

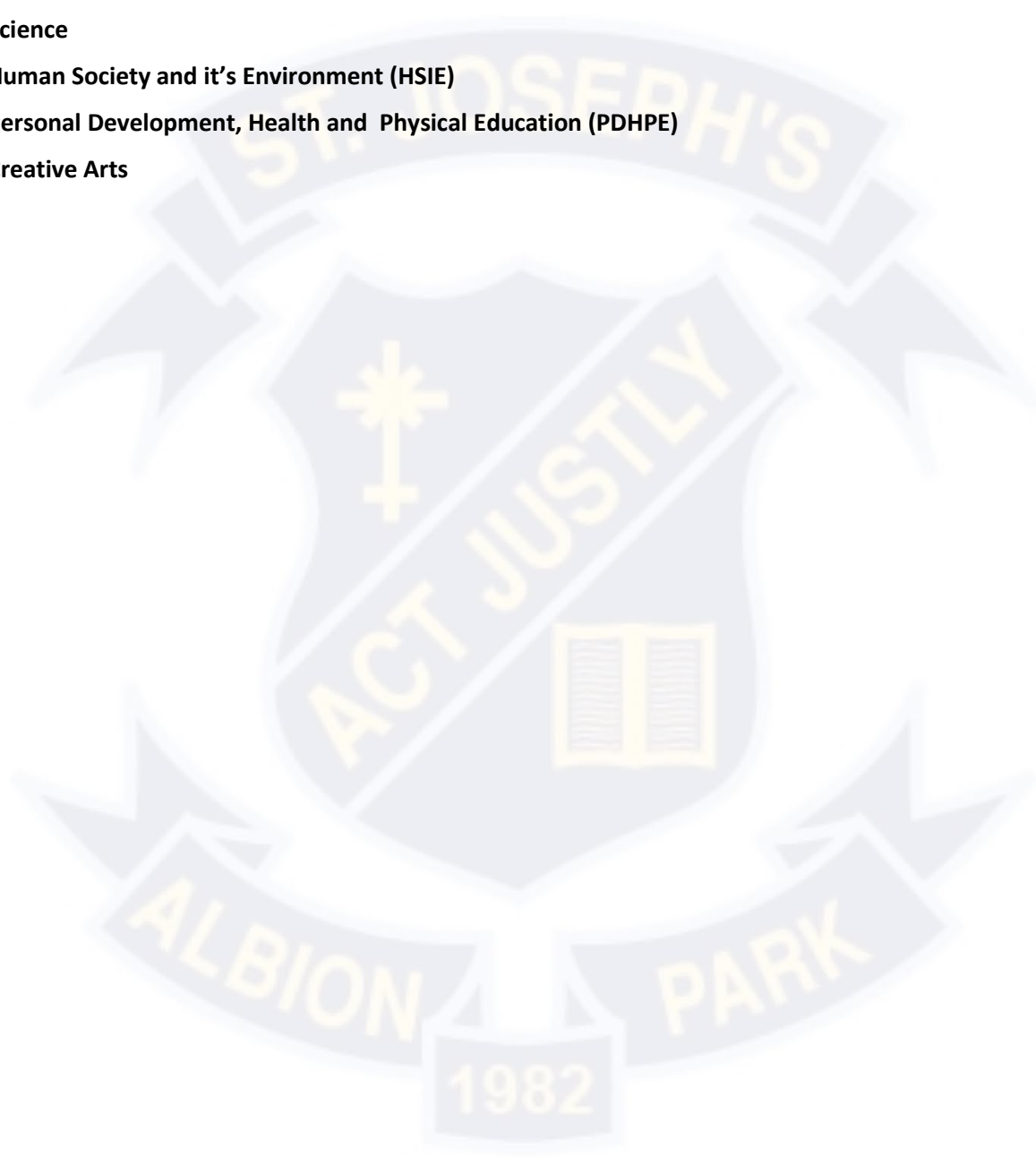
# PATHWAYS SUBJECT INFORMATION HANDBOOK 2025



St Joseph's Catholic  
High School

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# Pathways

## What is Pathway's?

HSC 'Pathways' describes the options available to students to flexibly complete their HSC. Pathway's is an option for students to extend their 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 2025 and Year 11 2026. Students will sit the HSC Exam for this subject in November 2026.

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.

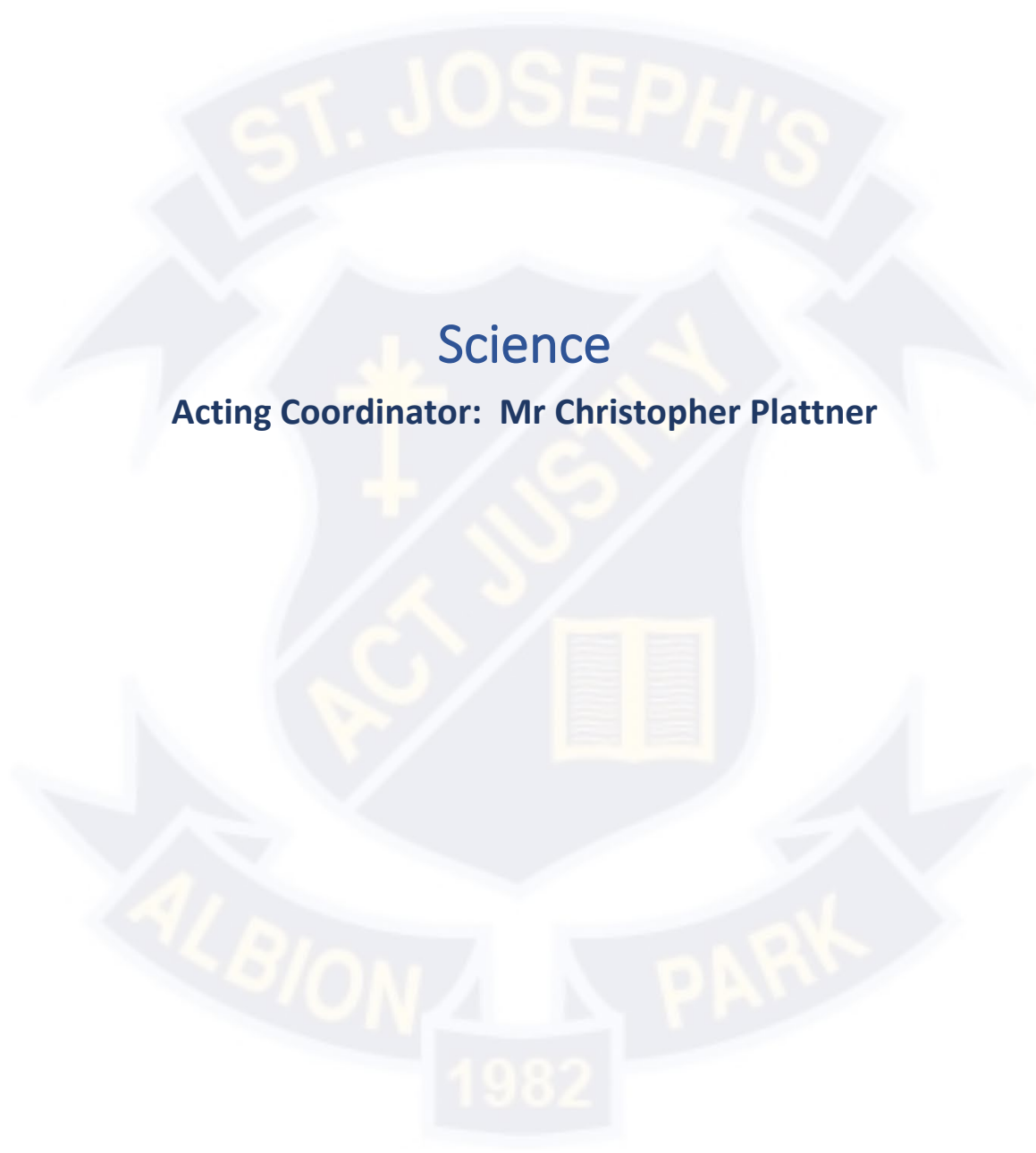
### Example Pathways Year 10 Pattern of Study

- Compulsory subjects of: Catholic Studies\*, English, Mathematics, Science, HSIE, PDHPE
- 1 x Stage 6 Subject (9 periods per cycle)
  - Ancient History
  - Investigating Science
  - Legal Studies
  - Music
  - PDHPE
  - Visual Arts
- 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.

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# Pathways Subjects 2025



## Science

**Acting Coordinator: Mr Christopher Plattner**

<b><i>INVESTIGATING SCIENCE</i></b>	<b><i>2 Unit</i></b>
<b><i>Board Developed Course</i></b>	<b><i>Grade B or above in Science / Maths</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
		<b>Module 1</b> Cause and Effect - Observing	60	*30 hrs in Modules 1-4
		<b>Module 2</b> Cause and Effect – Inferences and Generalisations		
		<b>Module 3</b> Scientific Models	60	
		<b>Module 4</b> 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
		<b>Module 5</b> Scientific Investigations	60	*30 hrs in Modules 5-8
		<b>Module 6</b> Technologies		
		<b>Module 7</b> Fact or Fallacy?		

		<b>Module 8</b>	60	
		Science and Society		

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

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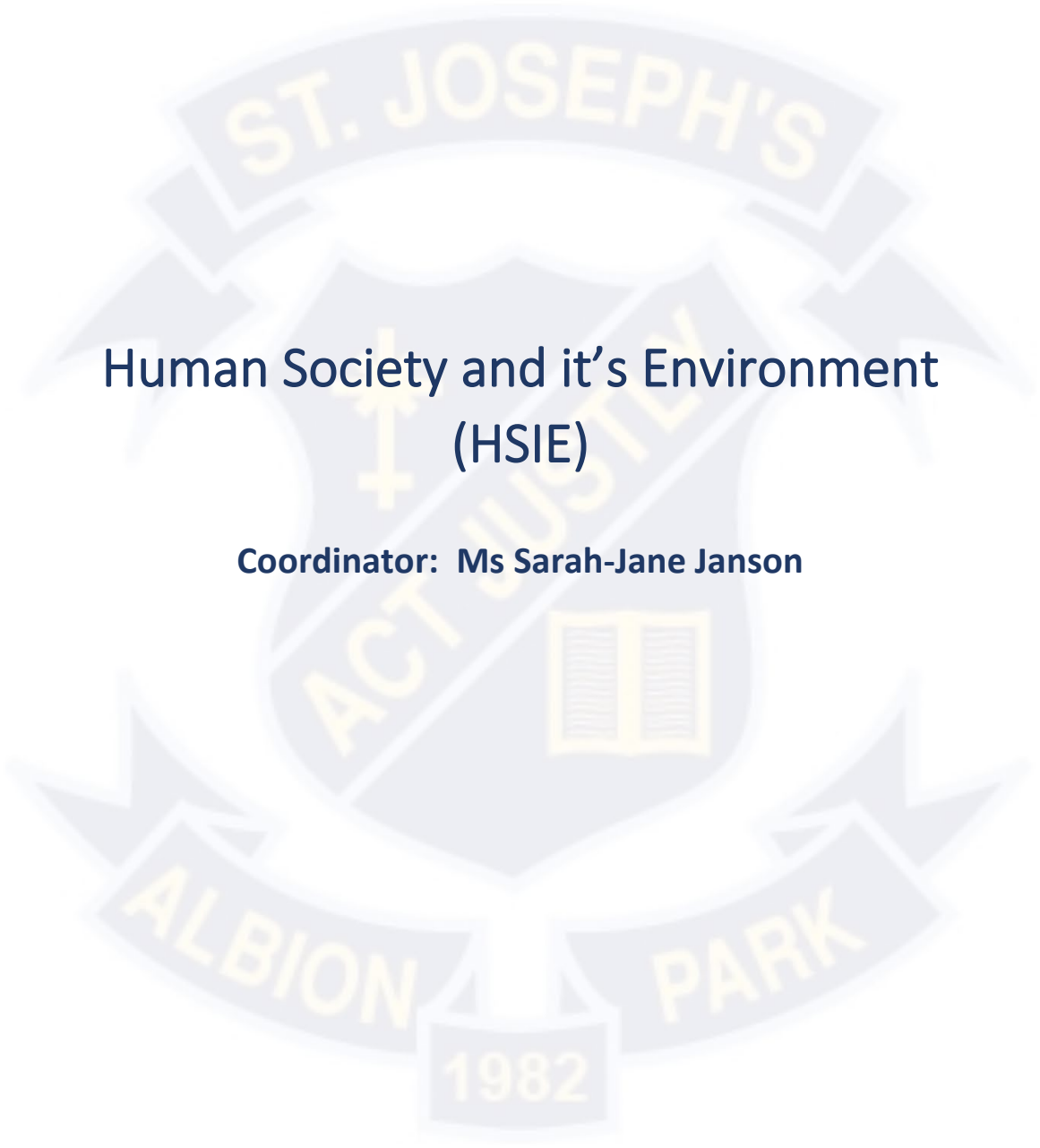
- Locating and accessing a wide range of secondary data and/or information
- Using and reorganising secondary data and/or information

#### *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**

<b>ANCIENT HISTORY</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade B 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:**

<b>External Examination</b>	<b>Mark</b>
<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
	<b>100</b>

<b>LEGAL STUDIES</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Grade B 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

### *Legal Studies*

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>

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## Personal Development, Health and Physical Education (PDHPE)

**Coordinator: Mrs Jodie Linsley**

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



## 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

<b><i>VISUAL ARTS</i></b>	<b><i>2 Unit</i></b>
<b><i>Board Developed Course</i></b>	<b><i>Grade B 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)

<b>MUSIC</b>	<b>2 Unit</b>
<b>Board Developed Course</b>	<b>Prerequisites – Music Mandatory Course</b>

#### **COURSE DESCRIPTION**

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

#### **CONTENT**

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

#### **YEAR 12 Course**

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

Students selecting a Composition elective will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio and/or Topic Work may be requested by the NESA to validate authorship of the submitted work.

#### **Assessment Year 12 Course Only**

A 1 hour external written examination

A Practical examination