



St Joseph's Catholic High School

YEAR 11 2026

SUBJECT INFORMATION HANDBOOK



“Act justly, love tenderly and walk
humbly with your God”




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Glossary

Assessment

School based assessments are tasks completed by students throughout the Year 11 and HSC components of a course. Assessment generally includes a combination of in-class, take home and exam style tasks. Grades/Marks for each task in each course are then accumulated to provide an overall assessment grade/mark at the end of the course

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 10 best 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 any subject 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 10 lessons per cycle. |
| 1 Unit Course | 1 unit courses equate to 60 hrs of study or 5 lessons per cycle. There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR. |
| Extension Course | Extension courses are 1 unit courses which build on the content of the pre-requisite 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course. NESA offer extension courses in English, Mathematics, History and Science. 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. HSC extension courses in subjects other than English and Mathematics may be offered and examined in Year 12 only. |

EVET

External Vocational Education and Training. EVET courses are studied externally at TAFE and come at an additional financial cost to the student, school and system.

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), Vocational Education and training (VET), 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 five 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 the Higher School Certificate (HSC) credential. 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 to 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).

| Performance Bands | |
|--------------------------|-------------------|
| Band | Mark Range |
| 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). UAC collects data on HSC student performance and ranks students on their HSC performance. They then use these ranks to process applications to participating universities (mostly in NSW and the ACT) and offer graduating HSC students spots in university courses.

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, Construction, Electrotechnology and Business Services are VET Industry Curriculum Framework courses. They hold NESA developed status and can be used in the calculation of the ATAR when the HSC exam is completed.

Introduction

The Year 11 Subject Information Handbook for 2026 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 2026 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 2026 and 2027.

Considering the goals of a Catholic school emphasise 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 two years.

Students are encouraged to read the booklet carefully, access all information platforms and 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 2026 and the Higher School Certificate in 2027. 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
- Current academic performance
- 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 the process of subject selections for Year 11 very seriously. The courses chosen will have a significant impact on each student's future. Taking time to get this as accurate as possible is important **because changing options once Year 11 starts may not be possible**. Please note that courses will only be available where there is enough students selecting the course.

I wish all students well as they undertake this process and commence their journey in years 11 and 12 and the completion of the HSC and or beyond.

Why Complete The HSC

Apart from the NSW Government requirement to stay at school until the age of 17 students go on to Year 11 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:

- at least 1 unit or Religion (either Studies of Religion 1 or Catholic Faith in Action)
- 2 units of English (NESA Developed Course)
- 2 units of Maths (compulsory for Yr 11 only)
- 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 most 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, Catholic Faith in Action, 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.

Suitability for extension courses will be based on student academic performance in those subject areas as well as their commitment to, and demonstration of, appropriate learning behaviours - both in class and at home. Eligibility and acceptance into extension courses will be determined by the subject Leader of Learning and the school leadership team.

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 may be 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.

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.

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 Vandenbergh 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.

Students Considering a University (ATAR) Pathway

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 to keep this option open as part of your Stage 6 pattern of study.

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 14 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 undertake a pattern of study that totals a minimum of 12 units 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. Note that as we are a Catholic school all students will study 12 units in year 11 and 11 units in year 12 as they must have a 1 unit RE course in their pattern of study (students undertaking an extension course such as Maths or English can potentially study 10 units in Year 12) 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.
 - No more than 6 units of Science based subjects can contribute to Higher School Certificate eligibility.
 - At least 1 unit of Religion as mentioned above (school requirement)
- 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. Students looking to receive an

ATAR are strongly encouraged to choose Studies of Religion 1 as the Religion course in their final pattern of study

- 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. the course objectives, structure, content and outcomes

Australian Tertiary Admission Rank (ATAR)

The ATAR is SEPARATE from the HSC. It is a number, calculated by the UAC for 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 single 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 Maths
- 3 other 2 Unit subjects

To finalise their subject selection students will need to choose either:

1 Unit of either Extension English or Maths if their academic record supports their capacity to complete each course (Note - students can potentially choose both courses which will combine for 2 Units in total)

or

1 Unit of another Content Endorsed Course. Most students will generally drop this subject at the end of the Year 11 Course.

Most students will drop their 1 unit subject content endorsed course at the end of Year 11.

Students selecting an Extension subject (Extension English or Mathematics) will be studying 12 units for Year 11. If they keep their Extension subject(s) in Year 12 they can potentially study 10 units in the HSC year.

****NOTE**

- Students can consider a range of 240-hour Vocational Education and Training (VET) courses in their pattern of study. 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 Catholic Faith in Action

What type of Higher School Certificate do you want?

What combinations of subjects do you need?

A Higher School Certificate (with ATAR)

Students wishing to have the option of going to University must adhere to a POS that ensures they are eligible for an ATAR. This needs to include:

- 1 unit of Religion (SOR 1 recommended)
- 2 units of English
- At least 6 units of Board Endorsed Courses (can include VET courses)
- A Pattern of Study consisting of a minimum of 10 units.

A Higher School Certificate (Non ATAR)

The Higher School Certificate is for students who, on leaving school, plan to enter full time employment (including an apprenticeship or traineeship), go to TAFE or other learning institution apart from University. This POS needs to include::

- 1 unit of Religion
- 2 units of English
- At least 6 units of Board Endorsed Courses (can include VET courses)
- A Pattern of Study consisting of 10 units minimum (including a Religion course)
- Can include Content Endorsed Courses as part of the final Year 12 POS

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>

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/Leaders of Learning

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:

| High Academic Pattern of Study (ATAR) 12 Units minimum | |
|---|--|
| Option 1 (12 Units) | Option 2 (12 Units) |
| <ul style="list-style-type: none"> ❖ Studies of Religion 1 (1 Unit) ❖ Advanced English ❖ Advanced Mathematics ❖ Extension English (1 Unit) ❖ Extension Maths (1Unit) ❖ Chemistry ❖ Business Studies ❖ Photography (1 Unit) <p>*MUST drop photography at the end of Year 11</p> | <ul style="list-style-type: none"> ❖ Studies of Religion 1 ❖ Advanced or Standard English ❖ Advanced or Standard Mathematics ❖ Ext 1 Maths or English ❖ Physics ❖ Visual Arts ❖ PDHPE <p><i>*can drop one subject at the end of Year 11 (not RE or English)</i></p> |

| General Academic Pattern of Study (ATAR) 12 Units | |
|--|--|
| Option 1 | Option 2 |
| <ul style="list-style-type: none"> ❖ Studies of Religion 1 ❖ Standard English ❖ Standard Mathematics ❖ Industrial Technology ❖ PDHPE ❖ Modern History ❖ SLR (1 Unit) <p>*MUST drop SLR at the end of Year 11</p> | <ul style="list-style-type: none"> ❖ Studies of Religion 1 ❖ Standard English ❖ Drama ❖ Investigating Science ❖ Cookery (VET) ❖ Construction (VET) ❖ Work Studies (1 Unit) <p>*MUST drop Work Studies 1 Unit at the end of Year 11</p> |

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

| General Academic Pattern of Study (Non-ATAR) 12 Units | |
|--|---|
| Option 1 | Option 2 |
| <ul style="list-style-type: none"> ❖ Studies in Catholic Thought ❖ English Studies ❖ Maths Standard ❖ Electrotechnology (VET) ❖ Construction (VET) ❖ SLR ❖ Marine Studies (1 unit) <p>*MUST drop Marine Studies 1 unit at the end of Yr 11. Can also drop Maths Standard 1 or Numeracy in Yr 12.</p> | <ul style="list-style-type: none"> ❖ Studies in Catholic Thought ❖ English Studies ❖ Maths Numeracy ❖ Drama ❖ Cookery (VET) ❖ Allied Health (EVET) ❖ Ceramics (1 unit) <p>*MUST drop Ceramics (1 Unit) at the end of Yr 11.</p> |

If choosing a Non-Atar pattern of study, sitting the HSC exam in some subjects may be optional. Discuss with the Curriculum Office if unsure

Courses offered by St Joseph's Catholic High School for the Year 2026

| 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. |

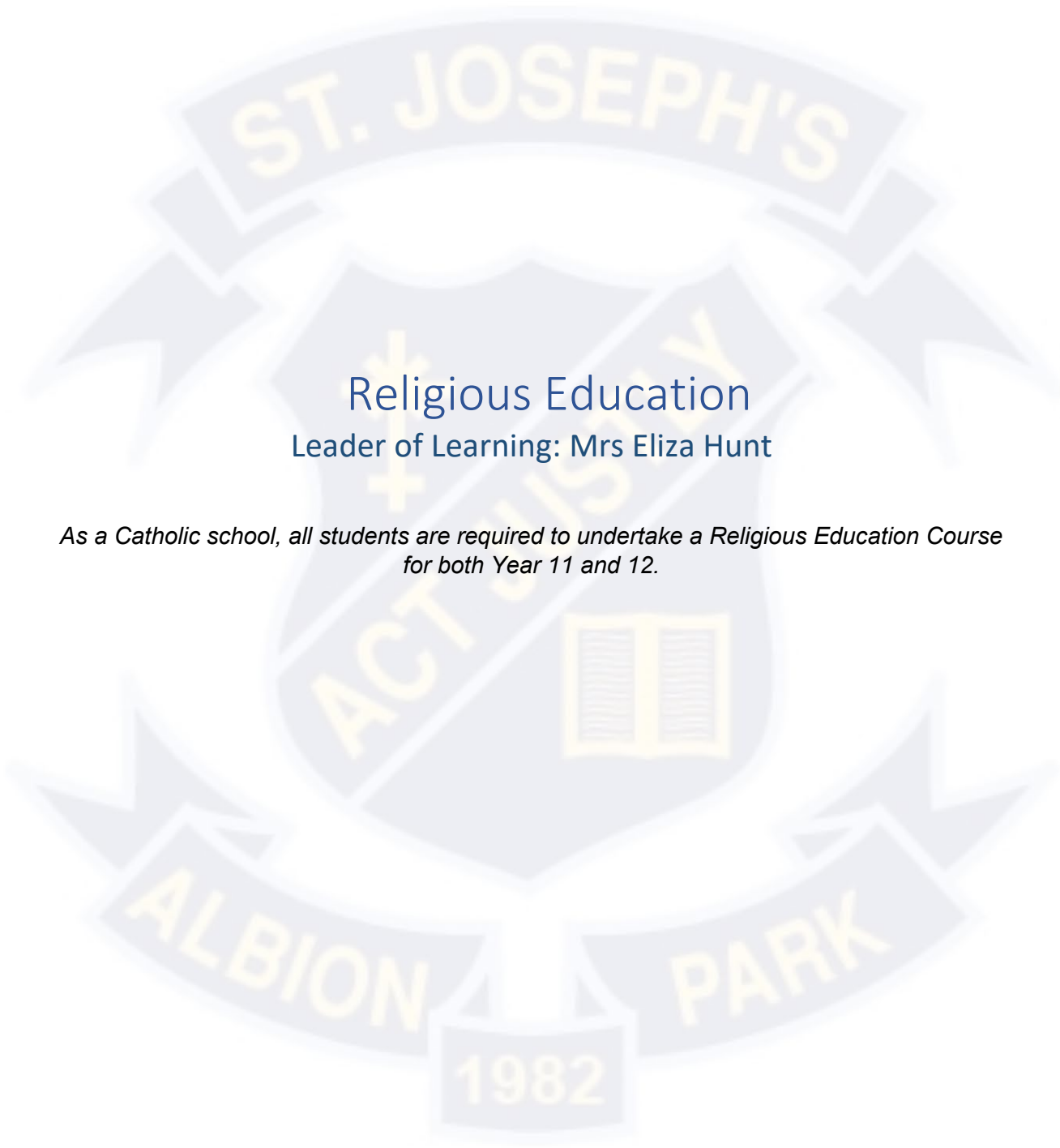
| Board Developed Courses | Units | Board Developed Courses | Units |
|---|-------|---|-------|
| Aboriginal Studies | 2 | Food Technology | 2 |
| Ancient History | 2 | Industrial Technology - Furniture | 2 |
| Biology | 2 | Information, Digital Media and Technology - VET | 2 |
| Business Studies | 2 | 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 |
| Cookery (240hrs) - VET | 2 | Mathematics Advanced | 2 |
| Design and Technology | 2 | Mathematics Extension 1 | 1 |
| Drama | 2 | Modern History | 2 |
| Electrotechnology - VET | 2 | Music 1 | 2 |
| Entertainment – VET | 2 | PDHPE | 2 |
| English Studies | 2 | Physics | 2 |
| English Standard | 2 | Society and Culture | 2 |
| English Advanced | 2 | Studies of Religion 1 | 1 |
| English Extension 1 | 1 | Skills for Work – VET | 2 |
| English Extension 2 (HSC year only) | 1 | Visual Arts | 2 |
| Content Endorsed Courses (Not calculated for ATAR) | | | |
| Numeracy | 2 | Photography | 2 |
| Exploring Early Childhood | 2 | Sport, Lifestyle and Recreation Studies | 2 |
| Catholic Faith in Action | 1 | Marine Studies | 2 |
| Work Studies | 1 | Photography - WET | 1 |
| Marine Studies | 1 | Ceramics | 1 |
| Computing Applications | 1 | Visual Design | 1 |
| Sport, Lifestyle and Recreation Studies | 1 | Exploring Early Childhood | 1 |
| Life Skills Courses on Application | | | |

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.

Note: We DO NOT recommend students include subjects with more than two (2) major projects in their final Year 12 pattern of study.

- You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Physics and Investigating Science in meeting the Year 11 or Year 12 pattern of study requirements.
- Students are required to study either Studies of Religion 1 or Faith in Action. It is highly recommended students wanting an ATAR study the SOR 1 course.
- 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 Faith in Action Course will be counted towards the Higher School Certificate *but cannot be used to determine the ATAR*

The logo is a circular emblem. At the top, a banner reads "ST. JOSEPH'S". In the center is a shield divided into four quadrants. The top-left quadrant contains a cross, the top-right contains a star, the bottom-left contains the word "ACT", and the bottom-right contains an open book. A banner at the bottom of the shield reads "ALBION PARK". Below the shield, a small banner displays the year "1982".

Religious Education

Leader of Learning: Mrs Eliza Hunt

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

| | |
|--|----------------------|
| <i>Catholic Faith in Action</i> | <i>1 Unit</i> |
| <i>Content Endorsed Course – Non-ATAR</i> | |

** This course can be a 2 unit course in Year 12 if students undertake the Active Volunteering Cert II course

COURSE DESCRIPTION

Catholic Faith in Action Stage 6 course is designed to reframe and build on current religious education offerings in Stages 4 and 5, as well as offer a complementary course for senior study. Catholic Faith in Action in particular is designed to allow students to contribute positively to their community and school contexts by allowing for a flexible approach to learning that is reflective of Catholic social teachings and develops witness and service experiences for students. Opportunities for service and volunteer work are incorporated into the learning and assessment processes for students undertaking this course with the integration of Certificate II in Active Volunteering Course (see VET course descriptions).

ASSESSMENT

Students will undertake no more than 2 formal assessment tasks in the Year 11 course and no more than 3 formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, reflective reports, analytical response, and class tests.

CONTENT

| Year 11 Course | Year 12 Course |
|---|------------------------------------|
| 1. Who am I? 2. What does it mean to be human? | 1. Who is God 2. What is Truth? |

| Component | Weighting |
|---|------------------|
| Knowledge and understanding of course content | 40 |
| Religious-based skills | 20 |
| Investigation and research | 20 |
| Communication of ideas, information and issues in appropriate forms | 20 |

| | |
|-------------------------------|--|
| STUDIES OF RELIGION 1 | 1 Unit |
| Board Developed Course | Grade C or above in Year 10 Catholic Studies Grade C or above in History/Geography or English |

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

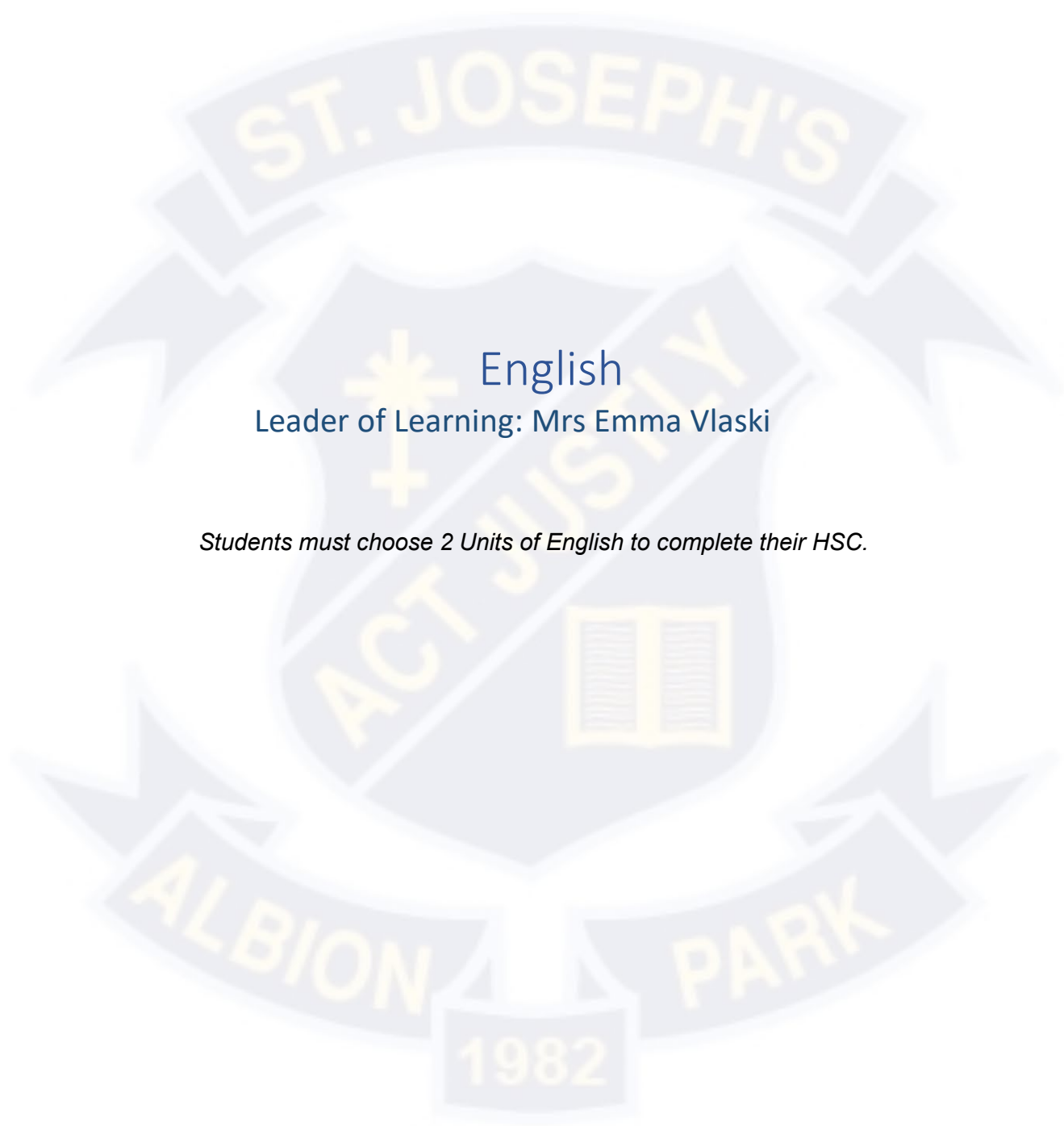
Students will undertake no more than 3 formal assessment tasks in the Year 11 course and no more than 3 formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, analytical response, class test and an end of course examination.

CONTENT

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

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

HSC Examination Requirement - 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.

| | |
|-------------------------------|------------------------------------|
| ENGLISH STANDARD | 2 Unit |
| Board Developed Course | Grade C or above in English |

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

| | English Standard | Indicative Hours |
|---------------------------------------|---|-------------------------|
| Year 11 Course (120 hours) | Common module – Reading to Write: Transition to English Standard | 40 |
| | Module A: Contemporary Possibilities | 40 |
| | Module B: Close Study of Literature | 40 |
| Text Requirements | <p>There are no prescribed texts for Year 11</p> <p>Students are required to study ONE complex multimodal or digital text in Contemporary possibilities. This may include study of film.</p> <p>Students are required to study ONE substantial literary print text in Close study of literature, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.</p> <p>Across Stage 6, the selection of texts must give students experience of:</p> <ul style="list-style-type: none"> • texts that are widely regarded as quality literature • a range of Australian texts • a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts with a range of social, cultural and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate | |

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

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 | 30 |
| | <p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Prose fiction • Poetry • Drama OR Film OR Media OR non-fiction <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> | |

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.

| | |
|-------------------------------|------------------------------------|
| ENGLISH ADVANCED | 2 Unit |
| Board Developed Course | Grade B or above in English |

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

| | English Advanced | Indicative Hours |
|---------------------------------------|--|-------------------------|
| Year 11 Course (120 hours) | Common module – Reading to Write: Transition to English Advanced | 40 |
| | Module A: Narratives that Shape our World | 40 |
| | Module B: Close Study of Literature | 40 |
| Text Requirements | <p>There are no prescribed texts for Year 11.</p> <p>Across Stage 6, the selection of texts must give students experience of:</p> <ul style="list-style-type: none"> • texts that are widely regarded as quality literature • a range of Australian texts • a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts with a range of social, cultural and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate | |

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 Optional: This module may be studied concurrently with the common module and/or Modules A and B | 30 |
| | <p>Students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Prose Fiction • Poetry • Drama OR nonfiction OR film OR media <p>At least ONE of the texts selected must be authored by Shakespeare.</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.

| | |
|------------------------------------|--|
| ENGLISH EXTENSION 1 & 2 | 1 Unit |
| Board Developed Course | <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

| | English Extension 1 | Indicative Hours |
|----------------------------------|--|-------------------------|
| Year 11 Course (60 hours) | Module: Texts, Culture and Value | 40 |
| | Related research project. This project may be undertaken concurrently with module. | 20 |
| Text Requirements | <p>Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts.</p> <p>Students select ONE text and its manifestations in one or more recent contexts. Students research a range of texts as part of their related research 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 Structure and Requirements

| Year 12 Course (60 hours) | English Extension 1 | Indicative Hours |
|------------------------------|--|------------------|
| | Common module: Literary Worlds with ONE elective option | 60 |
| Text Requirements | <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 ONE 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 |
|------------------------------|---|------------------|
| | <ul style="list-style-type: none"> • Undertake author and authority concurrently, including ONE author study • Complete Major Work • Document coursework in a Major work Journal | 60 |
| Text Requirements | <p>As part of Author and authority and the associated author study, students undertake an extensive, independent investigation involving a range of complex texts.</p> <p>The selection of texts for the major work will depend on it's form and be appropriate to the purpose, audience, and context of the composition.</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.

| | |
|-------------------------------|---------------|
| ENGLISH STUDIES | 2 Unit |
| Board Developed Course | |

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

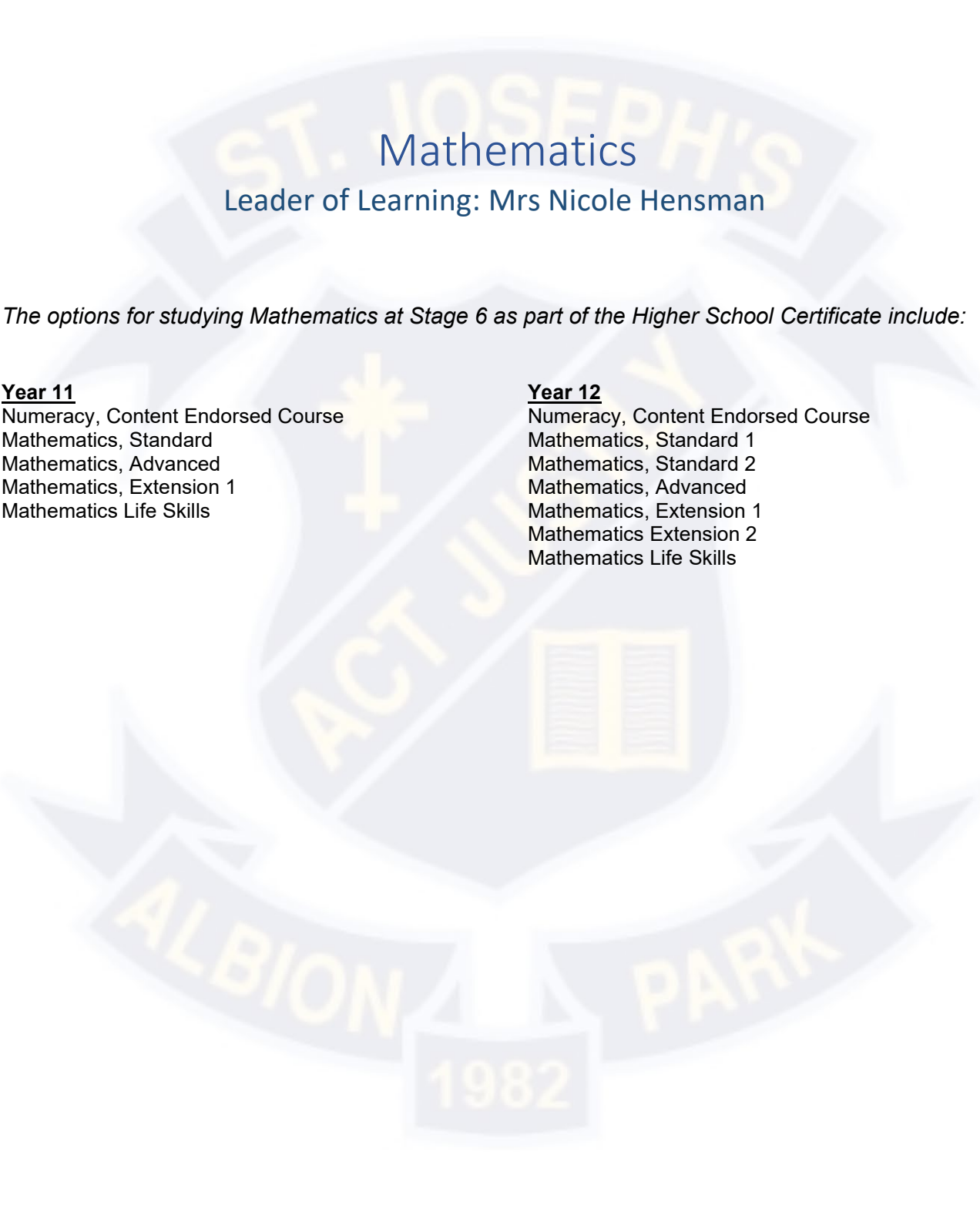
| | English Studies | Indicative Hours |
|---------------------------------------|---|-------------------------|
| Year 11 Course (120 hours) | Transition to English Studies | 30-40 |
| | An additional 2-3 modules to be studied. | 20-40 |
| Text Requirements | <p>There are no prescribed texts for Year 11.</p> <p>Students are required to study ONE substantial multimodal text, which could be film or media.</p> <p>Students are required to study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.</p> <p>Across Stage 6, the selection of texts must give students experience of:</p> <ul style="list-style-type: none"> • texts that are widely regarded as quality literature • a range of Australian texts • a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples • a range of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures • Integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate | |

Year 12 Course Structure and Requirements

| Year 12 Course (120 hours) | English Studies | Indicative Hours |
|--------------------------------|--|------------------|
| | Mandatory module –Narrative and Human Experiences | 35 |
| | Writing for Purpose | 35 |
| | 2 elective focus areas | 50 |
| Text Requirements | <p>Students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories:</p> <ul style="list-style-type: none"> • print text, which could be prose fiction, nonfiction, poetry or drama • multimodal text, which could be film or media <p>For Narrative and human experiences, students are required to study:</p> <ul style="list-style-type: none"> • ONE text from the prescribed text list. <p>For Writing for purpose, students are required to study:</p> <ul style="list-style-type: none"> • At least FOUR short texts from the prescribed text list <p>Across Stage 6, the selection of texts must give students experience of:</p> <ul style="list-style-type: none"> • texts that are widely regarded as quality literature • a range of Australian texts • a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures • integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate | |
| Additional Requirements | <p>In Year 12 students are required to:</p> <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. | |

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 Course
Mathematics, Standard 1
Mathematics, Standard 2
Mathematics, Advanced
Mathematics, Extension 1
Mathematics Extension 2
Mathematics Life Skills

| | |
|---|---------------|
| NUMERACY | 2 Unit |
| Content Endorsed Course - Non-ATAR | |

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

| | |
|-------------------------------|--|
| MATHEMATICS STANDARD | 2 Unit |
| Board Developed Course | Grade C or above in Stage 5 Maths |

Year 11 Mathematics Standard

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 organisation of outcomes and content for Mathematics Standard highlights the important role of working mathematically plays across all areas of mathematics and reflects the connections between concepts. Mathematics Standard is organised into 5 areas of study.

| Year 11 Course (120 Hours) | Mathematics Standard | |
|---------------------------------------|-----------------------------|--|
| | Topics | Subtopics |
| | Algebra | Formulae and Equations Linear Relationships |
| | Measurement | Applications of Measurement Time and Location |
| | Financial Mathematics | Earning Money Managing Money |
| | Statistical | Data Analysis |
| | Networks | Networks, Paths, Trees |

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.

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 a HSC examination.

Students studying Mathematics Standard 1 that are seeking an ATAR, will sit for a HSC examination

Content Year 12

| Year 12 Course (120 Hours) | Mathematics Standard 1 | |
|-------------------------------|------------------------|---|
| | Topics | Subtopics |
| | Algebra | Algebraic Relationships |
| | Measurement | Right-angled Triangles Rates and Ratios |
| | Financial Mathematics | Investment Depreciation and Loans |
| | Statistical | Bivariate Data Analysis Relative Frequency and Probability |

| Year 12 Course (120 Hours) | Mathematics Standard 2 | |
|---------------------------------------|-------------------------------|--|
| | Topics | Subtopics |
| | Algebra | Algebraic Relationships |
| | Measurement | Non-right-angled Trigonometry Rates and Ratios |
| | Financial Mathematics | Investments and Loans Annuities |
| | Statistical Analysis | Bivariate Data Analysis Relative Frequency and Probability 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 |

| | |
|-------------------------------|--|
| MATHEMATICS ADVANCED | 2 Unit |
| Board Developed Course | Grade B or above in Stage 5 Mathematics & completion of all core and selected path outcomes |

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

Mathematics Advanced outcomes and related content is organised to the following areas of study:

| Working mathematically through communicating reasoning, understanding and fluency, and problem solving | | |
|--|--|--|
| | Year 11 | Year 12 |
| Functions | Working with functions Graph transformations | Further graph transformations and modelling |
| Trigonometric functions | Trigonometry and measure of angles Trigonometric identities and equations | |
| Sequences and series | | Sequences and series |
| Calculus | Introduction to differentiation | Differential calculus Integral calculus Applications of calculus |
| Exponential and logarithmic functions | Exponential and logarithmic functions | |
| Statistical analysis | Probability and data | Random variables |
| Financial mathematics | | Financial mathematics |

| | |
|--------------------------------|--|
| MATHEMATICS EXTENSION 1 | 1 Unit |
| Board Developed Course | Grade A in Stage 5 Mathematics and completion of all core & path outcomes |

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.

Students selecting Mathematics Extension 1 **must** also select Mathematics Advanced.

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

Mathematics Extension 1 outcomes and related content is organised to the following areas of study:

| Working mathematically through communicating reasoning, understanding and fluency, and problem solving | | |
|--|---|---|
| | Year 11 | Year 12 |
| Functions | Further work with functions Polynomials | |
| Proof | | Proof by mathematical induction |
| Vectors | | Introduction to vectors |
| Trigonometric functions | Further trigonometry | Inverse trigonometric functions |
| Combinatorics | Permutations and combinations The binomial theorem | |
| Calculus | | Further calculus skills Further applications of calculus |
| Statistical analysis | | The binomial distribution and the sampling distribution of the mean |

| | |
|--------------------------------|--|
| MATHEMATICS EXTENSION 2 | HSC Course ONLY - 2 Unit |
| Board Developed Course | <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.

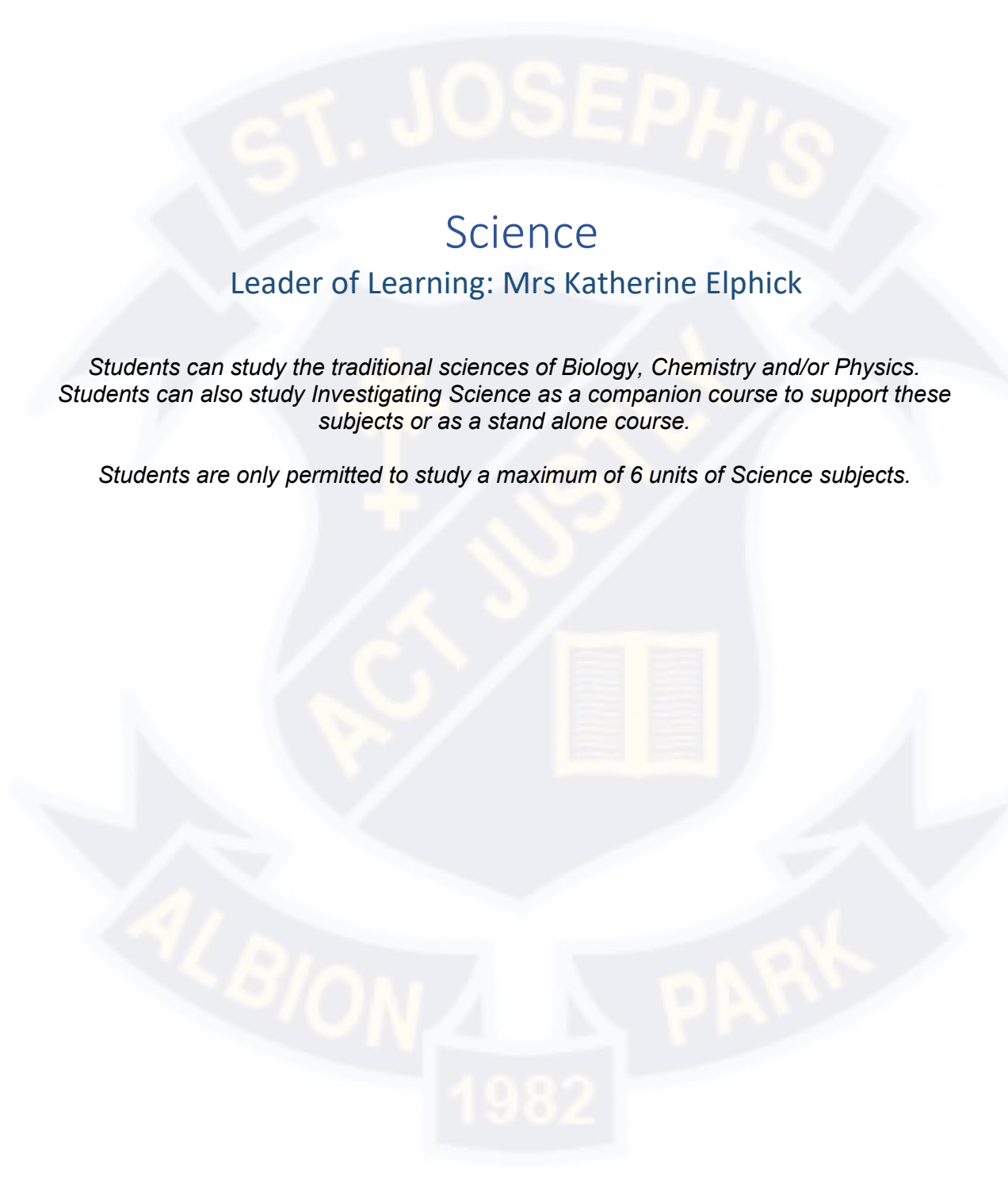
This course enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, 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 Year 12 outcomes and related content are organised into 5 areas of study:

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics



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Science

Leader of Learning: Mrs Katherine Elphick

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.

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|--------------------------------------|---|
| <i>BIOLOGY</i> | <i>2 Unit</i> |
| <i>Board Developed Course</i> | <i>Grade B or above in Science</i> |

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.

CONTENT YEAR 11 COURSE

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

| | |
|-------------------------------|--|
| CHEMISTRY | 2 Unit |
| Board Developed Course | <ul style="list-style-type: none"> - Grade B or above in Science - 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%

| | |
|-------------------------------|--|
| PHYSICS | 2 Unit |
| Board Developed Course | <ul style="list-style-type: none"> - Grade B or above in Science - Grade B or above in Maths 5.3 |

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 | 60 | |
| Waves and Thermodynamics | | | | |
| Module 4 | 60 | | | |
| 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

| INTERMEDIATE YEAR 12 COURSE | | | | |
|-------------------------------|-------------------------------|--------------------|------------------|------------------------|
| Year 12 Course (120 hours) | Working Scientifically Skills | Modules | Indicative hours | Depth studies |
| | | Module 5 | 60 | *15 hrs in Modules 5-8 |
| | | Advanced Mechanics | | |
| | | Module 6 | 60 | |
| | | 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%

| | |
|-------------------------------|------------------------------------|
| INVESTIGATING SCIENCE | 2 Unit |
| Board developed Course | Grade C or above in Science |

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

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

| | | Modules | Indicative hours | Depth studies |
|----------------------------|-------------------------------|---------------------------|------------------|------------------------|
| Year 12 Course (120 hours) | Working Scientifically Skills | Module 5 | 60 | *30 hrs in Modules 5-8 |
| | | Scientific Investigations | | |
| | | Module 6 | 60 | |
| | | 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%

The background of the page features a large, faded crest of St. Joseph's Albion Park. The crest is circular with a shield in the center. The shield is divided into four quadrants: top-left contains a cross, top-right contains an open book, bottom-left contains the text 'ACT JUSTLY', and bottom-right contains a smaller cross. Above the shield is a banner with the text 'ST. JOSEPH'S'. Below the shield is a banner with the text 'ALBION PARK'. At the very bottom of the crest is a small shield containing the year '1982'.

Human Society and it's Environment (HSIE)

Leader of Learning: Miss 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 |
|--|-------------|
| 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 |
| | 100 |

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

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

- Nature of Business 20%
- Business Management 40%
- 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 |

| | |
|-------------------------------|---|
| LEGAL STUDIES | 2 Unit |
| Board Developed Course | Grade C and above in History/Geography and English |

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

| | |
|-------------------------------|---|
| MODERN HISTORY | 2 Unit |
| Board Developed Course | Grade C and above in History/Geography and English |

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

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

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

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)

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

| | |
|-------------------------------|--|
| ABORIGINAL STUDIES | 2 Unit |
| Board Developed Course | Grade C and above for History/Geography and English |

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

| | |
|--|--|
| <i>Work Studies</i> | <i>1 Unit</i> |
| <i>Content Endorsed Course – Non ATAR</i> | <i>No Prerequisites – No Exclusions</i> |

Course Description

Work Studies is a Content Endorsed course offered as a 1 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

COURSE CONTENT

Core: My Working Life

Modules that can be studied throughout the course:

In the Workplace
Preparing Job Applications
Workplace Communications
Teamwork and Enterprise Skills
Managing Work and Life Commitments
Personal Finance
Workplace Issues
Self-Employment
Team Enterprise Project
Experiencing Work
School-Developed Module

ASSESSMENT

Student assessment throughout the Year 11 course will reflect the extent to which each student has achieved the course objectives and outcomes. Assessment tasks include school-based examinations, projects and reports.



Personal Development, Health and Physical Education (PDHPE)

Leader of Learning: Mrs Jodie Linsley

| | |
|------------------------------------|---|
| HEALTH AND MOVEMENT SCIENCE | 2 Unit |
| Board Developed Course | Grade C or above. Willingness to complete home study |

COURSE DESCRIPTION

Health and Movement Science is a new course offered to students across NSW. It is similar to and has replaced PDHPE. Wherever possible, in the course, students will apply their knowledge and skills to case studies.

YEAR 11 COURSE

Health for Individuals and Communities

This area explores different perspectives on health, the factors influencing it, and how it is measured. It focuses on young people's health, allowing students to research issues, develop skills to enhance wellbeing, and examine the role of organisations in health advocacy. Health promotion and the UN Sustainable Development Goals (SDGs) are introduced as frameworks for improving health in Australia.

The Body and Mind in Motion

Students investigate how body systems respond to movement, the role of energy systems, training methods, and physiological adaptations. They explore skill acquisition, practice methods, psychological factors in performance, and how exercise communities influence participation and performance.

Collaborative Investigation

Students develop skills in health and movement through teamwork, critical thinking, and decision-making. They collaborate to negotiate tasks, provide feedback, and create positive group environments. The investigation encourages analysis, interpretation, and informed responses regarding health and physical activity.

YEAR 12 COURSE

Health of Australians

Students assess Australia's health by comparing population groups and OECD countries. They examine chronic conditions, ageing populations, and healthcare system challenges, including new technologies. The SDGs are explored as a framework for improving community health.

Training for Performance

Students study personalised training, physiological adaptations, and different training methods. They analyse training programs, biomechanics, injury prevention, and technology's role in performance. Nutrition and supplementation are compared across sports.

Depth studies

In both Year 11 and 12, students will undergo depth studies that allow them to go deeper into an area of the syllabus. They will spend 20 hours in Year 11 and 30 hours in Year 12.

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



Physiotherapist
Occupational Therapist
Exercise Physiologist
Chiropractor Rehabilitation Specialist
Personal Trainer
Physical Education Teacher
Sports Coach
University Lecturer (Health & Exercise Science),
Outdoor Recreation Instructor
Nurse
Dietitian/Nutritionist
Massage Therapist
Podiatrist
Health Promotion Office
Public Health Worker
Recreation and Leisure Coordinator
Disability Support Worker
Biomechanist
Sports Psychologist

CONTENT YEAR 11 COURSE

Core Topics

- Better Health for Individuals and communities (40hrs)
- The Body in Motion and mind in motion (40hrs)
- Collaborative Investigation (20hrs)
- Depth Studies (min of 2) (20hrs)

CONTENT YEAR 12 COURSE

Core Topics

- Health Priorities Australia and global context (45hrs)
- Training for improved performance (45hrs)
- Depth Studies (min of 2) (30hrs)

Assessment Year 12 Course only

A 3 hour external written examination

| | |
|-------------------------------------|----------------------------------|
| COMMUNITY AND FAMILY STUDIES | 2 Unit |
| Board Developed Course | Grade C or above in PDHPE |

COURSE DESCRIPTION

Community and Family Studies develops students' decision-making, problem-solving, and communication skills for managing everyday life. It focuses on relationships within families, peer groups, and communities, emphasizing cooperation, responsibility, and wellbeing.

Using an ecological framework, the course examines how individuals, families, and communities interact. The Preliminary course explores personal relationships, while the HSC course expands to broader societal influences, including sociocultural, economic, and political factors.

Students investigate identity, gender roles, and social contributions, encouraging proactive engagement with real-world issues. Research is a key component, with students conducting an Independent Research Project (IRP) to develop inquiry and analytical skills.

The course is engaging and relevant, challenging students while preparing them to contribute meaningfully to society.

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

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

CONTENT YEAR 11 COURSE

Core Topics

- Families and Communities
- Resource Management Individuals and Groups
- Independent Research Project
- Depth Studies (min of 2) (20hrs)

CONTENT YEAR 12 COURSE

Core Topics

- (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

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

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% |

| | |
|--|----------------------|
| <i>EXPLORING EARLY CHILDHOOD</i> | <i>2 Unit</i> |
| <i>Content Endorsed Courses – Non -ATAR</i> | |

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.

| | |
|--|----------------------|
| <i>SPORTS, LIFESTYLE AND RECREATION</i> | <i>1 Unit</i> |
| <i>Content Endorsed Courses – Non -ATAR</i> | |

COURSE DESCRIPTION - This 1 unit course will be undertaken in Year 11 only

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.

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

Students will be assessed in a number of ways including but not limited to:

| | | |
|----------------------|----------------------------|---------------------|
| Laboratory exercises | Planning training sessions | Teacher Observation |
| Quizzes | Examinations | Written responses |
| Research | Practical Performance | |

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

Please note – most tasks involve an aspect of physical activity

| | |
|-----------------------------|-----|
| Knowledge and understanding | 50% |
| Skills | 50% |

| | |
|---|---------------|
| EXPLORING EARLY CHILDHOOD | 1 Unit |
| Content Endorsed Courses – Non -ATAR | |

COURSE DESCRIPTION - This 1 unit course will be undertaken in Year 11 only

Exploring Early childhood is a Content Endorsed Course offered as a 2 unit and 1 unit subject. 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

Students will be assessed in a number of ways including but not limited to :

| | | |
|--------------------------|-----------------------|---------------------|
| Practical demonstrations | Designing and making | Teacher Observation |
| Quizzes | Examinations | Written responses |
| Research projects | Practical Application | Lesson plans |

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

| | |
|---------------------------------|-----|
| Knowledge and understanding | 50% |
| Skills including Practical work | 50% |

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.

| | |
|---|---------------|
| PHOTOGRAPHY | 2 Unit |
| Content Endorsed Courses – Non -ATAR | |

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.

COURSE 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

ASSESSMENT YEAR 12 COURSE ONLY

| Component | Weighting |
|-------------------------------|------------------|
| Making | 70% |
| Critical & Historical Studies | 30% |

| | |
|-------------------------------|--|
| 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

Core Topics

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

CONTENT YEAR 12 COURSE

Core Topics

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Depth Studies (min of 2) (30hrs)
- Group Performance (Core content)
- Individual Project

| | |
|--------------------------------------|---|
| <i>VISUAL ARTS</i> | <i>2 unit</i> |
| <i>Board Developed Course</i> | <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> |

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.

CONTENT 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

CONTENT YEAR 12 COURSE

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

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| <i>MUSIC</i> | <i>2 unit</i> |
| <i>Board Developed Course</i> | <i>Prerequisites – Music Mandatory Course</i> |

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.

COURSE 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

| | |
|--|----------------------|
| <i>PHOTOGRAPHY - WET</i> | <i>1 Unit</i> |
| <i>Content Endorsed Course – Non-ATAR</i> | |

COURSE DESCRIPTION

This course introduces students to traditional wet darkroom photography through practical and conceptual investigations of time, form, and light. Beginning with an essential focus on Occupational Health and Safety in the darkroom, students learn to safely handle photographic chemicals and equipment.

Students explore the history and techniques of wet photography, engaging with the work of Man Ray to inspire their own creative approaches. Along with the use of an SLR camera. Through the theme Temporal Accounts - Shifting Shadows in Everyday Spaces, students document subtle changes in light and shadow that reflect the passage of time within their school environment.

In the final project, Manipulated Forms – Temporal Accounts, students develop darkroom techniques to creatively distort, layer, and recontextualise images, reflecting personal interpretations of time, transformation, and memory.

This course encourages conceptual thinking, technical skill development, and a personal connection to photography as both a documentary and expressive art form.

In the course students will develop knowledge, skills, and understanding through the making of black-and-white photographs using traditional wet darkroom processes and manual SLR cameras. Their practical work will demonstrate both conceptual intent and increasing technical control in the use of film, camera settings, and darkroom techniques.

Students will also engage in critical and historical investigations focused on the evolution of photography, with particular emphasis on traditional photographic practices, the use of film-based SLR cameras, and the significance of darkroom printing in the development of photographic art.

PRELIMINARY COURSE CONTENT

- Occupational Health and Safety
- Introduction to Wet Photography and Man Ray
- Temporal Accounts - Shifting Shadows in Everyday Spaces
- Manipulated Forms – Temporal Accounts

| | |
|--|----------------------|
| <i>VISUAL DESIGN</i> | <i>1 Unit</i> |
| <i>Content Endorsed Course – Non-ATAR</i> | |

COURSE DESCRIPTION

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

PRELIMINARY COURSE CONTENT

Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of graphic and marketing design.

CONTENT YEAR 11 1 UNIT COURSE

- 1 Publications and Information GRAPHIC DESIGN
- 2 Interactive and Multimedia. GRAPHIC DESIGN
- 3 Individual/Collaborative Design Project

The following components and weightings are to apply:

| Component | Weightings |
|---------------------------------|-------------------|
| Designing & Making | 70% |
| Critical and Historical Studies | 30% |

| | |
|--|---------------|
| CERAMICS | 1 Unit |
| Board Developed Course – Non-ATAR | |

COURSE DESCRIPTION

In the Ceramics course, students will gain an increasing accomplishment and independence in their representation of ideas in ceramics and understand and value how ceramics, as a field of practice, invites different interpretations and explanations. students will gain an understanding of a variety of hand building techniques to create ceramic forms for a range of applications. these may for example, include containers, sculpture, jewellery and relief works

PRELIMINARY COURSE CONTENT

In addition to learning about a range of ceramic skills, techniques and health safety students have the opportunity to develop and extend their skills in selected hand building methods such as slab, pinch and coil techniques. students will learn about and also learn to create ceramic forms that demonstrate increased refinement and skill in selected hand building methods. students will engage in the critical and historical study of ceramic traditions and the conventions of various cultures and ceramists to inform their practice.

CONTENT YEAR 11 1 UNIT COURSE

- Introduction to ceramics
- Work health and safety
- Hand building

| Component | Weightings |
|---------------------------------|-------------------|
| Making | 70% |
| Critical Study/Historical Study | 30% |

The background of the page features a large, light blue watermark of the St. Joseph's Albion Park crest. The crest is circular with a shield in the center. The shield is divided into four quadrants: top-left (blue with a white cross), top-right (white with a blue cross), bottom-left (blue with a white cross), and bottom-right (white with a blue cross). A banner across the shield reads 'ACT JUSTLY'. Below the shield is a banner with 'ALBION PARK' and a small shield with '1982'. The top of the crest has a banner with 'ST. JOSEPH'S'.

Technological and Applied Studies (TAS)

Acting Leader of Learning: Mrs Brooke Tomajka

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

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

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

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, Work 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

| | |
|-------------------------------|------------------------------------|
| FOOD TECHNOLOGY | 2 Unit |
| Board Developed Course | Grade C or above in English |

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
- Food Manufacture
- Food Product Development
- Contemporary Food Issues in Nutrition

| | |
|---|---------------|
| MARINE STUDIES | 2 Unit |
| Content Endorsed Course – Non ATAR | |

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 | Year 11 30 hour Core + 90 hours of optional modules; and HSC 120 hours of optional modules |
|-------------------|-----------|--|---|

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

| | |
|---|---------------|
| MARINE STUDIES | 1 Unit |
| Content Endorsed Course – Non ATAR | |

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.

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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.

| | | | |
|------------------|-------|----------------------|--|
| 1 units / 1 year | 60hrs | 60hrs Preliminary | 30hr Core and 30hr of optional modules |
|------------------|-------|----------------------|--|

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

| | |
|---|---------------|
| COMPUTING APPLICATIONS | 1 Unit |
| Content Endorsed Course – Non ATAR | |

COURSE DESCRIPTION

Computing Applications is a foundational course designed for students with limited prior computer experience, aiming to develop their hands-on skills, knowledge, and understanding of ICT for confident participation in contemporary society. Through practical activities and a choice of modules, students explore their interests, enhance information handling and creative skills using various software, and learn to appreciate the evolving IT landscape while developing critical thinking and ethical decision-making. The course integrates project work, mirroring industry practices with a mandatory project assessment, and emphasises contextual communication considering audience and purpose. Ultimately, it fosters lifelong learning and provides a base for future studies or personal development in a rapidly changing technological world.

Modules:

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

A large, light blue watermark of the St. Joseph's Albion Park 1982 crest is centered in the background. The crest features a shield with a cross and a book, surrounded by a banner with the text 'ST. JOSEPH'S' at the top, 'ACT JUSTLY' on the sides, and 'ALBION PARK' at the bottom, with '1982' in a small box at the very bottom.

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 Technology
Electrotechnology
Entertainment
Active Volunteering
Business Services

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
- 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.

COURSE DESCRIPTION

Course: BSB30120 Certificate III in Business (Business Services - 240 indicative hours)

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

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.

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements, necessary to successfully complete the competencies studied and undertake this course are: Learning 4, Reading 3, Writing 3, Oral Communication 3 and Numeracy 2.

BSB30120 Certificate III in Business

Compulsory Core & Elective Training Package units

| Core Units of Competency | Elective Units of Competency |
|--|--|
| BSBCRT311 - Apply critical thinking skills in a team environment | BSBTEC303 - Create electronic presentations |
| BSBWHS311 - Assist with managing workplace safety | BSBESB302 - Develop and present business proposals |
| BSBPEF201 - Support personal wellbeing in the workplace | BSBTEC201 - Use business software applications |
| BSBSUS211 - Participate in sustainable work practices | BSBOPS304 - Deliver and monitor a service to customers |
| BSBTWK301 - Use inclusive work practices | BSBPEF301 - Organise personal work priorities |
| BSBXCM301 - Engage in workplace communication | BSBTEC302 - Design and produce spreadsheets |
| | BSBTEC301 - Design and produce business documents |

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 **BSB30120 Certificate III in Business**. 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.yourcareer.gov.au/>

Pathways to Industry Skills gained in this industry transfer to other occupations. Working in the business services industry involves:

- customer (learner) service
- organising information and records in both paper and electronic forms
- teamwork
- using technologies
- creating documents

Mandatory NESA Course Requirements: Learners must complete 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 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.

External Assessment (optional HSC examination)

The Higher School Certificate examination for Business Services (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 and Refund Arrangements on a pro-rata basis

Delivery Arrangements: Integrated into the timetable

A school-based traineeship is available in this course; for more information: [NSW Dept. of Education SBAT info](#)

COURSE DESCRIPTION

This may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: CHC24015 Certificate II Active Volunteering - (Active Volunteering -120 indicative hours)

2 Units over 1 year towards a pattern of study. Board Endorsed Course.

NON ATAR - this course does not have a HSC examination and cannot contribute to ATAR calculation

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.

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements necessary to successfully complete the competencies studied and undertake this course are: Learning 3, Reading 3, Writing 3, Oral Communication 3 and Numeracy 2.

Units of Competency - Compulsory core Training Package Units

| | |
|------------------|--|
| CHCDIV001 | Work with diverse people |
| CHCVOL001 | Be an effective volunteer |
| HLTWHS001 | Participate in workplace health and safety |
| BSBCMM201 | Communicate in the workplace |

Additional Required Elective Units to attain the full qualification

| | |
|------------------|---|
| FSKRDG10 | Read and respond to routine workplace information |
| FSKOCM07 | Interact effectively with others at work |
| BSBINS201 | Process and maintain workplace information |
| BSBTEC201 | Use business software applications |

Any variation of elective units by delivery sites requires approval by the RTO Manager.
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 **CHC24015 Certificate II in Active Volunteering**.

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/>

Career Pathway: This course provides a pathway to CHC34015 - Certificate III in Active Volunteering or CHC32015 - Certificate III in Community Services. This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks. Possible job roles include Community Worker, Event Volunteer, etc.

Mandatory NESA Course Requirements: Learners must complete a minimum of 20 hours volunteering for the 120-hour course.

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 are on a pro-rata basis

Delivery Arrangements: Integrated into the timetable

COURSE DESCRIPTION

Course: CUA30420 Certificate III in Live Production and Technical Services - (Entertainment Industry 240 indicative hours + 60 hours specialisation)

4 Preliminary and/or HSC units in total

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements necessary to successfully complete the competencies studied and undertake this course are: Learning 4, Reading 3, Writing 3, Oral Communication 3 and Numeracy 3.

This curriculum framework includes courses that are accredited by 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 Technical 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 Technical 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 accessed at: <https://www.yourcareer.gov.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 |
|--------------------------------|-------------------------|-----------------------|---------------------------|----------------|

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 and 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:

[NSW Dept. of Education SBAT info](#)



COURSE DESCRIPTION

Course: SIT20421 - Certificate II in Cookery -(Hospitality - Cookery and Kitchen Operations - 240 indicative hours)

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

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.

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements necessary to successfully complete the competencies studied and undertake this course are: Learning 3, Reading 3, Writing 3, Oral Communication 2 and Numeracy 2.

SIT20421 - Certificate II in Cookery

Units of Competency - Compulsory core Training Package

| | |
|-------------------|---|
| 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 (core) |
| SITXWHS005 | Participate in safe work practices (core) |
| SITXCCS011 | Interact with customers |
| SITXFSA006 | Participate in safe food handling practices |

Electives:

| | |
|-------------------|--|
| 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 the timetable

A school-based traineeship is available in this course; for more information: <http://www.sbatinnsw.info/>

COURSE DESCRIPTION: This may change due to updates to the Training Package and NSW Education Standards Authority (NESA). Notification of variations will be made in due time.

Course: FSK20119 - Statement of Attainment towards Certificate II Skills for Work and Vocational Pathways - Skills for Work
This course is accredited for a total of either 2 or 3 units at the Preliminary and/or HSC level and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. (SoA - 120 indicative hours (2 units) OR full qualification 180 indicative hours(3 units)).

Students must complete the 180 hours to achieve the full qualification.

NON ATAR - this course does not have a HSC examination and cannot contribute to ATAR calculation

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements necessary to successfully complete the competencies studied and undertake this course are Learning 3, Reading 3, Writing 3, Oral Communication 3 and Numeracy 2.

Core Units of Competency

FSKLRG011 - Use Routine Strategies for work-related learning

Elective Units of Competency

HLTAID010 - Provide basic emergency life support (delivered by external RTO)

FSKLRG018 - Develop a plan to organise routine workplace tasks

FSKWTG008 - Complete routine workplace formatted texts

FSKWTG009 - Write routine workplace texts

ICTICT216 - Design and create basic organisational documents

FSKRDG008 - Read and respond to information in routine visual and graphic texts

FSKRDG009 - Read and respond to routine standard operating procedures

BSBWHS211 - Contribute to the health and safety of self and others

FSKNUM014 - Calculate whole numbers and familiar fractions, decimals and percentages for work

FSKNUM018 - Collect data and construct routine tables and graphs for work.

FSKNUM019 - Interpret routine tables, graphs and charts and use information and data for work

FSKLRG009 - Use strategies to respond to routine workplace problems

FSKLRG010 - Use routine strategies for career planning

FSKDIG003 - Use digital technology for non-routine workplace tasks

FSKOCM004 - Use oral communication skills to participate in workplace meetings.

FSKOCM005 - Use oral communication skills for effective workplace presentations

Additional units required to successfully complete to obtain a Full Certificate II Qualification:

FSKRDG010 Read and respond to routine workplace information **OR** **FSKOCM007** Interact effectively with others at work

Students undertaking the 120-hour course will only obtain a SoA unless they have additionally undertaken the Active Volunteering Course previously.

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 **Statement of Attainment FSK20119 Skills for Work**, 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

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 standards. 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 may be on a pro-rata basis.

Delivery Arrangements: Integrated into the timetable

COURSE DESCRIPTION

Course: Certificate II in Construction Pathways CPC20220 - (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.

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements necessary to successfully complete the competencies studied and undertake this course are Learning 3, Reading 3, Writing 3, Oral Communication 2 and Numeracy 2.

CPC20220 Certificate II 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 |
|--|---|
| CPCWHS2001 - Apply WHS requirements, policies and procedures in the Construction Industry | CPCWHS1001 - Prepare to work safely in the Construction Industry CREDIT TRANSFER |
| CPCCOM1015 - Carry out measurements and calculations | CPCCOM2001 - Read and interpret plans and specifications |
| CPCCCM1013 - Plan and organise work | CPCCCA2011 - Handle carpentry materials |
| **CPCCVE1011 - Undertake a basic construction project | CPCCCM2006 - Apply basic levelling procedures |
| CPCCOM1012 - Work effectively and sustainably in the construction industry | CPCCCO2013 - Carry out concreting to simple forms |
| | CPCCCA2002 - Use Carpentry Tools and Equipment |
| | CPCCCM2005 - Use Construction Tools and Equipment |
| | CPCCBL2001 - Handle and prepare bricklaying and blocklaying materials |
| | CPCCBL2002 - Use bricklaying and blocklaying tools and equipment |

**** 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 5 core and 9 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. A summary of the employability skills developed through this qualification can be accessed from: <https://www.yourcareer.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 workplacement.

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: [NSW Dept. of Education SBAT info](#)

COURSE DESCRIPTION

Course: ICT30120 Certificate III in Information & Technology - (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.

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements necessary to successfully complete the competencies studied and undertake this course are: Learning 4, Reading 3, Writing 3, Oral Communication 3 and Numeracy 3.

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

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

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

COURSE DESCRIPTION

Course: Certificate II in Electrotechnology (Career Start) (UEE22020) - (Electrotechnology Min. 240 indicative hours)

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

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.

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements, necessary to successfully complete the competencies studied and undertake this course are: Learning 3, Reading 3, Writing 3, Oral Communication 3 and Numeracy 3.

Compulsory Core Training Package Units

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.

Elective units required for full qualification:

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

UEECO0002 - Maintain Documentation.

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.yourcareer.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: [NSW Dept. of Education SBAT info](#)

The logo for St. Joseph's Albion Park is a large, light blue crest in the background. It features a shield with a cross, a book, and a lamp. The text 'ST. JOSEPH'S' is at the top, 'ALBION PARK' is on a banner at the bottom, and '1982' is in a small box at the very bottom.

Diverse Learning

Acting Leader of Learning: Mrs Renee Logan

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, NESA requires 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 2025, please contact Diverse Learning vandenbergh01@dow.catholic.edu.au or madaschi01@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