

**ST COLUMBA'S  
CATHOLIC COLLEGE**



**ST COLUMBA'S CATHOLIC COLLEGE**

**YEAR 11 Subject Selection  
Information Booklet**

**2025**

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**TIMELINE FOR YEAR 11 SUBJECT SELECTION**

Term 2 Week 6	Wednesday 5th June	Students spoken to at Year 10 assembly.  Students receive St Columba's Catholic College Subject Handbook during Week 7
Term 2 Week 6	Wednesday 5th June	Student intention form distributed
Term 2 Week 8	Wednesday 19th June	Further information at Year 10 assembly with focus on VET and Distance Education
Term 2 Week 8	Wednesday 19th June 4pm-6pm	Subject Selection Launch & Parent Information Evening
Term 2 Week 9	Friday 28th June	Student intention form returned
Term 3 Week 1	Wednesday 24 <sup>th</sup> July	Expression of Interest Form for VET, School of Now, School of Languages Distance Education opens  Please complete the below expression of interest form if you are interested in studying;  <ul style="list-style-type: none"> <li>- a VET course (both onsite and external)</li> <li>- an EVET course</li> <li>- a course with School of Now</li> <li>- a language course with School of Languages</li> <li>- a School Based Apprenticeship</li> <li>- a School Based Traineeship</li> <li>- any other course through a Distance Education provider</li> </ul> <a href="#">Expression of Interest Form</a>
Term 3 Week 3	Monday 5th August Tuesday 6th August	Year 10 Taster Lessons
Term 3 Week 3	Tuesday 6th August	Expression of Interest Form for VET, School of Now, School of Languages, Distance Education closes
Term 3 Week 3	Open Wednesday 7th August Close Friday 9th August	Online Subject Selection Choices completed by students
Term 3 Week 4	Monday 12th August Tuesday 13th August	Subject selection interviews between student, parent and member of the College Leadership Team

## THE DECISION TO ENTER SENIOR SCHOOL

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 full time paid employment for 25 hours per week and / or have an apprenticeship/traineeship
- When a young person is undertaking full-time 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.

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 learning at school engaging.
- 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.

Apply these rules when choosing subjects:

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

### Do not choose a subject because:

- *Your friends are taking it.* Your friends may have different abilities, interests and motivations.
- *Your favourite teacher is teaching it.* Teachers often change classes or even schools.
- *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**.

**NEED HELP? - Who can help and how?**

- Your Wellbeing Teacher**            can help by talking over your ideas
- Your Subject Teachers**            can tell you if you are good at certain subjects
- Your Careers Counsellor**            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.

Any questions regarding the subject selection process please contact the College Head of Learning. If you have questions surrounding support for subject selection, the College Leader of Wellbeing for Year 10 and the College Year 10 Diversity Teacher are also available.

Mrs Samantha Coultas	Head of Learning
Ms Monique Salloum	Leader of Wellbeing
Mrs Melissa Moran	Head of Diversity
Mrs Frances Sidoruk-Darroch	Year 10 Diversity Teacher
Mr John Taccori	Careers Counsellor
Nicky Alsemgeest	Partnerships and Pathways Coach

If you have any subject specific questions for a course, please contact the relevant Leader of Learning who will be able to assist you with your enquiry;

<b>KLA Leaders of Learning</b>	
Religious Education	Mr Mark Sattler Mr Bruno Pahlke Mrs Pia Waring
English	Mrs Sarah McCauley Miss Jaden Ellis
Mathematics	Mr Paul Waddell Ms Pip Lees
Science	Ms Chrisy Lekkas Mrs Susan Hill
Creative Arts	Mrs Margaret Rust Ms Carmen Noonan
HSIE	Mr James Rooney Ms Karlie Hollifield
Languages	Mrs Leonie Morrison
PDHPE	Mr Greg McDonald Mr Greg Clune
TAS	Mrs Christie Carey Ms Nadine Sibbald
VET	Mr Shane Watson
School of Languages School of Now	Ms Candice Ferey



The material in this section has been prepared using the New South Wales Education Standards Authority (NESA), Assessment, Certification and Examination Manual and St Columba's Catholic College Policies.

Please note: It is determined whether a course will run by the college Principal. Some courses may not run due to:

- the number of students who selected the course in the subject selection process

## THE HIGHER SCHOOL CERTIFICATE

### What is it?

The Higher School Certificate is the credential awarded to secondary students who successfully complete their senior years of schooling. It is the highest award that can be gained by secondary students in New South Wales. From 2020, all Year 12 students in NSW must reach the minimum standard of numeracy and literacy to receive the HSC.

### 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 NSW Education Standards Authority (NESA) considers satisfactory;
- (b) have attended a government school, an accredited non-government school or a school outside New South Wales recognised by NESA or a college of TAFE;
- (c) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- (d) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.
- (e) have demonstrated that they have reached the minimum standards of literacy and numeracy

NESA 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 NESA, 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, Year 11 and Year 12 students must satisfactorily complete a Preliminary pattern of study comprising at **least 12 units** and an HSC pattern of study comprising **at least 10 units**. Both patterns must include:

- 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.**
  - **For Year 11, students should aim to select 12 units of study. This requirement will meet NESA and School regulations.**
  - A maximum of **6 units** of Science may be included in the Year 11 pattern of study. A maximum of **7 units** of Science may be included in the Year 12 pattern of study.
  - An **ATAR** pattern of study is necessary if a student intends on applying for university.
  - A **HSC Plus** pattern of study is recommended for students who do not wish to go to university.

### 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 NSW Education Standards Authority (NESA) 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 student 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,
- (c) those courses of study are to comply with a pattern of study determined by NESA
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the NESA

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 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 NSW Education Standards Authority 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 Catholic College will offer some of these courses, while others may be delivered by neighbouring Catholic Cluster schools (Penola, Xavier, or Caroline Chisholm) 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:-
  - o Hospitality – uniform and/or knife kit
  - o 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.

## 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 NESA 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 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.

NESA 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).

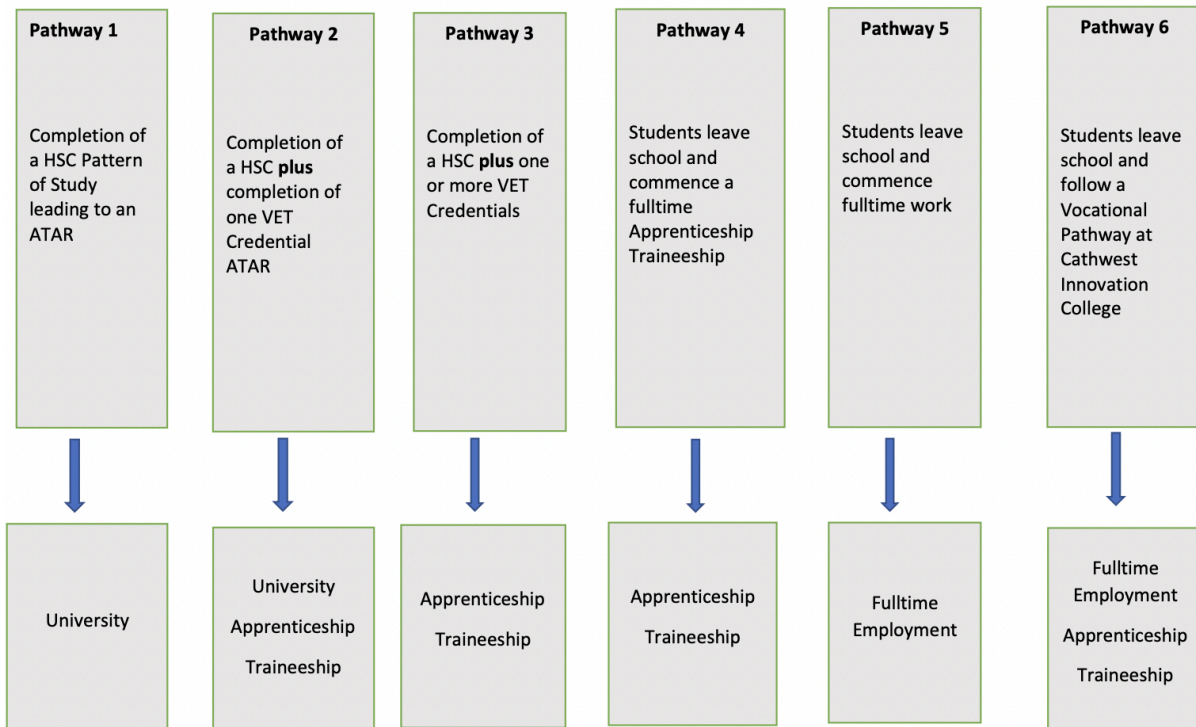
### **Extension Courses**

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 study beyond the standard of the 2 unit course. Extension courses are available in English, Science, Mathematics, History, Music, some Languages and VET. Undergraduate university courses are available in some subjects.

English and Mathematics Extension Courses 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.

## COMPLETION OF YEAR 10



**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- <sup>1</sup> (Year 12)
Biology	Biology (2)	Science Extension- (Year 12)
Business Studies	Business Studies	
Chemistry	Chemistry (2)	
Community & Family Studies	Community & Family Studies	
Dance	Dance	
Design and Technology	Design and Technology (4)	
Drama	Drama (4)	
Earth & Environmental Science	Earth & Environmental Science (2)	
English #	English Advanced	Preliminary English Extension 1 unit
	English Standard	HSC English Extension 1-(Year 12)
	English Studies	HSC English Extension 2 -(Year 12)
Economics	Economics	
Food Technology	Food Technology	
Geography	Geography	
Human Movement Science	Human Movement Science	
Industrial Technology	Industrial Technology (4)	
Investigating Science	Investigating Science	
Japanese Continuers	Japanese Continuers	
Legal Studies	Legal Studies	Preliminary Mathematics Extension 1 unit
Mathematics #	Mathematics Advanced	HSC Mathematics Extension 1 - (Year 12)
	Mathematics Standard	HSC Mathematics Extension 2 – (Year 12)

Modern History	Modern History	HSC History Extension - (Year 12)
Music	Music 1 (4) Music 2	Music Extension - (Year 12, must be doing Music 2 course)
Physics	Physics (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, Investigating Science and Physics in meeting the 12 Preliminary HSC units. 7 units (including Science Extension) can be studied in the HSC Course.
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, Textiles & Design, 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
Studies in Catholic Thought	Studies in Catholic Thought	1 Unit
Photography, Video & Digital Imaging	Photography, Video & Digital Imaging (Preliminary only)	1 Unit
Visual Design	Visual Design (Preliminary only)	1 Unit
Visual Design	Visual Design	2 units
Exploring Early Childhood	Exploring Early Childhood (Preliminary only)	1 unit
Sport and Lifestyle Recreation	Sport and Lifestyle Recreation (Preliminary only)	1 unit
Work Studies	Work Studies	2 units
Numeracy	Numeracy	2 units

**Vocational Education and Training (VET)**

**BOARD DEVELOPED VET CURRICULUM FRAMEWORK COURSES OFFERED**

Subjects	Courses
Construction	Construction (240 hours)
Entertainment Industries	Entertainment Industries (240 hours)
Hospitality	Hospitality (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)

**BOARD ENDORSED VET COURSES OFFERED**

Subjects	Courses
Fitness	Fitness

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 emphasises practical work. **These courses include 70 hours of structured work placement (over 2 years) in the industry.** VET courses 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, it is signed off by the assessor in the Student Competency Register.
- 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 competencies 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, structured 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 may be timetabled in one block of time to allow the cluster class 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 Llandilo, Caroline Chisholm College Glenmore Park and Penola Catholic College Emu Plains. 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 a 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 fulfil 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 NESA'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 NESA. These marks will be based on the school assessment tasks. In the courses of English Studies and Mathematics Standard 1, a **grade** for school-based assessment rather than a final assessment mark will be submitted to NESA.

The tasks will be designed to find out whether students 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 students 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).

NESA 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 NESA'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 NESA. 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 NESA 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.

From 2025, to be eligible for an ATAR a student must complete at least 10 units of HSC courses. These courses must include at least:

- \* 10 units of Board Developed courses
- \* 2 units of English
- \* three Board Developed courses of 2 units or greater
- \* four subject areas.

The ATAR is then calculated from their:

- \* best 2 units of English
- \* best 8 units from remaining units.

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.

### **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 fulfil 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 NESAs 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 NESA'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 NESA'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.

## Diversity Support

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 implement inclusive practices where all school staff have significant roles to play in supporting students with diverse learning needs.

Some of the support strategies offered to students with diverse learning needs undertaking Stage 6 are:

- Guidance with appropriate subject selection for Year 11
- Access to Disability Provisions for eligible students throughout the Preliminary and Higher School Certificate courses
- Accessing a Life Skills course of study for eligible students
- Developing Personalised Plans for students with a disability with appropriate adjustments to teaching and learning strategies

## 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 New South Wales Education Standards Authority (NESA)
- include an external HSC examination

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

- courses endorsed by the New South Wales Education Standards Authority (NESA)
- eligible for the HSC but do not count towards an ATAR

### **VET Curriculum Framework Courses:**

- dual accreditation courses – HSC and TAFE qualifications
- some subjects may be offered as a cluster class
- additional costs incurred to cover equipment and materials

### **EVET Courses (offered by external providers eg TAFE, private colleges):**

- student co-contribution fee incurred to cover EVET course fees charged by the external provider
- EVET courses may/may not be eligible for an ATAR
- studied 1 afternoon/week or school holidays
- requires own transport to and from EVET course

For the Preliminary HSC course at St Columba's students must select 12 units.

For the Higher School Certificate course at St Columba's students will carry a minimum of 10 units and no more than 11 units.

**RELIGIOUS EDUCATION - Leader of Learning: Mr Mark Sattler/ Mr Bruno Pahlke**

<b>Course: Studies of Religion I</b>			
1 unit for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Studies of Religion II; Studies in Catholic Thought			
<b>Course Description:</b> 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.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>● The Nature of Religion and Beliefs</li> <li>● Two Religious Tradition Studies selected from Buddhism, Christianity, Hinduism, Islam and Judaism. These studies focus on the origins, principal beliefs and practices, and sacred texts of each religion</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>● Religion and Belief Systems in Australia Post - 1945</li> <li>● 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.</li> </ul>			
Additional fee charges for student consumables may apply to this course			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
Section I: Religion and Belief Systems in Australia Post – 1945	30	Knowledge and understanding of course content	40
Section II : Religious Tradition Depth Study	30	Source-based skills	20
		Investigation and research	20
Section III: Religious Tradition Depth Study	40	Communication of information, ideas and issues in appropriate forms	
	100		100



**RELIGIOUS EDUCATION – Leader of Learning: Mr Mark Sattler/Mr Bruno Pahlke**

<b>Course: Studies of Religion II</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Studies of Religion I; Studies in Catholic Thought			
<b>Course Description:</b> 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. Studies of Religion II is a course that is predominantly essay-based.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>● The Nature of Religion and Beliefs</li> <li>● Three Religious Tradition Studies selected from Buddhism, Christianity, Hinduism, Islam and Judaism.</li> </ul> <p>These studies focus on the origins, principal beliefs and practices, and sacred texts of each religion</p> <ul style="list-style-type: none"> <li>● Religions of Ancient Origin</li> <li>● Religion and Belief Systems in Australia Pre -1945</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>● Religion and Belief Systems in Australia Post -1945</li> <li>● 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</li> <li>● Religion and Peace</li> <li>● Religion and Non-Religion</li> </ul>			
<b>Additional fee charges for student consumables may apply to this course.</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
Section I: Religion and Belief Systems in Australia Post -1945; Religion and Non-Religion	30	Knowledge and understanding of course content.	40
Section II : Religious Tradition Depth Studies	30	Source-based skills	20
Section III: Religious Tradition Depth Study	20	Investigation and research	20
Section IV: Religion and Peace	20	Communication of information, ideas and issues in appropriate forms	20
	100		100

**ENGLISH – Leader of Learning: Mrs Sarah McCauley/Ms Jaden Ellis**

**Course: English Advanced**

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** English (Standard); English Studies; English (EAL/D)

**Course Description:**

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts including literature from the past and present and from Australian and other cultures.

**Main topics covered:**

**Preliminary Course**

- The Common Module - Reading to Write. Through intensive and close reading of quality texts from a variety of modes and media, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.
- Module A: Narratives that Shape our World - In this module, students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values.
- Module B: Critical Study of Literature - In this module, students develop analytical and critical knowledge, understanding and appreciation of a literary text

**HSC Course**

- The HSC Common Module: Texts and Human Experiences - In this common module, students deepen their understanding of how texts represent individual and collective human experiences. Students study one prescribed text and a range of short texts
- Module A: Textual Conversations - In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts
- Module B: Critical Study of Literature - In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text
- Module C: The Craft of Writing - In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

**Particular Course Requirements:**

Across Stage 6 the selection of texts must give students the experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

**Preliminary English (Advanced) course requires:**

- Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- The Year 11 course requires students to support their study of texts with their own wide reading

**HSC English (Advanced) course requires:**

- Close study of FOUR PRESCRIBED TEXTS, one drawn from EACH of the following categories:
  - Shakespearean drama
  - prose fiction
  - poetry **OR** drama
  - nonfiction **OR** film **OR** media **OR** a text from one of the categories above.

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course only**

External Assessment	Internal Assessment	Weighting (%)
<p>Paper One - 1 hour &amp; 30 minutes Texts and Human Experience - Reading and sustained response</p> <p>Paper Two - 2 hours Module A - Sustained response Module B - Sustained response Module C - There will be one question which may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative or reflective response.</p>	<p>Common Module Module A Module B Module C</p> <p><b>Assessment across the language modes:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes (Listening, Speaking, Reading, Writing, Viewing &amp; Representing)</li> </ul>	<p>50</p> <p>50</p>
		100

**ENGLISH – Leader of Learning: Mrs Sarah McCauley/Ms Jaden Ellis**

**Course: English Standard**

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** English (Advanced); English (EAL/D); English (Extension); English Studies

**Course Description:**

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students who have a diverse range of literacy skills with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

**Main Topics Covered:**

**Preliminary Course**

- The Common Module - Reading to Write. Through intensive and close reading of quality texts from a variety of modes and media, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.
- Module A: Contemporary Possibilities - In this module, students extend their knowledge, developing an appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts.
- Module B: Close Study of Literature - In this module, students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.

**HSC Course**

- The HSC Common Module: Texts and Human Experiences - In this common module, students deepen their understanding of how texts represent individual and collective human experiences. Students study one prescribed text and a range of short texts
- Module A: Language, Identity and Culture - In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception.
- Module B: Close Study of Literature - In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text.
- Module C: The Craft of Writing - In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

**Particular Course Requirements:**

Across Stage 6 the selection of texts must give students the experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

**Preliminary English (Standard) course requires:**

- Students are required to study ONE complex multimodal or digital text in Module A.
- Students are required to study ONE substantial literary print text in Module B.

- Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- The Year 11 course requires students to support the study of texts with their own wide reading.

**HSC English (Standard) course requires:**

Close study of THREE TYPES OF PRESCRIBED TEXTS, one drawn from EACH of the following categories:

- prose fiction
- poetry **OR** drama
- film **OR** media **OR** nonfiction

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course only**

External Assessment	Internal Assessment	Weighting (%)
<p>Paper One - 1 hour &amp; 30 minutes Texts and Human Experience - Reading and sustained response</p> <p>Paper Two - 2 hours Module A - Sustained response Module B - Sustained response Module C - There will be one question which may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative or reflective response.</p>	<p>Common Module Module A Module B Module C</p> <p><b>Assessment across the language modes:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes (Listening, Speaking, Reading, Writing, Viewing &amp; Representing)</li> </ul>	<p>50</p> <p>50</p>
		100

**ENGLISH – Leader of Learning: Mrs Sarah McCauley/Ms Jaden Ellis**

<p><b>Courses:</b>        <b>Preliminary English Extension</b>  <b>HSC English Extension 1</b>  <b>HSC English Extension 2</b></p>
<p>1 unit of study for each of Preliminary and HSC</p> <p><b>Prerequisites:</b> (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</p> <p><b>Exclusions:</b>    English (Standard); English Studies; English (EAL/D)</p>
<p><b>Course Description:</b></p> <ul style="list-style-type: none"> <li>• In the Preliminary English (Extension) Course, students develop an understanding of how and why cultural values are maintained and changed.</li> <li>• In the HSC English (Extension) Course 1, students extend their understanding of the ways that texts contribute to the awareness of the diversity of ideas, attitudes and perspectives.</li> <li>• In the HSC English (Extension) Course 2, students engage in extensive investigation of a subject of their own choosing to demonstrate the skills and knowledge developed throughout their Stage 6 English courses to create a sustained composition and document their reflection on this process.</li> </ul>
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Extension Course</b>  The course has one common module - Module: Texts, Culture and Value.</p> <p><b>HSC Extension Course 1</b>  The course has one common module - Literary Worlds and one elective module</p> <p><b>HSC Extension Course 2</b>  The course requires students to complete a Major Work</p>
<p><b>Particular Course Requirements:</b></p> <p><b>The Preliminary English Extension Course</b> requires students to explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and /or appropriated into more recent culture. Students are required to undertake an Independent Related Project.</p> <p><b>The HSC English Extension Course 1</b> requires students to explore, investigate, experiment with and evaluate the way texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p><b>The HSC English Extension Course 2</b> requires completion of a Major Work and a statement of reflection.</p> <p><b>Additional fee charges for student consumables may apply to this course</b></p>

<b>Assessment: HSC Extension Course 1</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
2 hour exam 2 extended responses	Knowledge and understanding of complex texts and how and why they are valued.  Skills in: Complex analysis Sustained composition Independent investigation	50
		50

<b>Assessment: HSC Extension Course 2</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
Major work - 40 marks Reflection Statement - 10 marks	Skills in extensive independent research  Skills in sustained composition	50
		50

**ENGLISH – Leader of Learning: Mrs Sarah McCauley/Ms Jaden Ellis**

<p><b>Course: English Studies</b></p>
<p>2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> English (Advanced); English (EAL/D); English (Extension); English Standard</p>
<p><b>Course Description:</b> The English Studies course is designed to provide students with opportunities to become competent, confident, and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.</p>
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• The Mandatory Module – Achieving through English: English in education, work and community – In this module, students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment</li> <li>• They then undertake an additional 2-4 modules</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The HSC Common Module: Texts and Human Experiences - In this common module, students deepen their understanding of how texts represent individual and collective human experiences. Students study one prescribed text and a range of short texts</li> <li>• They then undertake an additional 2-4 modules</li> </ul>
<p><b>Particular Course Requirements:</b> Across Stage 6 the selection of texts must give students the experience of the following:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> <li>• Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> </ul> <p><b>Preliminary English Studies course requires:</b></p> <ul style="list-style-type: none"> <li>• Students to read, view, listen to, compose a wide range of texts including print and multimodal texts</li> <li>• Study at least one substantial print text</li> <li>• Study at least one substantial multimodal text</li> <li>• Be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>• Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and or electronic forms across all the modules undertaken throughout the year</li> <li>• Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions</li> </ul> <p><b>HSC English Studies course requires:</b></p> <ul style="list-style-type: none"> <li>• Students to study ONE text from the prescribed list and one related text for the Common Module – Texts and Human Experiences</li> <li>• Students to read, view, listen to, compose a wide range of texts including print and multimodal texts</li> <li>• Study at least one substantial print text</li> <li>• Study at least one substantial multimodal text</li> <li>• Be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> </ul>



- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and or electronic forms across all the modules undertaken throughout the year
- Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course only**

External Assessment	Internal Assessment	Weighting (%)
<p>Students may sit an optional HSC examination if they are eligible for an ATAR.</p> <p>The examination consists of one paper, 2 hours and 30 minutes in length.</p> <p>There are 4 sections with a variety of short answer and extended response questions.</p>	<p><b>Assessment across the language modes:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul> <p>Skills in:</p> <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating texts</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	50
		50
		100

**TAS – Leader of Learning: Mrs Christie Carey/Ms Nadine Sibbald**

<b>Course: Agriculture</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<p><b>Course Description:</b> 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><b>Main Topics Covered:</b> <b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Overview of Australian Agriculture (15%)</li> <li>• The Farm Case Study (25%)</li> <li>• Plant Production (30%)</li> <li>• Animal Production (30%)</li> </ul>		<p><b>HSC Course</b> Core Topics</p> <ul style="list-style-type: none"> <li>• Plant/Animal Production (50%)</li> <li>• Farm/Product Study (30%)</li> <li>• Elective (20%)</li> </ul> <p><b>Choose one of the following electives to study</b></p> <ul style="list-style-type: none"> <li>• Agri-Food fibre and fuel technologies</li> <li>• Climate change</li> <li>• Farming for the 21<sup>st</sup> century</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <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>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand. Correct personal protective equipment will be required for these activities to be conducted safely.</p> <p><b>Additional fee charges for student consumables may apply to this course</b></p>			
<b>Assessment: HSC course only</b>			
<b>External examination</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
<i>Section I – Core</i> Part A Objective response questions	20	Knowledge and understanding of course content.	40
Part B Short answer questions	60		
<i>Section II – Electives</i> Candidates answer a short-answer question and an extended response question on the elective they have studied	20	Knowledge, understanding and skills required to manage agricultural production systems	40
		Skills in effective research, experimentation and communication	20
	100		100

**HSIE - Leader of Learning: Mr James Rooney / Ms Karlie Hollifield**

<b>Course: Ancient History</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description:</b>			
<p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b> (120 hours)		<b>HSC Course</b> (120 hours)	
<ul style="list-style-type: none"> <li>- Investigating Ancient History                             <ul style="list-style-type: none"> <li>• The Nature of Ancient History</li> <li>• Case Studies (e.g. the Tomb of Tutankhamun)</li> </ul> </li> <li>- Features of Ancient Societies (e.g. Death and Funerary Customs in Old Kingdom Egypt)</li> <li>- Historical Investigation - student choice</li> </ul>		Core Study: Cities of Vesuvius – Pompeii and Herculaneum Ancient Societies (e.g. Spartan Society, New Kingdom Society) Personalities in their Times (e.g. Hatshepsut, Agrippina the Younger, Pericles) Historical Periods (e.g. New Kingdom Egypt, The Greek World 500-440 BC, The Julio-Claudian Emperors)	
<b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A three hour written examination.		Knowledge and understanding of course content	40
Section I: CORE (Pompeii and Herculaneum) - Short answers and an extended response question.	25	Historical skills in the analysis and evaluation of sources and interpretations	20
Section II: Ancient Societies - Short and an extended response question.	25	Historical inquiry and research	20
Section III: Personalities - Short and an extended response question.	25	Communication of historical understanding in appropriate forms	20
Section IV: Historical Periods - Essay Question	25		
	100		100

**HSIE - Leader of Learning: Mr James Rooney / Ms Karlie Hollifield**

<b>Course: HSC History Extension (Year 12 only)</b>			
1 unit HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description:</b> History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.			
<b>Main Topics Covered;</b> <ul style="list-style-type: none"> <li>• study historiographical ideas and processes through key questions</li> <li>• investigate a case study to analyse historical debates</li> <li>• undertake the History Project, focusing on an area of changing historical interpretation.</li> </ul>			
<b>Particular Course Requirements:</b> 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.  <b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A 2 hour written examination.		Knowledge and understanding of significant historical ideas and processes	40
Section I: An extended response where students are asked to respond to stimulus in the exploration of issues of historiography.	25	Skills in designing, undertaking and communicating historical inquiry and analysis	60
Section II: An extended response question where students are asked to analyse historiographical issues with reference to a case study.	25		
	50		100

**SCIENCE - Leader of Learning: Ms Chrissy Lekkas / Mrs Susan Hill**

<b>Course: Biology</b>		
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil		
<p><b>Course Description:</b> Biology is the study of living organisms, life processes and interactions between organisms and their environment. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity. The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p> <p>Stage 6 Science courses build on students' knowledge and skills developed in the Science Stage 5 course and helps them develop a greater understanding of Biology as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of Biology often provides the unifying link between interdisciplinary studies. Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p>		
<b>Main Topics Covered:</b>		
<p><b>Preliminary Course</b> Working Scientifically Skills and four modules Modules Module 1: Cells as the Basis of Life Module 2: Organisation of Living Things Module 3: Biological Diversity Module 4: Ecosystem Dynamics</p>	<p><b>HSC Course</b> Working Scientifically Skills and four modules Modules Module 5: Heredity Module 6: Genetic Change Module 7: Infectious Disease Module 8: Non-infectious Disease and Disorders</p>	
15 hours must be allocated to depth studies within the 120 indicative course hours for each year.		
<p><b>Particular Course Requirements:</b> Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time in each year, including time allocated to practical investigations in depth studies. <b>Additional fee charges for student consumables may apply to this course</b></p>		
<b>Assessment: HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A 3 hour external HSC Examination	Skills in working scientifically	60
	Knowledge and understanding of course content	40
		100

**HSIE - Leader of Learning: Mr James Rooney / Ms Karlie Hollifield**

<b>Course: Business Studies</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<p><b>Course Description:</b> Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</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. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Nature of Business – 20% of course time</li> <li>● Business management – 40% of course time</li> <li>● Business Planning – 40% of course time</li> </ul>		<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● Operations</li> <li>● Marketing</li> <li>● Finance</li> <li>● Human resources</li> </ul> <p>Each of the HSC topics cover 25% of course time.</p>	
<p><b>Particular Course Requirements:</b></p> <p>In the Preliminary course there is a research project investigating the operation of a medium business and planning the establishment of a small business.</p> <p><b>Additional fee charges for student consumables may apply to this course</b></p>			
<b>Assessment: HSC Course</b>			
<b>External Assessment – HSC only</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A three hour written examination, including objective-response questions, short answer questions and two extended response questions	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of business information, ideas and issues in appropriate forms	20
	100		100

**SCIENCE - Leader of Learning: Ms Chryis Lekkass / Mrs Susan Hill**

<b>Course: Chemistry</b>		
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil <b>Recommendations:</b> Only students who achieve a Science and Mathematics report grade A or a high Grade B and are doing at least Advanced Maths can consider this course.		
<b>Course Description:</b> The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes. The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals, which leads to an understanding of the structure, properties and trends of and between classes of chemicals. Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.		
<b>Main Topics Covered:</b>		
<b>Preliminary Course</b> Working Scientifically skills and four modules. Core Modules Module 1: Properties and Structures of Matter. Module 2: Introduction to Quantitative Chemistry. Module 3: Reactive Chemistry. Module 4: Drivers of Reactions.	<b>HSC Course</b> Working Scientifically skills and four modules. Core Modules Module 5: Equilibrium and Acid Reactions. Module 6: Acid/Base Reactions. Module 7: Organic Chemistry. Module 8: Applying Chemical Ideas.	
15 hours must be allocated to depth studies within the 120 indicative course hours for each year.		
<b>Particular Course Requirements:</b> Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.		
<b>Additional fee charges for student consumables may apply to this course</b>		
<b>Assessment: HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A 3 hour HSC external examination	Skills in working scientifically	60
	Knowledge and understanding of course content	40
		100

**PDHPE - Leader of Learning: Mr Greg McDonald / Mr Greg Clune**

<b>Course: Community &amp; Family Studies</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description:</b> 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.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b> 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.			
<b>HSC Core Modules</b> 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"> <li>● Family and Society interactions – Government and community structures that support and protect family members throughout their lifespan</li> <li>● Social Impact of Technology – the impact of evolving technologies on individuals and lifestyles.</li> <li>● Individuals and Work – contemporary issues confronting individuals as they manage roles within both the family and work environment.</li> </ul>			
<b>Particular Course Requirements:</b> As part of the HSC, students are required to complete components of 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. Additional fee charges for student consumables may apply to this course			
<b>Assessment: Preliminary and HSC courses</b>			
<b>External Assessment (HSC)</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A 3 hour written examination	100	Knowledge and understanding of course content Skills in critical thinking, research methodology, analysing and communicating	40 60
			100



**PDHPE - Leader of Learning: Mr Greg McDonald / Mr Greg Clune**

<b>Course: Dance</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description:</b> 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.			
<b>Main Topics Covered:</b>			
<b>Preliminary &amp; HSC Course</b>			
Performance - Performance consists of knowledge, understanding and skills that physically prepare the body for dance			
Composition - provides students with opportunities to develop knowledge and understanding of the theories, principles, processes and practices of composition			
Appreciation - knowledge of dance as an artform and the skills of research, analysis, writing and criticism			
<b>HSC Major Study</b>			
Students also undertake an in-depth study of dance in one of the major study components, either Performance, Composition, Appreciation or Dance and Technology			
<b>Particular Course Requirements:</b>			
Each student is required to keep a process diary of the development of all practical core and major study components.			
As part of the HSC students are required to present a solo dance of between 3–5 minutes duration based on Dance Technique which also includes an interview of up to 6 minutes.			
Additional fee charges for student consumables may apply to this course.			
<b>Assessment: Preliminary and HSC courses</b>			
<b>External Assessment (HSC)</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
Core Appreciation 1 hour written examination	100	Performance	20
Major Study Appreciation 1 hour and 20 minutes written examination		Composition	20
		Appreciation	20
		Major Study	40
			100

**TAS – Leader of Learning: Mrs Christie Carey/Ms Nadine Sibbald**

**Course: Design and Technology**

2 units for each of Preliminary and HSC  
 Board Developed Course  
**Exclusions:** Nil

**Course Description:**

Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

**Main Topics Covered:**

**Preliminary Course**

- Designing and Producing
  - design theory and practice
  - design processes
  - factors affecting designing and producing
  - design and production processes in domestic, community, industrial and commercial settings
  - technologies in industrial and commercial settings
  - environmental and social issues
  - creative approaches to design
  - collaborative approaches to design
  - project analysis
  - marketing and market research
  - techniques, materials, tools and other resources
  - the realisation of ideas through the manipulation of techniques, materials tools and other resources
  - work health and safety
  - evaluation
  - project management
  - factors affecting management
  - communication
  - research methods
  - interpreting and presenting data
  - ethics in research
  - manufacturing and production
  - computer-based technologies
- Completion of 2 design projects

**HSC Course**

- Innovation and Emerging Technologies - As part of this study, students will complete a case study of an innovation which includes reference to the below factors.
  - designs and design practice
  - factors which may impact on successful innovation
  - entrepreneurial activity
  - the impact of emerging technologies
  - the impact on Australian society
  - historical and cultural influences
  - ethical and environmental issues
  - creativity

- Designing and Producing - Major Design Project

The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity.

**Particular Course Requirements:**

The Preliminary course is 120 indicative hours and will involve a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Design projects will involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio.

The HSC course is 120 indicative hours and includes the development and realisation of the Major Design Project, a case study of an innovation and other teaching and learning activities. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society.

**Additional fee charges for student consumables may apply to this course.**

**Major Design Project will be funded by the student at the time of production.**

**Assessment: HSC course only:**

<b>External Examination</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
HSC external exam (1 hour 30 minutes)	40	Knowledge and understanding of course content	40
Major Design Project & Folio (project and folio marked holistically)	60	Knowledge and skills in designing, managing, producing and evaluating a major design project	60
	100		100

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

<b>Course: Drama</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject			
<b>Course Description:</b> Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.			
<b>Preliminary course</b> Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in workshopping and devising artistic works in each of these areas and from developing critical writing skills using a logbook to record, analyse and evaluate the way drama represents personal, social, cultural and political concerns through examining a range of theatrical performances including live theatre and film.			
<b>HSC Course content</b> Australian Drama and Theatre and Studies in Drama and Theatre involves theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate their performance skills. For <b>the Individual Project</b> , students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.			
<b>Main Topics Covered:</b>		<b>HSC Course</b>	
<b>Preliminary Course</b>		<ul style="list-style-type: none"> <li>● Australian Drama and Theatre (Core content)</li> <li>● Studies in Drama and Theatre</li> <li>● Group Performance (Core content)</li> <li>● Individual Project( Core Content)</li> </ul>	
<ul style="list-style-type: none"> <li>● Improvisation, Playbuilding, Acting</li> <li>● Elements of Production in Performance</li> <li>● Theatrical Traditions and Performance Styles</li> </ul>			
<b>Particular Course Requirements:</b> 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 3 -5 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. <b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment HSC course only:</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
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: Ms Chrysy Lekkass / Mrs Susan Hill**

<b>Course: Earth and Environmental Science</b>				
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil				
<p><b>Course Description:</b> Earth and Environmental Science explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments. The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>				
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Preliminary Course</b> Working Scientifically skills and four modules. Module 1: Earth's Resources. Module 2: Plate Tectonics. Module 3: Energy Transformations. Module 4: Human Impacts.</p> </td> <td style="vertical-align: top;"> <p><b>HSC Course</b> Working Scientifically skills and four modules. Module 5: Earth's Processes. Module 6: Hazards. Module 7: Climate Science. Module 8: Resources Management.</p> </td> </tr> </table> <p>15 hours must be allocated to depth studies within the 120 indicative course hours.</p>			<p><b>Preliminary Course</b> Working Scientifically skills and four modules. Module 1: Earth's Resources. Module 2: Plate Tectonics. Module 3: Energy Transformations. Module 4: Human Impacts.</p>	<p><b>HSC Course</b> Working Scientifically skills and four modules. Module 5: Earth's Processes. Module 6: Hazards. Module 7: Climate Science. Module 8: Resources Management.</p>
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<p><b>Particular Course Requirements:</b> Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. <b>Additional fee charges for student consumables may apply to this course</b></p>				
<b>Assessment: HSC course only</b>				
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>		
A 3 hour HSC external examination	Skills in working scientifically	60		
	Knowledge and understanding of course content	40		
		100		

**HSIE - Leader of Learning: Mr James Rooney / Ms Karlie Hollifield**

<b>Course: Economics</b>				
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil				
<p><b>Course Description:</b> Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes affect individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>				
<p><b>Main Topics Covered:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Introduction to Economics: The nature of economics and the operation of an economy</li> <li>● Consumers and Business: The role of consumers and business in the economy</li> <li>● Markets: The role of markets, demand, supply and competition</li> <li>● Labour Markets: The workforce and role of labour in the economy</li> <li>● Financial Markets: The financial market in Australia, including the share market</li> <li>● Government in the Economy: The role of government in the Australian economy</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● The Global Economy: Features of the global economy and globalisation</li> <li>● Australia's Place in the Global Economy: Australia's trade and finance</li> <li>● Economic Issues: Issues including growth, unemployment, inflation, wealth and management</li> <li>● Economic Policies and Management: The range of policies to manage the economy</li> </ul> </td> </tr> </table>			<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Introduction to Economics: The nature of economics and the operation of an economy</li> <li>● Consumers and Business: The role of consumers and business in the economy</li> <li>● Markets: The role of markets, demand, supply and competition</li> <li>● Labour Markets: The workforce and role of labour in the economy</li> <li>● Financial Markets: The financial market in Australia, including the share market</li> <li>● Government in the Economy: The role of government in the Australian economy</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● The Global Economy: Features of the global economy and globalisation</li> <li>● Australia's Place in the Global Economy: Australia's trade and finance</li> <li>● Economic Issues: Issues including growth, unemployment, inflation, wealth and management</li> <li>● Economic Policies and Management: The range of policies to manage the economy</li> </ul>
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<p><b>Particular Course Requirements:</b> The Preliminary Economics course is a requirement to study the HSC <b>Additional fee charges for student consumables may apply to this course</b></p>				
<b>Assessment: HSC course only</b>				
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>		
A 3 hour HSC external examination	Knowledge and understanding of course content	40		
	Stimulus- Based Skills	20		
	Inquiry and Research	20		
	Communication of economic information, ideas and issues in appropriate forms	20		
		100		

**TAS – Leader of Learning: Mrs Christie Carey/Ms Nadine Sibbald**

<b>Course: Food Technology</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description:</b> 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.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b> <ul style="list-style-type: none"> <li>● Food Availability and Selection (30%)</li> <li>● Food Quality (40%)</li> <li>● Nutrition (30%)</li> </ul>		<b>HSC Course</b> <ul style="list-style-type: none"> <li>● The Australian Food Industry (25%)</li> <li>● Food Manufacture (25%)</li> <li>● Food Product Development (25%)</li> <li>● Contemporary Nutrition Issues (25%)</li> </ul>	
<b>Particular Course Requirements:</b> There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand. Correct personal protective equipment will be required for these activities to be conducted safely.  <b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only:</b>			
<b>External Examination</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
Section 1 * There will be objective response questions to the value of 20 marks.	20	Knowledge and understanding of course content	40
Section 2 * There will be a range of short answer style questions	50	Knowledge and skills in designing, researching, analysing and evaluating	30
Section 3 There will be one structured extended response question. The question will have two or three parts, with one part worth at least 8 marks.	15	Skills in experimenting with and preparing food by applying theoretical concepts	30
Section 4 There will be one extended response question	15		
	100		100

**HSIE - Leader of Learning: Mr James Rooney / Ms Karlie Hollifield**

<b>Course: Geography</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description:</b> The Preliminary course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human-environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.  The HSC course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places and ecosystem and global biodiversity,			
<b>Main Topics Covered:</b> <b>Preliminary Course</b>		<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>• Earth's natural systems (40hrs)</li> <li>• People, Patterns and Processes (40hrs).</li> <li>• Human-environment interactions (20hrs)</li> <li>• Geographical Investigation (20hrs)</li> </ul>		<ul style="list-style-type: none"> <li>• Global sustainability (30hrs)</li> <li>• Rural and urban places (45hrs)</li> <li>• Ecosystems and global biodiversity (45hrs)</li> </ul>	
<b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
<b>Particular Course Requirements:</b> Students complete a geographical investigation in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports. <b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A three hour written examination		Knowledge and understanding of course content	40
Multiple-choice	15	Geographical tools and skills	20
Short answers	45	Geographical inquiry and research, including fieldwork	20
Extended responses	40	Communication of geographical information, ideas and issues in appropriate forms	20
	100		100



**PDHPE – Leaders of Learning: Mr Greg McDonald / Mr Greg Clune**

<b>Course: Health and Movement Science</b>			
2 units for each of Preliminary and HSC			
Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description:</b> 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.  In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. This could include investigating the health of young people or of groups experiencing health inequities. Students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b> Core Topics <ul style="list-style-type: none"> <li>• Health for Individuals and Communities</li> <li>• The Body and Mind in Motion</li> </ul> Research Component <ul style="list-style-type: none"> <li>• Collaborative Investigation</li> </ul>		<b>HSC Course</b> Core Topics <ul style="list-style-type: none"> <li>• Health in Australian and Global Context</li> <li>• Training for Improved Performance</li> </ul> Depth Study <i>Students to select a minimum of two topics to study in depth</i>	
<b>Particular Course Requirements:</b> The Preliminary course requires students to participate in a collaborative study in the form of a group research task.			
<b>Additional fee charges for student consumables may apply to this course</b>			
Assessment: HSC course only			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A three hour written examination	100	Knowledge and understanding of course content Skills in critical thinking, research, analysing and communicating.	40  60
	100		100

**TAS – Leader of Learning: Mrs Christie Carey/Ms Nadine Sibbald**

**Course: Industrial Technology - Timber Products and Furniture Technologies**

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:**

Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

**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.

The Focus Area -Timber Products and Furniture Industries.

**Main Topics Covered:**

**Preliminary Course**

- 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.

**HSC Course**

- 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.

**Particular Course Requirements:**

Students will need to:

- Adhere to safety policies and workshop expectations.
- Students encouraged to undertake a timber industry site visit or make contact.
- 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.

**Additional fee charges for student consumables may apply to this course**

**Major Design Project will be funded by the student at the time of production.**

<b>Assessment: HSC course only</b>			
<b>External Examination</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
HSC external exam	40	Knowledge and understanding of course content	40
Major Design Project Project - 40 marks Folio - 20 marks	60	Knowledge and skills in the design, management, communication and production of a major project	60
Total	100		100

**SCIENCE - Leader of Learning: Ms Chrissy Lekkas / Mrs Susan Hill**

**Course: Investigating Science**

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

**Course Description:**

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

**Main Topics Covered:**

**Preliminary Course**

Working Scientifically skills and four modules.  
Module 1: Cause and Effect - Observing  
Module 2: Cause and Effect - Inferences and Generalisations  
Module 3: Scientific Models  
Module 4: Theories and Laws

**HSC Course**

Working Scientifically skills and four modules.  
Module 5: Scientific Investigations  
Module 6: Technologies  
Module 7: Fact or Fallacy?  
Module 8: Science and Society

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

**Particular Course Requirements:**

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course only**

External Assessment	Internal Assessment	Weighting (%)
A 3 hour HSC external examination	Skills in working scientifically	60
	Knowledge and understanding of course content	40
		100

**LOTE (Languages Other Than English) - Leader of Learning: Mrs Yuki Evans**

<b>Course: Japanese Continuers</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Prerequisites:</b> Years 9 and 10 Japanese or equivalent knowledge is assumed. <b>Exclusions:</b> Japanese Beginners; Japanese Background Speakers, Japanese in Context students. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual for eligibility requirements.			
<b>Course Description:</b> There are three prescribed themes in this course: the individual, Japanese-speaking communities and the changing world and associated topics. During the Preliminary course, students' skills in, and knowledge and understanding of, Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts. During the HSC course, students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in Japanese. Through the study of a range of tasks, texts and text types, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.			
<b>Main Topics Covered:</b> Themes: <ul style="list-style-type: none"> <li>● the individual</li> <li>● Japanese-speaking communities</li> <li>● the changing world</li> </ul> <b>Preliminary Course</b> <ul style="list-style-type: none"> <li>● Myself and My Family, Home and Friends, Daily Routine, Neighbourhood, School life, Shopping and Eating out</li> </ul> <b>HSC Course</b> <ul style="list-style-type: none"> <li>● Leisure, Traditions and Culture, Planning a trip, Travelling in Japan, Future Plans and work, Current Issues</li> </ul> Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> <li>● conversation practice about themselves</li> <li>● responding to a variety of spoken texts (e.g. conversation, message, speech, announcement etc.)</li> <li>● responding to a variety of written texts (e.g. email, letter, note, advertisement, article etc.)</li> <li>● writing for a variety of purposes and contexts (e.g. email, letter, note, diary entry, article, etc.)</li> <li>● studying Japanese culture and customs through texts</li> </ul>			
<b>Particular Course Requirements:</b>			
<b>Additional fee charges for student consumables apply to this course</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
<ul style="list-style-type: none"> <li>● A 10 minute oral examination: Conversation</li> <li>● A 2 hours 50 minutes written examination:               <ul style="list-style-type: none"> <li>- Listening comprehension</li> <li>- Reading comprehension</li> <li>- Reading and Responding (Responding in Japanese)</li> <li>- Writing in Japanese</li> </ul> </li> </ul>	20   25 25 15  15	Speaking Listening and responding  Reading and responding Writing	20 30  30 20
	100		100

**HSIE – Leader of Learning: Mr James Rooney / Ms Karlie Hollifield**

<b>Course: Legal Studies</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description:</b> 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 law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.  The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>		<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>● The Legal System (40% of course time)</li> <li>● The Individual and the law (30% of course time)</li> <li>● The Law in practice (30% of course time)</li> </ul>		<ul style="list-style-type: none"> <li>● Core Part 1: Crime (30% of course time)</li> <li>● Core Part 2: Human Rights (20% of course time)</li> <li>● Options x2 @ 25% each (50% of course time)</li> </ul>	
		Students will study two options chosen from: <ul style="list-style-type: none"> <li>● Consumers</li> <li>● Family</li> <li>● Global environment protection</li> <li>● Indigenous peoples</li> <li>● Shelter</li> <li>● Workplace</li> <li>● World order</li> </ul>	
<b>Particular Course Requirements:</b> Additional fee charges for student consumables may apply to this course			
<b>Assessment HSC course only:</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A three hour written examination: Core 1 Core 2 Options	30 20 50	Knowledge and understanding of course content  Analysis and evaluation  Inquiry and research  Communication of legal information, issues and ideas in appropriate forms	40  20 20 20
	100		100

**MATHEMATICS - Leader of Learning: Mr Paul Waddell / Mrs Philippa Lees**

<b>Course: Mathematics Advanced</b>					
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p><b>Prerequisites:</b> 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><b>Exclusions:</b> Mathematics Standard</p> <p><b>Recommendations:</b> 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 <b>not</b> relevant.)</p> <p>NOTE: Undertaking this course is subject to the approval of the Leader of Learning for Mathematics.</p>					
<p><b>Course Description:</b></p> <p>The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p>					
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Exponential and Logarithmic Functions</li> <li>• Statistical Analysis</li> </ul> </td> <td style="vertical-align: top; padding-left: 20px;"> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Financial Mathematics</li> <li>• Statistical Analysis</li> </ul> </td> </tr> </table>				<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Exponential and Logarithmic Functions</li> <li>• Statistical Analysis</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Financial Mathematics</li> <li>• Statistical Analysis</li> </ul>
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<p><b>Additional fee charges for student consumables may apply to this course</b></p>					
External Assessment	Weighting (%)	Internal Assessment	Weighting (%)		
<p>All students studying Mathematics Advanced will sit for an HSC examination.</p> <p>A written examination. 3 hours duration Section 1 Multiple Choice - 10 marks Section 2 Free Response - 90 marks</p> <p>The Mathematics Advanced examination will include items that are common with the Mathematics Standard 2 HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II</p>	100	<p>Preliminary Course: Three assessment tasks including an assignment or investigation-style task.</p> <p>HSC Course: A maximum of four assessment tasks including an assignment or investigation-style task.</p> <p>Component Weightings for both Preliminary and HSC courses:</p> <p>Understanding, fluency and communication</p> <p>Problem solving, reasoning and justification</p>	50          50		
	100		100		

**MATHEMATICS - Leader of Learning: Mr Paul Waddell / Mrs Philippa Lees**

<b>Course: Mathematics Extension 1</b>					
<p>1 unit in each of Preliminary and HSC Board Developed Course</p> <p><b>Prerequisites:</b> 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 to very high level. Students of this course must also study the Mathematics Advanced course.</p> <p><b>Exclusions:</b> Mathematics Standard</p> <p><b>Recommendations:</b> Students who achieve an overall Grade A in their Mathematics report should consider this course. This grade is noted as the "grade across all pathways" on the report. (A student's pathway grade is <b>not</b> relevant.)</p> <p>NOTE: Undertaking this course is subject to the approval of the Leader of Learning for Mathematics.</p>					
<p><b>Course Description:</b> Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.</p> <p>Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at the tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, finance and economics.</p>					
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Functions</li> <li>● Trigonometric Functions</li> <li>● Calculus</li> <li>● Combinatorics</li> </ul> </td> <td style="vertical-align: top; padding-left: 20px;"> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● Proof</li> <li>● Vectors</li> <li>● Trigonometric Functions</li> <li>● Calculus</li> <li>● Statistical Analysis</li> </ul> </td> </tr> </table>				<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Functions</li> <li>● Trigonometric Functions</li> <li>● Calculus</li> <li>● Combinatorics</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● Proof</li> <li>● Vectors</li> <li>● Trigonometric Functions</li> <li>● Calculus</li> <li>● Statistical Analysis</li> </ul>
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Functions</li> <li>● Trigonometric Functions</li> <li>● Calculus</li> <li>● Combinatorics</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● Proof</li> <li>● Vectors</li> <li>● Trigonometric Functions</li> <li>● Calculus</li> <li>● Statistical Analysis</li> </ul>				
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>		
<p>All students studying Mathematics Extension 1 will sit for an HSC examination.</p> <p>A written examination. 2 hours duration Section 1 Multiple Choice - 10 marks Section 2 Free Response - 60 marks</p>	100	<p>Preliminary Course: Three assessment tasks including an assignment or investigation-style task.</p> <p>HSC Course: A maximum of four assessment tasks including an assignment or investigation-style task.</p> <p>Component Weightings for both Preliminary and HSC courses: Understanding, fluency and communication</p> <p style="text-align: right;">50</p> <p>Problem solving, reasoning and justification</p> <p style="text-align: right;">50</p>	100		
	100		100		

**MATHEMATICS - Leader of Learning: Mr Paul Waddell / Mrs Philippa Lees**



**Course: Mathematics Extension 2 (Year 12 only)**

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:** Mathematics Standard

**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.

NOTE: Undertaking this course is subject to the approval of the Leader of Learning for Mathematics.

**Course Description:**

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

**Main Topics Covered:**

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

Additional fee charges for student consumables may apply to this course

External Assessment	Weighting (%)	Internal Assessment	Weighting (%)
All students studying Mathematics Extension 2 will sit for an HSC examination.  A written examination. 3 hours duration Section 1 Multiple Choice - 10 marks Section 2 Free Response - 90 marks	100	A maximum of four assessment tasks including an assignment or investigation-style task.  Component Weightings for the HSC course: Understanding, fluency and communication  Problem solving, reasoning and justification	50     50
	100		100

**Mathematics – Leader of Learning: Mr Paul Waddell / Mrs Philippa Lees**

**Course: Preliminary Mathematics Standard/HSC Mathematics Standard 2 Course (BDC)**

2 units for both Preliminary and HSC

Board Developed Course

**Prerequisites:** This course 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 Standard or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics Standard 2 course

**Recommendations:** Students who achieve a Mathematics Report Grade B, C or D across all pathways could consider this course.

**Course Description:**

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

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

**Mathematics Standard Preliminary Course**

Algebra:           Formulae and Equations  
                       Linear Relationships  
 Measurement:   Applications of Measurement  
                       Working with Time  
 Financial Maths: Money Matters  
 Statistics:       Data Analysis  
                       Relative Frequency & Probability

**HSC Mathematics Standard 2 Course**

Algebra:           Types of Relationships  
 Measurement:   Non-right-angled Trigonometry  
                       Rates & Ratios  
 Financial Maths: Investments & Loans  
                       Annuities  
 Statistics:       Bivariate Data Analysis  
                       The Normal Distribution  
 Networks:       Network Concepts  
                       Critical Path Analysis

**Additional fee charges for student consumables may apply to this course**

External Assessment (HSC only)	Weighting (%)	Internal Assessment	Weighting (%)
<p>All students studying Mathematics Standard 2 will sit for an HSC examination.</p> <p>A written examination. 2 hours 30 minutes duration Section 1 Multiple Choice - 15 marks Section 2 Free Response - 85 marks</p> <p>The Mathematics Standard 2 examination will include items that are common with the Mathematics Advanced HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II. The Mathematics Standard 2 examination will include items that are common with the Mathematics Standard 1 HSC examination. Common items will be distributed throughout Sections I and II.</p>	100	<p>Preliminary Course: Three assessment tasks including an assignment or investigation-style task. HSC Course: A maximum of four assessment tasks including an assignment or investigation-style task.</p> <p>Component Weightings for both Preliminary and HSC courses: Understanding, fluency and communication Problem solving, reasoning and justification</p>	<p>50</p> <p>50</p>
	100		100

**Mathematics – Leader of Learning: Mr Paul Waddell / Mrs Philippa Lees**

**Course: Preliminary Mathematics Standard Course/HSC Mathematics Standard 1 Course (BDC)**

(This course will be not offered in 2025 at St Columba's)

2 units Preliminary (Board Developed Course) Category B

2 units HSC (Board Developed Course)

**Prerequisites:** The Preliminary Mathematics Standard course is a common course undertaken by all students of Mathematics Standard. However, students who experience difficulty with the Preliminary Mathematics Standard course **at the end of Year 11 may consider the HSC Mathematics Standard 1 course as an alternative to the HSC Mathematics Standard 2 course.**

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

**Recommendations:** Students who have experienced difficulty with the Preliminary Mathematics Standard course at the end of Year 11, and who wish to continue to study a mathematics course for the HSC year, may consider the HSC Mathematics Standard 1 course as an alternative to the HSC Mathematics Standard 2 course.

**Course Description:**

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. The Preliminary Mathematics Standard course is a common course for Mathematics Standard students. It is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide.

The HSC Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

**Main Topics Covered:**

**Mathematics Standard Preliminary Course**

Algebra: Formulae and Equations  
 Linear Relationships  
 Measurement: Applications of Measurement  
 Working with Time  
 Financial Maths: Money Matters  
 Statistics: Data Analysis  
 Relative Frequency & Probability

**HSC Mathematics Standard 1 Course**

Algebra: Types of Relationships  
 Measurement: Right-angled Triangles  
 Rates  
 Scale Drawings  
 Financial Maths: Investments  
 Depreciation & Loans  
 Statistics: Further Statistical Analysis  
 Networks: Networks & Paths

**Additional fee charges for student consumables may apply to this course**

External Assessment (HSC only)	Weighting (%)	Internal Assessment	Weighting (%)
<p>Students studying Mathematics Standard 1 MAY elect to undertake an <b>OPTIONAL HSC examination</b>.</p> <p>A written examination. 2 hours duration Section 1- Multiple Choice - 10 marks Section 2- Free Response - 70 marks</p> <p>This is considered to be a Category B subject for ATAR calculations. A student's result in this may be used by UAC to determine the student's ATAR. For this to occur the student must sit the HSC examination in this course</p> <p>The Mathematics Standard 1 examination will include items that are common with the Mathematics Standard 2 HSC examination. Common items will be distributed throughout Sections I and II.</p>	100	<p>Preliminary Course: Three assessment tasks including an assignment or investigation-style task.</p> <p>HSC Course: A maximum of four assessment tasks including an assignment or investigation-style task.</p> <p>Component Weightings for both Preliminary and HSC courses: Understanding, fluency and communication 50 Problem solving, reasoning and justification 50</p>	
	100		100

**Mathematics – Leader of Learning: Mr Paul Waddell / Mrs Philippa Lees**

**Course: Numeracy Stage 6**

2 units Preliminary (Content Endorsed Course)  
2 units HSC (Content Endorsed Course)

**Prerequisites:** The Preliminary Numeracy course is a common course undertaken by all students of Numeracy. It is aimed at students who would like to have opportunities to reason numerically and think mathematically.

**Inclusions:** Students may study Stage 6 Mathematics Standard (only) in conjunction with the Numeracy course. This is not an option at St Columba's due to timetabling restrictions.

**Recommendations:** Students who wish to build on the Mathematics K-10 curriculum, to develop the functional numeracy skills required to become active and successful participants in society.

**Course Description**

The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy will be better placed studying Mathematics Standard or Advanced in Year 11.

The Numeracy course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR). As a CEC, there will be no HSC examination for the Numeracy course. Assessment will be school-based. Students who undertake this course have generally chosen a HSC Plus pathway.

**Main Topics Covered:**

**Year 11**

Module 1:

- 1: Whole numbers
- 2: Operations with whole numbers
- 3: Distance, area and volume
- 4: Time
- 5: Data, graphs and tables

Module 2:

- 1: Fractions and decimals
- 2: Operations with fractions and decimals
- 3: Metric relationships
- 4: Length, mass and capacity
- 5: Chance

**Year 12**

Module 3:

- 1: Percentages
- 2: Operations with numbers
- 3: Finance
- 4: Location, time and temperature
- 5: Space and design

Module 4:

- 1: Rates and ratios
- 2: Statistics and probability
- 3: Exploring with NRMT

**Assessment**

Students will complete three assessment tasks in Year 11 and four assessment tasks in year 12. These tasks will include class tests, investigations, class assignments. There is no HSC examination for this course.

**Particular Course Requirements**

NIL

**HSIE – Leader of Learning: Mr James Rooney / Ms Karlie Hollifield**

**Course: Modern History**

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

**Course Description:**

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

**Main Topics Covered;**

**Preliminary Course (120 hours)**

- Investigating Modern History
- The Nature of Modern History
- Case Studies
- Historical Investigation
- The Shaping of the Modern World

**HSC Course (120 hours)**

- Core Study: Power and Authority in the Modern World 1919–1946
- National Studies
- Peace and Conflict
- Change in the Modern World

**Particular Course Requirements:**

The Preliminary course is a prerequisite for the HSC course.

**Additional fee charges for student consumables may apply to this course**

Assessment: HSC course only

External Assessment	Weighting (%)	Internal Assessment	Weighting (%)
A three hour written examination		Knowledge and understanding of course content	40
Section I: Power and Authority in the Modern World - Short and extended response questions.	25	Historical skills in the analysis and evaluation of sources and interpretations	20
Section II: National Studies - Essay Question	25	Historical inquiry and research	20
Section III: Peace and Conflict - Essay Question	25	Communication of historical understanding in appropriate forms	20
Section IV: Change in the Modern World - Short and extended response questions.	25		
	100		100

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

<b>Course: Music 1</b>			
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 2 <b>Recommendations:</b> It is highly recommended that students undertaking this course receive private instrumental or vocal tuition.			
<b>Course Description:</b> 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.			
<b>Main Topics Covered:</b> In both the Preliminary and HSC Course, students study music in a variety of contexts. These musical contexts (styles, periods and genres) are studied through specific topics. Students study three topics in each year of the course.  <b>HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of <b>performance, composition and musicology</b> . These electives must represent <b>each</b> 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 NESAs to validate authorship of the submitted work.			
<b>Particular course requirements:</b>  <b>Additional fee charges for student consumables may apply to this course</b>			
<b>Assessment : HSC course only</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A written examination - approximately 1 hour	30	Performance Composition Musicology	10 10 10
Core Performance and Electives: ( Core Performance practical examination worth 20 marks and 3 elective examinations worth 60 marks. The marks for Core Performance and the electives will be converted to a mark out of 70 )	70	Aural Electives	25 45
	100		100



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

**Course: Music 2**

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Music 1, Creative Arts Life Skills, Music Life Skills

**Recommendations:** It is highly recommended that students undertaking this course receive private instrumental or vocal tuition. Students need to have a formal background in music, have developed music literacy skills, and have some knowledge and understanding of musical styles.

**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, but focusing on the study of Western art music.

**Main Topics Covered:**

In the Preliminary course, students will study the mandatory topic (Music 1600-1900, which encompasses the Baroque, Classical and Romantic periods), as well as an additional topic (Music 1900-1945).

**HSC course**

In the HSC course, students will study the mandatory topic (Music of the Last 25 Years [Australian Focus]), as well as an additional topic (chosen in consultation with the class teacher).

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in **performance, composition or musicology**.

Students selecting composition or musicology 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 NESA to validate authorship of the submitted work. All students are required to develop a composition portfolio for the core composition.

**Particular course requirements:**

**Additional fee charges for student consumables may apply to this course**

**Assessment : HSC course only**

<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
Practical examination:		Performance	20
- performance	15	Composition	20
- sight singing	5	Musicology	20
Core composition	15	Aural	20
A written examination - approx. 90 mins	35	Elective	20
Elective:			
• Performance (two pieces) <b>OR</b>	30		
• Composition (one submitted composition) <b>OR</b>			
• Musicology (one extended response essay)			
	100		100

**SCIENCE - Leaders of Learning: Ms Chrisy Lekkas / Mrs Susan Hill**

**Course: Physics**

Board Developed Course

Recommendations: Students who achieve a Science and Mathematics report Grade A and are doing at least Advanced Mathematics can consider this course.

**Course Description:**

The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11. Motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

**Main Topics Covered:**

**Preliminary Course**

Working Scientifically skills and four modules.

1. Kinematics
2. Dynamics
3. Waves and Thermodynamics
4. Electricity and Magnetism

**HSC Course**

Working Scientifically skills and four modules.

5. Advanced Mechanics
6. Electromagnetism
7. The Nature of Light
8. From the Universe to the Atom

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

**Particular Course Requirements:**

Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time in both years including time allocated to practical investigations in depth studies.

**Additional fee charges for student consumables may apply to this course**

**Assessment : HSC course only**

External Assessment	Internal Assessment	Weighting (%)
A 3 hour HSC external examination	Skills in working scientifically	60
	Knowledge and understanding of course content	40
		100

**SCIENCE - Leaders of Learning: Ms Chrisy Lekkas / Ms Susan Hill**

**Course: Science Extension (HSC Only) 1 unit**

Board Developed Course

Recommendations: Only students who achieve an A in at least one Preliminary Science course can consider this course.

**Exclusions:** Nil

**Course Description:**

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

**Main Topics Covered:**

Module 1 The Foundations of Scientific Thinking

Module 2 The Scientific Research Proposal

Module 3 The Data, Evidence and Decisions

Module 4 The Scientific Research Report

**Particular Course Requirements:**

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

**Additional fee charges for student consumables may apply to this course**

**Assessment : HSC course only**

External Assessment	Internal Assessment	Weighting (%)
A 2 hour HSC external examination - online format	Communicating scientifically	30
	Gathering, recording, analysing and evaluating data	30
	Application of scientific research skills	40
		100

**HSIE – Leader of Learning: Mr James Rooney / Ms Karlie Hollifield**

**Course: Society and Culture**

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

**Recommendations:** The Personal Interest Project is a 5,500 word primary research task. Students should be competent in English expression, well organised, an independent learner and highly motivated.

**Course Description:**

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

**Main topics Covered:**

**Preliminary Course**

- 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

- 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:

- 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

Additional fee charges for student consumables may apply to this course

**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 and evaluation of methodologies	50 30
Personal Interest Project	40	Communication in appropriate forms	20
	100		100

**TAS – Leader of Learning: Mrs Christie Carey/Ms Nadine Sibbald**

**Course: Textiles and Design**

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

**Course Description:**

The Preliminary course involves the study of design, communication methods, construction techniques, fibres, yarns, fabrics and the textile industry. Practical experiences are integral to the course. The HSC course builds upon the Preliminary course and involves the study of history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile items.

**Main Topics Covered:**

**Preliminary Course**

- Design 40%
  - Elements and principles of design
  - Types of design
  - Communication techniques
  - manufacturing methods
  - Preliminary Textile Project 1 focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources.
- Properties and Performance of Textiles 50%
  - Fabric, yarn and fibre structure
  - Types, classification and identification of fabrics, yarns and fibres
  - Fabric, yarn and fibre properties
  - Preliminary Textile Project 2 focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information
- Australian Textile, Clothing, Footwear and Allied Industries 10%
  - Industry overview – past, present, future
  - Quality and value of textiles

**HSC Course**

- Design 20%
  - Fabric colouration and decoration
  - Historical design development
  - Cultural factors that influence design and designers
  - Contemporary designers
- Properties and Performance of Textiles 20%
  - End-use applications
  - Innovations and emerging textile technologies
- Australian Textile, Clothing, Footwear and Allied Industries 10%
  - Appropriate textile technology and environmental sustainability
  - Current issues Marketplace

- Major Textiles Project 50%

Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s:

- apparel
- furnishings
- costume
- textile arts
- non-apparel

Students will demonstrate the development of manipulative, graphical, communication, research, decision-making, management and manufacturing skills

**Particular Course Requirements:**

This course is designed for any student interested in designing and producing textile items, and studying the textile and apparel industries. It is not essential to have studied Textiles and Design in previous years but a genuine interest and enthusiasm for Textiles is essential.

**Additional fee charges for student consumables may apply to this course**

**Major Design Project will be funded by the student at the time of production**

**Assessment: HSC course only:**

<b>External Examination</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
A 1 1/2 hour HSC external examination	50	Knowledge and understanding of course content	50
Major Textiles Project & Folio Project - 25 marks Folio - 25 marks	50	Skills and knowledge in the design, manufacture and management of a major textiles project	50
Total	100	Total	100

**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 artmaking, 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 limited experience in Visual Arts.

**Main Topics Covered:**

**Preliminary Course**

Learning opportunities focus on:

- The nature of practice in artmaking, 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:

- How students may develop their practice in artmaking, 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**

- Artworks in at least two expressive forms and use of a process diary
- A broad investigation of ideas in artmaking, art criticism and art history

**HSC Course**

- 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 artmaking, art criticism and art history.

**Additional fee charges for student consumables may apply to this course**

**Assessment : HSC course only**

External Assessment	Weighting (%)	Internal Assessment	Weighting (%)
Written exam	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

## Stage 6

# Vocational Education and Training Courses (VET) 2025

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

Under the Australian Qualification Framework (AQF), all Vocational Education and Training (VET) courses are recognised nationally. VET courses have been developed 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 I
- Certificate II
- Certificate III

VET courses may be undertaken at:

- school
- through one of our school based negotiated cluster classes
- through School of Now; or
- via an external provider (EVET).

VET can be divided into:

- Board Developed (industry Curriculum Framework) courses which may contribute to the calculation of the ATAR
- Board Endorsed courses which do not contribute to the calculation of the ATAR.

The tables below summarises the VET courses that are available within our schools, or through cluster classes, School of Now and external providers. To view what is available at your school, take a look at this [spreadsheet](#).

Our VET subject selection materials may be accessed online via Canvas: <https://canvas.parra.catholic.edu.au/courses/113>





**VET Courses available for selection at St Columba's Catholic College:**

Course	Qualification	Board Developed Course	Board Endorsed Course	Units	Year(s)
Business Services	BSB30120 Certificate III in Business	✓		2	2
Construction	CPC20220 Certificate II in Construction Pathways Including SOA CPC20120 Certificate II in Construction	✓		2	2
Fitness	SOA SIS30321 Certificate III in Fitness		✓	2	2
Hospitality - Food and Beverage	SIT20322 Certificate II in Hospitality	✓		2	2
Primary Industries	AHC20122 Certificate II in Agriculture	✓		2	2

**VET Courses for selection which may become available via a CSPD Cluster Class:**

Course	Qualification	Board Developed Course	Board Endorsed Course	Units	Year(s)
Early Childhood Education and Care	SOA CHC30121 Certificate III in Early Childhood Education and Care		✓	2	2
Entertainment Industry	CUA30420 Certificate III in Live Production and Technical Services	✓		2	2
Information and Digital Technology	ICT30120 Certificate III in Information Technology	✓		2	2
Retail Services	SIR30216 Certificate III in Retail	✓		2	2

**VET Courses for selection which may become available via a CSPD Cluster Class at CathWest Innovation College:**

**as at 1 May 2024**

Course	Qualification	Board Developed Course	Board Endorsed Course	Units	Year(s)
Early Childhood Education and Care TBC	SOA CHC30121 Certificate III in Early Childhood Education and Care		✓	2	2
Engineering TBC	MEM10119 Certificate I in Engineering		✓	2	1
Hospitality - Kitchen Operations & Cookery TBC	SIT20421 Certificate II in Cookery	✓		2	2

**VET Courses offered via our CSPD School of Now:  
as at 1 May 2024**

Course	Qualification	Board Developed Course	Board Endorsed Course	Units	Year(s)
Information and Digital Technology	ICT30120 Certificate III in Information Technology	✓		2	2

**External VET Courses which may be available for selection:  
2025 EVET Information will be confirmed Early Term 3 2024**

Course Examples	Board Developed Course	Board Endorsed Course	Location
Animal Studies		✓	TAFE NSW or Taronga Training Institute
Beauty Services (Make Up)		✓	TAFE NSW
Design Fundamentals		✓	Whitehouse Institute of Design or TAFE NSW or Academy of Interactive Entertainment
Disability (Individual Support)		✓	TAFE NSW
Human Services (Acute Care)	✓		NSW Health
Human Services (Allied Health)	✓		NSW Health
Screen and Media		✓	TAFE NSW or Academy of Interactive Entertainment

**Please note:**

- View our [VET subject selection materials online via Canvas](#) for more EVET details & updates.

If you are interested in completing a VET course, please complete the Expression of Interest form below:

[School of Languages, VET and School of Now Expression of Interest Form](#)

## Facts About VET Courses

### Delivery and Competency-Based Assessment

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 observation, questions, structured activities & 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. If a student **does not achieve** a competency after 3 attempts, a **'not achieved'** will be recorded.

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*.

### VET HSC Exam

The HSC examination in VET Framework Courses (Board Developed) is **optional**.

Students **must sit** the **HSC Examination Paper** in a 240-hour Curriculum Framework / Board Developed VET course for it to count towards the calculation of the ATAR.

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 by completing the *VET HSC Exam Withdrawal Form* and submitting it to the VET Teacher or CSPD VET and RTO Leader. This has no impact on the eligibility of a student to receive their qualification or their HSC.

### Work Placement

There is a mandatory industry work placement for most VET courses. Travelling 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 not have satisfactorily completed the VET course and this may impact on the student qualifying for the HSC if their VET course forms part of their minimum units. Students must be able to **manage their school work effectively** as they will need to catch up on work that they have missed.

### Uniforms and Equipment / VET Fees

Students may need to purchase resources or equipment for VET courses such as tool kits; textbooks, uniforms, personal protective clothing, etc. Please note that additional costs to school fees may apply for VET courses. ***If there is a differentiation to the fees listed for each course, your school will confirm these with you.***

### Recognised Prior Learning (RPL)

A student may be entitled to apply for **Recognised Prior Learning (RPL)** if training has been undertaken previously. Students must talk to the CSPD VET and RTO Leader or VET teacher and complete an RPL application form.

Some students may qualify for exemption from their 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.

### Further Information

For additional information, please contact your CSPD VET and RTO Leader, Mr Geoff Sullivan [gsullivan2@parra.catholic.edu.au](mailto:gsullivan2@parra.catholic.edu.au) or our Enterprise Service Desk: [esd@parra.catholic.edu.au](mailto:esd@parra.catholic.edu.au)



## Business Services

<b>Training Package:</b>	BSB Business Services	
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta	
<b>Category:</b>	Board Developed Course	
	2 Units Preliminary Course	
<b>Unit Value:</b>	2 Units HSC Course	
<b>Duration:</b>	2 years	
<b>Qualification:</b>	BSB30120 Certificate III in Business	
<b>Contributes to the ATAR:</b>	Yes	
<b>Work Placement</b>	70 hours	
<b>Course Description &amp; Content:</b>	<p>This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.</p> <p>Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.</p> <p>It may lead to occupations such as a Secretary, Office Administrator, Data Entry Clerk or Personal Assistant.</p> <p>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.</p>	
<b>Units Include:</b>	BSBCRT311	Apply critical thinking skills in a team environment
	BSBPEF201	Support personal wellbeing in the workplace
	BSBSUS211	Participate in sustainable work practices
	BSBTWK301	Use inclusive work practices
	BSBWHS311	Assist with maintaining workplace safety
	BSBXCM301	Engage in workplace communication
	BSBTEC201	Use business software applications
	BSBTEC301	Design and produce business documents
	BSBOPS301	Maintain business resources
	BSBESB302	Develop and present business proposals
	BSBPEF301	Organise personal work priorities
	BSBOPS304	Deliver and monitor a service to customers
	BSBINS302	Organise workplace information
<b>Eligibility for Qualification:</b>	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for <b>Certificate III in Business</b> . Students achieving at least one unit of competency will be eligible for an <b>AQF Statement of Attainment</b> showing partial completion of their qualification	
<b>Cost:</b>	An annual fee of \$75 is added to school fees for this course for consumables. <i>Please note, some schools adopt a global subject selection fee.</i>	



## Construction

<b>Training Package:</b>	CPC Construction, Plumbing and Services																												
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta																												
<b>Category:</b>	Board Developed Course																												
<b>Unit Value:</b>	2 Units Preliminary Course 2 Units HSC Course																												
<b>Duration:</b>	2 years																												
<b>Qualification:</b>	CPC20220 Certificate II in Construction Pathways; and a Statement of Attainment towards CPC20120 Certificate II in Construction																												
<b>Contributes to the ATAR:</b>	Yes																												
<b>Work Placement</b>	70 hours																												
<b>Course Description &amp; Content:</b>	This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a <b>construction setting</b> . Units within this course focus on developing the skills required to work effectively within the industry including WHS 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.																												
<b>Units Include:</b>	<table border="0"> <tr> <td>CPCCOM1012</td> <td>Work effectively and sustainably in the Construction Industry</td> </tr> <tr> <td>CPCCOM1013</td> <td>Plan and organise work</td> </tr> <tr> <td>CPCCOM1015</td> <td>Carry out measurements and calculations</td> </tr> <tr> <td>CPCCVE1011</td> <td>Undertake a basic construction project*</td> </tr> <tr> <td>CPCCWHS2001</td> <td>Apply WHS requirements, policies and procedures in the Construction Industry</td> </tr> <tr> <td>CPCCCA2002</td> <td>Use carpentry tools and equipment*</td> </tr> <tr> <td>CPCCCA2011</td> <td>Handle carpentry materials*</td> </tr> <tr> <td>CPCCCM2004</td> <td>Handle construction materials*</td> </tr> <tr> <td>CPCCCM2006</td> <td>Apply basic levelling procedures</td> </tr> <tr> <td>CPCCC02013</td> <td>Carry out concreting to simple forms*</td> </tr> <tr> <td>CPCCCM2001</td> <td>Read and interpret plans and specifications</td> </tr> <tr> <td>CPCWHS1001</td> <td>Prepare to work safely in the Construction Industry</td> </tr> <tr> <td>CPCCBL2001</td> <td>Handle and prepare bricklaying and blocklaying materials*</td> </tr> <tr> <td>CPCCBL2002</td> <td>Use bricklaying and blocklaying tools and equipment</td> </tr> </table> <p><i>Please note, an asterix* indicates CPCCWHS2001/CPCWHS2001 is a pre-requisite.</i></p>	CPCCOM1012	Work effectively and sustainably in the Construction Industry	CPCCOM1013	Plan and organise work	CPCCOM1015	Carry out measurements and calculations	CPCCVE1011	Undertake a basic construction project*	CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry	CPCCCA2002	Use carpentry tools and equipment*	CPCCCA2011	Handle carpentry materials*	CPCCCM2004	Handle construction materials*	CPCCCM2006	Apply basic levelling procedures	CPCCC02013	Carry out concreting to simple forms*	CPCCCM2001	Read and interpret plans and specifications	CPCWHS1001	Prepare to work safely in the Construction Industry	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials*	CPCCBL2002	Use bricklaying and blocklaying tools and equipment
CPCCOM1012	Work effectively and sustainably in the Construction Industry																												
CPCCOM1013	Plan and organise work																												
CPCCOM1015	Carry out measurements and calculations																												
CPCCVE1011	Undertake a basic construction project*																												
CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry																												
CPCCCA2002	Use carpentry tools and equipment*																												
CPCCCA2011	Handle carpentry materials*																												
CPCCCM2004	Handle construction materials*																												
CPCCCM2006	Apply basic levelling procedures																												
CPCCC02013	Carry out concreting to simple forms*																												
CPCCCM2001	Read and interpret plans and specifications																												
CPCWHS1001	Prepare to work safely in the Construction Industry																												
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials*																												
CPCCBL2002	Use bricklaying and blocklaying tools and equipment																												
<b>Eligibility for Qualification:</b>	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for <b>Certificate II in Construction Pathways</b> . Students achieving at least one unit of competency will be eligible for an <b>AQF Statement of Attainment</b> showing partial completion of their qualification. Students will also receive an <b>AQF Statement of Attainment towards the Certificate II in Construction</b> .																												
<b>Cost:</b>	An annual fee of \$165 is added to school fees for this course for consumables. <i>Please note, some schools adopt a global subject selection fee.</i> There will be a cost associated with the delivery of Construction Induction Certificate of approximately \$120  Students will need to purchase the following which need to be worn for practical lessons and work placement: <ul style="list-style-type: none"> <li>• steel capped boots</li> <li>• protective clothing (overalls or heavy duty trousers and shirt)</li> </ul> Other items such as hard hats and 'fluoro' vests may be provided by the school.																												

## Early Childhood Education and Care (SoA)



<b>Training Package:</b>	CHC Community Services																						
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta																						
<b>Category:</b>	Board Endorsed Course																						
<b>Unit Value:</b>	2 Units Preliminary Course 2 Units HSC Course																						
<b>Duration:</b>	2 years																						
<b>Qualification:</b>	Statement of Attainment towards CHC30121 Certificate III Early Childhood Education and Care																						
<b>Contributes to the ATAR:</b>	No																						
<b>Work Placement</b>	35 hours																						
<b>Course Description &amp; Content:</b>	<p>This qualification provides a pathway to work in early childhood education and caring centres which support the implementation of an approved learning framework, and support children's wellbeing, learning and development.</p> <p>Work could be undertaken in a long day care or after school care facility, where the student can respond to children through play and learning, promoting the care and safety of children. Possible job titles include childcare worker.</p>																						
<b>Units Include:</b>	<table border="0"> <tr> <td>CHCECE055</td> <td>Meet the legal and ethical obligations in children's education and care</td> </tr> <tr> <td>HLTFSE001</td> <td>Follow basic food safety practices</td> </tr> <tr> <td>CHCECE056</td> <td>Work effectively in children's education and care</td> </tr> <tr> <td>CHCECE034</td> <td>Use an approved learning framework to guide practice</td> </tr> <tr> <td>CHCECE030</td> <td>Support inclusion and diversity</td> </tr> <tr> <td>CHCDIV001</td> <td>Work with diverse people</td> </tr> <tr> <td>CHCECE054</td> <td>Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</td> </tr> <tr> <td>CHCECE037</td> <td>Support children to connect with the natural environment</td> </tr> <tr> <td>CHCPRT001</td> <td>Identify and respond to children and young people at risk</td> </tr> <tr> <td>HLTAID012</td> <td>Provide First Aid in an education and care setting</td> </tr> <tr> <td>HLTWHS001</td> <td>Participate in work health and safety</td> </tr> </table>	CHCECE055	Meet the legal and ethical obligations in children's education and care	HLTFSE001	Follow basic food safety practices	CHCECE056	Work effectively in children's education and care	CHCECE034	Use an approved learning framework to guide practice	CHCECE030	Support inclusion and diversity	CHCDIV001	Work with diverse people	CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	CHCECE037	Support children to connect with the natural environment	CHCPRT001	Identify and respond to children and young people at risk	HLTAID012	Provide First Aid in an education and care setting	HLTWHS001	Participate in work health and safety
CHCECE055	Meet the legal and ethical obligations in children's education and care																						
HLTFSE001	Follow basic food safety practices																						
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CHCPRT001	Identify and respond to children and young people at risk																						
HLTAID012	Provide First Aid in an education and care setting																						
HLTWHS001	Participate in work health and safety																						
<b>Cost:</b>	<p>An annual fee of \$150 is added to school fees for this course for consumables. <i>Please note, some schools adopt a global subject selection fee.</i></p> <p>You will also need to have appropriate attire to work with children in a childcare centre.</p>																						



NATIONALLY RECOGNISED  
TRAINING

## Engineering

<b>Training Package:</b>	MEM Manufacturing and Engineering																
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta																
<b>Category:</b>	Board Endorsed Course																
<b>Unit Value:</b>	2 Units Preliminary Course or HSC Course																
<b>Duration:</b>	1 year																
<b>Qualification:</b>	MEM10119 Certificate I in Engineering																
<b>Contributes to the ATAR:</b>	No																
<b>Work Placement:</b>	35 hours																
<b>Course Description &amp; Content:</b>	<p>This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.</p> <p>Students must complete a minimum of 35 hours work placement in an engineering industry workplace.</p>																
<b>Units Include:</b>	<table border="0"> <tr> <td>MEM13015</td> <td>Work safely and effectively in manufacturing and engineering</td> </tr> <tr> <td>MEM16006</td> <td>Organise and communicate information</td> </tr> <tr> <td>MEM11011</td> <td>Undertake manual handling</td> </tr> <tr> <td>MEM18001</td> <td>Use hand tools</td> </tr> <tr> <td>MEM18002</td> <td>Use power tools/hand held operations</td> </tr> <tr> <td>MEM12024</td> <td>Perform computations</td> </tr> <tr> <td>MEM16008</td> <td>Interact with computing technology</td> </tr> <tr> <td>MEM07032</td> <td>Use workshop machines for basic operations</td> </tr> </table>	MEM13015	Work safely and effectively in manufacturing and engineering	MEM16006	Organise and communicate information	MEM11011	Undertake manual handling	MEM18001	Use hand tools	MEM18002	Use power tools/hand held operations	MEM12024	Perform computations	MEM16008	Interact with computing technology	MEM07032	Use workshop machines for basic operations
MEM13015	Work safely and effectively in manufacturing and engineering																
MEM16006	Organise and communicate information																
MEM11011	Undertake manual handling																
MEM18001	Use hand tools																
MEM18002	Use power tools/hand held operations																
MEM12024	Perform computations																
MEM16008	Interact with computing technology																
MEM07032	Use workshop machines for basic operations																
<b>Eligibility for Qualification:</b>	<p>Students assessed as fulfilling the requirements for all the units in the 150 hour course will be eligible for the <b>MEM10119 Certificate I in Engineering</b>. Students achieving at least one unit of competency will be eligible for an <b>AQF Statement of Attainment</b> showing partial completion of their qualification.</p>																
<b>Cost:</b>	<p>An annual fee of \$150 is added to school fees for this course for consumables. <i>Please note, some schools adopt a global subject selection fee.</i></p> <p>Students will also need to purchase goggles and personal protective clothing.</p>																



## Entertainment Industry

<b>Training Package:</b>	CUA Creative Arts and Culture
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
<b>Category:</b>	Board Developed Course
<b>Unit Value:</b>	2 Units Preliminary Course 2 Units HSC Course
<b>Duration:</b>	2 years
<b>Qualification:</b>	CUA30420 Certificate III in Live Production and Technical Services
<b>Contributes to the ATAR:</b>	Yes
<b>Work Placement</b>	70 hours

**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.

<b>Units Include</b>	BSBPEF301	Organise personal work priorities
	CUAIND311	Work effectively in the creative arts industry
	CUAIND314	Plan a career in the creative arts industry
	CUAPPR314	Participate in collaborative creative projects
	CUAWHS312	Apply work health and safety practices
	CPCWHS1001	Prepare to work safely in the construction industry
	SITXCCS006	Provide service to customers
	CUALGT311	Operate basic lighting
	CUALGT314	Install and operate follow spots
	CUASOU331	Undertake live audio operations
	CUASTA311	Assist with production operations for live performances
	CUASMT311	Work effectively backstage during performances
	CUASTA212	Assist with bump in and bump out of shows
	CUAVSS312	Operate vision systems
	HLTAID011	Provide first aid ( <i>External provider</i> )

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

**Cost:** An annual fee of \$150 is added to school fees for this course for consumables. *Please note, some schools adopt a global subject selection fee.* There may be additional costs associated with the delivery of Construction Induction Certificate and First Aid courses of approximately \$200. Students will also be required to have black pants and shirt when undertaking backstage production.





## Fitness

<b>Training Package:</b>	SIS Sport, Fitness and Recreation																								
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta																								
<b>Category:</b>	Board Endorsed Course																								
<b>Unit Value:</b>	2 Units Preliminary Course 2 Units HSC Course																								
<b>Duration:</b>	2 years																								
<b>Qualification:</b>	Statement of Attainment towards SIS30321 Certificate III in Fitness																								
<b>Contributes to the ATAR:</b>	No																								
<b>Work Placement:</b>	35 hours																								
<b>Course Description &amp; Content:</b>	<p>This course provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Qualification outcomes may include providing exercise instruction for group, aqua or gym programs. Work may be undertaken in locations such as gyms, fitness facilities, pools and community facilities.</p> <p>Students must complete a minimum of 35 hours work placement in a Fitness industry workplace.</p>																								
<b>Units Include:</b>	<table border="0"> <tr> <td>SISFFIT052</td> <td>Provide healthy eating information</td> </tr> <tr> <td>SISXFAC006</td> <td>Maintain activity equipment</td> </tr> <tr> <td>HLTAID011</td> <td>Provide first aid (<i>External provider</i>)</td> </tr> <tr> <td>SISFFIT047</td> <td>Use anatomy and physiology knowledge to support safe and effective exercise</td> </tr> <tr> <td>SISFFIT032</td> <td>Complete pre-exercise screening and service orientation</td> </tr> <tr> <td>SISFFIT033</td> <td>Complete client fitness assessments</td> </tr> <tr> <td>BSBOPS304</td> <td>Deliver and monitor a service to customers</td> </tr> <tr> <td>BSBPEF301</td> <td>Organise personal work priorities</td> </tr> <tr> <td>SISFFIT040</td> <td>Develop and instruct gym-based exercise programs for individual clients</td> </tr> <tr> <td>HLTWHS001</td> <td>Participate in workplace health and safety</td> </tr> <tr> <td>SISXFAC002</td> <td>Maintain sport, fitness and recreation facilities</td> </tr> <tr> <td>SISXIND011</td> <td>Maintain sport, fitness and recreation industry knowledge</td> </tr> </table>	SISFFIT052	Provide healthy eating information	SISXFAC006	Maintain activity equipment	HLTAID011	Provide first aid ( <i>External provider</i> )	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	SISFFIT032	Complete pre-exercise screening and service orientation	SISFFIT033	Complete client fitness assessments	BSBOPS304	Deliver and monitor a service to customers	BSBPEF301	Organise personal work priorities	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	HLTWHS001	Participate in workplace health and safety	SISXFAC002	Maintain sport, fitness and recreation facilities	SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISFFIT052	Provide healthy eating information																								
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SISFFIT040	Develop and instruct gym-based exercise programs for individual clients																								
HLTWHS001	Participate in workplace health and safety																								
SISXFAC002	Maintain sport, fitness and recreation facilities																								
SISXIND011	Maintain sport, fitness and recreation industry knowledge																								
<b>Cost:</b>	<p>An annual fee of \$150 is added to school fees for this course for consumables, as well as the first aid course. <i>Please note, some schools adopt a global subject selection fee.</i></p> <p>Students will also need their sports uniform for practical lessons.</p>																								



## Hospitality (Food & Beverage)

<b>Training Package:</b>	SIT Tourism, Travel and Hospitality	
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta	
<b>Category:</b>	Board Developed Course	
<b>Unit Value:</b>	2 Units Preliminary Course 2 Units HSC Course	
<b>Duration:</b>	2 years	
<b>Qualification:</b>	SIT20322 Certificate II in Hospitality	
<b>Contributes to the ATAR:</b>	Yes	
<b>Work Placement</b>	70 hours	
<b>Course Description &amp; Content:</b>	<p>This course is for students interested in the Hospitality industry. This course provides opportunities for students to develop relevant <b>technical, vocational and interpersonal competencies</b> suitable for employment and further training in the <b>hospitality industry</b> 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.</p> <p>In this course, students undertake the food and beverage stream, with the focus being on front-of-house service in a cafe/restaurant. Students will also learn about back-of-house and kitchen operations, however, competency assessment in these areas for associated units of competency are not undertaken.</p>	
<b>Units Include:</b>	SITXWHS005	Participate in safe work practices
	SITXFSA005	Use hygienic practices for food safety
	SITXFSA006	Participate in safe food handling practices
	SITHIND006	Source and use information on the hospitality industry
	SITXCOM007	Show social and cultural sensitivity
	BSBSUS211	Participate in sustainable work practices
	SITXCOM006	Source and present information
	BSBTWK201	Work effectively with others
	SITHFAB024	Prepare and serve non-alcoholic beverages <a href="#">Prerequisite: SITXFSA005</a>
	SITHFAB025	Prepare and serve espresso coffee <a href="#">Prerequisite: SITXFSA005</a>
	SITHFAB027	Serve food and beverage <a href="#">Prerequisite: SITXFSA005</a>
	SITXCCS011	Interact with customers
	SITHIND007	Use hospitality skills effectively ( <a href="#">Holistic</a> )
<b>Eligibility for Qualification:</b>	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for <b>Certificate II in Hospitality</b> . Students achieving at least one unit of competency will be eligible for an <b>AQF Statement of Attainment</b> showing partial completion of their qualification.	
<b>Cost:</b>	An annual fee of \$150 is added to school fees for this course for consumables. <i>Please note, some schools adopt a global subject selection fee.</i> An additional fee may also be charged for an externally delivered Barista course of approx. \$100. Students are also required to purchase a Hospitality uniform and leather closed in shoes.	

## Hospitality (Kitchen Operations & Cookery)



<b>Training Package:</b>	SIT Tourism, Travel and Hospitality																										
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta																										
<b>Category:</b>	Board Developed Course																										
<b>Unit Value:</b>	2 Units Preliminary Course 2 Units HSC Course																										
<b>Duration:</b>	2 years																										
<b>Qualification:</b>	SIT20421 Certificate II in Cookery																										
<b>Contributes to the ATAR:</b>	Yes																										
<b>Work Placement</b>	70 hours																										
<b>Course Description &amp; Content:</b>	<p>This course is for students interested in the Hospitality industry. This course provides opportunities for students to develop relevant <b>technical, vocational and interpersonal competencies</b> suitable for employment and further training in the <b>hospitality industry</b> 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.</p> <p>In this course, students undertake the kitchen operations and cookery stream, with the focus being on back-of-house operations in the kitchen.</p>																										
<b>Units Include:</b>	<table border="0"> <tr> <td>SITXWHS005</td> <td>Participate in safe work practices</td> </tr> <tr> <td>SITXFSA005</td> <td>Use hygienic practices for food safety</td> </tr> <tr> <td>SITXFSA006</td> <td>Participate in safe food handling practices</td> </tr> <tr> <td>SITXINV006</td> <td>Receive, store and maintain stock <a href="#">Prerequisite: SITXFSA005</a></td> </tr> <tr> <td>SITHKOP009</td> <td>Clean kitchen premises and equipment <a href="#">Prerequisite: SITXFSA005</a></td> </tr> <tr> <td>SITHCCC023</td> <td>Use food preparation equipment <a href="#">Prerequisite: SITXFSA005</a></td> </tr> <tr> <td>SITHCCC025</td> <td>Prepare and present sandwiches <a href="#">Prerequisite: SITXFSA005</a></td> </tr> <tr> <td>SITHCCC028</td> <td>Prepare appetisers and salads <a href="#">Prerequisite: SITXFSA005</a></td> </tr> <tr> <td>SITHCCC024</td> <td>Prepare and present simple dishes <a href="#">Prerequisite: SITXFSA005</a></td> </tr> <tr> <td>SITHCCC027</td> <td>Prepare dishes using basic methods of cookery <a href="#">Prerequisite: SITXFSA005</a></td> </tr> <tr> <td>SITXCCS011</td> <td>Interact with customers</td> </tr> <tr> <td>SITXCOM007</td> <td>Show social and cultural sensitivity</td> </tr> <tr> <td>SITHCCC034</td> <td>Work effectively in a commercial kitchen <a href="#">Prerequisite: SITXFSA005</a></td> </tr> </table>	SITXWHS005	Participate in safe work practices	SITXFSA005	Use hygienic practices for food safety	SITXFSA006	Participate in safe food handling practices	SITXINV006	Receive, store and maintain stock <a href="#">Prerequisite: SITXFSA005</a>	SITHKOP009	Clean kitchen premises and equipment <a href="#">Prerequisite: SITXFSA005</a>	SITHCCC023	Use food preparation equipment <a href="#">Prerequisite: SITXFSA005</a>	SITHCCC025	Prepare and present sandwiches <a href="#">Prerequisite: SITXFSA005</a>	SITHCCC028	Prepare appetisers and salads <a href="#">Prerequisite: SITXFSA005</a>	SITHCCC024	Prepare and present simple dishes <a href="#">Prerequisite: SITXFSA005</a>	SITHCCC027	Prepare dishes using basic methods of cookery <a href="#">Prerequisite: SITXFSA005</a>	SITXCCS011	Interact with customers	SITXCOM007	Show social and cultural sensitivity	SITHCCC034	Work effectively in a commercial kitchen <a href="#">Prerequisite: SITXFSA005</a>
SITXWHS005	Participate in safe work practices																										
SITXFSA005	Use hygienic practices for food safety																										
SITXFSA006	Participate in safe food handling practices																										
SITXINV006	Receive, store and maintain stock <a href="#">Prerequisite: SITXFSA005</a>																										
SITHKOP009	Clean kitchen premises and equipment <a href="#">Prerequisite: SITXFSA005</a>																										
SITHCCC023	Use food preparation equipment <a href="#">Prerequisite: SITXFSA005</a>																										
SITHCCC025	Prepare and present sandwiches <a href="#">Prerequisite: SITXFSA005</a>																										
SITHCCC028	Prepare appetisers and salads <a href="#">Prerequisite: SITXFSA005</a>																										
SITHCCC024	Prepare and present simple dishes <a href="#">Prerequisite: SITXFSA005</a>																										
SITHCCC027	Prepare dishes using basic methods of cookery <a href="#">Prerequisite: SITXFSA005</a>																										
SITXCCS011	Interact with customers																										
SITXCOM007	Show social and cultural sensitivity																										
SITHCCC034	Work effectively in a commercial kitchen <a href="#">Prerequisite: SITXFSA005</a>																										
<b>Eligibility for Qualification:</b>	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for <b>Certificate II in Cookery</b> . Students achieving at least one unit of competency will be eligible for an <b>AQF Statement of Attainment</b> showing partial completion of their qualification.																										
<b>Cost:</b>	An annual fee of \$150 is added to school fees for this course for consumables. <i>Please note, some schools adopt a global subject selection fee.</i> Students are also required to purchase a Hospitality uniform and leather closed in shoes. Students accessing this course through one of the cluster classes will be charged \$220 per year, which includes the cost of the uniform.																										

## Information and Digital Technology

<b>Training Package:</b>	ICT Information and Communication Technology																								
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta																								
<b>Category:</b>	Board Developed Course																								
<b>Unit Value:</b>	2 Units Preliminary Course 2 Units HSC Course																								
<b>Duration:</b>	2 years																								
<b>Qualification:</b>	ICT30120 Certificate III in Information Technology																								
<b>Contributes to the ATAR:</b>	Yes																								
<b>Work Placement</b>	70 hours																								
<b>Course Description &amp; Content:</b>	<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, 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>																								
<b>Units Include:</b>	<table border="0"> <tr> <td>BSBCRT301</td> <td>Develop and extend critical and creative thinking</td> </tr> <tr> <td>ICTSAS305</td> <td>Provide ICT advice to clients</td> </tr> <tr> <td>BSBWHS311</td> <td>Assist with maintaining workplace safety</td> </tr> <tr> <td>BSBXCS303</td> <td>Securely manage personally identifiable information and workplace information</td> </tr> <tr> <td>ICTICT313</td> <td>Identify IP, ethics and privacy policies in ICT environments</td> </tr> <tr> <td>ICTPRG302</td> <td>Apply introductory programming techniques</td> </tr> <tr> <td>ICTICT309</td> <td>Create ICT user documentation</td> </tr> <tr> <td>BSBXTW301</td> <td>Work in a team</td> </tr> <tr> <td>ICTWEB304</td> <td>Build simple web pages</td> </tr> <tr> <td>ICTWEB305</td> <td>Produce digital images for the web</td> </tr> <tr> <td>CUAANM301</td> <td>Create 2D digital animations</td> </tr> <tr> <td>BSBXCS301</td> <td>Protect own personal online profile from cyber security threats</td> </tr> </table>	BSBCRT301	Develop and extend critical and creative thinking	ICTSAS305	Provide ICT advice to clients	BSBWHS311	Assist with maintaining workplace safety	BSBXCS303	Securely manage personally identifiable information and workplace information	ICTICT313	Identify IP, ethics and privacy policies in ICT environments	ICTPRG302	Apply introductory programming techniques	ICTICT309	Create ICT user documentation	BSBXTW301	Work in a team	ICTWEB304	Build simple web pages	ICTWEB305	Produce digital images for the web	CUAANM301	Create 2D digital animations	BSBXCS301	Protect own personal online profile from cyber security threats
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<b>Eligibility for Qualification:</b>	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the ICT30120 Certificate III in Information Technology. Students achieving at least one unit of competency will be eligible for an <b>AQF Statement of Attainment</b> showing partial completion of their qualification.																								
<b>Cost:</b>	An annual fee of \$75 is added to school fees for this course for consumables. <i>Please note, some schools adopt a global subject selection fee.</i>																								



## Primary Industries

**Training Package:** AHC Agriculture, Horticulture and Conservation and Land Management

**RTO:** 90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta

**Category:** Board Developed Course

**Unit Value:** 2 Units Preliminary Course  
2 Units HSC Course

**Duration:** 2 years

**Qualification:** AHC20122 Certificate II in Agriculture

**Contributes to the ATAR:** Yes

**Work Placement** 70 hours

**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. Job roles may include Assistant animal attendant/stockperson, Assistant farm or station hand, station worker or station labourer.

Units Include:	Unit Description
AHCWHS202	Participate in work, health and safety processes
AHCWRK211	Participate in environmentally sustainable work practices
AHCCHM201	Apply chemicals under supervision
AHCWRK210	Observe and report on weather
AHCWRK212	Work effectively in the industry
AHCLSK202	Care for health and welfare of livestock
AHCPMG202	Treat plant pests, diseases and disorders
AHCWRK213	Participate in workplace communications
AHCINF205	Carry out basic electric fencing operations
AHCINF206	Install, maintain and repair farm fencing
AHCLSK204	Carry out regular livestock observation
AHCLSK205	Handle livestock using basic techniques
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity
AHCLSK211	Provide feed for livestock
AHCMOM202	Operate tractors
AHCMOM203	Operate basic machinery and equipment
AHCPMG201	Treat weeds
AHCLSK209	Monitor water supplies

**Eligibility for Qualification:** Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the AHC20122 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.

**Cost:** An annual fee of \$80 is added to school fees for this course for consumables. *Please note, some schools adopt a global subject selection fee.*

Students are also required to purchase steel cap boots, goggles and earmuffs.



## Retail Services

<b>Training Package:</b>	SIR Retail Services
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
<b>Category:</b>	Board Developed Course
<b>Unit Value:</b>	2 Units Preliminary Course 2 Units HSC Course
<b>Duration:</b>	2 years
<b>Qualification:</b>	SIR30216 Certificate III in Retail
<b>Contributes to the ATAR:</b>	Yes
<b>Work Placement</b>	70 hours

This qualification reflects the role of individuals who have the primary responsibility of engaging the customer, maintaining daily store operations and delivering on organisational expectations. They have sound knowledge of product and service offerings.

### Course Description & Content:

Some individuals working at this level are responsible for supervising other team members and monitoring day-to-day workplace operations. It provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.

Individuals with this qualification are able to perform roles such as frontline sales assistant, customer service representative, shop assistant, retail supervisor, team leader and senior sales assistant.

### Units Include:

SIRXCEG001	Engage the customer
SIRXCOM002	Work effectively in a team
SIRXWHS002	Contribute to workplace health and safety
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to the retail customer
SIRXSLS002	Follow point of sale procedures
SIRXIND001	Work effectively in a service environment
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRRRTF001	Balance and secure point-of-sale terminal
SIRRINV001	Receive and handle retail stock
SIRXIND002	Organise and maintain the store environment

### Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **Certificate III 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.

**Cost:** An annual fee of \$75 is added to school fees for this course for consumables. *Please note, some schools adopt a global subject selection fee.*

## External VET Courses (EVET)



NSW Health

Schools deliver VET courses, while EVET courses are delivered through external Registered Training Organisations, such as TAFE, Whitehouse Institute of Design, NSW Health or Taronga Training Institute. EVET courses can be accessed to expand learning opportunities for students and enhance their pathway opportunities further. These courses provide students with industry recognition and possible articulation into higher level courses.

EVET courses can be Board Developed or Board Endorsed. Students must follow the application procedures by meeting submission and payment dates. EVET courses may attract an additional cost to participate. Application forms are available from the CSPD VET and RTO Leader. It is important for students to discuss their EVET application with the CSPD VET and RTO Leader and their school, 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.

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, or as a 4 unit x 1 year course, if applicable.

**Please register your interest in applying for an EVET course with your CSPD VET and RTO Leader, Mr Geoff Sullivan [gsullivan2@parra.catholic.edu.au](mailto:gsullivan2@parra.catholic.edu.au). Timelines and processes will be available early Term 3 2024**

**Please consider the following prior to selecting an external VET course:**

- How will I get to and from the external institution? Please note, transportation is not provided by school.
- If my external course clashes with my school timetable (which it likely will), am I willing to catch up on work missed at school as a result of attending the external VET courses?
- Can I manage my own learning and monitor correspondence?

**Please consider the following when selecting an external course that is delivered during the school holidays:**

- Am I motivated to do the course in the holidays?
- Do I need the holidays to rest and relax prior to the next term commencing?

## External Providers

This information relates to what has been available to students in previous years. EVET opportunities will be confirmed Early Term 3 2024.

External Providers are summarised below:

Institution	Overview	Courses
Academy of Interactive Entertainment	<p>The Academy of Interactive Entertainment (AIE) specialise in design, animation and gaming courses. Some courses are delivered online, face-to-face or blended delivery. Face-to-face courses are delivered at Ultimo.</p> <p>Some are delivered weekly, or during the holidays. See your CSPD VET and RTO Leader for more detailed information.</p> <p>Additional information can also be found via:  <a href="https://aie.edu.au/student-information/vet-in-schools-programs/">https://aie.edu.au/student-information/vet-in-schools-programs/</a></p>	<ul style="list-style-type: none"> <li>• Design Fundamentals</li> <li>• Screen and Media</li> </ul>
Taronga Training Institute	<p>Taronga Training Institute offers Certificate II in Animal Care. The course is delivered at Mosman, and students normally take one day off a week at school to attend the course, given the distance to travel.</p> <p>Additional information can be found via:  <a href="https://taronga.org.au/education/certificate-courses/cert-2-animal-studies-hsc">https://taronga.org.au/education/certificate-courses/cert-2-animal-studies-hsc</a></p>	<ul style="list-style-type: none"> <li>• Animal Care</li> </ul>
NSW Health	<p><b>NSW Health</b> through the <b>Nepean Blue Mountains Local Health District</b> delivers Certificate III courses for students who wish to pursue a career in health at either Nepean Hospital or CathWest Innovation College. This is a very popular and highly competitive pathway with limited spaces available.</p> <p>For students who live or attend school in the Nepean catchment, they have the opportunity to apply for Human Services (Acute Care) at Nepean Hospital or Blue Mountains, or at CathWest Innovation College. All other students in the Diocese can access Human Services (Acute Care) at CathWest.</p> <p>These courses are delivered in four hour blocks one day per week. Students also undertake 120 hours of work placement during the school holidays.</p> <p>Please notify your CSPD VET and RTO Leader if you are interested in this course so additional information can be given to you when it is released..</p>	<ul style="list-style-type: none"> <li>• Human Services (Acute Care)</li> <li>• Human Services (Allied Health)</li> </ul>
TAFE NSW	<p>TAFE is the largest vocational education provider in Australia. TAFE courses offered are delivered in block sessions, that is four hours one afternoon a week from 2pm to 6pm. This has <b>implications for travel and catching up on the school work missed</b> 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.</p> <p>eVET courses at TAFE are also referred to as TVET courses. Additional information can be found via:  <a href="https://www.tafensw.edu.au/study/types-courses/tvet">https://www.tafensw.edu.au/study/types-courses/tvet</a></p>	<p>Many courses are available, some include:</p> <ul style="list-style-type: none"> <li>• Animal Care</li> <li>• Beauty Services</li> <li>• Community Services</li> <li>• Design Fundamentals</li> <li>• Screen and Media</li> <li>• Tourism Travel and Events</li> </ul>
Whitehouse Institute of Design	<p>Whitehouse Institute of Design offers Certificate III in Design Fundamentals. Delivery of these courses is by intensive block attendance at Surry Hills during school holidays, in April, July &amp; September of Yr 11, &amp; January of Yr 12 (a total of six weeks face-to-face delivery). Students who successfully complete the program will leave Whitehouse with a portfolio of creative work and a Certificate III In Design Fundamentals. In addition, the Certificate III in Design Fundamentals will provide 2 units credited towards their Year 11 and 2 units credit towards Year 12 studies.</p> <p>Additional information can be found via:  <a href="https://whitehouse-design.edu.au/cert-iii-in-design/">https://whitehouse-design.edu.au/cert-iii-in-design/</a></p>	<ul style="list-style-type: none"> <li>• Design Fundamentals                         <ul style="list-style-type: none"> <li>- Creative Direction &amp; Styling</li> <li>- Interior Design</li> <li>- Fashion Visualisation</li> </ul> </li> </ul>



## School-Based Traineeships (SBTs)

Students may wish to work whilst they undertake their HSC. A school-based 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 CSPD VET and RTO Leader in order for approval from the school and a sign-up to occur. Students must complete the CSPD Duty of Care documentation prior to proceeding with a school-based traineeship.

The sign-up 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
- CSPD VET and RTO Leader

This meeting includes a discussion about the traineeship and formalises 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 31<sup>st</sup> December of their HSC year. Popular traineeships include retail, construction 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 if they are an RTO or an external Registered Training Organisation. If the RTO charges a fee for the course, the Parramatta Diocese will forward this fee to parents/caregivers. It is anticipated there will be no fees for external VET courses accessed by SBT's for the 2025-2026 cohort.

## Industry-Based Learning (IBL)

Students that engage in a SBAT 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 pattern of study. This course is a Board Endorsed course; hence, it does not contribute to the calculation of the ATAR. It 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 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 activities that mainly consist of a journal which records learning that has taken place whilst working, as well as additional activities. Students are to complete this logbook during their Study Periods and in their own time. Their employer is required to sign their logbook and students are also to meet with their Industry-Based Learning Supervisor at school periodically.



**CathWest Innovation College** offers both an ***Inquiry Pathway***, allowing students to pursue their passion through a mixture of project work and industry immersion, as well as the ***Trade Pathway***. Students wishing to pursue these pathways, will need to leave their current school, and enrol at CathWest. The Trade Pathway offers a flexible schooling experience for **Year 11 and 12** students wanting to pursue a career in a vocational field. Students have an opportunity to **start the first year of an apprenticeship or complete a traineeship in their chosen trade or vocation**, while they complete the HSC. Students who wish to undertake a School-Based Apprenticeship (SBA) can only access this through CathWest Innovation College.

### Campus Details & Information Evenings

CathWest has two campuses. Each campus will have an information evening for students and parents. This is an opportunity to see the facilities available and have your questions answered. An enrolment pack will also be available.

#### McCarthy Campus

69 Mackellar Street Emu Plains NSW 2750

**Tuesday 21 May 2024**

5:00pm - 7:30pm

#### Loyola Campus

91 North Parade Mount Druitt NSW 2770

**Wednesday 22 May 2024**

5:00pm - 7:30pm

**P** 02 8886 9500

**E** cathwest@parra.catholic.edu.au

**W** cathwest.parra.catholic.edu.au

### Courses Available

The majority of students access one of the following courses in the Trade Pathway, however if there is an area that you are interested in that is not listed, contact CathWest Innovation College to discuss your options.

- Automotive
- Bricklaying
- Carpentry
- Civil Construction
- Engineering -Metal Fabrication
- Early Childhood Education & Care
- Hospitality – Commercial Cookery
- Electrotechnology
- Business Services
- Financial Services
- Retail Services
- Hairdressing
- Plumbing
- Shopfitting
- Landscaping

### Advantages for Selecting a Trade Pathway

VET courses offered through our trade pathway 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.

Some of the benefits of this pathway include:

- improved confidence
- development of technical skills and knowledge of the job role and industry area
- development of employability skills
- 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.

More information regarding CathWest Innovation College and Trade Pathways can be found at the following website:

<https://cathwest.parra.catholic.edu.au/>

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

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeshipsand-traineeships>

**Board Endorsed Courses**  
(NON-ATAR)

**RELIGIOUS EDUCATION – Leader of Learning: Mr Mark Sattler/ Mr Bruno Pahlke**

<b>Course: Studies in Catholic Thought</b> (Non-ATAR)			
1 Unit for each of Preliminary and HSC Board Endorsed Course <b>Exclusions:</b> Studies of Religion I and Studies of Religion II			
<b>Course Description</b> Studies in Catholic Thought will invite students to explore the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and Catholic spiritual pathways, with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, <i>Studies in Catholic Thought</i> will develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature. Students will come to know how faith and reason fit together in the Catholic Tradition.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b>		<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>● Three Studies                             <ol style="list-style-type: none"> <li>I. Who is a human person?</li> <li>II. The Trinitarian God and humanity</li> <li>III. The re-imagining of creation</li> </ol> </li> </ul>		<ul style="list-style-type: none"> <li>● Three Studies                             <ol style="list-style-type: none"> <li>I. Virtue, vice, salvation</li> <li>II. The good works</li> <li>III. The common good</li> </ol> </li> </ul>	
<b>Particular Course Requirements:</b>			
Students will undertake research and present formal assessment tasks for each Study. <b>Students will undertake no more than 3 formal assessment tasks in the Preliminary course and no more than 4 formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, analytical response, class test and an End of Course Examination.</b>			
<b>Assessment: HSC course</b>			
<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
There is no external examination of students in Stage 6 Board Endorsed Courses.	n/a	Knowledge and understanding of course content	40
		Religious skills in: <ul style="list-style-type: none"> <li>● using Scripture and Catholic Church documents</li> <li>● analysis, synthesis and evaluation based on evidence from theology, philosophy, scripture and other relevant sources</li> </ul>	20
		Inquiry and research skills	20
		Communication of religious ideas and understanding in appropriate forms	20
			100

**EXPLORING EARLY CHILDHOOD – Leaders of Learning: Mr Greg McDonald/ Mr Greg Clune**

**Course: Exploring Early Childhood – 1 Unit (Non-ATAR)**

Content Endorsed Course

**Exclusions:** Nil

**Course Description**

Our society acknowledges childhood as a unique and intense period for growth, development and learning. By providing members of society with knowledge about childhood development they will then be able to support and encourage this development when interacting with children. The Exploring Early Childhood course aims to achieve this by providing students with an overview of development and related issues within an early childhood context. It provides the opportunity to consider all issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

**Main Topics Covered**

Core studies

The core studies are compulsory. There are three parts to the core:

Part A: Pregnancy and Childbirth (15 hours)

Part B: Child growth and development (20 hours)

Part C: Promoting positive behaviour (10 hours)

The optional modules can each occupy 15–30 hours (indicative time) of study, depending on student interest, available resources and intended depth of treatment.

**Modules studied at St Columba's include:**

- Play and the developing child

**Particular Course Requirements:**

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. This is best achieved in informal settings, such as the home, with friends or relatives. A student likely to be successful in this course:

- Enjoys both the practical and theoretical components of child development in EEC
- Has an interest in interacting with young children on a regular basis
- Is able to examine physical, social-emotional, behavioural, cognitive and language development of young children.

**Assessment: HSC course**

External Assessment	Weighting	Internal Assessment	Weighting
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Knowledge and Understanding Skills	50 50

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

**Course: Photography, Video and Digital imaging – 1 Unit (Non-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**

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.

The course is designed to enable students to become more accomplished and independent 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.

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.

**Main Topics Covered**

Modules may be selected in the fields of:

- Wet Photography
- Digital Imaging
- Video

Students will complete the mandatory Occupational Health and Safety module and 2-3 modules in the 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.

**Particular Course Requirements:**

Students are required to keep a photographic diary during the course, documenting all the technical and creative processes undergone.

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course**

<b>External Assessment</b>	<b>Weighting (%)</b>	<b>Internal Assessment</b>	<b>Weighting (%)</b>
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Making Critical and Historical Studies	70 30
			100

**SPORT, LIFESTYLE AND RECREATION STUDIES - Leaders of Learning: Mr Greg McDonald / Mr Greg Clune**

<b>Course: Sport, Lifestyle and Recreation Studies– 1 Unit (Non-ATAR)</b>
Content Endorsed Course Exclusions: Nil
<p><b>Course Description</b></p> <p>Sport, Lifestyle and Recreation aims to develop in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. Students develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active.</p> <p>The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students will be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.</p> <p>The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study at TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.</p>
<p><b>Main Topics Covered</b></p> <p>Students will study six (6) - twelve (12) of the following modules over Years 11.</p> <ol style="list-style-type: none"> <li>1. Games and Sports Applications I</li> <li>2. Games and Sports Applications II</li> <li>3. Individual Games and Sports Applications</li> </ol>
<p><b>Particular Course Requirements:</b></p> <p>A strong commitment to participating in all lessons both practical and theoretical. A student likely to be successful in this course:</p> <ul style="list-style-type: none"> <li>• Enjoys both the practical and theoretical components of PDHPE</li> <li>• Has an interest in sport and recreational activities</li> <li>• Has an ability to implement strategies that promote health, physical activity and enhanced performance</li> <li>• Enjoys planning and organising sport, lifestyle and recreational opportunities for others</li> </ul>

<b>Assessment: HSC course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Knowledge and Understanding Skills	50 50
			100

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

**Course: Visual Design – 2 unit** (Non-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 become more accomplished and independent in the 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 leads to increasingly accomplished critical and historical investigations of design.

**Main Topics Covered:**

Modules may be selected in any of the four broad fields of:

- 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 specialise 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 will need to undertake studies in 3-6 modules during the year. They are required to keep a diary during the course, documenting all the technical and creative processes undergone.

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course**

External Assessment	Weighting (%)	Internal Assessment	Weighting (%)
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Designing and Making Critical and Historical Studies	70 30
			100



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

**Course: Visual Design – 1 unit** (Non-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 become more accomplished and independent in the 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 leads to increasingly accomplished critical and historical investigations of design.

**Main Topics Covered:**

Modules may be selected in any of the four broad fields of:

- 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 specialise 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 will need to undertake studies in 2-3 modules during the year. They are required to keep a diary during the course, documenting all the technical and creative processes undergone.

**Additional fee charges for student consumables may apply to this course**

**Assessment: HSC course**

External Assessment	Weighting (%)	Internal Assessment	Weighting (%)
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Designing and Making Critical and Historical Studies	70 30
			100

**WORK STUDIES Leaders of Learning: Mr James Rooney / Ms Karlie Hollifield**

**Course: Work Studies – 2 Unit (Non-ATAR)**

Content Endorsed Course

**Exclusions:** Nil

**Course Description**

The aim of *Work Studies* is to enable students to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

**Main Topics Covered**

Topics are studied across the two years of the course at the discretion of the teacher.

COURSE THEMES:

1. Career Planning
2. Performing Work Tasks
3. Working with Others
4. Managing Change

CORE:

**My Working Life** (30 indicative hours)

Exploring career and life choices, assessing specific work and life situations, identifying future aspirations.

**MODULES** (15-30 indicative hours each):

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-employment
- Team Enterprise Project
- Experiencing Work

**Particular Course Requirements:**

Students who undertake this course have generally chosen a non-ATAR pathway.

This course will assist students who intend to move from school to work or other training programs. There are assessment tasks but no HSC examination for this course.

**Required Skills**

- Strong interest in developing skills that will be specifically useful for success in the workplace
- Readiness to take up opportunities to build motivation, persistence and resilience in readiness for the workplace
- Demonstrated ability to work in a team environment

**Assessment: HSC course**

External Assessment	Weighting (%)	Internal Assessment	Weighting (%)
There is no external examination of students in Stage 6 Content Endorsed Courses.	n/a	Knowledge and Understanding Skills	30 70
			100

## External Courses

### School of Now

#### College contact Ms Candice Ferey

The School of Now offers a number of courses that are available for study in a distance education learning environment. Distance Education is a great way to study subjects that may otherwise be unavailable to you, but it does require a specific set of skills to successfully manage learning online.

[School of Now Subject Selection Handbook 2025](#)

schoolofnow.parra.catholic.edu.au

Courses available at the School of Now include:

#### **Enterprise Computing** (replacing Information Processes + Technology)

The study of Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.

#### **Engineering Studies**

The aim of Engineering Studies Stage 6 is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology. Engineering Studies Stage 6 is directed towards the application and advancement of skills associated with mathematics, science and technology in order to solve problems that provide infrastructure, goods and services needed for industry and the community. This subject is recommended to students that are capable at mathematics and science, and are curious about how things are made and why they are constructed.

#### **Software Engineering**

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed and the tools that can be used to assist in this process. The course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software. The HSC course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

#### **VET - Information + Digital Technology**

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. This industry includes 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.

### **Aboriginal Studies**

The Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

If you are interested in studying any of these courses from the School of Now.

#### **School of Languages**

The NSW School of Languages runs a number of courses for different languages.

For a list of the language subjects offered, please visit their website:

<https://nswschoollang.schools.nsw.gov.au/>

Click [here](#) to access the 2025 Course Information Brochure

Distance Education is a great way to study subjects that may otherwise be unavailable to you, but it does require a specific set of skills to successfully manage learning online.

If you have any questions regarding courses with School of Now or School of Languages please contact Ms Ferey.

If you are interested in studying a course with School of Languages or School of Now, please complete the following expression of interest form:

[School of Languages, VET and School of Now Expression of Interest Form](#)