

ST JOSEPH'S CATHOLIC HIGH SCHOOL



**Pathways Subject Information
Handbook 2024**

Contents

Pathways.....	2
Sample Year 10 Patterns of Study.....	3
Pathway's Subjects 2024.....	4
Science.....	5
Human Society and it's Environment (HSIE).....	13
Personal Development, Health and Physical Education (PDHPE).....	17
Creative Arts.....	20
Vocational Education and Training (VET).....	22

Pathways

What is Pathway's?

HSC 'Pathways' describes the options available to students to flexibly complete their HSC. Basically, it's an option to extend your HSC study over two to five years, where you can spread your subject load over more than one year of 10+ units.

You are allowed to complete your HSC over a 5 year period from the first year you did subjects for the HSC, meaning you can also do 2 units per year until the 5th year where you would complete your HSC.

What does Pathway's look like at St Joseph's?

Generally, we are offering a three-year pathway's program for students starting in Year 10. Year 10 students will complete a normal Year 10 pattern of study to meet RoSA (Record of School Achievement) requirements.

However, instead of studying 2 x 100 hr Elective subjects in Year 10, this program provides students the option to select 1 subject from our Stage 6 lines which will be studied in Year 10 2024 and Year 11 2025. Students will sit the HSC Exam for this subject in November 2025.

Students will also undertake 3 periods of 'School Life Balance' in Year 10 to create a full timetable.

This program supports students as they undertake their HSC course, assists students to maintain a balanced lifestyle and develop mindfulness skills as well as careers based sessions to assist in the transition from school to the workforce or tertiary study.

Benefits of undertaking Pathway's

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

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

Should I consider doing Pathway's?

There are many people for whom undertaking pathways may be advantageous including:

- People who can be overwhelmed with stress and anxiety. Having less units in a single year and more time to study, gives you the opportunity to perform better than you would with all 13 units in an entire year
- If you have an authentic interest in, and aptitude for, a Stage 6 course for which there is no corresponding Stage 5 course, you may begin studying the Stage 6 course when all requirements in that particular KLA have been completed.
- If you are planning on undertaking a subject with a major practical component eg Drama - starting and completing this course early can save considerable stress in your HSC year. Alternatively, completion of another subject allows more time and flexibility in your HSC year to undertake a subject with a major project.
- If you do not plan on going to university and are considering an apprenticeship or other workplace options, completion of a VET Course in Years 10/11 may provide assistance in obtaining an apprenticeship/traineeship or other similar career options.

Sample Year 10 Patterns of Study

Normal Yr 10 Pattern of Study

- Compulsory subjects of: **Catholic Studies***, English, Mathematics, Science, HSIE, PDHPE
- 2 x 100hr Elective Subjects.

Example Pathways Year 10 Pattern of Study

- Compulsory subjects of: **Catholic Studies***, English, Mathematics, Science, HSIE, PDHPE
- 1 x Stage 6 Subject (9 periods per cycle)
 - o - Ancient History
 - o - Community & Family Services
 - o - Chemistry
 - o - Drama
 - o - Exploring Early Childhood (CEC)
 - o - Skills for Work (VET)
- 3 periods per cycle to be dedicated to School, Life, Balance course.
- ***Note:** Students will also be offered the choice to begin Year 11 Studies of Religion as a Pathway option. More details to follow.

Pathways Subjects 2024

Science

Coordinator: Mr Bryan Ie

CHEMISTRY	2 Unit
Board Developed Course	Grade B or above in Maths 5.3

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

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

Human Society and it's Environment (HSIE)

Coordinator: Ms Sarah-Jane Janson

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

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

Personal Development, Health and Physical Education (PDHPE)

Coordinator: Mrs Jodie Linsley

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

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
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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

EXPLORING EARLY CHILDHOOD	2 Unit
Content Endorsed Courses – Non -ATAR	

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

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

Coordinator: 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

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

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

Vocational Education and Training (VET)

Coordinator: 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. ***Each course is a Category B course. Only one Category B Course will be used towards achieving an ATAR, however students are able to enrol in more than one VET Course***

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<i>VET Skills for Work</i>	<i>2 Unit – School delivered</i>
<i>Board Developed Course</i>	

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 (pending number of Category B subjects studied) 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.



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	Additional units to obtain the Full qualification 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 workplacement 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.

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

Refund Arrangements on a pro-rata basis

Delivery Arrangements: Integrated into the timetable