consider the following:

- Would I like to go to University? Yes / No / Maybe

*If you answered Yes or Maybe, then you need to ensure that you chose an ATAR pattern of study. You should also research the courses you are interested in studying at University to find out if there are any prerequisites which you may need to consider (where possible) for subject selection.*

Would I like to go to TAFE or seek Employment / Apprenticeship? Yes / No / Maybe

*If you answered a definite Yes and you are sure that you will not want to go to University then your pattern of study should be made of subjects that will allow you to achieve your HSC. This may include interest subjects such as VET courses.*

- Are you undecided about your future career path? Yes / No

*If you are undecided, then the best plan is to cover all bases and ensure that your pattern of study will allow you to achieve your HSC and an ATAR, in case you decide you want to go to University after completing Year 12.*

My proposed Pattern of Study is:

1. RE	Level:
2. Mathematics	Level:
3. English	Level:
4.	2 Unit
5.	2 Unit
6.	2 Unit
7.	2 Unit
	Total: 13 Units

My proposed Pattern of Study which includes Mathematics or English Extension 1.

(Students are permitted to study Mathematics Extension and English Extension if the lines allow = 13 units)

1. RE	Level: 1 Unit
2. Mathematics	Level: 2 Unit
3. English	Level: 2 Unit
4. Extension subject .....	1 Unit
5.	2 Unit
6.	2 Unit
7.	2 Unit
	Total: 12 Units

Please do not hesitate to email Mr Moran regarding your proposed pattern of study if you have any questions...any questions at all!

e:[moranb01@dow.catholic.edu.au](mailto:moranb01@dow.catholic.edu.au)