



St Catherine's Catholic College
Course Selection Information

Year 11, 2022

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HOW DO I DECIDE WHICH COURSES TO STUDY?

Students should seek out information on the content and nature of courses, so that their Stage 6 studies will represent a step on the path to fulfilment of future ambitions.

Students can structure a combination of courses that best suits the individual and is valued by employers and other training agencies. Many of these, such as TTC or TVET courses, provide accreditation for TAFE, and may represent job training in them. Courses offered will vary from year to year. The Careers Adviser can provide current course offerings.

In making choices, students should talk with as many people as possible: parents, teachers, friends, employers, relatives, the Careers Adviser, and others. All can offer a fresh point of view. Only you can make the final decision. Use the time to think through the options and make realistic choices.

What will influence your choice of course?

- Abilities – choose courses in which you can do well.
- Interests – choose courses which interest you.
- Motivation – choose courses areas which you want to study.
- Career aspirations and needs – be realistic about your career choices and about your course choices.
- Courses recommended by universities as being relevant to a specific university degree which you are interested in. NB: Select your pattern of study carefully as most courses extend over two years.

Questions to discuss with your family, friends and teachers:

- 1) Why do I want a Higher School Certificate?
- 2) What are my expectations?
- 3) What are my parents/caregivers' expectations?
- 4) What do I see myself doing in five years' time?
- 5) What career options have I considered?
- 6) What can I realistically aim to achieve in the HSC?
- 7) What are my options after completing the HSC?
- 8) Are my course options giving me future career flexibility?
- 9) What does TAFE have to offer?
- 10) What opportunities are there for going straight into the work force?
- 11) What opportunities are there with private training organisations?
- 12) Can I realistically expect to get into university?
- 13) Do I want to combine University/TAFE and/or work after the HSC?
- 14) Do I want to combine TAFE/School and/or work while attempting the HSC?
- 15) What courses do I need as preparation for future training?
- 16) Do I need an ATAR?
- 17) Why should I choose a particular course?
- 18) How many of my courses will involve "major works" in Year 12? Can I manage this?

WHAT TYPE OF COURSES ARE AVAILABLE AT ST CATHERINE'S CATHOLIC COLLEGE?

There are different types of courses that you can select in Years 11 and 12.

BOARD DEVELOPED COURSES (BDC)

These courses are developed by the NSW Education Standards Authority. For each course, the following information is available:

- 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 Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the Year 12 course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

BOARD ENDORSED COURSES (BEC)

There are two main types of Board Endorsed Courses; Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by the NSW Education Standards Authority to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by the NSW Education Standards Authority. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement. Board Endorsed Courses do NOT count in the calculation of the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES EITHER BOARD DEVELOPED OR BOARD ENDORSED:

Vocational Education and Training (VET) **CATEGORY B** courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These Category B courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

All VET courses count towards the Higher School Certificate and appear on your Record of School Achievement. ONE Board Developed Category B course can count in the calculation of the ATAR IF the HSC Examination is completed.

All Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do NOT count in the calculation of the ATAR.

LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

Stage 6 (Years 11 and 12) Life Skills Courses are available for students who follow a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed some Life Skills courses within a Special Program of Study in Stage 5 (years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition planning process which will occur for both the Year 11 and Year 12 years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 Unit Year 11 Course and a 2 Unit Year 12 Course.

The Board expects that most students would meet the outcomes for a 2 Unit Year 11 Course and a 2 Unit Year 12 Course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

Life Skills courses have eligibility criteria which must be met. Please speak with either the Principal or Assistant Principal if you are considering Life Skills courses.

WHAT COURSES ARE ON OFFER?

The following **Category A** courses are being offered as potential courses in 2022:

Studies of Religion 1	Chemistry	Legal Studies
Studies of Religion 2	Community and Family Studies	Mathematics Advanced
Studies in Catholic Thought 1 (Non-ATAR)	Dance (Diocesan Course)	Mathematics Extension 1
Studies in Catholic Thought 2 (Non-ATAR)	Design and Technology	Mathematics Standard
English Advanced	Drama	Modern History
English Extension 1	Earth and Environmental Science	Music1
English Standard	Economics	PDHPE
Aboriginal Studies	Engineering Studies	Photography/Digital Media
	Exploring Early Childhood	Physics
	Food Technology	Society and Culture
Agriculture	Geography	Software Design and Development
Ancient History	Industrial Technology: Timber	Sports, Lifestyle and Recreation
	Investigating Science	
Biology	Products and Furniture Technologies	Textiles and Design
Business Studies	Industrial Technology: Metal	Visual Arts
	Industrial Technology: Multimedia	
	Investigating Science	
	Japanese Beginners/Continuers	

There are also several Category A courses available for study as Distance Education subjects.

The following **Category B** courses are being offered as potential courses in 2022:

Automotive	Hospitality	Primary Industries
Construction	EVET	SBAT
Electrotechnology	English Studies	

NESA Requirements to be Eligible for the HSC

To be eligible for the award of the HSC, students must:

- have gained the Record of School Achievement or other such qualifications as NESA considers satisfactory.
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE.
- have completed HSC: All My Own Work (or its equivalent).
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC.
- sit for and make a serious attempt at the requisite HSC examinations.

Source: <http://ace.bostes.nsw.edu.au/ace-8004>

In addition to these five eligibility requirements, a student's 'Pattern of Study' must comply with the following directives from NESA.

WHAT ARE UNITS?

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

The following is a guideline to help you understand the pattern of courses.

2-UNIT COURSE

The basic structure for all courses. They have a value of 100 marks.

EXTENSION COURSES

- Extension study is available in a number of courses.
- Extension courses are 1-unit courses which build on the content of the 2-unit course.
- 1-unit equals approximately 60 hours.
- 1-unit courses have a value of 50 marks.
- Extension courses require students to work beyond the standard of the 2-unit course, and are available in English, Mathematics, History and VET.
- English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- Year 12 Extension courses in subjects other than English and Mathematics are offered, and examined, in Year 12 only.

1 UNIT COURSE

- 1 unit equals approximately 60 hours.
- There are several 1-unit Board Endorsed Courses (BEC). These courses do NOT count in the ATAR.

REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

If you wish to be awarded the Higher School Certificate (HSC) as a student of St Catherine's Catholic College:

1. You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:
 - students will complete either Studies in Catholic Thought I or II, or Studies of Religion I or II
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subject areas.
 - At most, 6 units of Science can contribute to Higher School Certificate eligibility.
2. You must complete the practical, oral or project works required for specific courses and the Assessment requirements for each course.
3. You must have sat for and made a serious attempt at the required Higher School Certificate Examinations.

ADDITIONAL INFORMATION:

- The NSW Education Standards Authority website publishes a guide for students studying for the New South Wales Higher School Certificate – see <http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>
- If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the Year 12 Course. The booklet found at <http://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2024.pdf>. gives important information about entry to university courses, course prerequisites and other information to assist your choice of Year 12 courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.
- At St Catherine's, students are required to choose a course in Religious Studies– either Studies in Catholic Thought 1 Unit or 2 Unit, or Studies of Religion 1 Unit or 2 Unit. Students who study a 2 Unit Course in Year 11 may change to a 1 Unit Course in Year 12 provided that they have a total of 10 units of study.

VOCATIONAL EDUCATION and TRAINING

The NSW Education Standards Authority has developed Industry Curriculum Frameworks (ICF) that are available for senior students. The frameworks are:

- Automotive
- Animal Studies
- Business Services (Administration)
- Construction
- Electrotechnology
- Hospitality
- Information Technology
- Primary Industries
- Retail
- Tourism, Travel & Events

Each framework course is based upon a nationally endorsed training package and is consistent with the requirements of the AQF (Australian Qualifications Framework) and the ARF (Australian Recognition Framework). Students are offered a range of entry-level qualifications at AQF Certificate I, II and III levels. These certificate levels are accommodated within the new Year 12 frameworks through the delivery of 120-, 180- and 240-hour courses. Each framework has a 240- hour course, and in some cases, there are 60- and 120-hour extension courses available to complete a certificate level. Students can also complete their study through a part-time traineeship pathway, allowing them to combine part-time employment and study.

In addition to competency-based Assessment, students who enrol in a 240-hour framework course can undertake an optional two-hour written examination and may have the result for that course included in the calculation of their Universities Admission Index. Students who attempt the examination will receive an examination report that describes their performance in one of six bands. The marks gained in the examination will be aligned with the description of the knowledge, skills and understanding typically demonstrated by students in that band. The mark achieved by a student will reflect the standard actually achieved rather than a relative position within the cohort. Students who meet or exceed the minimum standard expected will receive a mark of 50 or more.

St Catherine's Catholic College, in association with other providers, and as part of the Trade Training Centre, can offer students access to all the frameworks.

NOTE:

If students are interested in pursuing Tourism, Business Services or Information Technology VET, then it is possible that this may be arranged. Please indicate your interest by contacting the Assistant Principal Secondary or the VET Co-ordinator.

ASSESSMENT AND REPORTING

- The Higher School Certificate will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabi, along with Assessment and Examination information and performance scales are used to describe your level of achievement and give a clear idea of the standards that are expected.
- The Higher School Certificate will provide a description of your achievements in the Year 12 course, along with a Record of School Achievement that lists the grades earned in Year 10 and Year 11.
- School-based Assessment Tasks will contribute to 50% of your Year 12 mark. Your school Assessment mark will be based on your performance in Assessment Tasks you have undertaken during the course.
- The other 50% will come from the Higher School Certificate Examination.
- The Higher School Certificate mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your The Higher School Certificate you will receive
- e a portfolio containing:
 - **The Higher School Certificate Testamur**
The official certificate, confirming your achievement of all requirements for the awarding of a Higher School Certificate.
 - **Record of School Achievement (RoSA)**
This document lists grades earned in all Year 10 courses and all successfully completed Year 11 courses. This document may also include results of the optional Literacy and Numeracy Examinations that can be sat once a student has indicated they are leaving school (prior to Year 12 completion).

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The ATAR is a numerical measure of a student's overall academic achievement in the Higher School Certificate (HSC) in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission.

The ATAR references a student's achievement to the Year 7 students in their cohort.

1. To be eligible for an ATAR a student must complete at least 10 units of ATAR courses including at least two (2) units of English. ATAR courses are Board Developed courses which have examinations conducted by the NSW Education Standards Authority and which yield a graded Assessment. The Board Developed Courses must include at least three (3) courses of two units or greater, and at least four (4) subjects.
2. The ATAR is based on an aggregate of scaled marks in ten units of Board Developed Courses comprising the best two (2) units of English and the best eight (8) units from the remaining units, subject to the provision that no more than two (2) units of Category B courses be included.

Footnotes:

1. To have an ATAR based on an aggregate of scaled marks in ten (10) units, students must have completed at least eight (8) units of Board Developed Category A Courses. *Please note that English Studies, Mathematics Standard 1, Electrotechnology, Hospitality, Primary Industries, Construction, Metals & Engineering & Retail are classified as Category B.*
2. Students who are eligible for an ATAR will receive an ATAR based on an aggregate of scaled marks. This comprises their best two units of English, the remaining units either all from Category A courses or potentially the best two units from a Category B course.
3. Marks to be included in the ATAR calculations can be accumulated over a five-year period.
4. If a course or part of a course is repeated only the last satisfactory attempt is used in the calculation of the ATAR.

Regions/Institutes have responsibility for developing and implementing protocol and procedures for VET planning. Students can select from a diverse range of school and TAFE delivered Higher School Certificate VET courses that make efficient use of education resources across the region.

DIFFERENT WAYS OF STUDYING COURSES.

St Catherine's Catholic College, provides students in Year 11 with the widest possible subject choices and therefore works in conjunction with several other educational providers.

VET COURSES

A range of courses are provided through Singleton, Maitland or nearby TAFE's and OTEN (Open Training & Education Network), as well as the Singleton Trade Training Centre which includes Singleton High School, the Australian Christian College and support from the Catholic Schools Office.

E – LEARNING

The Lismore Diocese provides courses online. There is an additional fee for these courses.

Courses on offer include:

- *Ancient History*
- *Beginners Japanese*
- *Beginners Indonesian*
- *Economics*
- *Engineering Studies*
- *Software Design and Development*

CAMDEN HAVEN DISTANCE EDUCATION CENTRE

A range of courses, including language courses, are currently provided through this centre. There is an additional fee for these courses.

FEES PAYABLE

Other than courses in Religious Studies, English and Mathematics, all courses have compulsory fees. Fees vary as it is dependent upon the value and required quantity of consumable materials. Accounts for elective courses are forwarded for payment with the tuition fee account. Where no payment is made for materials used by a student studying an elective, the **student may forfeit the position in that course**. It is not fair that other students pay for non-paying students.

2022/23 – FEE TABLE PER YEAR (Approximate TBC)		
Course	Year 11	Year 12
Aboriginal Studies	\$100	\$100
Ancient History	\$100	\$100
Agriculture	\$180	\$180
Biology	\$180	\$180
Business Studies	\$135	\$135
Chemistry	\$135	\$135
Community and Family Studies	\$130	\$150
Dance	\$400	\$400
Design & Technology	\$150	\$50
Drama	\$210	\$150
Earth and Environmental Science	\$180	\$180
Economics	\$100	\$100
Exploring Early Childhood	\$130	\$130
Food Technology	\$150	\$150
Geography	\$135	\$135
Industrial Technology	\$150	\$50
Investigating Science	\$120	\$120
Legal Studies	\$135	\$135
Metals and Engineering	\$180	\$180
Modern History	\$100	\$100
Music 1	\$180	\$180
Photographic & Digital Media (PDM)	\$210	NA
Personal Development, Health, Physical Education	\$225	\$225
Physics	\$105	\$150
Society and Culture	\$100	\$100
Software Design and Development	\$75	\$75
Sport, Lifestyle and Recreation	\$135	\$135
Textiles Technology	\$150	\$50
Visual Arts	\$210	\$210
Lismore Diocese Flexible Courses	\$400	\$400
Open High School Flexible Courses	\$400	\$400
Camden Haven Flexible Courses	\$400	\$400
TAFE EVET Courses	\$300 per unit	\$300 per unit
VET/TTC Courses	See individual courses	See individual courses

NB Most elective costs include compulsory excursions, workbooks or licences for specific software required by courses.

CHANGING COURSES IN 2022

Students should make well-considered choices based on their career needs, interests and abilities. While most students will study courses for the entirety of their Year 11 and Year 12 years, there will be some cases in which a change of course is in the student's best interest.

Changes in courses can only be made **before Week 6 of Term 1 2022**. From Week 7 Term 1, 2022, students may change the level of course studied in Religious Studies, English or Mathematics or discontinue an Extension course (Note it is not possible to move into Extension courses). This is dependent upon a discussion with the Assistant Principal, and the need to meet the minimum number of units required for the Year 11 course. The *Change of Course* form may be collected from Student Services.

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ENGLISH	19
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RELIGIOUS STUDIES

STUDIES IN CATHOLIC THOUGHT 1 OR 2 UNIT

COURSE DETAILS

Hours	1 unit = 120 hours 2 unit = 240 hours
Type	NESA Endorsed Course
Duration	2 years
Unit Value	1 unit or 2-unit Year 1 1 unit or 2-unit Year 12
HSC Exam	No – Diocesan Examination in Trial Period only.
ATAR	No
Exclusions	Studies of Religion I, Studies of Religion II
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

The Catholic schools' vision statement for the Diocese of Maitland-Newcastle stresses the implicit and explicit religious dimension of its schools. In support of this vision we have developed a K-12 Religion syllabus with a Stage 6 component which we offer as an alternative course for senior students electing not to study the NESA (SOR) course. This Studies in Catholic Thought course enables students attending Catholic schools to study the Catholic faith and tradition as expressed in the life and mission of the Church, providing them with opportunities to research and critically reflect upon religious, social and moral questions within the context of the Catholic Tradition.

AIMS

Studies in Catholic Thought seeks to develop students' knowledge and understanding of the Catholic Faith and of Christianity. It will 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. (Syllabus 2018)

Studies in Catholic Thought involves new ways of thinking based on philosophy, the arts, history, scripture and Catholic Beliefs.

It is a course that examines the 'big questions' that human beings ask and explores ways that the Catholic religion answers them. Students will be involved in researching and constructing balanced arguments around these questions and the religious values and beliefs connected to them.

TOPICS COVERED

Both the 1- and 2-unit courses share core units

TOPICS studied in this course are divided into two linked thematic areas:

- The Human Person (Year 11 course)
- The Good Life (HSC course)

ASSESSMENT

Assessment strategies may include:

- Written reports, research tasks, oral tasks, analytical written responses, source-based analysis, and written examination.
- An internal HSC style examination task in Year 12, to be sat during the Trial period.

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

Students should select Catholic Studies if they are:

Not seeking an ATAR

Religiously literate in the Catholic tradition

Wishing to learn more about the Catholic Church and its place in the world.

Generally capable in reading, writing and oral skills

Able to reflect critically on issues and formulate considered responses

Positive contributors to class discussion

Able to express ideas and solutions to personal, social and spiritual matters

Able to work independently and interdependently in class

YEAR 11 COURSE OUTCOMES

Explains the place of Scripture and other relevant Church documents in the Catholic tradition (SCT11-1) ∞

Describes the theology of the principle teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church (SCT11-2) ∞

Describes the historical features and developments of Catholic Church (SCT11-3)

Explore the importance of what is good, true and beautiful in the Catholic tradition (SCT11-4)

Proposes ways the Catholic Church guides believers in facing the challenges of society (SCT11-5)

Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT11-6)

Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT11-7)

Identifies and describes the human expression of Catholic faith in culture (SCT11-8)

Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT11-9)

Communicates religious understanding using theological knowledge, religious concepts and terms in appropriate and well-structured forms (SCT11-10)

STUDIES OF RELIGION 1

COURSE DETAILS

Hours	120 hours
Type	Board Developed Course
Duration	2 years
Unit Value	1-unit Year 11 1-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Studies of Religion II
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Studies of Religion promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context. Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners. There is a focus on religious expression in Australia's multicultural and multi-faith society since 1945, as well as an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Students will also develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. Elements of a religious tradition raised in the Year 11 course are covered in greater depth in Year 12 study. In a Religious Tradition Depth Study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence. The Studies of Religion I course has less content material in both the Year 11 and Year 12 courses than the Studies of Religion II course.

AIMS

The aim of the Studies of Religion course is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Year 11 COURSE OUTCOMES (from NESAs)

P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

TOPICS COVERED

Year 11 Course

- Nature of Religion & Beliefs
- Religious Tradition Study 1 - Christianity
- Religious Tradition Study 2 – one of the following: Buddhism, Hinduism, Islam and Judaism.

Year 12 Course

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Depth Study 1
- Religious Tradition Depth Study 2

ASSESSMENT

Assessment strategies may include:

- Internal Assessment – Written reports, research tasks, oral tasks, analytical written responses, source-based analysis, and written examination.
- External Assessment – 1 and 1/2 hr Written HSC Examination on all Year 12 Course topics

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Students should select Studies of Religion if they are: seeking an ATAR
Religiously literate and are good communicators
- Excellent at writing both short and extended response answers.
- Competent essay writers.
- Competent in their language skills, highly proficient in reading comprehension, and are able to analyse source material.
- Wishing to learn more about other religious traditions and are able to think about religion holistically and objectively.
- Able to work independently and interdependently in class

STUDIES OF RELIGION 2

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Studies of Religion I
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Studies of Religion II promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context. Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners. There is a focus on religious expression in Australia's multicultural and multi-faith society since 1945, as well as an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Students will also develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. Elements of a religious tradition raised in the Year 11 course are covered in greater depth in the HSC study. In a Religious Tradition Depth Study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence. The Studies of Religion II course has additional content material in both the Year 11 and Year 12 courses to the Studies of Religion I course.

AIMS

The aim of the Studies of Religion course is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

YEAR 11 COURSE OUTCOMES (from NESAs)

P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic form

TOPICS COVERED

Year 11 Course

- Nature of Religion and Beliefs
- Religious Tradition Study 1 - Christianity
- Religious Tradition Study 2 – from the following: Buddhism, Hinduism, Islam and Judaism.
- Religious Tradition Study 3– from the following: Buddhism, Hinduism, Islam and Judaism.
- Religions of Ancient Origin
- Religion in Australia pre-1945

Year 12 Course

- Religion and Belief Systems in Australia post-1945
- Religious Traditions Depth Studies [Studies of Religion II students complete THREE Religious Tradition Depth Studies
- Religion and Peace
- Religion and Non-Religion

ASSESSMENT

Assessment strategies may include:

- Internal Assessment – Written reports, research tasks, oral tasks, analytical written responses, source-based analysis, and written examination.
- External Assessment – 3 hr Written HSC Examination on all Year 12 Course topics

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

Students should select Studies of Religion II if they are:

- seeking an ATAR
- religiously literate and are good communicators
- excellent at writing both short and extended response answers.
- competent essay writers.
- competent in their language skills, highly proficient in reading comprehension, and are able to analyse source material.
- wishing to learn more about other religious traditions and are able to think about religion holistically and objectively.
- able to work independently and interdependently in class
- more academically capable and a higher achiever
- somebody who achieved very good results in English and RE in Year 10
- able to manage content dense material and are organised with their study notes.

ENGLISH

ENGLISH ADVANCED

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

TOPICS COVERED

Year 11 Course

- Common module: Reading to Write
- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature

Year 12 Course

- Common module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing

ASSESSMENT

Assessment strategies may include:

- In-class essay
- Multi-modal response
- Viva voce
- Examination

POTENTIAL CAREERS/REASONS TO CHOOSE COURSE

Careers in:

- Public relations
- Communications
- Journalism
- Teaching
- Theatre
- Editing
- Writing
- Film industry

Analytical and writing skills for university courses:

- Psychology
- All medical fields
- Engineering

English Advanced is designed for students to undertake the challenge of higher order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

COURSE DESCRIPTION

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

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. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

AIMS

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

YEAR 11 COURSE OUTCOMES (from NES A)

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH EXTENSION 1

COURSE DETAILS

Hours	120 hours
Type	Board Developed Course
Duration	2 years
Unit Value	1-unit Year 11 1-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Must study English Advanced
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

AIMS

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

YEAR 11 COURSE OUTCOMES (from NESAs)

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

TOPICS COVERED

Year 11 Course

- Module: Texts, Culture and Value
- Related Research Project

Year 12 Course

- Common module: Literary Worlds
- Elective: Worlds of Upheaval

ASSESSMENT

Assessment strategies may include:

- Hand-in essay
- Tutorial
- TED Talk
- Imaginative writing
- Examination

POTENTIAL CAREERS/REASONS TO CHOOSE COURSE

- Public relations
- Communications
- Journalism
- Teaching
- Theatre
- Editing
- Writing
- Film industry

English Extension 1 is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

ENGLISH STANDARD

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

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. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

AIMS

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

YEAR 11 COURSE OUTCOMES (from NESAs)

- EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6** investigates and explains the relationships between texts
- EN11-7** understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

TOPICS COVERED

Year 11 Course

- Common module: Reading to Write
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

Year 12 Course

- Common module: Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing

ASSESSMENT

Assessment strategies may include:

- In-class essay
- Viva voce
- Multi-modal response
- Representation
- Examination

POTENTIAL CAREERS/REASONS TO CHOOSE COURSE

- Teaching
- Business
- Tourism
- Administration
- IT
- Trades
- Most university courses

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

ENGLISH STUDIES

COURSE DETAILS

Hours	240 hours
Type	Content Endorsed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Optional HSC Exam in 2019
ATAR	Yes. However, the course is a category B ATAR course.
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

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.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts.

AIMS

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

YEAR 11 COURSE OUTCOMES (from NESAs)

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

TOPICS COVERED

Year 11 Course

- Mandatory module: Achieving through English - English in Education, Work and Community
- Module D: Digital Worlds - English and the Web
- Module E: Playing the Game – English in Sport

Year 12 Course

- Mandatory common module: Texts and Human Experiences
- Module A: We Are Australians – English in citizenship, community and cultural identity
- Module K: The Big Screen – English in filmmaking
- Module C: On The Road - English and the Experience of Travel

ASSESSMENT

Assessment strategies may include:

- Creative Writing
- Webpage creation
- Letters of application
- Travel itinerary
- Blog posts
- Examination

POTENTIAL CAREERS/REASONS TO CHOOSE COURSE

- Not intending to go to university
- Apprenticeship
- Traineeship
- TAFE Studies

PLEASE NOTE:

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

JAPANESE BEGINNERS (CONTINUERS BY DISTANCE EDUCATION)

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Only available to students who have had no prior exposure to Japanese in Stage 5
RECOGNITION	HSC Qualification

TOPICS COVERED

In Years 11 and 12:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

COURSE DESCRIPTION

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts.

AIMS

The aim of the *Japanese Beginners Course* is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

ASSESSMENT

The internally marked Assessment Tasks could take a variety of forms, which will assess the performance of the student in each of the skills areas:

- Listening
- Speaking
- Reading
- Writing

There are three formal tasks in Year 11 and four formal tasks in Year 12.

POTENTIAL CAREERS/REASONS TO CHOOSE COURSE

Studying Japanese provides an insight into the culture of one of Australia's most important trading partners. There are a number of career areas in which knowledge of Japanese would be of benefit, including:

- Public service – Foreign Affairs and Trade
- Travel agent
- Banking
- Commerce
- Construction and Engineering
- Scientific research

YEAR 11 COURSE OUTCOMES (from NESAs)

1. establishes and maintains communication in Japanese
2. manipulates linguistic structures to express ideas effectively in Japanese
3. sequences ideas and information
4. applies knowledge of the culture of Japanese-speaking communities to interact appropriately
5. understands and interprets information in texts using a range of strategies
6. conveys the gist of and identifies specific information in texts
7. summarises the main points of a text
8. draws conclusions from or justifies an opinion about a text
9. identifies the purpose, context and audience of a text
10. identifies and explains aspects of the culture of Japanese-speaking communities in texts
11. produces texts appropriate to audience, purpose and context
12. structures and sequences ideas and information
13. applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
14. applies knowledge of the culture of Japanese-speaking communities to the production of texts.

CREATIVE AND PERFORMING ARTS

DANCE (DIOCESAN COURSE)

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

In the Year 11 and Year 12 courses, students continue their study of dance as an artform. They continue core study in the three core components. For the Year 12 course, students also undertake an in-depth study of dance in one of the major study components; Performance, Composition, Appreciation or Dance and Technology. The three core study components are each allocated 20 percent of time, and the major study is allocated 40 percent. In 2017, Stage 6 Dance has been run as an external Diocesan Dance course where Video Conferencing to deliver the course has been used with other schools.

Performance: assessed on technique and performance quality

Composition: assessed on choreography skills

Appreciation: assessed on analytical skills in essay writing

AIMS

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.

YEAR 11 COURSE OUTCOMES (from NESA)

P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2 understands the use of dance terminology relevant to the study of dance as an artform

P1.3 develops the skills of dance through performing, composing and appreciating dance
P1.4 values the diversity of dance as an artform and its inherent expressive qualities
P2.1 identifies the physiology of the human body as it is relevant to the dancer

P2.2 identifies the body's capabilities and limitations

P2.3 recognises the importance of the application of safe dance practice

P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices

P2.6 values self-discipline, commitment and consistency in technical skills and performance

P3.1 identifies the elements of dance composition

P3.2 understands the compositional process

P3.3 understands the function of structure as it relates to dance composition
P3.4 explores the elements of dance relating to dance composition

P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6 structures movement devised in response to specific concept/intent

P3.7 values their own and others' dance activities as worthwhile

P4.1 understands the socio-historic context in which dance exists
P4.2 develops knowledge to critically appraise and evaluate dance

P4.3 demonstrates the skills of gathering, classifying and recording information about dance

P4.4 develops skills in critical appraisal and evaluation

P4.5 values the diversity of dance from national and international perspectives

TOPICS COVERED

Year 11 Course

- Dance Technique
- Safe Dance Practice
- Elements of Dance
- Compositional Skills
- Australian Dance
- Dance Analysis
- Dance Film

Year 12 Course

- Dance Technique
- Safe Dance Practice
- Elements of Dance
- Compositional Skills
- Essay Skills
- Analysing major dance works

ASSESSMENT

Assessment strategies may include:

- Performances
- Compositions
- Viva Voce/Conversations
- Written Examinations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Performer
- Choreographer
- Studio Dance Teacher
- School Dance Teacher

DRAMA

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

In Drama, students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

AIMS

This syllabus is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.

YEAR 11 COURSE OUTCOMES (from NESA)

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

TOPICS COVERED

Year 11 Course

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

Year 12 Course

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

ASSESSMENT

Assessment strategies may include:

- Group performance
- Individual performance
- Assignments
- Examinations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Actor
- Producer
- Film director
- Teacher
- Entertainment industry
- Public Speaking
- Theatre technical work
- Marketing and communications
- Any position that requires teamwork

MUSIC 1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.

Students in Music 1 range from those with beginner instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles including contemporary/popular music. Many of the students have highly developed aural skills that have been nurtured through performance by imitation, and skills in improvisation have often been developed through the same process.

AIMS

The aim of Music 1 is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

YEAR 11 COURSE OUTCOMES (from NESAs)

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles issues of interest
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

TOPICS COVERED

Year 11 Course

Students will develop knowledge and understanding about the use of the following musical concepts:

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure

and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Year 12 Course

Students will develop a greater depth of knowledge and understanding of the concepts of music and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Recommended Prerequisite: Students wishing to take music should be undertaking private study of an instrument/voice or should be considering such study when they begin senior music class.

ASSESSMENT

Assessment strategies may include:

- Group performance
- Individual performance
- Aural Examination/ Viva Voces
- Written Examination

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Composer/arranger
- Performer
- Classroom/Private Instrumental Music Teacher
- Sound/Recording Engineer
- Music Therapist
- Music Journalist
- Playing music helps develop students' creative thinking
- Music enhances students' health and wellbeing, increase their stamina and helps them to become more active listeners
- The nature of music study allows students to manage their own learning, work together with others and engage in real world practices of performers, composers and audiences

PHOTOGRAPHY, VIDEOING & DIGITAL IMAGING

COURSE DETAILS

Hours	120 hours
Type	Board Endorsed Course
Duration	1 year
Unit Value	1-unit Year 11
HSC Exam	No
ATAR	No
Exclusions	Nil
RECOGNITION	RoSA Qualification

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 with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice.

The course structure allows for modules to be selected in a way that acknowledges and builds on students' knowledge, understanding and skills and provides for further and more in-depth study in one or more of these fields.

The study of Photography, Video and Digital Imaging will support students in developing a commitment to and capacity for lifelong learning in one or more of these fields. This may lead to further post-school study at university or TAFE, or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as areas of personal interest

AIMS

Photography, Video and Digital Imaging is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations.

YEAR 11 COURSE OUTCOMES (from NESAs)

- M1 self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

TOPICS COVERED

- Year 11 Course
 - Occupational Health & Safety – Mandatory
 - Wet Photography (Option)
 - Video (Option)
 - Digital Imaging (Option)
 - Individual or Collaborative Project

ASSESSMENT

Assessment strategies may include:

- Individual tasks
- Assignments
- Examination

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Film
- Professional photographer
- Artistic design
- Marketing
- Print media
- You do not need to have your own camera to select this course

VISUAL ARTS

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' in the Year 12 course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

Visual Arts is offered as a course for students with a wide range of needs, abilities and interests. The course caters for the full range of students through learning opportunities based on a flexible content structure consisting of practice (artmaking, art criticism and art history), the conceptual framework (artist, artwork, world, audience) and the frames (subjective, cultural, structural and postmodern). These aspects of content can be engaged more broadly and deeply as students develop increasing autonomy in their practical and theoretical understanding, knowledge and skills. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

AIMS

Students will gain increasing intellectual autonomy in their abilities to aesthetically and persuasively represent ideas in the visual arts; and understand and value how the field of the visual arts is subject to different interpretations. Visual Arts Stage 6 provides opportunities for students to develop skills in each of the key competencies. These competencies are considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

YEAR 11 COURSE OUTCOMES (from NESA)

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

TOPICS COVERED

Year 11 Course

- The nature of practice in artmaking, art criticism and art history through investigation of the different roles artists, art historians, art critics, curators and the gallery space.
- The role and function of artists, artworks, the world and audiences in the artworld
- 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 and focus and interest in their work.
- Building understandings over time through various investigations and working in different forms.

Year 12 Course

- How students may develop their own practice of artmaking, art criticism, and art history, applied to selected areas of interest
- 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 artworld
- How students may further develop meaning and focus in their work.

Particular Course Requirements

- Artworks in at least three expressive forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

ASSESSMENT

Assessment strategies may include:

- Practical works
- Essays
- Practical Diary
- Examinations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Advertising and marketing
- Professional artist
- Architecture or designing
- Teacher
- Photographer
- Technology design

HUMAN SOCIETY AND ITS ENVIRONMENT

ABORIGINAL STUDIES

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

TOPICS COVERED

Year 11 Course

- Part I – Aboriginality and the land
- Part II – Heritage and Identity
- Part III – International Indigenous Community: Comparative Study
- Part IV – Research and Inquiry Methods: Local Community Case Study

Year 12 Course

- Part I – Social Justice and Human Rights Issues
- Part II – Case Study
- Part III – Research and Inquiry Methods

ASSESSMENT

Assessment strategies may include:

- Research Projects
- Formal Examination
- Major Projects
- Comparative essay

COURSE DESCRIPTION

Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of **Aboriginal** peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal peoples.

This course further develops investigative research skills and consolidation of knowledge from a variety of perspectives.

AIMS

This course aims to develop knowledge and understanding about social justice and human rights issues and how they impact on Aboriginal and other indigenous peoples; the diversity of contemporary Aboriginal cultural, political, social and economic life; government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples.

POTENTIAL CAREERS/ REASONS TO CHOOSE COURSE

The Aboriginal Studies course gives students a greater understanding of Aboriginal culture. This course is designed to enhance research skills and give students an opportunity to engage with the local Aboriginal community.

This course would be great for students who are looking to get into careers that work with Aboriginal people, including education, politics, social work, and working for government and non-government organisations.

YEAR 11 COURSE OUTCOMES (From NESA)

P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples.

P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights

P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal people and cultures

P2.1 explains the meaning of the Dreaming to Aboriginal peoples

P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples

P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination

P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity

P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions

P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives

P4.2 undertakes community consultation and fieldwork and applies ethical research practices

P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

ANCIENT HISTORY

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Ancient History allows students to study and analyse past societies with a detachment conferred by the perspectives of at least two millennia. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artefacts and human remains, enabling students to piece together an informed and coherent view of the past.

Because the amount of surviving evidence is relatively small, students are able to consider it in its entirety and thus weigh their own interpretations alongside those found in published secondary works, while noting how to deal with gaps in the evidence. In addition, it introduces students to scientific methods used in the historian's investigation of archaeological evidence.

Through the study of ancient history, students develop knowledge and understanding of the similarities and differences between the various societies of the ancient past and the factors affecting change and continuity in human affairs.

AIMS

The study of Ancient History enables students to acquire knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the ancient world; to develop a lifelong interest and enthusiasm for ancient history; and to prepare for informed and active citizenship in the contemporary world.

YEAR 11 COURSE OUTCOMES (from NESAs)

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

TOPICS COVERED

Year 11 Course

- Investigating Ancient History
- Features of Ancient Societies
- Historical Investigation

Year 12 Course

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their time
- Historical Periods

ASSESSMENT

Assessment strategies may include:

- Examinations
- Take home research tasks
- Source analysis
- Group tasks

POTENTIAL CAREERS/ REASONS TO CHOOSE COURSE

- Archaeologist
- Scientist
- Teacher
- Historian
- Researcher
- Writer
- Tour director
- Lawyer
- International Relations

BUSINESS STUDIES

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will 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.

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.

AIMS

Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

YEAR 11 COURSE OUTCOMES (from NESA)

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

TOPICS COVERED

Year 11 Course

- Nature of Business (20% of course time)
- Business Management (40% of course time)
- Business Planning (40% of course time)

Year 12 Course

- Operations (25% of course time)
- Marketing (25% of course time)
- Finance (25% of course time)
- Human Resources (25% of course time)

Particular Course Requirements:

In the Year 11 course there is a research project investigating the operation of a small business or planning the establishment of a small business.

ASSESSMENT

Assessment strategies may include:

- Examinations
- Research project
- Written Tasks
- Oral presentations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

The Business Studies course provides an excellent introduction to students pursuing further studies in business or commerce. Students may use the knowledge and skills from Business Studies to help them to achieve employment in a business or to help them to run a small business. The key areas for careers are marketing, financial and management accounting, taxation, financial management, business management, management consultancy, employment relations and human resources.

ECONOMICS

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. Economics is ideal for students who have an interest in current economic problems / issues, and who wish to develop a greater understanding of how Australia's economy functions, and how it is affected by global events and the role of government/policies in managing these issues/problems.

AIMS

The aim of Economics Stage 6 is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

YEAR 11 COURSE OUTCOMES (from NESAS)

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology concepts & theories in economic contexts
- P9 selects & organizes information from a variety of sources for relevance and reliability
- P10 communicates economic information ideas & issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

TOPICS COVERED

Year 11 Course

Six topics are studied

- Introduction to Economics
- Economic Behaviour: Consumers and Firms
- The Market
- Labour Markets
- Financial Markets
- Government in the Economy

Year 12 Course

Four topics are studied

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

Particular Course Requirements:

There are NO pre-requisites for this course, but students require *strong competencies in English and Maths.*

ASSESSMENT

Assessment strategies may include:

- Examinations
- Research project
- Written Tasks
- Oral presentations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

Studying Economics for the HSC gives students excellent preparation for further study in Policy Studies, International Studies, Business, Accounting, Finance, Media, Law, History, Geography, Environmental Studies.

Studying HSC Economics is of major benefit to all Degree courses in Business Management, Commerce, Economics and politics – as it is a compulsory first year subject in these courses. Students who have completed the HSC Economics course are greatly advantaged.

GEOGRAPHY

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Geography is an ideal subject choice for students with an interest in and awareness of the world around them. It presents a variety of perspectives of the world through time and over space. The subject has a strong environmental focus, examining a wide range of contemporary issues, both global and local. There is an emphasis on hands-on learning and students are frequently in the field, conducting research, observing, questioning and recording.

The course investigates issues such as

- Human impacts on ecosystems such as coral reefs, wetlands and coastal dunes.
- How economic activity is affected by global and local forces using the wine industry as a case study.
- Challenges of living in a 'mega city' of over 10m.
- Issues concerning Sydney's urban sprawl and inner city redevelopment e.g. Balmain.

AIMS

The aim of Geography Stage 6 is to enable students to study the spatial and ecological dimensions of biophysical and human phenomena in a changing world.

YEAR 11 COURSE OUTCOMES (from NESA)

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

TOPICS COVERED

Year 11 Course

- Biophysical Interaction
- Population, Development, Natural resources
- Senior Geography Project (SGP)

Year 12 Course

- Ecosystems at Risk
- Urban Geography
- People and Economic Activity

Particular Course Requirements:

Fieldwork supports the topics studied with excursions being undertaken over the course.

ASSESSMENT

Assessment strategies may include:

- Examinations
- Research project
- Written Tasks
- Oral presentations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

Geography is suited to a wide range of students. Students will acquire a greater awareness and understanding of the world, and their place in it. The skills acquired will have many applications in their adult life and in tertiary education.

The study of Geography I a logical choice for students wishing to pursue a career as a Forester, Travel Consultant, Town Planner, Meteorological Technical Officer, Environmental Scientist, Journalist, pilot and many more.

LEGAL STUDIES

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Legal Studies is about examining how laws are made, as well as understanding their implications for individuals and society. Legal Studies is taught using current legal issues as the focus of class and group discussions, mock trials, mini-moots, videos and research projects. Students may undertake excursions to the various courts and legal institutions.

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.

AIMS

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

YEAR 11 COURSE OUTCOMES (from NES)

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organises legal information from a variety of sources including legislation cases, media, international instruments and documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues.

TOPICS COVERED

Year 11 Course

Students gain an understanding of the nature, function and importance of the law and the legal system.

Topics include:

- The Legal System
- The Individual and the Law
- The Law in Practice, including a study of a contemporary issue.

Year 12 Course

Students examine the application of specific laws that affect our society, including criminal law.

Topics include:

- Crime
- Human Rights
- Two options from: global environmental protection, consumer, family, workplace, shelter, indigenous peoples and world order.

ASSESSMENT

Assessment strategies may include:

- Examinations
- Research project
- Written Tasks
- Oral presentations
- Class tests

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

Legal Studies is the ideal course for students who wish to pursue further studies in law and criminology. Students will benefit from a willingness to express their opinions verbally and in writing. Students will need to be able to analyse issues from differing perspectives to draw conclusions about the operation of the legal system. Legal Studies, when combined with further study can lead to careers in the police service, the court system, business, youth work, corrective services as solicitors, barristers, law clerks etc. Growth areas are in family law, business law and the laws relating to negligence and duty of care.

MODERN HISTORY

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Students engage in the investigation of the forces that have shaped the world, based on the analysis and interpretation of sources.

Students develop knowledge and understanding about people, events and issues which have shaped the modern world, as well as skills to undertake historical enquiry and communicate effectively.

Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

AIMS

Modern History Stage 6 is designed to enable students to develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world; to develop a lifelong interest in the study of history; and to prepare them for informed and active citizenship in the contemporary world.

YEAR 11 COURSE OUTCOMES (from NESAs)

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

TOPICS COVERED

Year 11 Course

- Investigating Modern History including;
 - Nature of Modern History
 - Two case studies
- Historical Investigation
- The Shaping of the Modern World

Year 12 Course

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

Particular Course Requirements:

In the Year 11 course there is a Historical Investigation designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills.

ASSESSMENT

Assessment strategies may include:

- Examinations
- Research project
- Written Tasks
- Oral presentations
- Historical Research

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

Modern History provides a valuable foundation for a range of courses at University and other tertiary institutions. It assists students to prepare for employment and for full and active participation as citizens. Career links include: law, journalism, library work, foreign affairs officer, conservator, anthropologist, research officer, secondary teacher, museum curator, or any field where employers want applicants with a sound general knowledge who can think critically and flexibly and communicate effectively. The writing and analysis skills developed in this course are particularly useful to students intending to study Law or any media related courses.

SOCIETY AND CULTURE

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Society and Culture is concerned with the way society acts on the individual and the way an individual influences society. Students will study the culture and ideas of other societies as well as their own. Society and Culture draws on the skills and knowledge of a wide range of areas including anthropology, social research, philosophy and media studies. Students use these skills and knowledge to develop an understanding of other cultures and an appreciation of Australia's multi-cultural society.

Any students who have an interest in people and human behaviour and a desire to understand others would enjoy this course.

AIMS

The aim of Society and Culture Stage 6 is to develop a student's knowledge, understanding, skills, values and attitudes essential to achieving social and cultural literacy by examining the interactions between persons, societies, cultures and environments across time.

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

Society and Culture prepares students for almost any area of tertiary study or career but is particularly relevant for jobs in areas such as: psychology, journalism, politics, media, public relations, hospitality, management, social work, education and social services.

Any students who have an interest in people and human behaviour and a desire to understand others would enjoy this course.

YEAR 11 COURSE OUTCOMES (from NESA)

P1 describes the interaction between persons, societies, cultures and environments

acrosstime P2 identifies and describes relationships within and between social and cultural groups

P3 describes cultural diversity and commonality within societies and cultures

P4 explains continuity and change, and their implications for societies and cultures

P5 investigates power, authority, gender and technology and describes their influence on decision making and participation in society P6 differentiates between and applies the methodologies of social and cultural research

P7 applies appropriate language and concepts associated with society and culture

P8 selects, organises and considers information and sources for usefulness, validity and bias. P9 plans an investigation and analyses information from a variety of perspectives and sources

P10 communicates information ideas and issues using appropriate written, oral and graphic forms

P11 works independently and in groups to achieve appropriate goals in set timelines

TOPICS COVERED

Year 11 Course

Students gain an understanding of the social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time.

Topics include:

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

Year 12 Course

- Personal Interest Project
- Social & Cultural Continuity and Change
- Two Depth Studies from the following:
 - Popular Culture
 - Belief Systems and Ideologies
 - Social Inclusion and Exclusion
 - Social Conformity and Nonconformity

Particular Course Requirements

The Year 12 course requires the completion of a Personal Interest Project (PIP) which is marked externally. The final HSC mark consists of a written paper worth 60 marks and the Personal Interest Project worth 40 marks.

ASSESSMENT

Assessment strategies may include:

- Examinations
- Research project
- Written Tasks
- Oral presentations
- Class tests

LEARNING TECHNOLOGIES

SOFTWARE DESIGN AND DEVELOPMENT

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Software Design & Development focuses on the different ways in which software can be developed and the tools that can be used to assist in this process. The interaction between software and other components of the computer system is also considered. Students learn to develop their own software using a variety of computer languages.

The Year 11 course is divided into three core topics: Concepts and Issues in the Design and Development of Software, Introduction to Software Development and Development of Software Solutions.

AIMS

The Software Design and Development Stage 6 Syllabus is designed to develop in students the knowledge, understanding, skills and values to solve problems through the creation of software solutions.

Year 11 COURSE OUTCOMES (from NESA)

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of program language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analysis a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces

TOPICS COVERED

Year 11 Course

- Concepts and Issues in the Design and Development of Software
- Introduction to Development of Software
- Developing Software Solutions

Year 12 Course

- Development and Impact of Software Solutions
- Software Development Cycle
- Developing a Solution Package
- Programming paradigms

ASSESSMENT

Assessment strategies may include:

- In class tasks
- Major Project
- Portfolio of work
- Examinations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Web developer
- Apps developer
- Systems Analyst
- Data Scientist
- Computer Engineer

MATHEMATICS

MATHEMATICS ADVANCED

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

The course is very abstract in nature and requires advanced algebraic and graphical skills. It is intended for students who studied Stage 5.3 in Years 9 and 10 Mathematics and demonstrated general competence in this course. Students who completed the Stage 5.2 course should have achieved a very high understanding of concepts learned.

There will be some revision of prior learning but most content will be new to students. Students will learn Calculus which prepares students more effectively for success in university STEM course subjects such as Computer Science and Physics.

AIMS

The 2 Unit course will develop students understanding of and competence in further aspects of mathematics which are applicable to the real world and to adequately prepare students for further study at the tertiary level, particularly in STEM based courses.

YEAR 11 COURSE OUTCOMES (from NESA)

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context.

TOPICS COVERED

Year 11 Course

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distributions

Year 12 Course

- Graphing Techniques
- Trigonometric Functions and Graphs
- Differential Calculus
- Applications of Differentiation
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and and Bivariate Data Analysis
- Random Variables

ASSESSMENT

Assessment strategies may include:

- Examinations
- Progress tests
- Investigation-style projects or assignments

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

The course is useful for concurrent studies in science and commerce. It is a sufficient basis for further studies in mathematics as a *minor* discipline at tertiary level in support of courses such as the life sciences or commerce.

Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension 1 or Extension 2 courses.

MATHEMATICS EXTENSION 1

COURSE DETAILS

Hours	120 hours
Type	Board Developed Course
Duration	2 years
Unit Value	1-unit Year 11 1-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Must study Mathematics
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

The course is very abstract in nature and requires highly advanced algebraic and graphical skills. It is intended for students who only studied Stage 5.3 in Years 9 and 10 Mathematics and demonstrated general competence in this course.

All content learned will be new to students. This course is designed for students who wish to pursue Mathematics as a major discipline at university or enter other fields that require high levels of Mathematics as a prerequisite, such as physical sciences, computer science or engineering. It contains the entire Mathematics course with the addition of extension topics and further topics.

AIMS

The Mathematics Extension 1 course is designed to develop students thorough understanding of and competence in further aspects of mathematics which are applicable to the real world and to adequately prepare students for further study at the tertiary level, particularly in STEM based courses such as Engineering or Computer Science.

YEAR 11 COURSE OUTCOMES (from NESAs)

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

TOPICS COVERED

Year 11 Course

- Further Work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Identities
- Rates of Change
- Working with Combinatorics

Year 12 Course

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

ASSESSMENT

Assessment strategies may include:

- Examinations
- Progress tests
- Investigation-style projects or assignments

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

The course is useful for concurrent studies in science and commerce. It is a sufficient basis for further studies in courses which require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering.

MATHEMATICS STANDARD

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Compulsory if studying Standard 2 in HSC course Students studying Standard 1 may elect to do an HSC
ATAR	Yes. However, the Standard 1 course is a category B ATAR course
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Mathematics Standard focuses on mathematical skills and techniques which have direct application to everyday activity. The course content includes focus studies and five strands of study in which the mathematics is presented in real-life contexts. There is an emphasis on applications of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The Year 11 Standard course is undertaken by students intending to study either the Year 12 Mathematics Standard 2 course or the Year 12 Mathematics Standard 1 course. Students studying the Mathematics Standard 2 course will sit for an HSC examination. Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. Standard 1 course have been categorised as Category B ATAR courses for the 2019 HSC onwards

AIMS

The Year 11 Mathematics General course, the Year 12 Mathematics General 2 course and the Year 12 Mathematics General 1 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.

YEAR 11 COURSE OUTCOMES (from NES)

MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

TOPICS COVERED

Year 11 Course

- Formulae and Equations
- Linear Relationships
- Applications of Measurement
- Working with Time
- Money Matters
- Data Analysis
- Relative Frequency and Probability

Year 12 Standard 2 Course

A continuation of learning concepts in the topics undertaken in the Year 11 course including the additional topic of Networks. Content includes Non-right-angled Trigonometry, Rates and Ratios, Investments and Loans, Annuities, Bivariate Data Analysis, The Normal Distribution, Network Concepts and Critical Path Analysis.

Year 12 Standard 1 Course

The Mathematics Standard 1 Year 12 course content includes continuation of learning concepts from the same topics undertaken in Year 11 and the additional topic of Networks. Content includes Right-angled Triangles, Rates, Scale Drawings, Investment, Depreciation and Loans, Further Statistical Analysis and Networks and Paths.

ASSESSMENT

Assessment strategies will include:

- Examinations
- Progress tests
- Investigation-style projects or assignments

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

The Year 11 Standard/Year 12 Standard 2 course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

The Year 12 Mathematics Standard 1 course provides an appropriate foundation for a range of vocational pathways, either in the workforce or in further training.

PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

COMMUNITY AND FAMILY STUDIES

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future. During the school years, students are confronted with an awareness of their emerging identity as young women and young men.

Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities, they have in contributing to society.

Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students ability levels.

AIMS

Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

YEAR 11 COURSE OUTCOMES (from NESA)

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 account for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

TOPICS COVERED

Year 11 Course

- Resource Management 20% of course time
- Individuals and Groups 40% of course time
- Families and Communities 40% of course time

Year 12 Course

- Research Methodology 25% of course time
- Groups in Context 25% of course time
- Parenting and Caring 25% of course time

One option (25% of course time) is selected from the following:

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

ASSESSMENT

Assessment strategies may include:

- Examinations
- Take home research tasks
- Group work
- Caring for baby
- Spoken presentation

POTENTIAL CAREERS / REASONS TO CHOOSE

COURSE

- Counsellor
- Psychologist
- Teacher
- Nurse
- Researcher
- Social Worker

EXPLORING EARLY CHILDHOOD

COURSE DETAILS

Hours	120 or 240 hours
Type	Board Endorsed Course
Duration	1 or 2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	No
ATAR	No
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Students of Exploring Early Childhood bring a range of K-10 and other life experiences as background to their study. The Content Endorsed Course structure enables the selection of modules that recognise and build upon students' knowledge, understanding and skills through further and more in-depth study of this area.

The Exploring Early Childhood course aims to give students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of 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.

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice.

AIMS

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

COURSE OUTCOMES (from NESAs)

- analyses prenatal issues that have an impact on development
- examines major physical, social-emotional, behavioural, cognitive and language development of young children
- examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- analyses the ways in which family, community and culture influence growth and development of young children
- examines the implications for growth and development when a child has special needs
- analyses issues relating to the appropriateness of a range of services for different families
- critically examines factors that influence the social world of young children
- explains the importance of diversity as a positive issue for children and their families
- analyses the role of a range of environmental factors that have an impact on the lives of young children
- examines strategies that promote safe environments
- evaluates strategies that encourage positive behaviour in young children
- demonstrates appropriate communication skills with children and/or adults
- interacts appropriately with children and adults from a wide range of cultural backgrounds
- demonstrates appropriate strategies to resolve group conflict
- analyses and compares information from a variety of sources to develop an understanding of child growth and development
- demonstrates an understanding of decision-making processes
- critically examines all issues including beliefs and values that may influence interactions with others

TOPICS COVERED

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

- Part A: Pregnancy and Childbirth (15 hrs)
- Part B: Child Growth and Development (20 hrs)
- Part C: Promoting Positive Behaviour (10 hrs)

The following optional course modules are included in this document:

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children's Services Industry
- Young Children and Media
- Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

ASSESSMENT

Assessment strategies may include:

- Examinations
- Student Demonstration
- Written Tasks
- Research Tasks
- Group work
- Case study and observation in a practical setting
- Diary/learning log

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

The study of Exploring Early Childhood Content Endorsed Course Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of post-school study courses at university and there are opportunities for students to gain recognition in vocational education and training.

PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	Year 12 Qualification

COURSE DESCRIPTION

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

AIMS

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

COURSE OUTCOMES (from NESA)

- P1 identifies and examines why people give different meanings to health and to physical activity
- P2 explains how nutrition, physical activity, drug use and relationships affect personal health
- P3 recognises that health is determined by sociocultural, economic and environmental factors
- P4 identifies aspects of health over which individuals can exert some control
- P5 plans for and can implement actions that can support the health of others
- P6 proposes actions that can improve and maintain personal health
- P7 explains how body structures influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)

TOPICS COVERED

Year 11 Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Components (40%)

Two options are selected from the following;

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

Year 12 Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Components (40%)

Two options are selected from the following;

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

ASSESSMENT

Assessment strategies may include:

- Examinations
- Student Demonstration
- Written Tasks
- Research Tasks
- Group work

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- PDHPE teacher
- Physiotherapist
- Dietician
- Paramedic
- Nurse
- Nutritionist
- Health Promotions Worker

SPORT, LIFESTYLE AND RECREATION

COURSE DETAILS

Hours	60 hours (Year 11 or 12) 120 hours (Year 11 and 12)
Type	Board Endorsed Course
Duration	1 or 2 years
Unit Value	1-unit Year 11 1-unit Year 12
HSC Exam	No
ATAR	No
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They 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. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

AIMS

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

COURSE OUTCOMES (from NESAs)

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

TOPICS COVERED

The possible modules in Sport, Lifestyle and Recreation are:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications I
- Games and Sports Applications II
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration
- Sports Coaching and Training

ASSESSMENT

Assessment strategies may include:

- Examinations
- Student Demonstration
- Written Tasks
- Research Tasks
- Group work
- First Aid / Bronze Medallion

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Outdoor Recreation
- Coach
- Swim/Fitness Instructor
- Lifeguard

SCIENCE

BIOLOGY

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	None
RECOGNITION	Year 12 Qualification

COURSE DESCRIPTION

The Biology course explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in Biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

AIMS

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used

YEAR 11 COURSE OUTCOMES (from NESAs)

A student –

- Develops and evaluates questions and hypotheses for scientific investigation
- Designs and evaluates investigations in order to obtain primary and secondary data and information
- Conducts investigations to collect valid and reliable primary and secondary data and information
- Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- Analyses and evaluates primary and secondary data and information
- Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

TOPICS COVERED

Year 11 Course

Module 1 Cells as the Basis of Life

Module 2 Organisation of Living Things

Module 3 Biological Diversity

Module 4 Ecosystem Dynamics

Plus, a minimum of one Depth Study

Year 12 Course

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non-infectious Disease and Disorders

Plus, a minimum of one Depth Study

ASSESSMENT

Assessment strategies may include:

- Examinations
- Open-ended investigations
- Research tasks
- Analysis of secondary information

POTENTIAL CAREERS / REASONS TO CHOOSE THE COURSE

- Agricultural scientist
- Biochemist
- Medical researcher
- Environmental scientist
- Nurse
- Physician
- Veterinary nurse
- Farm hand
- Paramedic

CHEMISTRY

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	None
RECOGNITION	Year 12 Qualification

COURSE DESCRIPTION

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

AIMS

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

YEAR 11 COURSE OUTCOMES (from NESAs)

A student –

- develops and evaluates questions and hypotheses for scientific investigation
- designs and evaluates investigations in order to obtain primary and secondary data and information
- conducts investigations to collect valid and reliable primary and secondary data and information
- selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- analyses and evaluates primary and secondary data and information
- solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- explores the properties and trends in the physical, structural and chemical aspects of matter
- describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- analyses the energy considerations in the driving force for chemical reactions

TOPICS COVERED

Year 11 Course

Module 1 Properties and Structure of Matter

Module 2 Introduction to Quantitative Chemistry

Module 3 Reactive Chemistry

Module 4 Drivers of Reactions

Plus, a minimum of one Depth Study

Year 12 Course

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

Module 8 Applying Chemical Ideas

Plus a minimum of one Depth Study

ASSESSMENT

- Assessment strategies may include:
- Examinations
- Open-ended investigations
- Research tasks
- Analysis of secondary information

POTENTIAL CAREERS / REASONS TO CHOOSE THE COURSE

- Pharmacist
- Chemical Engineer
- Toxicologist
- Physician
- Specialist Nurse
- Teacher
- Oceanographer
- Forensic scientist

EARTH AND ENVIRONMENTAL SCIENCE

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Field Excursion
RECOGNITION	Year 12 Qualification

COURSE DESCRIPTION

Earth and Environmental Science explores the Earth's renewable and non-renewable resources and 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.

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.

AIMS

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

YEAR 11 COURSE OUTCOMES (from NESA)

A student –

- Develops and evaluates questions and hypotheses for scientific investigation
- Designs and evaluates investigations in order to obtain primary and secondary data and information
- Conducts investigations to collect valid and reliable primary and secondary data and information
- Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- Analyses and evaluates primary and secondary data and information
- Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- describes the factors that influence how energy is transferred and transformed in the Earth's systems
- describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

TOPICS COVERED

Year 11 Course

Module 1 Earth's Resources

Module 2 Plate Tectonics

Module 3 Energy Transformations

Module 4 Human Impacts

Plus, a minimum of one Depth Study

Year 12 Course

Module 5 Earth's Processes

Module 6 Hazards

Module 7 Climate Science

Module 8 Resource Management

Plus, a minimum of one Depth Study

ASSESSMENT

Assessment strategies may include:

- Examinations
- Open-ended investigations
- Research tasks
- Analysis of secondary information

POTENTIAL CAREERS / REASONS TO CHOOSE THE COURSE

- Agricultural scientist
- Botanist
- Bushland Regenerator
- Environmental scientist
- Marine Biologist
- Park Ranger
- Farmer
- Geoscientist
- Urban and Regional Planner

INVESTIGATING SCIENCE

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	None
RECOGNITION	Year 12 Qualification

COURSE DESCRIPTION

The *Investigating Science Stage 6 course* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

AIMS

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

YEAR 11 COURSE OUTCOMES (from NESAs)

A student –

- Develops and evaluates questions and hypotheses for scientific investigation
- Designs and evaluates investigations in order to obtain primary and secondary data and information
- Conducts investigations to collect valid and reliable primary and secondary data and information
- Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- Analyses and evaluates primary and secondary data and information
- Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- Identifies that the collection of primary and secondary data initiates scientific investigations
- Examines the use of inferences and generalisations in scientific investigations
- Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- Describes and assesses how scientific explanations, laws and theories have developed

TOPICS COVERED

Year 11 Course

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

Plus, a minimum of one Depth Study

Year 12 Course

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

Plus, a minimum of one Depth Study

ASSESSMENT

Assessment strategies may include:

- Examinations
- Open-ended investigations
- Research tasks
- Analysis of secondary information

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Enrolled nurse
- Environmental field officer
- Farm manager
- Laboratory technician
- Nursery worker
- Land rehabilitation
- Pharmacy assistant

PHYSICS

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	None
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

The *Physics Stage 6 course* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

AIMS

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications

YEAR 11 COURSE OUTCOMES (from NESAs)

A student –

- Develops and evaluates questions and hypotheses for scientific investigation
- Designs and evaluates investigations in order to obtain primary and secondary data and information
- Conducts investigations to collect valid and reliable primary and secondary data and information
- Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- Analyses and evaluates primary and secondary data and information
- Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- Describes and explains events in terms of Newton's laws of motion, the law of conservation of momentum and the law of conservation of energy
- Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- Explains and quantitatively analyses electric fields, circuitry and magnetism

TOPICS COVERED

Year 11 Course

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and

Thermodynamics

Module 4 Electricity and Magnetism

Plus a minimum of one Depth Study

Year 12 Course

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

Plus, a minimum of one Depth Study

ASSESSMENT

Assessment strategies may include:

- Examinations
- Open-ended investigations
- Research tasks
- Analysis of primary / secondary information

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Geophysicist
- Electrical engineer
- Civil engineer
- Scientific researcher
- Metallurgist
- Computer engineer
- Radiographer

TECHNOLOGICAL APPLIED STUDIES

AGRICULTURE

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	None
RECOGNITION	Year 12 Qualification

COURSE DESCRIPTION

Agricultural industries make a significant contribution to Australia's economy through investment, employment of skilled workers, consumption of products from other sectors of the economy and export. Agricultural products contribute significantly to Australia's export income. The total chain, from the farm and the research laboratory to the processing plant, retail outlet and exporter, accounts for a major portion of the nation's Gross Domestic Product. Australia's agricultural industries must undergo significant and continuous change to maintain and possibly enhance this contribution to the Australian economy.

The *Agriculture Stage 6 Syllabus* provides students with opportunities to understand and appreciate these essential aspects of agriculture. This course provides students with the opportunity to study the interactions between the components of 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

The course provides the foundation knowledge and skills required to study agriculture after completing school, and supports participation in a range of careers in Agriculture and related interdisciplinary industries.

AIMS

The *Agriculture Stage 6 Syllabus* is designed to develop students' knowledge and understanding about the production and marketing of both animal and plant products. Students should also develop the associated skills and responsible attitudes that are necessary to manage and market these products in a sustainable manner.

YEAR 11 COURSE OUTCOMES (from NESA)

A student:

- describes the complex, dynamic and interactive nature of agricultural production systems
- describes the factors that influence agricultural systems
- describes the biological and physical resources and applies the processes that cause changes in plant production systems
- describes the biological and physical resources and applies the processes that cause changes in animal production systems
- describes the farm as a basic unit of production.
- explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- applies the principles and procedures of experimental design and agricultural research
- investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

TOPICS COVERED

Year 11 Course

- Overview
- Farm Case Study
- Plant Production
- Animal Production

Year 12 Course

- Plant/animal Production
- Farm Product Study
- Elective: Farming for the 21st Century

ASSESSMENT

Assessment strategies may include:

- Examinations
- Practical tasks
- Research tasks
- Analysis of secondary information

POTENTIAL CAREERS / REASONS TO CHOOSE THE COURSE

- Agricultural scientist
- Animal scientist
- Farm management
- Farm consultant
- Veterinarian
- Livestock feed sales/management
- Plant scientist
- Agronomist
- Animal geneticist
- Agricultural mechanic
- Farm supply representative
- Feedlot management
- Agricultural engineer
- Stud manager
- Irrigation manager
- Veterinary nurse
- Farm hand
- Soil scientist

DESIGN AND TECHNOLOGY

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Design and Technology develops conceptual understanding and enables students to creatively apply these to specific technological endeavours through design projects. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment.

Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

Design and Technology is inclusive of the needs, interests and aspirations of all students. It provides opportunities for students to develop design projects in areas of individual interest, to discuss equity issues related to design, production and manufacturing in the Australian society and to consider careers in the fields of design and manufacturing.

AIMS

Design and Technology 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.

YEAR 11 COURSE OUTCOMES (from NESA)

- examines design theory and practice, and considers the factors affecting designing and producing in design projects
- identifies design and production processes in domestic, community, industrial and commercial settings
- explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
- investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- uses design processes in the development and production of design solutions to meet identified needs and opportunities
- uses resources effectively and safely in the development and production of design solutions
- evaluates the processes and outcomes of designing and producing
- uses a variety of management techniques and tools to develop design projects
- communicates ideas and solutions using a range of techniques
- uses a variety of research methods to inform the development and modification of design ideas
- investigates a range of manufacturing and production processes and relates these to aspects of design projects
- evaluates and uses computer-based technologies in designing and producing

TOPICS COVERED

Year 11 Course

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

In the Year 11 course, students must participate in hands-on design activities. In the Year 12 course the comprehensive study of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of the MDP and the presentation of a case study on an emerging technology

Year 12 Course

The Year 12 Course has two principal components:

- Innovation and Emerging Technologies, including a case study of innovation.
- The study of designing and producing, which includes a Major Design Project (MDP). A Design Folio records the development of the MDP and includes a Project Proposal, Project Management, Project Development and Realisation, and Project Evaluation. The MDP can be designed and produced from any material, or may be a graphic or modelled presentation.

ASSESSMENT

Assessment strategies may include:

- Examinations
- Research Tasks
- Practicals

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Industrial / Interior/Architecture Design
- Interior Decoration
- Graphic Design/Visual Communication
- Textile / Fashion / Jewellery Design
- Exhibition Design
- Design Management
- Furniture / Digital / Other Design disciplines

FOOD and TECHNOLOGY

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

The syllabus provides students with a broad knowledge of food technology. The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined, and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product.

Contemporary nutrition issues are raised, investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

AIMS

Food Technology aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

YEAR 11 COURSE OUTCOMES (from NESA)

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 generates ideas and develops solutions to a range of food situations

TOPICS COVERED

Year 11 Course	
• Food Availability and Selection	30% of course time
• Food Quality	40% of course time
• Nutrition	30% of course time
Year 12 Course	
• The Australian Food Industry	25% of course time
• Food Manufacture	25% of course time
• Food Product Development	25% of course time
• Contemporary Nutrition Issues	25% of course time

ASSESSMENT

Assessment strategies may include:

- Examinations
- Student Demonstration during Practicals
- Written Tasks

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Food Technology teacher
- Nutritionist
- Dietician
- Chef or Chef assistant
- Food Taster
- Food Technologist

Students need to be:

- good at cooking
- able to analyse and solve problems
- enjoy theory lessons
- able to make accurate observations and recordings
- able to work as part of a team
- able to independently work and research

INDUSTRIAL TECHNOLOGY

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Industrial Technology consists of project work and a focus Study. Students develop a broad range of skills and knowledge related to the focus area chosen.

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

The focus areas offered at St Catherine's are:

- Timber Products and Furniture Technologies
- Metal and Engineering Technologies
- Multimedia Technologies.

The focus area offered will be selected according to student preference and students can only study ONE focus area.

AIMS

Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of the selected industry and its related technologies with an emphasis on design, management and production through practical applications.

YEAR 11 COURSE OUTCOMES (from NES)

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

TOPICS COVERED

Year 11 Course

- Industry Study
- Design
- Management and Communication
- Production
- Industry Related Technology

In the Year 11 course, students design, develop and produce a number of projects. Each project includes a management folio. Students also complete an industry study related to the focus area. The preliminary course aims to develop students' skills to prepare them for the major project which they will undertake during the HSC course.

Year 12 Course

- Industry Study
- Design, Management and Communication
- Production – Students produce a Major Project
- Industry Specific Related Manufacturing Technology

ASSESSMENT

Assessment strategies may include:

- Production/project work
- Folio submission
- Examinations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Tradesperson (e.g. cabinet maker)
- Draftsperson
- Architect
- Manufacturing industry
- Very capable to work with practical projects
- Enjoys hands-on learning

TEXTILES and DESIGN

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes

ATAR Yes

Exclusions Nil

RECOGNITION HSC Qualification

COURSE DESCRIPTION

The science and technology of textiles is investigated through a study of properties and performance, allowing students to make informed consumer choices in the textiles area. Technological and practical skills are developed and enhanced through the use of textile-related technologies, including those that are computer based. The concept of design elements and principles, as being both functional and aesthetic and as part of the creative design process, are examined within the specialised field of textiles.

Through the area of study relating to the Australian Textile, Clothing, Footwear and Allied Industries, the course offers students the opportunity to explore advances in technology, current issues facing the industry and employment opportunities. Textiles and Design develops a body of knowledge, skills and values that contribute to the overall education of students and which can provide opportunities for small business and leisure activities useful throughout life. It develops student creativity and project management skills that promote self-esteem and satisfaction. Students develop an understanding that textiles in industry, small business and in leisure activities has an emphasis on project work and students emulate this through the designing, planning and manufacturing of a Major Textiles Project.

AIM

Textiles and Design is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

COURSE OUTCOMES (from NESAS)

- P1.1 describes the elements and principles of design and uses them in a variety of applications
- P1.2 identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1 demonstrates the use of a variety of communication skills, including computer-based technology
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P2.3 manages the design and manufacture of textile projects
- P3.1 identifies properties of a variety of fabrics, yarns and fibres
- P3.2 justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society

TOPICS COVERED

Year 11 Course

- Design 40% of course time
- Properties and Performance of Textiles 50% of course time
- Australian Textile, Clothing, Footwear and Allied Industries 10% of course time

Included in the Preliminary course is a Textile Project

Year 12 Course

- Design 20% of course time
- Properties and Performance of Textiles 20% of course time
- Australian Textile, Clothing, Footwear and Allied Industries 10% of course time
- Major Textiles Project 50% of course time

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

ASSESSMENT

Assessment strategies may include:

- Examinations 50%
- Textile Projects 50%

POTENTIAL CAREERS / REASONS TO CHOOSE

- Fashion or textile arts Designer
- Furniture or non-apparel Designer
- Footwear or costume Designer
- Students will get the opportunity to demonstrate the development of manipulative, graphical, communication, research, decision-making, management and manufacturing skills

EXTERNAL COURSES

Flexible Delivery Courses – Diocese of Lismore, Open High School and Camden Haven High School

Changes over the past ten years have broadened the options for students enrolling for the Higher School Certificate. Students are no longer confined to a mostly academic pathway, limited to courses that can be taught at their schools. It is now possible to study using several different modes of delivery, attending different campuses and institutions, pursuing various pathways over several years. The information in this section deals with one such mode of delivery.

Online, flexible delivery courses have been made available within our Diocesan schools to cater to specific student needs and to address equity issues associated with existing education. The courses which **may be offered** in this mode of delivery are the Year 11 and Year 12 course in:

- **Ancient History (p56)**
- **Economics (p57)**
- **Engineering Studies (p58)**
- **Japanese (p59)**
- **French**
- **Chinese**
- **Latin**
- **Other Languages**
- **Dance**
- **Geography**
- **Earth and Environmental Science**

It is the intention neither of the Diocese nor of individual schools to replace existing face-to-face classes with flexible delivery modes. What schools are endeavouring to do is to maintain a Catholic Education for these students and to provide them with access to subjects that traditionally have created timetable difficulties due to their very small candidature.

The delivery of subjects to students in the Diocese can and will be achieved through the use of emerging internet technologies. A teacher, based at an external school will use this infrastructure to teach students in various other schools, both within and outside their catchment area. Some lessons will involve being “on-line” together, i.e. *synchronously*. Students follow up these lessons by accessing the course material and resources and completing set work in their own time, i.e. *asynchronously*. This asynchronous delivery can take place at school during the normal school day or at home in the student’s own time. However, in order to meet the course requirements and to cater for all schools and students it will be necessary to timetable the synchronous classes after school each week. This, and the possibility of travelling to a central location twice each year to work with the teacher face to face should be commitments students consider carefully when choosing these subjects. It will be the responsibility of the school to provide a computer with internet access to students for the classes at school. It is recommended that students have access to a reliable computer with internet access at home.

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for students needing guidance and support and may also provide supervision for students when they are on- line. Another role of the mentor is to keep in contact with the appointed “on-line” teacher and monitor student progress. They also have the responsibility for the co-ordination of examinations and other assessment events that the student attempts at school. All formal assessment tasks will be conducted at school. The internet will not be used as a means of conducting formal assessment tasks. Student’s school reports will contain results from the flexible delivery class.

Obviously, this structure and the type of learning involved may not be suited to all students. However, for motivated and conscientious students, this form of delivery may provide the flexibility required to pursue a chosen pattern of study.

The courses involved in this mode of delivery will be provided to the student at a cost, over and above existing school fees – approximately \$400 per year.

Some examples of course structure can be found on the following pages, but more detailed information can be obtained from:

Lismore Diocese Flexible Learning: <http://oec.lism.catholic.edu.au/>

Open High School: <http://www.nswschoollang.schools.nsw.edu.au/>

Camden Haven Distance Education: <http://www.camdenhave-h.schools.nsw.edu.au/distance-education>

ANCIENT HISTORY

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes

ATAR Yes

Exclusions Nil

RECOGNITION HSC Qualification

COURSE DESCRIPTION

Ancient History allows students to study and analyse past societies with a detachment conferred by the perspectives of at least two millennia. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artefacts and human remains, enabling students to piece together an informed and coherent view of the past.

Because the amount of surviving evidence is relatively small, students are able to consider it in its entirety and thus weigh their own interpretations alongside those found in published secondary works, while noting how to deal with gaps in the evidence. In addition, it introduces students to scientific methods used in the historian's investigation of archaeological evidence.

Through the study of ancient history, students develop knowledge and understanding of the similarities and differences between the various societies of the ancient past and the factors affecting change and continuity in human affairs.

AIMS

The study of Ancient History enables students to acquire knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the ancient world; to develop a lifelong interest and enthusiasm for ancient history; and to prepare for informed and active citizenship in the contemporary world.

YEAR 11 COURSE OUTCOMES (from NESAs)

- P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context
- P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world
- P3.1 locate, select and organise relevant information from a variety of sources
- P3.2 identify relevant problems of sources in reconstructing the past
- P3.3 comprehend sources and analyse them for their usefulness and reliability
- P3.4 identify and account for differing perspectives and interpretations of the past
- P3.5 discuss issues relating to ownership and custodianship of the past
- P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- P4.1 use historical terms and concepts appropriately
- P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

TOPICS COVERED

Year 11 Course

- Part I: Introduction
 - a) Investigating the Past: History, Archaeology and Science
 - b) Case Studies. At least ONE case study will be undertaken, e.g. The Celts
- Part II: Ancient Societies. At least TWO ancient societies will be studied from at least TWO of the following areas:
 - a) Egypt e.g. Tutankhamun's tomb or Deis-el-Medina
 - b) Greece e.g. Greek drama
 - c) Rome e.g. Pompeii and Herculaneum

Year 12 Course

- Part I: ONE Personality in Their Time e.g. Hatshepsut, Xerxes, Agrippina
- Part II: ONE Ancient Society e.g. New Kingdom Egypt, Minoan Society
- Part III: ONE Historical Period e.g. Persia from Cyrus II to death of Darius III, Augustus to Nero in Rome
- Part IV: An additional Ancient Society OR Historical Period to be selected from either Part II or Part III.

ASSESSMENT

Assessment strategies may include:

- Examinations
- Take home research tasks
- Source analysis
- Group tasks

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Archaeologist
- Scientist
- Teacher
- Historian
- Researcher
- Writer
- Tour director
- Lawyer
- International Relations
- Diplomat

ECONOMICS

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

The study of Economics allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.

Economics is distinctive because of the range of problems and issues that it investigates and the skills that it develops.

Economics is a foundation subject for many careers and is essential for a well-rounded education, complementing a broad range of courses of study.

AIMS

The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

YEAR 11 COURSE OUTCOMES (from NESA)

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

TOPICS COVERED

- Year 11 Course
- Introduction to Economics 10% of course time
 - Consumers and Business 10% of course time
 - Markets 20% of course time
 - Labour Markets 20% of course time
 - Financial Markets 20% of course time
 - Government in the Economy 20% of course time
- Year 12 Course
- The Global Economy 25% of course time
 - Australia's Place in the Global Economics 25%
 - Economic Issues 25% of course time
 - Economic Policies and Management 25% of course

ASSESSMENT

Assessment strategies may include:

- Examinations
- Take home research investigation tasks
- Real life scenarios
- Group tasks
- Stimulus based skills

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Accounting
- Finance
- Banking
- Share and commodity trading
- Resource Management
- Government
- Politics
- Foreign Affairs
- Business

ENGINEERING STUDIES

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Engineering Studies is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.

Engineering Studies is unique in that it develops knowledge and understanding of the profession of engineering. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with engineering concepts.

AIMS

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.

YEAR 11 COURSE OUTCOMES (from NESAs)

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 describes the nature of engineering in specific fields and its importance to society
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 develops written, oral and presentation skills and applies these to engineering reports
- P3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P4.2 describes the influence of technological change on engineering and its effect on people
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering
- P5.1 demonstrates the ability to work both individually and in teams
- P5.2 applies management and planning skills related to engineering
- P6.1 applies knowledge and skills in research and problem-solving related to engineering
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering

TOPICS COVERED

Year 11 Course

Engineering Application Module

- Household Appliances; Engineering Application Module 2
- Landscape Products; Engineering Application Module 3
- Braking Systems; Engineering Focus Module 1
- Bio-engineering; Elective

Year 12 Course

Engineering Application Module

- Civil Structures; Engineering Application Module 2
- Personal & Public Transport; Engineering Application Module 3
- Lifting Devices; Engineering Focus Module 1
- Aeronautical Engineering; Engineering Focus Module 2
- Telecommunications Engineering

ASSESSMENT

Assessment strategies may include:

- Examinations
- Research Tasks
- Practicals

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Engineer
- Architect
- Building
- Transportation design
- Mechanic
- Telecommunications

JAPANESE BEGINNERS OR CONTINUERS

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes

ATAR	Yes
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Exclusions	Nil
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RECOGNITION	HSC Qualification
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COURSE DESCRIPTION

In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

AIMS

Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

YEAR 11 COURSE OUTCOMES (from NESA)

A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 account for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

TOPICS COVERED

Year 11 Course

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism

Year 12 Course

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

ASSESSMENT

Assessment strategies may include:

- Examinations
- Take home research tasks
- Speaking
- Listening
- Writing
- Reading

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Diplomat
- Pilot
- Tour guide
- Travel writer
- Interpreter
- Foreign Aid Worker

VET COURSES

VET Board Developed Courses

Vocational Education & Training (VET) and the Australian Qualifications Framework (AQF)

All VET courses at St Catherine’s Catholic College, are recognised under the Australian Qualifications Framework (AQF). The AQF is a national system endorsed by the Australian Government and therefore an AQF qualification is recognised all around Australia and by other countries. AQF qualifications link with each other, creating learning pathways between school, vocational education and training and university as your education and career ambitions change or develop.

Schools across Australia are increasingly offering a greater number of industry-based units of competency within the school curriculum which allow you to combine general and vocational studies and to gain practical business and industry experience which will help you get a job.

Undertaking industry-based training while at school can also help you to gain a dual qualification, your Higher School Certificate and credits towards a Vocational Certificate, Diploma or Degree qualification if you decide to go on to study at a TAFE, a university or with another private provider. The diagram below indicates how the AQF functions at the national level.

AQF Qualification by Sector of Accreditation

Schools Sector Accreditation	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
Senior Secondary Certificate of Education	Vocational Graduate Diploma	Doctoral Degree
	Vocational Graduate Certificate	Masters Degree
	Advanced Diploma	Graduate Diploma
	Diploma	Graduate Certificate
	Certificate IV	Bachelor Degree
	Certificate III	Associate Degree, Advanced Diploma
	Certificate II	Diploma

As all VET courses at the College are accredited under the AQF, students can receive Recognition of Prior Learning (RPL) or credit towards the same or similar units of competency at TAFE and other Registered Training Organisations (RTOs).

Typically, most courses when completed over two years lead to the awarding of a Certificate II level qualification.



NOTE: The above is a guide only and not all courses are offered at a Certificate II level. Not all extension or specialisation units are available. Students will be offered positions in extension courses depending on numbers, availability and funding. At no time does the College guarantee that extension or specialisation will be available. The above diagram is for illustration purposes only and parents and students should refer to the individual courses page, the NSW Education Standards Authority Syllabus document or the VET Coordinator for more information regarding articulation in VET subject areas.

The Examination mark from one VET (Category B) course may be included in the calculation of a student's Australian Tertiary Admissions Rank (ATAR)

Assessment - School 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.

Higher School Certificate (HSC) Examination

The HSC Examination is **compulsory** for students who are wishing to be eligible for an ATAR.

For all other students, the HSC Examination is optional.

The HSC Examination for Industry Curriculum Framework (240 hours) courses will involve a written Examination made up of multiple-choice items, short answers and extended response items.

The 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.

Work Placement

Students in Industry Curriculum Framework courses have a **mandatory** work placement component. For each year of study, a minimum of 35 hours work placement must be completed.

Failure to complete the mandatory work placement may lead to an 'N' determination.

Industry Curriculum Framework (ICF) courses include:

- Automotive *Certificate II in Automotive Vocational Preparation* (Singleton TAFE – EVET)
- Construction *Certificate II in Construction Pathways*
- Electrotechnology *Certificate II in Electrotechnology (Career Start)*
- Primary Industries *Certificate II in Agriculture*
- Hospitality *Certificate II in Kitchen Operations*
- Tourism, Travel & Events *Certificate III in Tourism or Certificate III in Events* (through TAFE Digital - EVET)

Benefits of Vocational Education and Training

Vocational Education and Training courses are accessible to all students and have a good mix of practical and theory.

They have real world application and, for most students, have application to post-school career pathways.

For ICF courses, the dual accreditation means students can cover both TAFE and University entrance requirements.

EVET COURSES

What is EVET?

Students in NSW have the option of studying VET courses at school or through TAFENSW or other training providers. EVET is Externally delivered Vocational Education and Training. VET delivered through TAFENSW is sometimes referred to as TVET.

VET courses can only be delivered by registered training organizations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

EVET courses can provide significant benefits by providing:

- broader choices of study
- skills and knowledge that are valuable to employment

For NSW school students VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognized VET qualification (Certificate or Statement of Attainment).

Some EVET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

Delivery is in an adult learning environment with industry experienced teachers. Students have access to industry standard workshops and environments.

Courses run at various locations and are delivered either face to face, online or in block release. Some courses may require a student to attend for part or a full day per week. Students should take into account the impact the delivery mode may have on their study pattern at school.

There are a variety of EVET courses including:

- Beauty Therapy – Make Up Services
- Aged Care Assistant
- Animal Studies
- Automotive
- Children Services
- Welfare Services
- Tourism, Travel & Events
- Business Services
- Financial services

There is a \$300 PER UNIT PER YEAR CO-CONTRIBUTION for ALL EVET COURSES.

Some funding is made available to schools for EVET and similar vocational pathways, but the funding is limited, and EVET places are capped so it is important that students make contact with their Careers Adviser as soon as subject selection is undertaken.

EVET application process

*Students interested in EVET must complete an expression of interest application through their Year 10 Careers Advisor
at the time of subject selection.*

- The list of all available courses which will be offered for delivery by external providers, including TAFE NSW and Private RTOs will be published for students, as soon as they become available.
- There is an expression of interest application for all Maitland- Newcastle Catholic Secondary School students, who wish to undertake an EVET course. This will be made available to students during the subject selection process.
- Course information for any current NESA developed or endorsed course can be provided to students as required.
- There is no guarantee that an external VET delivery course will proceed, as viability will be determined by student demand and within a defined budget.
- Once the final list of providers and courses are made available, the school will provide the students and parents with information and further enrolment processes.

Note: *External RTOs charge a fee for VET delivered to secondary school students. Some funding is made available to schools for EVET and similar vocational pathways, but the funding is limited. A co-contribution fee of \$300 per unit per year is required for all EVET courses. (For example, Animal Studies 2 units x 1 year the co-contribution would be \$600). This fee is payable on submission of the expression of interest. (It will be refunded if the course does not run, or if the student withdraws from the EVET course before the published census date (usually the first week of Term 1)).*

For enquiries regarding EVET offerings for 2021, please contact your Careers Adviser.

SCHOOL BASED TRAINEES AND APPRENTICES

School Based Apprenticeships

School-based apprenticeships allow senior high school students to commence an apprenticeship while at school. While studying for their HSC, school-based apprentices work part time and undertake the first stage of their formal or off-the-job training.

Both the on-the-job and off-the-job training undertaken by school-based apprentices can contribute to their HSC. Providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years, school-based apprentices will commence full time employment as a second-year apprentice from January after their HSC.

A school-based apprentice is required to undertake 100 days of work placement as well as a full Certificate III in their industry relevant qualifications. For most SBAT students this would mean 1.5-2 full days absent from school.

School Based Apprenticeships are available in a variety of areas but require the student to find an employer who will take them on for such an apprenticeship

School Based Traineeships

School based traineeships (SBAT) allow senior high school students to commence a traineeship while at school. While studying for the HSC, school-based apprentices work part time and undertake industry relevant VET studies either at the College, through TAFE or through another RTO.

A school-based trainee is required to undertake 100 days of work placement as well as a Certificate II Qualification in their relevant industry area. For most SBAT students this would mean one day at work per week.

School Based Traineeships are available in a range of industries. Common SBATs include Retail, Hospitality, Business Services and Automotive.

If students are interested in a School Based Apprenticeship or Traineeship they should contact the Careers Adviser as early as possible. Most SBATs require students to be enrolled prior to the commencement of Year 11.

SBATs

School-Based Apprenticeships and Traineeships

What are SBATs?

School Based Apprenticeships and Traineeships (SBA/Ts) are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

Students undertaking an HSC VET course as part of a school-based apprenticeship or traineeship (SBA/T) have the opportunity to achieve a nationally recognised VET qualification as well as their HSC, and gain valuable work skills and experience through paid employment.

Some apprenticeships and traineeships can contribute towards the ATAR. School-based apprenticeships and traineeships (SBA/Ts) are more than just part-time jobs. They are a great way for students to set themselves up for the career they want while completing their HSC. Opportunities are available across a wide range of occupations.

SBA/Ts must study the relevant HSC VET course (formal learning/off-the-job training) which will contribute HSC unit credit towards the 22 units required for the HSC.

SBA/Ts may also elect to undertake the Industry-based Learning course for additional HSC credit for the learning undertaken during their paid employment (on-the-job training).

Industry-based Learning (IBL)

This Board Endorsed course is only available to students with an approved SBA/T training contract, and who are also entered for the appropriate HSC VET course for the formal learning/off-the-job training component of their SBA/T. The course enables students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of their SBA/T.

For more information:
<https://sbatinnsw.info/>

For enquiries regarding an SBA/T for 2021, please contact your Year 10
Careers Adviser

SBA/Ts are available with large and small local employers including:

McDonald's

KFC

Cessnock Council

Hunter New
England Health

St Nicholas Early
Education Service

SBA/Ts may complete HSC courses of study including:

Business Services

Retail

Human Services

Hospitality

Early Childhood
Education and
Care

AUTOMOTIVE

AUR20712 Certificate II in Automotive Vocational Preparation

AUR20512 Certificate II in Automotive Servicing Technology – Trainees and Apprentices Version

15/1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
Specialisation	No: AUR20712 Certificate II in Automotive Vocational Preparation Yes: Must be employed as School Based Trainee or Apprentice
HSC Exam	Yes
ATAR	Yes
Work placement	Mandatory 70 hours Opportunity to complete a School Based
SBAT	Apprenticeships or Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification

ABOUT

This qualification covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited.

JOB ROLES

- Trades assistant
- Vehicle service assistant
- Automotive service assistant
- Trainee serviceperson
- Automotive trainee.

ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

CAREER PATHWAYS

The Certificate II in Automotive Vocational Preparation prepares prospective employees to undertake work in the broader automotive industry.

DUTIES AND TASKS OF A LIGHT VEHICLE MOTOR MECHANIC

Light vehicle motor mechanics may perform the following tasks:

PERSONAL REQUIREMENTS

- Enjoy practical and manual activities
- Able to work with hand tools
- Aptitude for technical activities
- Problem-solving skills
- Able to cope with the physical demands of the job
- Normal eyesight and hearing
- Drivers licence essential.

FURTHER STUDY

Apprenticeship, for example in

- Light Vehicle Mechanical Technology
- Motorcycle Mechanical Technology
- Automotive Body Repair Technology
- Relevant automotive qualifications.
- Discuss problems with car drivers or vehicle operators to discover faults
- Listen to engines, fit and operate special test equipment, and test-drive vehicles
- Repair or replace worn or faulty parts by removing assemblies such as engines, transmissions, differentials or steering gear systems; dismantling them and checking parts, referring to manuals as necessary
- Reassemble, test, clean and adjust repaired or replaced parts or assemblies, using various instruments to make sure they are working properly and putting them back into the vehicle
- Tune engines using special electronic equipment and make fine adjustments (to carburettors, for example) for smoother running
- Carry out minor body and trim repairs
- Diagnose, repair and replace engine management and fuel injection components
- Use oxy, electric, Tig and Mig welders
- Test and repair electrical systems such as lighting, instrumentation, ignition and electronic fuel injection
- Inspect vehicles and issue roadworthiness certificates or list the work required before a certificate can be issued.

CONSTRUCTION

CPC20211 Certificate II in Construction Pathways Version 15/1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
Specialisation	Yes
HSC Exam	Yes
ATAR	Yes
Work placement	Mandatory 70 hours Opportunity to complete a School Based Apprenticeship or a Traineeship and gain credit towards the HSC
SBAT	
RECOGNITION	National and HSC Qualification

ABOUT

This qualification provides a pathway to the primary trades in the construction industry except for plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

JOB ROLES

Trades' assistants work with carpentry tradespeople by handling construction materials, using tools and equipment, erecting and dismantle formwork for footings and slabs on ground.

ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

FURTHER STUDY

Apprenticeship, for example in

- Carpentry
- Bricklaying
- Wall and Floor Tiling
- Solid Plastering
- Builder

DUTIES AND TASKS OF A CARPENTER

Carpenters may perform the following tasks:

- Construct formwork into which concrete is poured

PERSONAL REQUIREMENTS

- Enjoy practical work
- Able to cope with the physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good health and eyesight
- Able to work as part of a team.

CAREER PATHWAYS

This qualification provides a pathway to the primary trades in the construction industry except for plumbing. It is designed to introduce learners to the trade callings in the construction industry and provide credit towards a construction apprenticeship.

- Set out an outline of the building on the ground of the site, using string and pegs to allow for excavations
 - Build floors, wall frameworks (timber or metal) and roofs, and lay timber floors
 - Read plans and specifications to determine the dimensions, materials required and installation processes to be followed
 - Install metal and timber windows, sashes and doors
 - Construct and erect prefabricated units, such as cottages and houses
 - Cut materials with hand and power tools, and assemble, nail, cut or shape parts
 - Install door handles, locks, hardware, flooring underlay, insulating material and other fixtures
 - Maintain and sharpen tools
- <http://training.gov.au>

ELECTROTECHNOLOGY

UEE22011 Certificate II in Electrotechnology (Career Start) Version 15/1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
Specialisation	Yes: Must be employed as School Based Trainee or Apprentice
HSC Exam	Yes
ATAR	Yes
Work placement	Mandatory 70 hours Opportunity to complete a School Based Apprenticeships and Traineeship and gain credit towards the HSC
SBAT	
RECOGNITION	National and HSC Qualification

ABOUT

This qualification covers competencies for work entry program providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline.

JOB ROLES

- Read electrical, architectural and mechanical diagrams, drawings or specifications to determine job requirements
- Plan the layout of wiring system
- Test for, locate and repair electrical malfunctions
- Install electrical and electronic control systems and insulated cables
- Install electrical equipment such as storage heaters, water heaters, electrical signs, switchboard and motors
- Assemble and fabricate electrical and electronic components & appliances
- Connect switches, outlets and other fittings
- Connect circuit breakers
- Maintain automated production processes

ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

FURTHER STUDY

Apprenticeship, for example in

- Electrician
- Other qualifications in Electrotechnology

CAREER PATHWAYS

Electrician, Data Communications Worker, Electronics Specialists, Computer Servicing/Assembly Worker, Electronics Assembly and Repair Worker, Electrical Trades Assistant, Refrigeration & Air Conditioning Mechanic and Line Worker

DUTIES AND TASKS OF AN ELECTRICIAN

Electricians may perform the following tasks:

PERSONAL REQUIREMENTS

- Enjoy mathematical and technical activities
- Good hand-eye coordination
- Good eyesight (may be corrected) and normal colour vision
- Logical thinking and diagnostic ability
- Aptitude for mechanics and electronics
- Able to do precise and detailed work
- Able to work independently or as part of a team
- Able to cope with the physical demands of the job
- Good communication skills.
- Read electrical, architectural and mechanical diagrams, drawings or specifications to determine job requirements
- Plan the layout of wiring systems
- Test for, locate and repair electrical malfunctions
- Install electrical and electronic control systems and insulated cables
- Install electrical equipment such as storage heaters, water heaters, electrical signs, switchboards and motors
- Assemble electrical and electronic components and appliances
- Connect electrical equipment to power supplies
- Connect switches, outlets and other fittings
- Connect circuit breakers
- Maintain automated production processes.

HOSPITALITY KITCHEN OPERATIONS

SIT20312 Certificate II in Kitchen Operations Version 15/1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
Specialisation	Yes
HSC Exam	Yes
ATAR	Yes
Work placement	Mandatory 70 hours Opportunity to complete a School Based Apprenticeship or a Traineeship and gain credit towards the HSC
SBAT	
RECOGNITION	National and HSC Qualification

ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

FURTHER STUDY

After achieving SIT20312 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Tourism

PERSONAL REQUIREMENTS

- Enjoy practical work
- Good hand-eye coordination
- Able to work quickly and safely with minimal supervision
- Good personal hygiene
- Free from skin allergies to foods and detergents
- Good communication skills
- Able to work under pressure
- Able to work as part of a team.

CAREER PATHWAYS

Chef, Caterer, Restaurateur/Restaurant/Cafe Owner

DUTIES AND TASKS OF A KITCHEN HAND

Kitchen hands may perform the following tasks:

- Wash and clean utensils and dishes and make sure they are stored appropriately
- Handle, sort, store and distribute food items
- Wash, peel, chop, cut and cook foodstuffs, and help prepare salads and desserts
- Sort and dispose of rubbish and recycling
- Organise laundering of kitchen linen
- Clean food preparation equipment, floors and other kitchen tools or areas.

ABOUT

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

Skills and knowledge will prepare the students in providing effective hospitality service to customers.

JOB ROLES

Possible job titles include:

- Breakfast cook
- Catering assistant
- Fast food cook
- Sandwich hand
- Take-away cook

PRIMARY INDUSTRIES

AHC20110 Certificate II in Agriculture Version 15/1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
Specialisation	Yes
HSC Exam	Yes
ATAR	Yes
Work placement	Mandatory 70 hours

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.

ABOUT

This qualification provides an entry level occupational outcome in agriculture

JOB ROLES

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Assistant animal attendant/stockperson

SBAT

Based Traineeship and gain credit

- Assistant Farm or Station hand

RECOGNITION National and HSC Qualification

- Assistant Farm or Station worker
- Assistant Farm or Station labourer

ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

FURTHER STUDY

Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture (Dairy Production), Certificate III in Pork Production, Certificate III in Horse Breeding.

DUTIES AND TASKS IN AGRICULTURE

Agricultural technical officers may perform the following tasks:

PERSONAL REQUIREMENTS

- Enjoy practical work
- good at science
- able to analyse and solve problems
- enjoy agriculture and the environment
- able to make accurate observations and recordings
- able to work as part of a team

CAREER PATHWAYS

Certificate II in Agriculture is a vocational farm or farm service qualification leading to work under direct supervision of individuals or enterprises within the Agricultural sector.

- work with agricultural scientists using small plot experiments to compare plant varieties and test the effects of various treatments on growth and yield
- work with soil scientists to study irrigation techniques and analyse plants used in soil treatment experiments
- work with plant breeders to produce new strains and select superior products
- work with animal breeders using artificial insemination techniques to produce offspring that mature earlier
- record and interpret experimental data in field experiments
- interpret aerial photographs and prepare maps showing soil and vegetation patterns
- assist in the chemical analysis and laboratory culture of microorganisms that cause diseases in plants and animals
- carry out research and provide advice about various technical issues.

WHAT DO I NEED TO DO NEXT?

Early Term 3 you will receive an email to your school email address from Edval, with instructions on how to select your preferences for courses. This email will contain a WebCode individual to you, which you will need to copy and paste into the weblink from Edval.

After you have entered the site, you must choose:

1. A Religious Studies course – Catholic Studies, Studies in Catholic Thought (1 unit or 2 unit), Studies of Religion I or Studies of Religion II
2. An English course – English Studies, English Standard or English Advanced. If you choose English Studies, you must choose Catholic Studies.
3. Up to another EIGHT courses, making sure you have selected between 12 and 14 units in total, including your Religious Studies and English choices.
4. Another THREE reserve courses which need to add to 6 units.

Students who need to re-choose courses will be contacted individually.

Students who have chosen VET courses will need to complete a VET application Form and return it by the due date. It is the responsibility of students to follow all necessary instructions and deadlines for these courses. Failure to do so may result in these courses becoming unavailable.