

CONTENTS

Introduction

- The Decision to Enter Senior School	4
- Why Subject Choices are Important.....	4

The Higher School Certificate

- What is it?.....	5
- Proceeding to Year 11 at St Columba's Catholic College	5
- Eligibility	5
- Patterns of Study.....	5
- Satisfactory Completion of a Course.....	6
- Course Completion Criteria	6
- Preliminary Courses	6
- Curriculum for Higher School Certificate Candidates	6
- Board Developed Courses	7
- Vocational Education and Training Courses	7
- Board Endorsed Courses	7
- Life Skills Courses as Part of a Special Program of Study.....	8
- Extension Courses	8

Courses offered at St Columba's Catholic College

- Board Developed Courses	9-10
- Content Endorsed Courses	10
- Vocational Education and Training Courses	10 -11

Requirements for the Higher School Certificate and Record of Achievement

- Credentials	12
- Assessment and Higher School Certificate Courses.....	12
- 'N' Determinations	13
- The Australian Tertiary Admission Rank	13
- Attendance and Application.....	14
- Granting of Leave.....	14
- Accumulation of the Higher School Certificate	14
- Accumulation of Extension Courses.....	14
- Repeating	15
- Acceleration.....	15
- Learning Support Services	15

SUBJECT OUTLINES

-	Studies of Religion I	17
-	Studies of Religion II	18
-	English Advanced.....	19
-	English Standard.....	20
-	English Extension.....	21-22

Board Developed Courses

-	Agriculture	23
-	Ancient History	25
-	History Extension (HSC Course Only)	26
-	Biology	27
-	Business Studies.....	28
-	Chemistry	29
-	Community and Family Studies	30
-	Dance.....	31
-	Drama.....	32
-	Earth & Environmental Science	33
-	Food Technology	34
-	Geography	35
-	Industrial Technology – Timber and Furniture Industries.....	36-37
-	Japanese Continuers	38
-	Legal Studies	39
-	Mathematics.....	40
-	Mathematics Extension 1	41
-	Mathematics Extension 2	42
-	Mathematics General.....	43-44
-	Modern History.....	45
-	Music 1.....	46
-	Personal Development, Health and Physical Education	47
-	Physics.....	48
-	Senior Science	49
-	Society and Culture.....	50
-	Textiles and Design.....	51
-	Visual Arts	52

Vocational Education and Training Courses (VET) – Offered at school or within our Penrith Cluster

-	Business Services (240 hours)	55
-	Construction (240 hours).....	56
-	Entertainment Industry (240 hours)(cluster class only).....	57
-	Hospitality (240 hours)	58
-	Information & Digital Technology (240 hours) (cluster class only)	59
-	Primary Industries (240 hours).....	60
-	Retail Services (240 hours) (cluster class only)	61

Vocational Education Courses - Offered off site by TAFE and External Institutions

-	TVET Course Options	62
-	TAFE	63
-	NSW Health.....	63
-	Whitehouse Institute of Design	63
-	School Based Traineeships	64
-	Industry-Base Learning	64
-	Catholic Trade Training Centres	65

Content Board Endorsed Courses

- Religion Catholic Studies.....67
- Photography, Video and Digital Imaging..... 68
- Visual Design..... 69

Other Courses

- School Based Traineeships..... 70
- Distance Education 70

Sample Form

- Course Selection Form (Sample - For draft use only)..... 71-72

THE DECISION TO ENTER SENIOR SCHOOL

As a result of recent legislation a student is required to undertake schooling until the age of 17. The following are conditions that exempt a student from staying on at school until this age. They are

- When a young person is in paid employment for 25 hours per week and / or have an apprenticeship.
- When a young person is undertaking some form of vocational training.

At St Columba's Catholic College we provide a comprehensive range of subjects that cater for the various learning needs of our continuing students. We understand students who once had the option of leaving school at the end of Year 10 now require wider choices of subjects and varied learning experiences.

At St Columba's we provide opportunities for continuing students to

1. Pursue senior study with the goal of entry to a degree at University.
2. Pursue senior study with a view of studying for one of the many certificate courses available at TAFE after Year 12.
3. Pursue senior study with the aim of gaining employment after Year 12.
4. Pursue senior study and gain valuable skills and knowledge to assist them with life after Year 12.

Students will experience a learning environment integrated with use of technology, collaboration of tasks, individualised learning and in some subjects incorporating learning institutions such as TAFE Colleges, other catholic schools and work placement to help them achieve their learning goals.

Why Subject Choices are Important

- The subjects you do at school can often determine the type of career you undertake.
- Doing subjects that you like and that interest you make life at school fun.
- You are more likely to do well at a subject if you enjoy it.

How to decide

Recognise this as an important decision and take time to consider all your options.

Ask yourself the following questions:

- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

In most cases, the best subjects to take are the ones you like the most. From these subjects you are more likely to do well and therefore get higher marks. If you really don't like a subject, you probably won't do as well.

Use these rules when choosing subjects:

- * ABILITY – choose subjects you are good at.
- * INTEREST – choose subjects you enjoy.
- * MOTIVATION – choose subjects you really want to learn.

How NOT to decide

Do not choose a subject because:

- *Your friends are taking it.* Your friends may have different abilities, interests and motivations to yours.
- *Your favourite teacher is teaching it.* Teachers often change classes or even schools.
- *You want to go on a particular excursion.* You could endure years of misery for the sake of that excursion.
- *You've heard it's an "easy" subject.* If someone tells you a subject is easy, chances are that **they** are investing insufficient effort and will probably do poorly.
- *Boys/girls don't do that subject.* There are no separate subjects for boys and girls. If you are good at or interested in a subject, then do it for **you**.
- *You need to do it even though you hate it.* If you need to do a subject to get into a particular course at university, there will be a lot of that subject within the university course. Why spend years studying something you don't enjoy to try for a job you might not get and would probably hate anyway.

NEED HELP?

Who can help and how?

- | | | |
|-------------------------------|---|---|
| Your Homeroom Teacher | → | can help by talking over your ideas |
| Your Subject Teachers | → | can tell you if you are good at certain subjects |
| Your Careers Adviser | → | can tell you if any subjects are required for a particular career |
| Your School Counsellor | → | can help by discussing study problems or helping with any concerns you may have |
| Your parents | → | can help by talking over your ideas and supporting your decisions. Encourage them to talk to some of the above people if you have differing ideas or if they need more information. |

The material in this section has been prepared using the Board of Studies, Teaching & Educational Standards Assessment, Certification and Examination Manual (2012) and St Columba's Catholic College Policies.

THE HIGHER SCHOOL CERTIFICATE

What is it?

The Higher School Certificate is the award gained by students at the completion of their secondary years of schooling. It is the highest award that can be gained by secondary students in New South Wales.

Proceeding to Year 11 at St Columba's Catholic College

For a student wanting to proceed to Year 11 at St Columba's Catholic College they must have demonstrated:

1. A positive and participatory attitude towards St Columba's Catholic College.
2. A serious attitude towards their study.
3. That senior school would benefit their chosen career path.

Eligibility

To be eligible for the award of the Higher School Certificate students must:

- (a) have gained the Record of School Achievement (ROSA) or such other qualifications as the Board of Studies, Teaching and Educational Standards considers satisfactory;
- (b) have attended a government school, an accredited non-government school or a school outside New South Wales recognised by the Board or a college of TAFE;
- (c) have satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate;
- (d) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

The Board may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Board, be 'justified.'

Patterns of study

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

To qualify for the Higher School Certificate from Year 11, 2017 and Year 12, 2018 students must satisfactorily complete a Preliminary pattern of study comprising **of 12 units** and an HSC pattern of study comprising **at least 10 units**. Both patterns must include:

For Year 11 2017 students may select a minimum of 12 units and a maximum of 13 units. This requirement will meet Board and School regulations.

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses);

- at least four subjects.
- **At St Columba's Catholic College each student must study at least ONE (1) unit of Religion.**

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and six HSC units from courses in science.

Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses.

Course Completion Criteria

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:

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

While the Board of Studies, Teaching and Educational Standards does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate students' absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

Preliminary courses

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. In cases of non-completion of course requirements, an 'N' determination will be submitted on the appropriate forms. Courses that were not satisfactorily completed will not be printed on Records of Achievement.

Principals may allow a student who has received an 'N' determination to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary course requirements and that their entry for the HSC course is valid.

Curriculum for Higher School Certificate candidates

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (a) those courses of study are to comply with a pattern of study determined by the Board,
- (b) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Board.

The structure of the curriculum for Years 11 and 12 has subjects arranged into eight Key Learning Areas.

They are:

- English
- Mathematics
- Science
- Human Society in its Environment
- Languages Other than English
- Technology and Applied Studies
- Creative and Performing Arts
- Personal Development, Health and Physical Education.

A subject is the name given to a broad area of study. A course is a program of study within a subject. For example, within the subject of Music, you may study the courses of Music 1 or Music 2.

The courses that are available for selection by students are defined under four areas;

- (1) Board Developed Courses (BDC)
- (2) Vocational Education and Training Courses (VET)
- (3) TAFE Delivered VET Courses (TVET)
- (4) Board Endorsed Courses (BEC)

Board Developed Courses

The Board of Studies, Teaching and Educational Standards develops these courses. There is a syllabus for each course, which contains:

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

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

Vocational Education and Training Courses (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that 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 must spend in the workplace. At the end of their HSC students receive documentation showing the competencies gained during the course. St Columba's High School will offer some of these courses, while others will be delivered by neighbouring Catholic Cluster schools (McCarthy, Xavier, Caroline Chisholm or St. Dominic's) or by local colleges of TAFE.

- All VET Curriculum Framework courses are dual-accredited courses. This means that students will not only finish with a HSC but also an Industry recognised credential such as a Certificate Level II or a Statement of Attainment. These credentials are recognised by TAFE and by Industry. Students who go onto further education can use these credentials to gain credit transfer, which means they will not be required to re-sit these subjects at TAFE. This could mean they finish their course faster.
- These courses have been designed in conjunction with Industry and are taught to Industry standards. All teachers undertake additional training, which allows them to teach these courses.
- All Curriculum Framework courses are very practical and 'hands on'. They are designed for students who may wish to build a career in these Industry areas.
- Most curriculum Framework courses are run at St Columba's Catholic College. Some courses require students to purchase uniforms, textbooks or other equipment eg:-
 - Hospitality – uniform and/or knife kit
 - Construction – steel capped boots and protective clothing
- A mandatory part of all Curriculum Framework courses require students to undertake 70 hours of work placement in industry.

Further information about each VET course appears in the section listing the HSC courses available.

VET courses are Category B courses for the purposes of calculating an ATAR. The examination mark from ONE (1) VET course may be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

There are three main categories of Board Endorsed courses — Content Endorsed courses (CEC's), School Developed Board Endorsed courses and University Developed Board Endorsed courses. Content Endorsed courses are developed by the Board to cater for a wide variety of students in areas of specific need. School Developed

courses are designed by an individual school, or group of schools, to meet the local needs of a group of students. When completed as HSC courses, Board Endorsed courses are not externally examined and have only an unmoderated internal assessment mark from the school recorded on the Higher School Certificate Record of Achievement. Results in these courses are **not eligible** for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR). TAFE delivered CEC's and VET CEC's are categories of Content Endorsed courses. These are reported without a mark and are **not** eligible for inclusion in the calculation of the ATAR. Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

Life Skills Course as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses are 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 at least four 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 Preliminary and HSC years.

Life Skills courses will have Board Developed Status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 Unit Preliminary and a 2 Unit HSC course.

The Board expects that most students would meet the outcomes for a 2 Unit Preliminary course and 2 Unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

Extension Courses

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit, requiring students to go beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses are available in some subjects.

English and Mathematics Extension Course are available at Preliminary 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 course requires students to work beyond the standard of the Extension 1 course.

HSC Extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

COURSES OFFERED AT ST COLUMBA'S CATHOLIC COLLEGE

Board Developed Courses

Subjects	Preliminary and HSC Courses (2 Unit)	Extension
Agriculture	Agriculture	
Ancient History	Ancient History	HSC History Extension ¹
Biology	Biology (2)	
Business Studies	Business Studies	
Chemistry	Chemistry (2)	
Community & Family Studies	Community & Family Studies	
Dance	Dance	
Drama	Drama	
Earth & Environmental Science	Earth & Environmental Science (2)	
English #	English Advanced English Standard	Preliminary English Extension 1 unit HSC English Extension 1 HSC English Extension 2 -(Year 12) English Studies (Year 12) Non ATAR
Food Technology	Food Technology	
Geography	Geography	
Industrial Technology - Timber	Industrial Technology – Timber (4)	
Japanese	Japanese Continuers	
Legal Studies	Legal Studies	
Mathematics #	Mathematics Mathematics, General	Preliminary Mathematics Extension 1 unit HSC Mathematics Extension 1 HSC Mathematics Extension 2 – (Year 12)
Modern History	Modern History	
Music	Music 1 (4)	
Personal Development, Health and Physical Education	Personal Development, Health and Physical Education	
Physics	Physics (2)	

Senior Science	Senior Science (2)	
Society and Culture	Society and Culture (4)	
Studies of Religion	Studies of Religion 1 (3) (1 Unit)	
	Studies of Religion 2 (3) (2 Unit)	
Textiles and Design	Textiles and Design (4)	
Visual Arts	Visual Arts (4)	

HSC Course Notes

These notes and footnotes refer to the list of courses

You may select one course only from each of these subject groups.

1. There is only one History Extension Course. It can be studied with either the Ancient History Course and / or the Modern History Course.
2. You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Senior Science in meeting the 12 Preliminary and 10 HSC Units. The Senior Science course must not be taken as a Preliminary course with any of the other Science courses.
3. You must not study both the Studies of Religion 2 Unit course and Studies of Religion 1 course.
4. A number of students include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Agriculture, Society & 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.

Board Content Endorsed Courses:

These courses count towards the HSC, but do not count towards an ATAR.

Subjects	Preliminary & HSC Courses	Unit Value
Religion: Catholic Studies	Religion: Catholic Studies	1 Unit
Photography, Video & Digital Imaging	Photography, Video & Digital Imaging	2 Units
Visual Design	Visual Design	2 Units

Vocational Education and Training (VET)

What is it?

The Federal Government continues to review courses available for students in schools to ensure that they left school with “job ready” skills and that they had the opportunity to study courses more directly linked to employment but which also provided an appropriate HSC study.

The result in NSW has seen the development of VET framework courses, which provide school and TAFE delivered approved training along with the opportunity to sit a HSC exam in subjects and use them to count towards the Australian Tertiary Admission Rank (ATAR) and University entrance. Students studying these courses may receive both nationally recognized Australian Qualification Framework (AQF) Certificate I and Certificate II as well as a HSC credential. Thus VET courses are known as dual-accredited courses.

These courses are offered at St Columba's. At times, they may be timetabled as one block of lessons ie. On a given day, 1pm-5pm. Some courses may be offered as a cluster class with another Catholic school in our region.

BOARD DEVELOPED VET COURSES OFFERED

VET Curriculum Frameworks		
Subjects	Courses	Extension
Construction	Construction (240 hours)	
Entertainment Industries	Entertainment Industries (240 hours)	
Hospitality	Hospitality Kitchen (240 hours)	
Primary Industries	Primary Industries (240 hours)	
Business Services	Business Services (240 hours)	
Retail Services	Retail Services (240 hours)	
Information and Digital Technology	Information and Digital Technology (240 hours)	

These courses are studied at school in the same way as any other Board course, but they focus on particular competencies – what the student can actually do – and teaching and learning emphasizes practical work. **These courses include 70 hours of structured work placement (over 2 years) in the industry.** VET course can provide outcomes for students of all abilities.

Assessment

Competency Based Assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent. When a unit of competency is met, is signed off by the assessor in the Student Competency Record Book.
- Competency based assessment determines the vocational qualification that a student will receive.
- If a student exits the course at the end of Year 11, or at any other time, they will receive a Statement of Attainment indicating the modules they have successfully completed.

External Based Assessment

- The Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple choice items, short answers and extended response items.
- The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the Board of Studies 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 AQF qualifications.
- The HSC examination is optional.
- Students requiring that their chosen VET course is eligible for an ATAR must complete the HSC examination in this course.
- Some of the VET courses at St Columba's are studied with other schools in our cluster. The courses will be timetabled in one block of time to allow the cluster to operate. The courses may be offered at St Columba's or one of the Catholic cluster schools in our area. They are Xavier Catholic College Cranebrook, Caroline Chisholm College Regentville, McCarthy Catholic College Emu Plains and St. Dominic's College Penrith. If the cluster class is offered at another school, transport to the school is provided. Students are responsible for their own transport home at the conclusion of the class.

Requirements for the Higher School Certificate and Record of Achievement

This section deals with the specific requirements for eligibility for the award of the Higher School Certificate and Record of Achievement from Year 11,

Credentials

- (a) **The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.**
- (b) **The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary or HSC course.**
- (c) **Course Reports** are issued to students for every Board Developed HSC course (except for Life Skills courses and VET courses) they complete in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the statewide candidature of that course. The student's HSC mark for the course is shown on the performance scale.
- (d) **Higher School Certificate Result Notices** are issued to students who are not enrolled at an accredited school or a school recognised by the Board. Such students are not eligible to receive either a Record of Achievement or a Higher School Certificate testamur.

The Result Notice is a cumulative record, which lists the courses satisfactorily completed and the results achieved.

- (e) A **Certificate** is awarded to students in VET courses who successfully complete all requirements of an Australian Qualifications Framework (AQF) VET Certificate.
- (f) A **Statement of Attainment** is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate.

Assessment and HSC courses

Students studying an HSC course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks, which contribute in **excess of 50 per cent of the available marks**. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfill the course completion criteria.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine. Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations. If it is determined that a student has not made a genuine attempt to complete course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the Board's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

During the Preliminary and HSC Courses you will be required to complete a number and variety of assessment tasks. Final assessment marks for each HSC Course will be submitted to the Board of Studies. These marks will be based on the school assessment tasks.

The tasks will be designed to find out whether you have achieved a greater variety of outcomes than may normally be tested in an examination. The types of tasks may include written and oral assignments, fieldwork and trips, practical projects, journals and portfolios etc.

At the beginning of each Preliminary and HSC Course you will be given Assessment Schedules that clearly outline what will be expected of you to meet the assessment requirements of the course.

'N' Determination

Where a student receives an 'N' determination in a course, that course will not appear on the student's Record of Achievement. In some cases the student may not then meet the pattern of study requirements and hence be ineligible for the award of the Higher School Certificate in that year (see Note below).

The Board will withhold a course if a student is found to have engaged in malpractice or a non-serious attempt at the examination(s).

If the 'N' determination or the Board's withholding of the course results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or undertaking another course(s) within the five-year accumulation period.

If a student is found to have engaged in malpractice in examinations for more than one course in any single year, then all courses attempted in that year may be withheld by the Board. Students may, however, meet the requirements for the award of the Higher School Certificate within the five-year accumulation period.

Note: An 'N' determination or Board decision to withhold a course will have the following consequences:

- in a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of related courses, neither that course nor the related Extension course will contribute in that year to the required pattern of study;
- in the Extension course, that course only will not contribute in that year to the required pattern of study.

The Australian Tertiary Admission Rank ATAR – What is it?

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection.

It is calculated on behalf of the universities and released by UAC. The ATAR is a rank not a mark. Your ATAR indicates your position relative to the students who started Year 7 with you. An ATAR of 80.00 indicates that you have performed well enough in the HSC to place you in the top 20% of your year group. It is important to note, that your ranking depends solely on your performance in the HSC.

To be eligible for an ATAR a student must meet the following criteria:

- at least 10 Units (including at least two units of English) of ATAR courses including at least eight unit of Category A courses.
- the Board Developed Courses must include at least three courses of two units or greater and at least four subjects

The universities categorise Board Developed courses as either **Category A** or **Category B**. To have a ATAR based on an aggregate of scaled marks in **10 units** students must have completed at least eight Board Developed **Category A** units. The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising

- the best two units of English;
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

The **Category B** courses are:

- Business Services – (240 hours)
- Construction (240 hours)
- Entertainment (240 hours)
- Hospitality (240 hours)

- Information and Digital Technology (240 hours)
- Primary Industries (240 hours)
- Hospitality (240 hours)
- Retail Services (240 hours)

Attendance and Application

For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

Students whose attendance is called into question will be required to prove to the principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Principals must give students early written warning of the consequences of absences in terms of course completion criteria.

Granting of leave

Granting of leave is a matter for the individual school principal to determine. The principal has discretion in granting leave provided that he/she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up.

Accumulation of the Higher School Certificate

Students may accumulate HSC courses towards the Higher School Certificate over a five-year period.

The five-year period will commence in the first year the student satisfactorily completes an HSC course. It will apply regardless of whether the student defers study for one or more years during the five-year period. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted.

Students who are accumulating courses will receive a Record of Achievement for each calendar year of study. These cumulative transcripts will record all Preliminary or HSC courses satisfactorily completed, including repeat attempts.

On completion of the accumulation, all pattern of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation.

Students who choose to accumulate must be aware that some courses, including Board Endorsed courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfill Higher School Certificate requirements.

Accumulation of Extension courses

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. With the exception of VET, in all other subjects where Extension courses are available, they comprise a 60-hour HSC course which may not be commenced until the related Preliminary course has been completed.

Extension courses within the VET Curriculum Frameworks may be undertaken as Preliminary and/or HSC courses by students who are enrolled in, or have completed, the corresponding 240-hour course.

While the Board will make every effort to give reasonable notice of changes to courses, students who choose to accumulate Extension courses must be prepared to accommodate such changes.

Repeating

A candidate may repeat one or more HSC courses but must do so within the five-year accumulation period.

All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of Achievement or Result Notice, but UAC only recognises the most recent attempt as being eligible for inclusion in the calculation of the ATAR.

Acceleration

Students may undertake Preliminary and/or HSC courses in advance of their usual cohort or in less than the Board's stated indicative times. Decisions about the acceleration of the Higher School Certificate students will be made by principals in accordance with the principles captured in the Board's *Guidelines for Accelerated Progression* (revised 2000).

Students may accelerate in all courses (grade advancement) or in one or more courses.

Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame.

Accelerating students may count towards their Higher School Certificate results obtained in advance of their cohort. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

Learning Support Services

St Columba's Catholic College recognises that students learn at different rates and in different styles. It also recognises that some students require greater levels of support and different curriculum options if they are to achieve their potential in all areas of school life. The St Columba's Catholic College community is committed to providing a wide range of learning opportunities which aim to meet the needs of all students, as well as the establishment of effective learning principles and strategies in all curriculum areas.

We attempt to implement inclusive practices where all school staff have significant roles to play in supporting students with special needs. Additionally, parents, peers and the students themselves have much to contribute. Involvement of all of these people provides a range of valuable perspectives and expertise which will assist greatly with educational planning and the implementation of support strategies.

Some of the support strategies, as appropriate, offered to special needs students undertaking Stage 6 are:

- Guidance into appropriate subject areas
- Support within the classroom
- Special Provisions for the HSC where appropriate
- Development of alternative curriculum
- Assessment and referral to external agencies
- Life Skills HSC.

Course Outlines

Subjects are listed in the following groups.

Board Developed Courses

- mainly 2 unit courses – some 1 unit courses
- follows the syllabus set by the Board of Studies, Teaching and Education Standard (BOSTES)
- external HSC examination
- eligible for an ATAR

Board Content Endorsed Courses (non-eligible for an ATAR)

- courses endorsed by the Board of Studies
- eligible for HSC but does not count for an ATAR

VET Curriculum Framework Courses (only 1 subject can be counted towards an ATAR)

- dual accreditation courses – TAFE qualifications and HSC qualifications
- only 1 subject can be used for the calculation of an ATAR
- some subjects may be offered as a cluster class
- additional costs incurred to cover equipment and materials

TVET Courses (courses offered by external providers eg TAFE, private colleges)

- additional costs incurred to cover fees charged by the external institution
- courses may not be eligible for an ATAR (check with Mr Sullivan VET Co-ordinator)
- transport may be provided to the venue but not for all courses

To be eligible for an ATAR, students must have in their pattern of study 10 Board Developed Course Units. Only 2 units from a VET course can count towards an ATAR.

For the Preliminary HSC course at St. Columba's students must select a minimum of 12 units and no more than 13 units.

RELIGIOUS EDUCATION – Leader of Learning: Mr Mark Sattler

Course: Studies of Religion I			
1 unit for each of Preliminary and HSC Board Developed Course Exclusions: Studies of Religion II ; Religion: Catholic Studies			
Course Description: Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion, and of the influence of belief systems and religious traditions on individuals and within society.			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • The Nature of Religion and Beliefs • Two Religious Tradition Studies selected from Buddhism, Christianity, Hinduism, Islam and Judaism. <p>These studies focus on the origins, principal beliefs and practices, and sacred texts of each religion</p>			
HSC Course			
<ul style="list-style-type: none"> • Religion and Belief Systems in Australia Post - 1945 • Two Religious Tradition Depth Studies continued from Preliminary Religious Tradition Studies. The H.S.C. components focus on Significant People and Schools of Thought, Ethics and Significant Practices within each religion. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section I: Religion and Belief Systems in Australia Post – 1945	15	Knowledge and understanding of course content Source-based skills.	20
Section II : Religious Tradition Depth Study	15	Investigation and research Communication of information, ideas and issues in appropriate forms	10
Section III: Religious Tradition Depth Study	20		10
	50		50

RELIGIOUS EDUCATION – Leader of Learning: Mr Mark Sattler

Course: Studies of Religion II			
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Studies of Religion I ; Religion: Catholic Studies			
Course Description: Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion, and of the influence of belief systems and religious traditions on individuals and within society.			
Main Topics Covered			
Preliminary Course			
<ul style="list-style-type: none"> • The Nature of Religion and Beliefs • Three Religious Tradition Studies selected from Buddhism, Christianity, Hinduism, Islam and Judaism. <p>These studies focus on the origins, principal beliefs and practices, and sacred texts of each religion</p> <ul style="list-style-type: none"> • Religions of Ancient Origin • Religion and Belief Systems in Australia Pre -1945 			
HSC Course			
<ul style="list-style-type: none"> • Religion and Belief Systems in Australia Post -1945 • Three Religious Tradition Depth Studies continued from Preliminary Religious Tradition Studies. The H.S.C. components focus on Significant People and Schools of Thought, Ethics and Significant Practices within each religion • Religion and Peace • Religion and Non-Religion 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section I: Religion and Belief Systems in Australia Post -1945; Religion and Non –Religion	30	Knowledge and understanding of course content.	40
		Source-based skills	20
Section II : Religious Tradition Depth Studies	30	Investigation and research	20
Section III: Religious Tradition Depth Study	20	Communication of information, ideas and issues in appropriate forms	20
Section IV: Religion and Peace	20		
	100		100

ENGLISH – Leader of Learning: Mrs Sarah McCauley / Mrs Megan Weaver

Course: English Advanced			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Standard); Fundamentals of English; English (ESL)	
<p>Course Description:</p> <ul style="list-style-type: none"> In the Preliminary English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values. In the HSC English (Advanced) course students analyse and evaluate texts and the ways that they are valued in their contexts. 			
<p>Main Topics Covered:</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> Content common to the Standard and Advanced courses is undertaken through units of work called Areas of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake one Area of Study Modules in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Modules comprise 60% of the content <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis. Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to study one elective from each of three Modules A, B and C. 			
<p>Particular Course Requirements:</p> <p>Preliminary English (Advanced) course requires:</p> <ul style="list-style-type: none"> study of Australian and other texts exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts wide reading programs involving texts and textual forms composed in and for a wide variety of contexts integration of the modes of reading, writing, listening, speaking, and viewing and representing as appropriate engagement in the integrated study of language and text <p>HSC English (Advanced) course requires:</p> <ul style="list-style-type: none"> the close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts a wide range of additional related texts and textual forms 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of:		Area of Study (Common course content)	40
Paper 1 (2 hours)	40	Module A	20
Areas of Study (Common course content)		Module B	20
		Module C	20
			100
Paper 2 (2 Hours)	60	Assessment across the language modes:	
Module A		• Listening	15
Module B		• Speaking	15
Module C		• Reading	25
		• Writing	30
		• Viewing & representing	15
	100		100

ENGLISH – Leader of Learning: Mrs Sarah McCauley / Mrs Megan Weaver

Course: English Standard			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Advanced); English (ESL); English (Extension);	
Course Description:			
<ul style="list-style-type: none"> In the Preliminary English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts. In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes. 			
Main Topics Covered:			
Preliminary Course			
The course has two sections:			
<ul style="list-style-type: none"> Content common to the Standard and Advanced courses is undertaken through units of work called Areas of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake one Area of Study. Modules in which students explore and examine texts and analyse aspects of meaning. The Modules comprise 60% of the content. 			
HSC Course			
The course has two sections:			
<ul style="list-style-type: none"> The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to study one elective from each of three Modules A, B and C. 			
Particular Course Requirements:			
In the Preliminary English (Standard) course students are required to:			
<ul style="list-style-type: none"> study Australian and other texts explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate engage in the integrated study of language and text 			
HSC English (Standard) course requires:			
<ul style="list-style-type: none"> the close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia a wide range of additional related texts and textual forms 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of: Paper 1 (2 hours) Areas of Study (Common course content)	40	Area of Study (Common course content)	40
		Module A	20
Paper 2 (2 Hours) Module A Module B Module C	60	Module B	20
		Module C	20
		Assessment across the language modes:	
		• Listening	15
		• Speaking	15
		• Reading	25
		• Writing	30
		• Viewing & representing	15
	100		100

ENGLISH – Leader of Learning: Mrs Sarah McCauley / Mrs Megan Weaver

Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2			
1 unit of study for each of Preliminary and HSC Prerequisites: (a) English (Advanced) course (b) Preliminary English Extension Course is prerequisite for HSC Extension Course 1 (c) HSC Extension Course 1 is prerequisite for HSC Extension Course 2 Exclusions: English (Standard); Fundamentals of English; English (ESL)			
Course Description: <ul style="list-style-type: none"> In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. In the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process. 			
Main Topics Covered: Preliminary Extension Course The course has one mandatory section - Module: Texts, Culture and Value. HSC Extension Course 1 The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values. HSC Extension Course 2 The course requires students to complete a Major Work			
Particular Course Requirements: Preliminary English Extension Course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media. The HSC English Extension Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2015-2020 Electives and Prescribed Texts). The HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.			
Assessment: HSC Extension Course 1			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination of two hours duration	50	Module A, B or C	50
	50		50
		Knowledge and understanding of complex texts and how and why they are valued.	25
			Skills in: Complex analysis Sustained composition Independent investigation
		50	

Assessment: HSC Extension Course 2			
External Assessment	Weighting	Internal Assessment	Weighting
Major Work	40	Viva Voce: Proposal of ideas for the Major Work.	10
Reflection Statement	10	Report: The impact of independent investigation on the development of the Major Work	15
			25
		Draft: Draft version of the Major Work and a 1000 word Reflection Statement	
	50		50

TAS – Leader of Learning: Mrs Denise Hannen / Mr Nick Prineas

Course: Agriculture
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil
<p>Course Description: The Preliminary course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Overview of Australian Agriculture (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) <p>HSC Course</p> <p>Core Topics</p> <ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm/Product Study (30%) • Elective (20%) <p>Choose one of the following electives to study</p> <ul style="list-style-type: none"> - Agri-Food fibre and fuel technologies - Climate change - Farming for the 21st century
<p>Particular Course Requirements: There is no prerequisite study for the 2 unit Preliminary course.</p>

continued over page

Assessment: HSC course only			
External examination	Mark	Internal Assessment	Weighting
<p><i>Section I – Core</i> Part A Objective response questions</p> <p>Part B Short answer questions</p>	<p>20</p> <p>60</p>	Knowledge and understanding of: <ul style="list-style-type: none"> the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems the impact of innovation, ethics and current issues on Australian agricultural systems 	40
<p><i>Section II – Electives</i> Candidates answer a short-answer question and an extended response question on the elective they have studied</p>	<p>8</p> <p>12</p>	<ul style="list-style-type: none"> Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner Knowledge of, and skills in, decision making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing 	40
		Skills in effective research, experimentation and communication	20
	100		100

HSIE - Leader of Learning: Mr Leon Wright

Course: Ancient History :			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses. The Preliminary course is structured for students to investigate:</p> <ul style="list-style-type: none"> • People, groups, events, institutions, societies and historical sites from the ancient world • Archaeological and written evidence and the methods used by historians and archaeologists. <p>In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.</p>			
Main Topics Covered			
Preliminary Course			
<ul style="list-style-type: none"> • Part I: Introduction (a) Investigating the Past: History, Archaeology and Science (b) Case Studies • Part II: Studies of Ancient Societies, Sites and Sources ONE study of an ancient society, (including sites and sources) will be undertaken. • Part III: Historical Investigation Students will complete an individual Historical Investigation project. 			
HSC Course			
<ul style="list-style-type: none"> • Part I: Personalities in Their Times – one personality to be studied from the Personality options offered in the syllabus: (25%) • Part II: Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus: (25%) • Part III: Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus: (25%) • Part IV: Core Study: (25%) <p>Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece and Rome.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in four parts, including multiple choice short answer and extended response questions	100	The four parts of the course are assessed through a range of tasks, including: <ul style="list-style-type: none"> • Tests • Research • Source analyses • Essays 	100
	100		100

HSIE - Leader of Learning: Mr Leon Wright

Course: HSC History Extension (Year 12 only)			
1 unit HSC Board Developed Course			
Exclusions: Nil			
Course Description: HSC History Extension involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 of the course, students investigate the question 'What is history?' through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.			
Main Topics Covered;			
<ul style="list-style-type: none"> • Part I: What is History? (60% of course time) Key questions: <ul style="list-style-type: none"> - Who are the historians? - What are the aims and purposes of history? - How has history been constructed and recorded over time? - Why have the approaches to history changed over time? Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options. • Part II: History Project (40% of course time) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log. 			
Particular Course Requirements: A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course. Students must be studying concurrently, or have completed, the HSC course in Ancient History and/or Modern History.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination comprised of TWO questions, both compulsory. Question 1: one compulsory essay question based on an unseen passage as stimulus. Question 2: one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.	25 25	Assessment tasks History Project Made up of: Proposal Essay Bibliography Process Log	10 40
	50		50

SCIENCE - Leader of Learning: Mrs Cathryn Phillips/ Ms Chrisy Lekkas

Course: Biology			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Senior Science (Preliminary only)	
<p>Course Description: Biology is the study of living organisms, life processes and interactions between organisms and their environment. The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.</p> <p>The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. Human disease transmission, management and treatment are covered, along with details about the human immune system. The current option being studied is Genetics: The Code Broken?; a study of the latest research in genetic technologies.</p>			
Main Topics Covered:			
<p>Preliminary Course Biology Skills Module 8.1 Core Modules</p> <ul style="list-style-type: none"> ▪ A Local Ecosystem ▪ Patterns in Nature ▪ Life on Earth ▪ Evolution of Australian Biota 			
<p>HSC Course Core Topics Biology Skills Module 9.1 Core Modules</p> <ul style="list-style-type: none"> ▪ Maintaining a Balance ▪ Blueprint of Life ▪ The Search for Better Health One Option from the following modules: ▪ Communication ▪ Biotechnology ▪ Genetics: The Code Broken? ▪ The Human Story ▪ Biochemistry 			
Particular Course Requirements:			
<p>Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

HSE - Leader of Learning: Mr Leon Wright

Course: Business Studies			
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Nil			
Course Description:			
<p>Business Studies encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides an excellent foundation for students either in tertiary study or in future employment.</p> <p>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. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.</p> <p>Business Studies assists students to think critically about the role of business and its ethical responsibilities to society. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.</p>			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Nature of Business – 20% of course time • Business management – 40% of course time • Business Planning – 40% of course time • 			
HSC Course			
<ul style="list-style-type: none"> • Operations • Marketing • Finance • Human resources <p>Each of the H.S.C. topics cover 25% of course time.</p>			
Particular Course Requirements:			
In the Preliminary course there is a research project investigating the operation of a medium business and planning the establishment of a small business.			
Assessment: Preliminary and HSC Course			
External Assessment – HSC only	Weighting	Internal Assessment	Weighting
A three hour written examination, including objective-response questions, short answer questions and two extended response questions	100	Knowledge Stimulus-based skills Inquiry and Research Communication of business Information	40 20 20 20
	100		100

SCIENCE - Leader of Learning: Mrs Cathryn Phillips / Ms Chrisy Lekkas

Course: Chemistry			
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Senior Science (Preliminary only)			
Recommendations: Students who achieve a Science and Mathematics Report Grade A or a high Grade B should consider this course.			
Course Description: Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. The Preliminary course develops knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students' understanding of the Earth's resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds. The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.			
Main Topics Covered:			
Preliminary Course Chemistry Skills Module 8.1 Core Modules ▪ The Chemical Earth ▪ Metals ▪ Water ▪ Energy			
HSC Course Core Topics Chemistry Skills Module 9.1 Core Modules ▪ Production of Materials ▪ The Acidic Environment ▪ Chemical Monitoring and Management			
One Option from the following: ▪ Industrial Chemistry ▪ Shipwrecks, Corrosion and Conservation ▪ The Biochemistry of Movement ▪ The Chemistry of Art ▪ Forensic Chemistry			
Particular Course Requirements: Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination			
Core	75	Core	75
Option	25	Option	25

PDHPE - Leader of Learning: Mr Greg Malone

Course: Community & Family Studies			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description: CAFS is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Resource management – basic concepts of resource management • Individuals and groups – the individual's role, relationships and tasks within a group • Families and Communities – family structures and functions and the interaction between family and community. 			
HSC Core Modules			
<ul style="list-style-type: none"> • Research methodology – research methodology and skills culminating in the production of an independent research project. • Groups in Context – the characteristics and needs of specific community groups • Parenting and Caring – issues facing individuals and groups who adopt roles of parenting and caring in a contemporary society. 			
Options – select one from the following:			
<ul style="list-style-type: none"> • Family and Society interactions – Government and community structures that support and protect family members throughout their lifespan • Social Impact of Technology – the impact of evolving technologies on individuals and lifestyles. • Individuals and Work – contemporary issues confronting individuals as they manage roles within both the family and work environment. 			
Particular Course Requirements:			
As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities or resource management.			
Assessment: Preliminary and HSC courses			
External Assessment (HSC)	Weighting	Internal Assessment	Weighting
A 3 hour written examination	100	Knowledge and Understanding	40
		Skills	25
		Research	35
			100

CREATIVE ARTS - Leader of Learning: Mrs Margaret Rust / Ms Carmen Noonan

Course: Dance			
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil			
Course Description: Dance in Stage 6 is designed for students to experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance. Through Dance studies, students will develop knowledge and understanding, skills, values and attitudes about: dance as an artform, performance, composition and appreciation.			
Main Topics Covered:			
Preliminary Course In the Preliminary Course, students study dance as an artform with core studies in the interrelated components of Performance, Composition and Appreciation. The knowledge that students gain in Year 11 provides the fundamentals of dance as an artform and is implicit in the content for Year 12. It is acknowledged that students may enter the Preliminary course with a wide range of previous experiences. In order to accommodate the range of students in a single course, a higher percentage of weighting / time has been allocated to the Performance component in the Preliminary course to provide for the necessary physical training and the understanding of how this training occurs. The additional 20% is allocated by the teacher across the components to suit the specific circumstances and context of the class. It is stipulated that there is 20% minimum allocation for Composition and Appreciation and a 50% maximum allocation for Performance/			
HSC Course In the HSC course, students continue their study of dance as an artform. They continue core study in the three core components. Students also undertake an in-depth study of dance in one of the major study components, either Performance, Composition, Appreciation or Dance and Technology. The three core study components are each allocated 20% of time, and the major study is allocated 40%.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
The examination will consist of a written paper worth 20 marks, practical examinations worth 40 marks and either an additional written paper or an additional practical examination or an individual project worth 40 marks.	20 40 40	Core performance Core Composition Core Appreciation Major Study	20 20 20 40
	100		100

CREATIVE ARTS – Leader of Learning: Mrs Margaret Rust / Ms Carmen Noonan

Course: Drama			
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject			
Course Description: Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of 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 (3-6 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.			
Main Topics Covered:			
Preliminary Course Improvisation, Play building, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles			
HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project			
Particular Course Requirements: 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, the published 'Course Prescriptions' include a topic list which 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.			
Assessment HSC course only:			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Making	40
Individual Project	30	Performing	30
A one and a half hour written Examination comprising two compulsory sections: • Australian Drama and Theatre (Core) • Studies in Drama and Theatre	40	Critically Studying	30
	100		100

SCIENCE - Leader of Learning: Mrs Cathryn Phillips / Ms Chrisy Lekkas

Course: Earth and Environmental Science			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Senior Science (Preliminary only)	
<p>Course Description: Earth and Environmental Science is the study of the planet Earth, its processes and its environment. The Preliminary course develops knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students' understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it. The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.</p>			
<p>Main Topics Covered: Earth and Environmental Science Skills Module 8.1</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Planet Earth and Environment – A Five Thousand Million Year Journey • The Local Environment • Water Issues • Dynamic Earth <p>HSC Course</p> <p>Core Topics</p> <ul style="list-style-type: none"> • Tectonic Impacts • Environments Through Time • Caring for the Country <p>One Option from the following modules:</p> <ul style="list-style-type: none"> • Introduced Species and the Australian Environment • Organic Geology – A Non-renewable Resource • Mining and the Australian Environment • Oceanography 			
<p>Particular Course Requirements: Each module specifies content which provides opportunities for students to achieve the Earth and Environmental Science skill outcomes. Earth and Environmental Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Earth and Environmental Science skills modules 8.1 and 9.1. The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

TAS – Leader of Learning: Mrs Denise Hannen / Mr Nick Prineas

Course: Food Technology			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
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.			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 			
HSC Course			
<ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 			
Particular Course Requirements:			
<p>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.</p> <p>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 nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>			
Assessment: HSC course only:			
External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	• Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues	20
		• Research, analysis and communication	30
		• Experimentation and preparation	30
		• Design, implementation and evaluation	20
	100		100

HSIE - Leader of Learning: Mr Leon Wright

Course: Geography			
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Nil			
Course Description:			
<ul style="list-style-type: none"> The Preliminary course investigates physical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The HSC course enables students to appreciate geographical perspectives about the contemporary world. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study. The concept of sustainable management is investigated in relation to human and physical environments. 			
Main Topics Covered:			
Preliminary Course			
Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management			
Global Challenges (45%) – geographical study of issues at a global scale.			
Senior Geography Project (10%) – a geographical study of student's own choosing			
HSC Course			
Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection			
Urban Places (33%) – study of cities and urban dynamics			
People and Economic Activity (33%) – geographic study of economic activity at a local and global context			
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
Particular Course Requirements:			
Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		Knowledge and Understanding	40
		Geographical tools and skills	20
Multiple-choice	20	Geographical inquiry and	
Short answers	40	research, including fieldwork	20
Extended responses	40	Communication	20
	100		100

TAS – Leader of Learning: Mrs Denise Hannen / Mr Nick Prineas

<p>Course: Industrial Technology - Timber Products and Furniture Industries</p>
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</p> <p>Recommendations: Studying Industrial Technology – Wood in Years 9 & 10 is an advantage.</p>
<p>Course Description: Industrial Technology Stage 6 consists of project work and an 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.</p> <p>The Focus Area -Timber Products and Furniture Industries.</p>
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Industry Study 15% – Students study the organisation and management of an individual business within the Timber and Furniture industry. • Design 10% – Students design and plan projects through the completion of associated folios. • Management and Communication 20% – Students manage work through the completion of a management folio linked to projects produced. • Production 40% – Students develop knowledge and skills through the construction of projects. • Industry Related Manufacturing Technology 15% – Students develop knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects. <p>HSC Course</p> <ul style="list-style-type: none"> • Industry Study 15% – Students will undertake a broad study of industry within the Timber and Furniture industry. • Major Project 60% – Students learn to refine and extend their project management and production skills through the development and completion of their Major Project and management folio. • Industry Related Manufacturing Technology 25% – Students demonstrate knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project. <p>Particular Course Requirements: Students will need to:</p> <ul style="list-style-type: none"> • Adhere to safety policies and workshop expectations. • Undertake a timber industry site visit. • Complete a range of written and practical assessment tasks. • Use a range of equipment, tools and machinery. • Produce a Major Project and Management Folio. • Purchase their own materials for their HSC Major Project. <p style="text-align: right;">continued over page</p>

Assessment: HSC course only			
External Examination	Mark	Internal Assessment	Weighting
Written examination <i>Section I – Industry Related Manufacturing Technology</i> Objective response questions specific to each industry focus area	10	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	40
<i>Section II – Industry Related Manufacturing Technology</i> Short-answer questions specific to each industry focus area	15	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60
<i>Section III – Industry Study</i> Candidates answer one structured extended response question	15		
Major Project	60		
	100		100

LOTE (Languages Other Than English) - Leader of Learning: Mrs Shizue Sato

Course: Japanese Continuers			
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites: Years 9 and 10 Japanese or equivalent knowledge is assumed.			
Exclusions: Japanese Beginners; Japanese Background Speakers, Japanese Heritage students. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.			
Recommendations: Students who achieve a Japanese Report Grade A or B should consider this course.			
Course Description: The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.			
Main Topics Covered:			
Themes:			
<ul style="list-style-type: none"> • the individual • the Japanese-speaking communities • the changing world. 			
Students' language skills are developed through tasks such as:			
<ul style="list-style-type: none"> • conversation • responding to an aural stimulus • responding to a variety of written material • writing for a variety of purposes • studying Japanese culture through texts. 			
Particular Course Requirements: Nil			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"> • A 10 minute oral examination: Conversation 	20	Speaking Listening and responding Reading and responding Writing in Japanese	20 25 40 15
A three hour written examination: <ul style="list-style-type: none"> • Listening and responding • Reading and responding 	25		
– Part A (comprehension)	25		
– Part B (Responding in Japanese)	15		
<ul style="list-style-type: none"> • Writing in Japanese 	15		
	100		100

HSIE – Leader of Learning: Mr Leon Wright

Course: Legal Studies			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
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 law in practice. This is achieved by investigating, and synthesizing 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.			
Main Topics Covered:			
Preliminary Course			
• The Legal System	(40% of course time)		
• The Individual and the law	(30% of course time)		
• The Law in practice	(30% of course time)		
HSC Course			
• Core Part 1: Crime	(30% of course time)		
• Core Part 2: Human Rights	(20% of course time)		
• Options x2 @ 25% each	(50% of course time)		
Students will study two options chosen from: Consumers Family Global environment protection Indigenous peoples Shelter Workplace World order			
Two Options are chosen from consumers, family, global environment protection, Indigenous people, shelter, technological change, workplace, world order.			
Particular Course Requirements: No special requirements			
Assessment HSC course only:			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		Core and options	100
Core 1	30	assessed through tests,	
Core 2	20	investigation, research,	
Options	50	oral and written	
		communication.	
	100		100

MATHEMATICS - Leader of Learning: Mr Noel Cater / Ms Jennifer Hackney

<p>Course: Mathematics</p> <p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: This course is a theoretical course generally suited to students who have studied Level 3 Mathematics in Stage 5 (Stage 5.3 Pathway) along with students who have achieved at a very high level in the Level 2 Course (Stage 5.2 Pathway).</p> <p>Exclusions: General Mathematics</p> <p>Recommendations: Students who achieve an overall Grade A or Grade B in their mathematics report could consider this course. This grade is noted as the “grade across all pathways” on the report. (A student’s grade within their pathway is not relevant.)</p>					
<p>Course Description:</p> <p>The course is intended to give students who have demonstrated competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Basic arithmetic and algebra • Real functions • Trigonometric ratios • Linear functions • The quadratic polynomial and the parabola • Plane geometry • Tangent to a curve and derivative of a function </td> <td style="vertical-align: top; padding-left: 20px;"> <p>HSC Course</p> <ul style="list-style-type: none"> • Coordinate methods in geometry • Applications of geometrical properties • Geometrical applications of differentiation • Integration • Logarithmic and exponential functions • Applications of calculus to the physical world • Probability • Series and series applications </td> </tr> </table>		<p>Preliminary Course</p> <ul style="list-style-type: none"> • Basic arithmetic and algebra • Real functions • Trigonometric ratios • Linear functions • The quadratic polynomial and the parabola • Plane geometry • Tangent to a curve and derivative of a function 	<p>HSC Course</p> <ul style="list-style-type: none"> • Coordinate methods in geometry • Applications of geometrical properties • Geometrical applications of differentiation • Integration • Logarithmic and exponential functions • Applications of calculus to the physical world • Probability • Series and series applications 		
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Basic arithmetic and algebra • Real functions • Trigonometric ratios • Linear functions • The quadratic polynomial and the parabola • Plane geometry • Tangent to a curve and derivative of a function 	<p>HSC Course</p> <ul style="list-style-type: none"> • Coordinate methods in geometry • Applications of geometrical properties • Geometrical applications of differentiation • Integration • Logarithmic and exponential functions • Applications of calculus to the physical world • Probability • Series and series applications 				
<p>External Assessment 100%</p>	<p>Internal Assessment 100%</p>				
<p>The examination will consist of a written examination paper of three hours duration (plus five minutes reading time) containing two sections with a total mark value of 100 marks.</p> <p>Section I objective-response questions 10 marks.</p> <p>Section II 90 marks</p> <p>There will be SIX questions. All questions will be worth 15 marks. Each question will consist of a number of short-answer parts. All questions in the examination are compulsory.</p> <p>The Mathematics examination paper will be based mainly on the Mathematics HSC course and will focus on the course objectives and HSC course outcomes. The Mathematics Preliminary course will be assumed knowledge for this examination. Questions focusing on Mathematics HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Preliminary course.</p> <p>Up to 20% of questions can be based on Preliminary course content</p>	<table border="0"> <tr> <td>Concepts, skills and techniques</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>Reasoning and communication</td> <td style="text-align: right;">50%</td> </tr> </table>	Concepts, skills and techniques	50%	Reasoning and communication	50%
Concepts, skills and techniques	50%				
Reasoning and communication	50%				

MATHEMATICS - Leader of Learning: Mr Noel Cater / Ms Jennifer Hackney

<p>Course: Mathematics Extension 1</p> <p>1 unit in each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: This course is a highly theoretical and demanding course. The course is constructed on the assumption that students have achieved the outcomes of the Level 3 Mathematics course (Stage 5.3 Pathway) for Year 10 at a high level Students of this course must also study the Mathematics (2 Unit) course.</p> <p>Exclusions: General Mathematics</p> <p>Recommendations: Only students who achieve an overall Grade A in their mathematics report are recommended to consider this course. This grade is noted as the "grade across all pathways" on the report. (A student's pathway grade is not relevant.)</p>					
<p>Course Description: The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course in Year 12.</p>					
<p>Main Topics Covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Other inequalities • Further geometry • Further trigonometry • Angles between two lines • Internal and external division of lines into given ratios • Parametric representation • Permutations and combinations • Polynomials • Harder applications of the Preliminary Mathematics course </td> <td style="vertical-align: top; padding-left: 20px;"> <p>HSC Course</p> <ul style="list-style-type: none"> • Methods of integration • Primitive of $\sin^2 x$ and $\cos^2 x$ • Velocity and acceleration as a function of x • Projectile motion • Simple harmonic motion • Inverse functions and inverse trigonometric functions • Induction • Binomial theorem • Further probability • Iterative methods for numerical estimation of the roots of a polynomial equation • Harder applications of HSC Mathematics course </td> </tr> </table>		<p>Preliminary Course</p> <ul style="list-style-type: none"> • Other inequalities • Further geometry • Further trigonometry • Angles between two lines • Internal and external division of lines into given ratios • Parametric representation • Permutations and combinations • Polynomials • Harder applications of the Preliminary Mathematics course 	<p>HSC Course</p> <ul style="list-style-type: none"> • Methods of integration • Primitive of $\sin^2 x$ and $\cos^2 x$ • Velocity and acceleration as a function of x • Projectile motion • Simple harmonic motion • Inverse functions and inverse trigonometric functions • Induction • Binomial theorem • Further probability • Iterative methods for numerical estimation of the roots of a polynomial equation • Harder applications of HSC Mathematics course 		
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Other inequalities • Further geometry • Further trigonometry • Angles between two lines • Internal and external division of lines into given ratios • Parametric representation • Permutations and combinations • Polynomials • Harder applications of the Preliminary Mathematics course 	<p>HSC Course</p> <ul style="list-style-type: none"> • Methods of integration • Primitive of $\sin^2 x$ and $\cos^2 x$ • Velocity and acceleration as a function of x • Projectile motion • Simple harmonic motion • Inverse functions and inverse trigonometric functions • Induction • Binomial theorem • Further probability • Iterative methods for numerical estimation of the roots of a polynomial equation • Harder applications of HSC Mathematics course 				
<p>External Assessment</p> <p>Two written examination papers. One paper is identical to the paper of three hours duration for the Mathematics course. The other paper, of two hours duration, is based on the Mathematics Extension 1 course. Total mark value is 70.</p> <p>Section I objective-response questions 10 marks.</p> <p>Section II 60 marks There will be FOUR questions. All questions will be worth 15 marks. Each question will consist of a number of short-answer parts. All questions in the examination are compulsory. Up to 20% of questions can be based on Preliminary course content</p>	<p>Internal Assessment</p> <table border="0"> <tr> <td style="padding-right: 20px;">Concepts, skills and techniques</td> <td style="text-align: right;">50%</td> </tr> <tr> <td style="padding-right: 20px;">Reasoning and communication</td> <td style="text-align: right;">50%</td> </tr> </table>	Concepts, skills and techniques	50%	Reasoning and communication	50%
Concepts, skills and techniques	50%				
Reasoning and communication	50%				

MATHEMATICS - Leader of Learning: Mr Noel Cater / Ms Jennifer Hackney

Course: Mathematics Extension 2 (Year 12 only)					
<p>1 unit for the HSC Board Developed Course The course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. This course is only available in Year 12 to students who have studied Mathematics Extension 1 in Year 11. Exclusions: General Mathematics Recommendations: As Mathematics Extension 2 is studied only in the HSC year, students who achieve at a very high standard in Mathematics Extension 1 in Year 11 are recommended to undertake this course.</p>					
Course Description: The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.					
Main Topics Covered:					
<ul style="list-style-type: none"> • Graphs • Complex Numbers • Conics • Integration • Volumes • Mechanics • Polynomials • Harder Mathematics Extension 1 Topics 					
External Assessment	Internal Assessment				
<p>Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 course. The Extension 2 examination will consist of a written examination paper of three hours duration (plus five minutes reading time) containing two sections with a total mark value of 100 marks. Section I objective-response questions 10 marks. Section II 90 marks There will be SIX questions. All questions will be worth 15 marks. Each question will consist of a number of short-answer parts. All questions in the examination are compulsory.</p>	<table border="0"> <tr> <td>Concepts, skills and techniques</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>Reasoning and communication</td> <td style="text-align: right;">50%</td> </tr> </table>	Concepts, skills and techniques	50%	Reasoning and communication	50%
Concepts, skills and techniques	50%				
Reasoning and communication	50%				

Mathematics – Leader of Learning: Mr Noel Cater / Ms Jennifer Hackney

Course: Preliminary Mathematics General Course (BDC)/HSC Mathematics General 2 Course (BDC)			
2 units for both Preliminary and HSC Board Developed Course			
Prerequisites: This course is the most commonly studied by students undertaking Mathematics for the HSC. It is suited to students who have studied Level 2 (Stage 5.2 Pathway) Mathematics for the ROSA and those who experienced difficulty with the Level 3 (Stage 5.3 Pathway) Course. Students who have undertaken Level 1 (Stage 5.1 Pathway) Mathematics may study this course also.			
Exclusions: Students may not study any other Stage 6 preliminary Mathematics course in conjunction with Preliminary Mathematics General or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics General 2 course			
Recommendations: Students who achieve a Mathematics Report Grade B, C or D across all pathways could consider this course.			
Course Description: The Preliminary Mathematics General course and the HSC Mathematics General 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands. The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.			
Main Topics Covered:			
Preliminary Course		HSC Mathematics General 2 Course	
Strand: Financial Mathematics		Strand: Financial Mathematics	
Strand: Data and Statistics		Strand: Data and Statistics	
Strand: Measurement		Strand: Measurement	
Strand: Probability		Strand: Probability	
Strand: Algebra and Modelling		Strand: Algebra and Modelling	
Focus Study: Mathematics and Communication		Focus Study: Mathematics and Health	
Focus Study: Mathematics and Driving		Focus Study: Mathematics and Resources	
External Assessment (HSC only)	Weighting	Internal Assessment (HSC only)	Weighting
A single HSC examination of two and one half hours duration with a total value of 100 marks – 25 marks objective-response and 75 marks free-response. The examination will be based mainly on the HSC Mathematics General 2 course and will focus on the course objectives and HSC outcomes. The Preliminary Mathematics General course (including the Focus Studies) will be assumed knowledge for this examination. Geometrical instruments and approved geometrical templates may be used. Up to 30% of questions can be based on Preliminary course content.	100	A variety of assessment tasks across all of the content of the course. Concepts, skills and techniques Reasoning and Communication	50 50

	100		100
--	-----	--	-----

Mathematics – Leader of Learning: Mr Noel Cater / Ms Jennifer Hackney

Course: Preliminary Mathematics General Course (BDC)/HSC Mathematics General 1 Course (CEC)

2 units Preliminary (Board Developed Course)

2 units HSC (Content Endorsed Course)

Prerequisites: The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* (2002) up to, and including, the content and outcomes of Stage 5.1.

Exclusions: Students may **not** study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 1 course.

Recommendations: Students who have experienced difficulty with the Preliminary Mathematics General course at the end of Year 11 may consider the HSC Mathematics General 1 (Content Endorsed) course as an alternative to the HSC Mathematics General 2 (Board Developed) course.

Course Description:

The Preliminary Mathematics General course and the HSC Mathematics General 1 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 2 pathway. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

Note: As for other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only, and **not** formal examination at the HSC. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.

Main Topics Covered:

Preliminary Course

Strand: Financial Mathematics
 Strand: Data and Statistics
 Strand: Measurement
 Strand: Probability
 Strand: Algebra and Modeling
 Focus Study: Mathematics and Communication
 Focus Study: Mathematics and Driving

HSC Mathematics General 1 Course

Strand: Financial Mathematics
 Strand: Data and Statistics
 Strand: Measurement
 Strand: Probability
 Algebra and Modeling
 Focus Study: Mathematics and Design
 Focus Study: Mathematics and Household Finance
 Focus Study: Mathematics and the Human Body
 Focus Study: Mathematics and Personal Resource Usage

External Assessment (HSC only)	Weighting	Internal Assessment (HSC only)	Weighting
Nil		A variety of assessment tasks across all of the content of the course.	
		Knowledge and understanding	50
		Skills	50
			100

HSIE – Leader of Learning: Mr Leon Wright

Course: Modern History			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description: The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts, as a background for their more specialised HSC studies. The HSC course is designed for students to investigate national and international forces for change and continuity in the 20 th century through three major studies.			
Main Topics Covered;			
Preliminary Course			
Part I: Case Studies – 50% At least TWO case studies: ONE case study must be from Europe, North America or Australia. ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.			
Part II: Historical Investigation – 20% Students will complete an individual Historical Investigation project.			
Part III: Core Study: The World at the Beginning of the Twentieth Century – 30% Students will investigate the Preliminary core study using a source-based approach.			
HSC Course			
<ul style="list-style-type: none"> • Part I: Core Study (25%) World War 1 and its Aftermath, 1914 –1921 • Part II: National Study (25%) Students will study Germany • Part III: Personality Students will undertake the study of one significant Personality in the Twentieth Century. • Part IV: International Studies in Peace and Conflict (25%) Students will study Conflict in Indochina 			
Particular Course Requirements: The Preliminary course is a prerequisite for the HSC course.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in four parts, including short answer and extended response questions	100	Core, national and inter-national studies are assessed through a range of tasks, including: Tests Research Source analyses Communication	100
	100		100

Creative Arts – Leader of Learning: Mrs Margaret Rust / Ms Carmen Noonan

Course: Music 1			
2 units for each of Preliminary and HSC Board Developed Course Prerequisites: Music mandatory course (or equivalent) Exclusions: Music 2 Recommendations: It is highly recommended that students undertaking this course receive private instrumental tuition for its duration. Students who cannot understand musical notation should be willing to undertake individual activities to develop this skill.			
Course Description: In the Preliminary and HSC courses, students will study: the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
Main Topics Covered: 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.			
Particular course requirements: HSC 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 Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	10	Core Performance	10
A 45 minute – one hour aural exam	30	Core Composition	10
Electives: Three electives from any combination of: Performance (one piece) Composition (one submitted composition) Musicology (one <i>viva voce</i>)		Core Musicology	10
• Elective 1	20	Core Aural	25
• Elective 2	20	Elective 1	15
• Elective 3	20	Elective 2	15
		Elective 3	15
	100		100

PDHPE – Leader of Learning: Mr Greg Malone

Course: Personal Development, Health and Physical Education			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas that could include first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This could include investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
Main Topics Covered:			
Preliminary Course			
Core Topics (60%)			
<ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion 			
Optional Component (40%)			
Students to select two options each from:			
<ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 			
HSC Course			
Core Topics (60%)			
<ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance 			
Optional Component (40%)			
Students to select two options each from:			
<ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health 			
Particular Course Requirements:			
In addition to core studies, students select two options in each of the Preliminary and HSC courses			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper	100	Core	60
		Options	40
	100		100

SCIENCE - Leader of Learning: Mrs Cathryn Phillips / Ms Chrisy Lekkas

Course: Physics			
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Senior Science (Preliminary only)			
Recommendations: Students who achieve a Science and Mathematics Report Grade A or a high Grade B could consider this course.			
Course Description:			
Physics investigates natural phenomena and identifies patterns and applies them in a wide range of interesting contexts, models, principles and laws to explain their behaviour.			
The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles, such as car crashes and the mechanisms that maintain the physical conditions of planet Earth.			
The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • The World Communicates • Electrical Energy in the Home • Moving About • The Cosmic Engine 			
HSC Course			
Core Topics			
<ul style="list-style-type: none"> • Space • Motors & Generators • From Ideas to Implementation 			
One Option from the following:			
<ul style="list-style-type: none"> • Geophysics • Medical Physics • Astrophysics • From Quanta to Quarks • The Age of Silicon 			
Particular Course Requirements:			
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	75	Core	75
Core	25	Options	25
Options			
	100		100

SCIENCE - Leader of Learning: Mrs Cathryn Phillips / Ms Chrisy Lekkas

Course: Senior Science			
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Preliminary courses in Biology, Chemistry, Earth & Env. Science and Physics			
Recommendations: Students who are interested in Science, but do not wish to pursue Science past the HSC should consider this course.			
Course Description: The Preliminary course incorporates study of the collection, storage and conservation of water resources, the aspect of human anatomy and the structure and function of plants with an emphasis on Australian native plants. It discusses issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems. The HSC course examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies and information systems. The current option is Disasters which involves case studies in bushfires; an area of relevance and interest to our Blue Mountains Community. The Senior Science course caters for students requiring a broad over view across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial achievement in Year 10 RoSA in Science. In the HSC study pattern students who have completed the Preliminary course in Biology, Chemistry, Earth & Environmental Science or Physics and who discontinue that course may replace it with the HSC course in Senior Science. These students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth & Environmental Science or Physics.			
Main Topics Covered: Preliminary Course Water for Living Plants Humans at Work The Local Environment HSC Course Core Topics Lifestyle Chemistry Medical Technology – Bionics Information Systems One Option from the following: Preservatives and Additives Polymers Pharmaceuticals Space Science Disasters			
Particular Course Requirements: Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Senior Science skills modules 8.1 and 9.1. The Preliminary course includes field experience in how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination Core Options	75 25	Core Options	75 25

HSE – Leader of Learning: Mr Leon Wright

Course: Society and Culture			
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Nil			
Recommendations: The Personal Interest Project is a 5,000 word primary research task. Students should be competent in English expression, well organized, an independent learner and highly motivated.			
Course Description: Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.			
Main topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • The Social and Cultural World (30%) – the interaction between aspects of society and cultures • Personal and Social Identity (40%) – socialisation & coming of age in a variety of social and cultural settings. • Intercultural Communication (30%) – how people in different cultures interact and communicate 			
HSC Course			
Core			
<ul style="list-style-type: none"> • Social and Cultural Continuity and Change (30%) – the nature, continuity and change, research and study of a selected country • The Personal Interest Project (30%) - an individual research project 			
Depth Studies (40%)			
Two to be chosen from:			
<ul style="list-style-type: none"> • Popular Culture – the interconnection between individuals and popular culture • Belief Systems – role of belief systems in societies, cultures and personal life • Social inclusion and exclusion – the nature of social inclusion and exclusion and its implications. • Social Conformity and Nonconformity: a study on the formation of, and influences on, attitudes and behaviours of groups in society. 			
Particular Course Requirements: Completion of Personal Interest Project			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination, including short answer and extended response questions.	60	Knowledge & Understanding Application of methodologies	50 30
Personal Interest Project	40	Communication in appropriate forms	20
	100		100

TAS - Leader of Learning: Mrs Denise Hannen / Mr Nick Prineas

Course: Textiles and Design		Exclusions: Nil	
2 Unit for each of Preliminary and HSC			
Course Description: Textiles and Design Stage 6 is designed to enable students to develop confidence and competence in the selection, design, manufacture and application of textile items. Students undertake a range of hands on practical tasks throughout the course.			
Preliminary course: <u>Design 40%</u> *Elements and principles of design *Types of design *Communication techniques *Fashion Illustration <u>Properties and Performance of Textiles 50%</u> *Fabric, yarn and fibre structure *Types, classification and identification of fabrics, yarns and fibres *Fabric, yarn and fibre properties <u>Australian Textile, Clothing, Footwear and Allied Industries 10%</u> *Industry overview- past, present, future. *Quality and value of textiles Practical projects include a garment modified to suit personal tastes and a non-apparel item such as a wall hanging or piece of textile art to be negotiated to suit students interests.			
HSC Course <u>Design 20%</u> *Fabric colouration and decoration *Historical design development *Cultural factors that influence design and designers *Contemporary designers <u>Properties and Performance of Textiles 20%</u> *End-use applications *Innovations and emerging textile technologies <u>Australian Textile, Clothing, Footwear and Allied Industries 10%</u> *Appropriate textile technology and environmental sustainability *Current issues *Marketplace <u>Major Textiles Project 50%</u> *Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s: *Apparel *Furnishing *Costume *Textile arts *Non-apparel			
Particular Course Requirements In order to allow students to produce items that suit their own style, students will be asked to purchase their own fabrics, sewing equipment and tools for fashion illustration.			
Assessment :HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
1.5 hours Written Exam	50	Knowledge	50
Major Textiles Project	50	Skills	50

Creative Arts – Leader of Learning: Mrs Margaret Rust / Ms Carmen Noonan

Course: Visual Arts			
2 units for each of Preliminary and HSC		Board Developed Course	
Exclusions projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject			
Course Description: Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex 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.			
Main Topics Covered:			
Preliminary Course learning opportunities focus on:			
<ul style="list-style-type: none"> • 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 different ways the Visual Arts may be interpreted and how students might develop their own informed points of view • How students may develop meaning, focus and interest in their work • Building understandings over time through various investigations and working in different forms. 			
HSC Course learning opportunities focus on:			
<ul style="list-style-type: none"> • How students may develop their practice in art making, art criticism, and art history • How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations • How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations • How students may further develop meaning and focus in their work. 			
Particular Course Requirements:			
Preliminary Course			
<ul style="list-style-type: none"> • Artworks in at least two expressive forms and use of a process diary • A broad investigation of ideas in art making, art criticism and art history 			
HSC Course			
<ul style="list-style-type: none"> • Development of a body of work and use of a process diary • A minimum of five Case Studies (4–10 hours each) • Deeper and more complex investigations in art making, art criticism and art history. 			
Assessment : HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100



Catholic Education
Diocese of Parramatta

Vocational Education and Training Courses (VET)



NATIONALLY RECOGNISED
TRAINING

Legal Name	Trustees of the Roman Catholic Church for the Diocese of Parramatta
RTO Code	90490
Trading Name	Catholic Education Diocese of Parramatta

Under the **Australian Qualification Framework (AQF)**, all Vocational Education and Training (VET) courses are **recognised nationally**, with students obtaining a qualification upon completion. All VET courses have been developed in conjunction with industry, are taught to **industry standards** and have clear links to post school destinations. Depending on the course, students may exit with a Statement of Attainment, Certificate II or Certificate III.

VET courses may be undertaken at school on the normal timetable OR as a Penrith Cluster Class (RTO: 90490 – Trustees of Roman Catholic Church for the Diocese of Parramatta) or through external providers. VET can be divided into Board Developed Curriculum Framework Courses and Board Endorsed Courses. **At St Columba's, Board Developed Courses** such as Business Services, Construction, Entertainment, Hospitality, Information and Digital Technology, Retail Services and Primary Industries are offered. **Board Developed Courses** are **Category B subjects** which can contribute in the calculation of the **ATAR**.

Note: only 2 units of category B subjects can be counted towards the ATAR.

Note: Board Endorsed Courses do not contribute to the calculation of the ATAR.

The table below summarises the VET courses that are available. Courses available at school, TAFE and other private providers will depend on the subject uptake.

Internal Courses

Board Developed VET courses offered at school:

- Business Services
- Construction
- Entertainment (Cluster)
- Hospitality
- Information and Digital Technology (Cluster)
- Primary Industries
- Retail Services (Cluster)

External Courses

Board Developed VET courses offered externally:

- Human Services @ Nepean Hospital
- Financial Services @ WSI TAFE

Board Endorsed VET courses offered externally @ WSI TAFE or private provider could include:

- Animal Studies
- Aviation
- Beauty Therapy
- Design Fundamentals
- Plumbing
- Signcraft

Facts About VET Courses

- VET courses have a **practical component**, as they are designed for students who may wish to build a career in these industry areas. There is also a significant theoretical component in most of the courses.
- VET courses are **competency based** and will be assessed through integrated competency tasks using presentations, observation, portfolio, questions & other assessment methods. To be assessed as competent a student must demonstrate to a qualified assessor that they have the knowledge and skills to effectively carry out the various tasks to the standard required in the appropriate industry. **Students are progressively assessed as either 'competent' or 'not yet competent'. When a student achieves a unit of competency it is signed off by the assessor.**
- The HSC examination in Framework Courses is optional. Students who do not wish the course to contribute to the calculation of their ATAR or are following a NON-ATAR program may elect to withdraw from the HSC examination. This decision is usually formalised after the trial exam by completing a withdrawal form the HSC Exam and submitting it to the VET Teacher or Leader of Learning. This has no impact on the eligibility of a student to receive their qualification or a HSC.
- Only **ONE** Curriculum Framework course can contribute to the calculation of the ATAR. Students must sit the HSC Examination Paper in a Curriculum Framework VET course for it to count towards the calculation of the ATAR.
- There is a mandatory **70 Hours** of industry work placement for each **Curriculum Framework Course** undertaken. Traveling expenses and the management of course work missed in other subjects should be taken into consideration. The penalty for not completing the mandatory work placement hours is that the student will be deemed unsatisfactory and risk not receiving the Higher School Certificate because the student has not met BOSTES requirements. In this instance, students must be able to **manage their schoolwork effectively** as they will need to catch up on work that they have missed.
- Students may need to purchase equipment for VET courses such as tool kits; textbooks, uniforms, etc. Please note that additional costs to school fees may apply for VET courses.
- Schools deliver VET courses, while EVET courses are delivered by TAFE or other external providers, such as the Whitehouse Institute of Design and NSW Health.
- Many of the core competencies and skills gained from VET Courses are *transferable*, for eg teamwork, communication, work health and safety and work ethics. No matter what industry the student eventually pursues, they will have participated in entry-level skills that will make them more *work ready*.
- You may be entitled to apply for **Recognition of Prior Learning** if you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways. You should talk to the Leader of Learning VET or VET teacher for further information. Some students may qualify for exemption from their second work placement if they work in the industry related to their course work once they have filled out a Recognition of Prior Learning Form with their employer.
- For additional information, please contact the Leader of Learning VET at the College:

Geoff Sullivan, 0417 612 157, geoffrey.sullivan@parra.catholic.edu.au

Business Services

Training Package:

BSB15 Business Services

RTO:

90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta

Category:

B – Board Developed Course

Unit Value:

2 Unit Preliminary Course

2 Unit HSC Course

Qualification:

BSB20115 Certificate II in Business

Contributes to the ATAR:

Yes

Course Description & Content:

This course is for students who wish gain nationally recognised entry level qualifications for employment in the business world, either as a long-term career or in part-time or temporary positions while undertaking further study. Students will develop the skills, knowledge and confidence to function effectively in a business environment. This course is designed to assist those seeking entry level career positions in areas such as administration, finance, business and technology. It may lead to occupations such as Office Junior, Secretary, Office Administrator, Data Entry Clerk or a Personal Assistant.

This course is suitable for students who have a helpful and courteous manner, have a good eye for detail, have the ability to work with others within the workplace and possess good communication and excellent customer service skills.

Units include:

- BSBWHS201 Contribute to health and safety of self and others
- BSBCUS201 Deliver a service to customers
- BSBFIA301 Maintain financial records
- BSBIND201 Work effectively in a business environment
- BSBINM201 Process and maintain workplace information
- BSBINN201 Contribute to workplace innovation
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBITU201 Produce simple word processed documents
- BSBWOR202 Organise and complete daily work activities
- BSBWOR204 Use business technology
- BSBITU202 Create and use spreadsheets
- BSBITU307 Develop keyboarding speed and accuracy
- BSBINM202 Handle mail
- BSBITU203 Communicate electronically

Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **Certificate II in Business**. Students achieving at least one unit of competency will be eligible for an **AQF Statement of Attainment** showing partial completion of their qualification.

Course Costs:

Students may be required to purchase a text and memory stick.

Construction

Training Package:	CPC08 Construction, Plumbing and Services
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	CPC20211 Certificate II in Construction Pathways
Contributes to the ATAR:	Yes
Course Description & Content:	This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a construction setting . Units within this course focus on developing the skills required to work effectively within the industry including occupational health and safety procedures, industry awareness, communicating with others, reading and interpreting plans and specifications, measuring and calculating, and handling construction tools and equipment. Students also gain a Whitecard which allows them to access construction sites provided they meet the competencies within the safety units.
Units include:	<ul style="list-style-type: none"> • CPCCCM1012A Work effectively and sustainably in the construction industry • CPCCCM1013A Plan and organise work • CPCCCM1014A Conduct workplace communication • CPCCCM1015A Carry out measurements and calculations • CPCCCM2001A Read and interpret plans and specifications • CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry • CPCCCM2005A Use construction tools and equipment • CPCCOHS1001A Work safely in the construction industry • CPCCBL2001A Handle and prepare bricklaying and blocklaying materials • CPCCBL2002A Use bricklaying and blocklaying tools and equipment • CPCCCA2002B Use carpentry tools and equipment • CPCCCA2011A Handle carpentry materials • CPCCCM2004A Handle construction materials • CPCCCO2013A Carry out concreting to simple forms • CPCCCM2006B Apply basic levelling procedures
Eligibility for Qualification:	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Certificate II in Construction Pathways . Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.
Course Costs:	Students are also required to purchase steel cap boots, high visibility top for work placement, and may need a textbook. Students will have to pay \$25.00 for compulsory WhiteCard course. Students who are not competent in the Whitecard Course when it is

examined are required to do the Whitecard course through an external provider.

Entertainment Industry

Training Package:	CUA Live Performance and Entertainment
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	Statement of Attainment towards CUA30415 Certificate III in Live Production and Services
Contributes to the ATAR:	Yes
Course Description & Content:	The entertainment industry is a diverse industry covering a wide range of occupational areas including audio, costume, customer service, front of house, lighting, props, scenic art, sets, staging, technical operations and vision systems. This course provides students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live performance, theatre and events industries.

Units include:

- SITXCCS006 Provide service to customers
- CUASOU301 Undertake live audio operations
- CUALGT301 Operate basic lighting
- CPCCOHS1001A Work safely in the construction industry
- CUAWHS302 Apply work health and safety practices
- CUAIND301 Work effectively in the creative arts industry
- CUAVSS302 Operate vision systems
- CUASTA301 Assist with production operations for live performances
- CUAPPR304 Participate in collaborative creative projects
- CUASTA303 Operate staging elements
- CUASTA202 Assist with bump in and bump out of shows
- CUALGT304 Install and operate follow spots

Eligibility for Qualification: Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **Statement of Attainment towards CUA30413 Certificate III in Live Production and Services**. Students achieving at least one unit of competency will be eligible for an **AQF Statement of Attainment** showing partial completion of their qualification.

Course Costs: Students are also required to purchase theatre blacks and other course materials.
Students will have to pay \$25.00 for compulsory WhiteCard course.
Students who are not competent in the Whitecard Course when it is examined are required to do the Whitecard course through an external provider.

Hospitality

Training Package:	SIT - Tourism, Travel and Hospitality
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	SIT20316 Certificate II in Hospitality
Contributes to the ATAR:	Yes
Course Description & Content:	This course is for students interested in the Hospitality industry. This course provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the hospitality industry including employability skills. This industry is suitable for students who have a passion for food, are prepared to work in a fast paced environment, take instructions well and follow through with tasks assigned, have the ability to work in a team, a good eye for detail and have a 'can-do' attitude and approach.

At the time of this publication, the source for the Hospitality HSC Course was based on the superseded BOSTES Stage 6 Hospitality Curriculum Framework - SIT12 Travel & Hospitality Training Package V2.

It is possible that the units listed below may change when BOSTES publish the new stage 6 Syllabus for Hospitality, commencing in the 2017 academic year.

Units include:

- BSBWOR203 Work effectively with others
- SITXWHS001 Participate in safe work practices
- SITHIND002 Source and use information on the hospitality industry
- SITXFSA001 Use hygienic practices for food safety
- SITXCCS003 Interact with customers
- SITHIND003 Use hospitality skills effectively
- SITXCOM002 Show social and cultural sensitivity

And a combination of electives units, which may include some of the units listed below:

- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITXFSA002 Participate in safe food handling practices
- SITHCCC102 Prepare simple dishes
- SITHCCC003 Prepare and present sandwiches
- SITHCCC001 Use food preparation equipment
- SITHACS101 Clean premises and equipment
- BSBSUS201 Participate in environmentally sustainable work practices

Eligibility for Qualification: Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **Certificate II in Hospitality**. Students achieving at least one unit of competency will be eligible for an **AQF Statement of Attainment** showing partial completion of their qualification.

Course Costs: Students are also required to purchase a uniform and leather closed in shoes.

Information and Digital Technology

Training Package:	ICT Information and Communication Technology Training Package - Version 1.0
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology
Contributes to the ATAR:	Yes
Course Description & Content:	<p>This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in the Information and Communications Technology (ICT) Industry. Students will build simple websites, learn how to use social media for collaboration and engagement, produce digital images for the web and provide IT advice to clients.</p> <p>The ICT industry incorporates a range of different businesses and industry sectors including ICT service providers, purchasers and users of ICT goods and services, technical support providers, multimedia and web development specialists, desktop publishers, graphic designers, programmers and help desk operators.</p>
Units include:	<ul style="list-style-type: none">• BSBWHS304 Participate effectively in WHS communication and consultation processes.• ICTICT202 Work and communicate effectively in an ICT environment.• ICTICT302 Install and optimise operating system software.• ICTSAS301 Run standard diagnostic tests.• ICTICT203 Operate application software packages• ICTWEB302 Build simple websites using commercial packages• ICTICT308 Use advanced features of computer applications.• ICTSAS305 Provide ICT advice to clients.• ICTSAS303 Care for computer hardware.• ICTWEB201 Use social media tools for collaboration and engagement.• ICTWEB303 Produce digital images for the web
Eligibility for Qualification:	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for a Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology.
Course Costs:	Students may also be required to purchase a memory stick.

Primary Industries

Training Package:	AHC10 Agriculture, Horticulture and Conservation and Land Management
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	AHC20110 Certificate II in Agriculture
Contributes to the ATAR:	Yes
Course Description & Content:	This qualification provides an entry-level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both.
Units include:	
•	AHCOHS201A Participate in OHS Processes
•	AHCWRK209A Participate in environmentally sustainable work practices
•	AHCCHM201A Apply chemicals under supervision
•	AHCWRK201A Observe and report on weather
•	AHCWRK204A Work effectively in the industry
•	AHCLSK202A Care for health and welfare of livestock
•	AHCPMG202A Treat plant, pests, diseases and disorders
•	AHCPMG201A Treat weeds
•	AHCWRK205A Participate in workplace communications
•	AHCINF201A Carry out basic electric fencing operations
•	AHCINF202A Install, maintain and repair fencing
•	AHCLSK204A Carry out regular livestock observation
•	AHCLSK205A Handle livestock using basic techniques
•	AHCLSK206A Identify and mark livestock
•	AHCLSK211A Provide feed for livestock
•	AHCMOM202A Operate tractors
•	AHCMOM203A Operate basic machinery and equipment
Eligibility for Qualification:	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for a AHC20110 Certificate II in Agriculture. Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.
Course Costs:	Students are also required to purchase steel cap boots, goggles and earmuffs.

Retail Services

Framework:	SIR07 Retail Services
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	SIR20216 Certificate II in Retail Services
Contributes to the ATAR:	Yes
Course Description & Content:	This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a retail setting. The retail industry is service based and is a significant employer within Australia. Career options available cover a range of jobs including people who work in customer service, sales, visual merchandising, product management, marketing, support services and administration.

Units include:

Please note, the training package will change for implementation in 2017, as a result the units below may change, however some areas of study may include:

- SIRXCCS201 Apply point-of-sale handling procedures
- SIRXCCS202 Interact with customers
- SIRXCOM101 communicate in the workplace to support team and customer outcomes
- SIRXIND101 Work effectively in a customer service environment
- SIRXRSK201 Minimise loss
- SIRXSLS201 Sell products and services
- SIRXWHS101 Apply safe work practices
- SIRXADM001 Apply retail office procedures
- SIRXMER201 Merchandise products
- SIRXSLS002A Advise on products and services
- SIRXMER202 Plan, create and maintain displays
- SIRXINV001A Perform stock control procedures
- SIRXICT001A Operate retail technology
- SIRXCLM101 Organise and Maintain work areas
- SIRXIND102 Plan a career in the Retail Industry

Eligibility for Qualification: Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **Certificate II in Retail Services**. Students achieving at least one unit of competency will be eligible for an **AQF Statement of Attainment** showing partial completion of their qualification.

Course Costs: Students may be required to purchase a textbook.

External VET Courses (EVET)

EVET courses can be Board Developed or Board Endorsed. Students must follow the application procedures by meeting submission and payment dates. EVET courses can be accessed to expand learning opportunities for students and further enhance their career. These courses provide students with industry recognition and possible articulation into higher level courses at TAFE.

EVET courses are divided into Framework and Non-Framework courses. Framework courses have the same AQF qualifications, ATAR contribution, assessment and work placement requirements as outlined in the school delivered VET courses. Framework courses must be studied in both Year 11 and 12 to contribute to a student's ATAR.

Application forms are available from the Leader of Learning VET. It is important for students to discuss their EVET application with the Leader of Learning VET, to ensure that it is the right course for them and to assist them in submitting a strong application, including the relevance to their future career pathway.

The application form and fee of \$500 must be paid to the school office by Week 4 Term 3 2016. The initial \$500 fee includes a refundable bond of \$250, which is paid out at the completion of the course.

The application form and fees are only applicable for one year. Students who wish to continue their course in Year 12 will need to pay a further \$250, complete and submit a continuation form by Week 4 Term 3 2017.

Students will be notified by early December if they have been successful in gaining entry into the course. The fees outlined above are based on receiving annual government funding, students and parents will be notified of any changes to course fees. Commonly this does not occur until the commencement of new academic year. If Government funding is withdrawn, the entire course cost will need to be passed on to the student/ parents. The full cost of courses ranges from **\$1300 to \$4200** and will be charged in the school fees.

NOTE:

- Students who require additional support during their course will be charged a higher fee from TAFE. This fee will also need to be paid in December 2016.
- Refunds will not be issued to students who change their mind after January 2017.
- Application forms are due to the Leader of Learning VET or the school office.
- All payments are to be paid to the school office.
- Please retain proof of payment.
- Late applications and/or non-payment of fees will not be considered
- Not all EVET courses are funded by the CEDP. Those that are delivered in other CEDP school and / or the CEDP Trade Training Centres are generally not funded.
- NSW Health initiative is funded through their RTO, however if an application is made through TAFE it will NOT be funded.

Applications will be checked, copied, endorsed by the Principal and then forwarded to the Parramatta Catholic Education Office (CEDP). Once the CEDP endorses the application, it will be sent on to the external provider, for example TAFE. **Students will be notified by mid November if they have been accepted into the course.**

See the next page for EVET providers and courses ...

TAFE

Our local WSI TAFE campuses offer EVET subjects for students to study in their Preliminary and/or HSC courses. TAFE courses offered are delivered in block sessions, that is four hours one afternoon a week from 2pm to 6pm. This has **implications for travel and catching up on the school work missed** due to the early departure from school. Attendance is essential, as absence from a block lesson provided by TAFE is the equivalent to missing a week of school work for one subject. Some EVET courses are listed below.

- Animal Care
- Aviation
- Beauty Therapy
- Design Fundamentals
- Plumbing
- Signcraft

Information about 2017 courses will be available after Monday June 6. Students are encouraged to speak with Mr Sullivan (VET) about such options. Information can also be found, once published, through the following websites:

- Western Sydney Institute: <http://wsi.tafensw.edu.au/tvet>
- South Western Sydney Institute of TAFE: <http://swsi.tafensw.edu.au/tvet>

NSW Health (*CEDP Funded Initiative*)

Applicants MUST still pay the \$250 annual application fee

NSW Health offers the EVET subject **Human Services** with students working towards a **Certificate III in Health Services Assistance (HLT32512)**. This course contributes a total of 6 (six) units of study across the 2 year course. This course may also contribute to the calculation of the ATAR. It provides students with the opportunity to develop their career in health. Students must complete 120 hours mandatory work placement in a hospital during the school holidays. The course will be delivered at Nepean, Auburn and Blacktown Hospital on a day and time to be confirmed. Students will need to make application to the relevant Hospital. Students need to provide their own transport to and from the hospital. As interest in this course is very high across the Diocese, students will be required to complete a numeracy and literacy test, as well as attend an interview.

When applying for Human Services at NSW Health, consider the following:

- How will I get to and from the hospital?
- Am I motivated to catch up on work missed at school when I attend the course?
- Am I motivated to do work placement during some of the school holidays?
- Can I manage my own learning and monitor correspondence?
- Do I need the holidays to recharge my batteries?

A compulsory information night is being held at Nepean Hospital on Thursday June 9. Please contact Mr Sullivan (VET) for more information.

Whitehouse Institute of Design

Delivery of these EVET subjects is by intensive block attendance at Surry Hills during school holidays, in April and July of Year 11 and January of Year 12 over a six-week period. Students who successfully complete the program will leave Whitehouse with a portfolio of creative work and a Certificate III In Design Fundamentals (CUA30715) with a focus in Fashion Visualisation, Interior Decoration Visualisation or Creative Direction Visualisation. In addition, the CUA30715 Certificate III in Design Fundamentals will provide 2 units credited towards their Year 11 and 2 units credit towards Year 12 studies. Whilst giving credit towards high school studies the program does not contribute to the calculation of the ATAR. When applying for the Whitehouse Institute of Design course, consider the following:

- How will I get to and from the Institute?
- Am I motivated to do the course in the holidays?

Check out their website: <http://www.whitehouse-design.edu.au/>

School-Based Traineeships (SBTs)

Students may wish to work whilst they undertake their HSC. A **Traineeship** enables students to **work part-time** and undertake their HSC with the units contributing to their HSC study. Students enter into a training contract with an employer to allow them to complete their formal training requirements for the HSC. **Students are required to find an employer that will sign them up for a School-Based Traineeship.** They are to contact the Leader of Learning VET in order for a sign-up to occur. This involves a meeting with the:

- Student
- Employer
- The registered training organisation (RTO), if this is different from the employer
- Student's parents
- School Principal or other school representative
- Leader of Learning VET

The sign up meeting will involve a discussion about the traineeship and formalise the process through the signing of the contract. Prior to the sign up, duty of care documentation will need to be completed by the student, parents, employer and school.

The minimum term for a school-based traineeship is 18 months. Students need to work a minimum of 100 days of paid employment by 31st December of their HSC year. Popular traineeships include Retail and Business services. **Students must be signed up for their SBT by May of their Preliminary course year.**

The SBT will involve students attending work outside of school hours, that is, after school, on weekends or during the school holidays. This arrangement needs to suit all parties associated with the contract. In terms of the theoretical component of the SBT, an employer may deliver this or an external Registered Training Organisation. **If there is a fee for the course, the Parramatta Diocese will not support it, hence students will not be able to participate.**

Industry-Based Learning (IBL)

Students that engage in a SBT can gain additional credit for HSC units by completing the optional **Industry-Based Learning (IBL) course**, which will contribute an additional 2 Units to their course of study. This course is a board endorsed course; hence it does not contribute to the calculation of the ATAR. This course is **only an option for students who are undertaking a school-based traineeship or school-based apprenticeship as part of their studies.**

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship. It provides a degree of flexibility for school-based apprentices and trainees within the Higher School Certificate as students work independently in completing a workbook. By engaging in on-the-job training and reflection, students will develop knowledge, understandings, values and attitudes about enterprise, work and industry and a range of employability related skills valued within and beyond the workplace. Students will gain experiences that can be applied to a range of contexts including work, study and leisure, and which can assist them in making informed career decisions.

Students are to complete a workbook that comprises mainly of a journal which records learning that has taken place whilst working, as well as additional activities. Students are to complete this log book during their Study Periods and in their own time. Their employer is required to sign their log book and students are also to meet with their Industry-Based Learning Supervisor at school periodically.

Catholic Trade Training Centres

There are two Catholic Trade Training Centres (CTTCs) in the Parramatta Diocese. Students wishing to attend the CTTCs will need to leave their current school, and enrol at one of the Catholic Trade Training Centres. CTTCs offer a flexible schooling experience for Year 11 and 12 students wanting to pursue a career in a vocational field. Students are able to start their first year of an apprenticeship in their chosen trade while they complete the HSC. Students who wish to undertake a school-based apprenticeship can access these through our CTTCs. Details for each CTTC are:

Loyola Catholic Trade Training Centre	McCarthy Catholic Trade Training Centre
<p><i>Contact details:</i> 91 North Parade Mt Druitt www.loyolacttc.catholic.edu.au m: loyolacttc@parra.catholic.edu.au p: 9407 7081</p> <p><i>Courses available:</i></p> <ul style="list-style-type: none"> • Carpentry • Shopfitting • Engineering (Metal Fabrication) • Automotive (Light Vehicle Servicing) • Electro-technology • Hospitality (Commercial Cookery) • Hairdressing • Plumbing • Early Childhood Education and Care • Brick and Blocklaying <p><i>Information Night:</i> Tuesday 31st May 2016 from 5pm</p>	<p><i>Contact details:</i> 75 Mackellar Street Emu Plains www.mccarthycttc.catholic.edu.au e: mccarthycttc@parra.catholic.edu.au p: 4735 3211</p> <p><i>Courses available:</i></p> <ul style="list-style-type: none"> • Automotive (Light Vehicle Servicing) • Bricklaying • Carpentry • Early Childhood Education and Care • Electrotechnology • Engineering (Metal Fabrication) • Hairdressing • Hospitality (Commercial Cookery) • Plumbing <p><i>Information Night:</i> Wednesday 8th June 2016 from 6pm</p>

Advantages for selecting the CTTC as a study pathway,

Vocational Education and Training courses offered within the Trades Skills Centre prepare students for specific fields of work while they study for the Higher School Certificate. These courses can be used as credit towards their studies, improving student engagement while meeting community needs.

Many recognised advantages emerge from students undertaking vocational training. Some of these benefits include:

- A gain in confidence and enhancing of practical skills beneficial for theoretical applications associated with tertiary study
- Development of significant employability skills for part-time or full-time employment or the attainment of an apprenticeship/traineeship
- A nationally recognised qualification or a statement of attainment towards it
- Pathway progression opportunities through private providers, TAFE and universities
- Helpful skills for everyday life

Detailed information about apprenticeships or traineeships can be found at the following website:

<http://www.sbatinnsw.info>

Board Endorsed Courses

RELIGIOUS EDUCATION – Leader of Learning: Mr Mark Sattler

Course: Catholic Studies (Not eligible for an ATAR.)			
1 Unit for each of Preliminary and HSC Board Endorsed Course		Exclusions: Studies of Religion I Studies of Religion II	
Course Description Catholic Studies enables students attending Catholic schools to study the Catholic faith and traditions, expressed in the life and mission of the Church, especially as situated in Australia's multi-faith context. There is a focus on the skills of critical reflection, social analysis and moral decision-making.			
Main Topics Covered			
Preliminary Course			
<ul style="list-style-type: none"> • Four Studies <ol style="list-style-type: none"> I. The Search for Meaning II. Religion in Australia III. Living Texts (Christian Ethics) IV. A Guide to Social Action 			
HSC Course			
<ul style="list-style-type: none"> • Four Studies <ol style="list-style-type: none"> I. Jesus of History, Jesus of Faith II. Spiritual Pathways III. A Christian Vision of the World IV. Christian Vocation, Work and Leisure 			
Particular Course Requirements: Students will undertake research and present formal written reports for each Study.			
Assessment: HSC course			
External Assessment	Weighting	Internal Assessment	Weighting
		I. Jesus of History, Jesus of Faith	10
		II. Spiritual Pathways	10
		III. A Christian Vision of the World	15
		IV. Christian Vocation, Work and Leisure	15
			50

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING – Leaders of Learning: Mrs Margaret Rust / Ms Carmen Noonan

<p>Course: Photography, Video and Digital imaging – 2 Unit (Not eligible for an ATAR)</p>
<p>Content Endorsed Course</p> <p>Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject</p>
<p>Course Description</p> <p>Photography, video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment, They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>
<p>Main Topics Covered</p> <p>Modules may be selected in the fields of</p> <ul style="list-style-type: none">• Wet Photography• Digital Imaging <p>Students will complete the mandatory Occupational Health and Safety module and 3-6 modules per year from the following. Introduction to the Field; Develop a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts.</p>
<p>Particular Course Requirements:</p> <p>Students are required to keep a diary throughout the course. It is recommended that each student has access to a SLR camera.</p>

VISUAL DESIGN – Leaders of learning: Mrs Margaret Rust / Ms Carmen Noonan

Course: Visual Design – (Not eligible for an ATAR)
Content Endorsed Course Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
Course Description: 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, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture. Through the critical and historical study of designed images and objects students are able to analyse and make informed judgments about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.
Main Topics Covered: Modules may be selected in any of the four board fields of: <ul style="list-style-type: none">• Graphic design• Wearable design• Product design• Interior/exterior design The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialize in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.
Particular Course Requirements: Students are required to keep a diary throughout the course.

Other Courses

School based traineeships (SBT)

Students who have a part-time job or would like a part-time job in Years 11 and 12, may study for a VET qualification and complete an industry recognised traineeship while earning an income.

Most part-time traineeships are in retail but there are limited opportunities available in other fields of work. These courses are worth up to 5 units of study across the two years with the opportunity to add a 2 unit course, "Industry-based Learning" to a students pattern of study.

Examples of employers who support part-time traineeship programs include:
McDonalds, Big W, Gloria Jeans, KFC, NRMA.

Students should consult with Mr Sullivan **(0417 612 157)** regarding these courses.

See page 64

Distance Education

There are strict guidelines imposed by Distance Education institutions and the school in relation to courses studied through Distance Education. Any applicants for Distance Education courses will be interviewed by the school Principal to determine their suitability for such demanding courses. There is a significant private cost, which is added to the school fees for Distance Education courses. Please contact the Head of Learning for further information.

COURSE SUBJECT SELECTION FORM 2017

You must select ONE (1) English and ONE Religion Course subject from the list below.

Choose 1 English Course	Units	ATAR	LOL Signature	Choice
English Advanced @	2	ATAR		
English Standard	2	ATAR	Not Required	
Choose 1 Religion Course	Units		LOL Signature	Choice
Studies of Religion 1	1	ATAR	Not Required	
Studies of Religion 2 @	2	ATAR		
Catholic Studies	1	Non-ATAR	Not Required	

HSC BOARD DEVELOPED COURSES

- ◆ Number your choices in order of your preference
- ◆ All are 2 units unless stated

Subject	Choice	Signature	Subject	Choice	Signature
Agriculture			Japanese Continuers @		
Ancient History			Legal Studies		
Biology @			Mathematics 2 Unit @		
Business Studies			Mathematics Extension 1 Unit @		
Chemistry @			Mathematics General		
Community and Family Studies			Modern History		
Dance #			Music Course 1		
Drama #			PDHPE		
Earth & Environmental Science			Physics @		
English Extension 1 Unit @			Senior Science		
Food Technology			Society & Culture #		
Geography			Textiles & Design #		
Industrial Technology (Timber) #			Visual Arts #		

- All have major work due in the HSC – not recommended to do more than 2 of these subjects.

@ Requires a LOL signature

HSC BOARD ENDORSED COURSES

Subject	ATAR	Choice
Photography, Video & Digital Imaging	Non-ATAR	
Visual Design	Non-ATAR	

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES – Board Developed

- ◆ These are Category “B” subjects
- ◆ ONLY **ONE** subject can count towards your ATAR.
- ◆ Any of these subjects may be offered as a “Cluster Class” should student numbers be limited.

Subject	ATAR	Choice
Business Services		
Construction		
Entertainment (Cluster)		
Hospitality		
Information & Digital Technology (Cluster)		
Primary Industries		
Retail Services (Cluster)		

SUBJECT SELECTION ELIGIBILITY CHECK

- Minimum of 12 and no more than 13 units selected
- At least **ONE** unit of Religion selected
- ONE** English course selected
- No More than **SIX** units of Science are selected
- at least **SIX** units from Board Developed courses
- at least **THREE** courses of two units value or greater (either Board Developed or Board Endorsed courses)

TOTAL NUMBER OF UNITS SELECTED: (Minimum 12 - Maximum 13)	
DO YOU WANT AN ATAR?	
YES	NO

STUDENT NAME: _____

HOMEROOM: _____

Parents Signature: _____

Date: _____

I understand that my child _____ does / does not want to receive an ATAR.

Whilst we are extremely aware of your child's requests, please be advised that if clashes occur or subjects have insufficient numbers to run, your child may not get the preferences they have outlined.

Only complete if interested in external Courses

EXTERNAL COURSES (Studied outside of School)

- ◆ Such courses attract additional fees and application forms - see Mr Geoff Sullivan (LOLVET)
- ◆ All work missed due to travelling to my course, must be made up in the Study Periods provided.

I have chosen my electives above, and I wish to apply for an External Course.

I have seen the HOL for a Distance Education Course, and I will submit my application ASAP

I have seen the LOL – VET for all other external course and will submit my application ASAP

If I'm successful with my application, I am aware that my pattern of study will be adjusted once I have completed two weeks of the course.

Course you wish to study:	Units	Choice

Signed: _____

Date: _____