

# St Agnes Catholic High School



## Subject Selection Handbook

Year 11 – 2019

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## INTRODUCTION

This handbook contains information on the general organisation and structure for Years 11 and 12, i.e. the Preliminary and HSC courses. It is intended that you use this handbook as a guide to your subject selection. Read all the information carefully. Discuss your choices with your parents and teachers.

## WHAT TYPE OF COURSES CAN I SELECT?

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

### BOARD DEVELOPED COURSES

Most of the courses available at St Agnes Catholic High School are Board Developed Courses. These courses are developed by the NSW Education Standards Authority (NESA), are examined externally at the end of the HSC course, and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Note that some Board Developed Courses (namely, Business Services, Construction, Entertainment, Retail Services, Hospitality, Information and Digital Technology and Tourism, Travel and Events) are called 'Category B' courses. You can include as many of these courses as you wish for the HSC but only the best 2 Units of category B courses are available for inclusion in calculations that determine university entry (the ATAR).

**Vocational Education and Training (VET) Courses – most are Board Developed Courses.** VET courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace. They 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.

An **optional** written examination will therefore be offered to students in the HSC in six of these subjects. If students wish the results for these courses to be available for inclusion in the calculation of their ATAR, they must undertake the written examination. These courses are category B courses - only one of these courses (i.e. 2 Units) may be used in the ATAR calculation.

### CONTENT ENDORSED COURSES

These are courses offered by St Agnes Catholic High School that do not have an external exam and, therefore, do not count to a student's ATAR. Students usually choose these Content Endorsed Courses out of interest, because they may be linked to a possible career, or to simply broaden their education. These courses place a greater emphasis on practical work and practical skill development than Board Developed Courses thereby giving skills to the student that they will be able to use in recreation or in a workplace.

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

## WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a value of 1 unit or 2 units with most courses being 2 unit. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

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

### 2 UNIT COURSE

The basic structure for all courses, 8 periods of class per fortnightly cycle (100 marks).

### 1 UNIT COURSE

4 periods of class time per fortnightly cycle (50 marks).

### EXTENSION COURSE

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History and from 2019 Science.

English and Mathematics Extension Courses are available at Preliminary (Year 11) and HSC (Year 12) levels. **Students must study the Preliminary extension course in these subjects before proceeding to one or both of the HSC extension courses (Extension 1 and Extension 2).**

The HSC extension course in History is offered and examined in Year 12 only.

## REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC you must:

- have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral and/or project works required for specific courses and the assessment requirements for each course.
- have sat for and made a serious attempt at the Higher School Certificate examinations.
- meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting your HSC course.
- study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - 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 subjects
  - at most 6 units of courses in Science in Year 11 and 7 units in Year 12 can contribute to Higher School Certificate eligibility

## ATAR RULES

The ATAR is based on an aggregate of scaled marks in ten units of Board Developed courses comprising the **best two units of English** and the **best eight units** from the remaining units, subject to the provision that **no more than two units of Category B courses** be included.

Only the **best two units** from all **Category B** courses studied will be included in the calculation of the ATAR.

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

All students need to complete the NESAs, HSC: All My Own Work program prior to the commencement of the Preliminary course. Students who enrol in the school at the start of the Preliminary or HSC Course and have not completed the program are required to complete it by the date prescribed on the NESAs events calendar (usually towards the end of February). Students enrolling beyond this date who have not completed the program will be required to do so within four weeks of enrolling.

**COURSES AVAILABLE**

Classes will be conducted in the following courses if a sufficient number of students choose the course. Otherwise, students will be asked to choose again.

<b>BOARD DEVELOPED COURSES</b>	
Studies of Religion 1	Society and Culture
Studies of Religion 2	Design and Technology
English Studies	Food Technology
English Standard	Industrial Technology
English Advanced	Information Processes and Technology
English Extension I	Personal Development, Health and Physical Education
English as an Additional Language or Dialect (EAL/D)	Community and Family Studies
Mathematics Standard	Dance
Mathematics Advanced	Drama
Mathematics Extension I	Music 1
Biology	Visual Arts
Chemistry	Certificate II in Business (VET)
Physics	Certificate III in Retail Services (VET)
Business Studies	Certificate II in Hospitality (VET)
Economics	Certificate III in Tourism, Travel and Events (VET)
Legal Studies	Statement of Attainment towards Certificate III in Information and Digital Technology (VET)
Ancient History	Statement of Attainment towards Certificate III in Entertainment Industry (VET)
Modern History	Certificate II in Construction Pathways (VET)

<b>CONTENT ENDORSED COURSES</b>	
Religion, Catholic Studies	Photography, Video and Digital Imaging
Ceramics	Sport, Lifestyle and Recreation Studies
Exploring Early Childhood	Work Studies



## VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

Vocational Education and Training (VET) courses are nationally recognised courses that have been developed by NESA and offered as part of the HSC. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. VET courses allow students to gain HSC qualifications, which can contribute to their ATAR and to receive accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). These courses also have a mandatory workplace component with a minimum number of hours students spend in the workplace. On completion of their studies, students receive special documentation showing the competencies achieved.

VET courses are designed for all students and are taught by teachers at school or at TAFE. They allow students to gain work related skills in a variety of industry areas. The courses conducted at Loyola Senior High School include Construction Pathways, Entertainment Industry, Information and Digital Technology, Hospitality and Tourism, Travel and Events.

**Please Note: All VET courses require students to complete a mandatory work-placement component in their course. This requires the completion of 70 hours (over the two years) of structured work-placement in a workplace setting.**

School-based retail traineeships may also be available to students in Years 11 and 12. These are part-time traineeships where students complete paid employment while also doing the HSC. These traineeships are designed to fast track students into trainee management positions on completion of the HSC.

### TRADE TRAINING CENTRE

The Trade Training Centre at Loyola Senior High School provides the opportunity for students in Year 11 and 12 to combine school, a nationally recognised qualification and paid employment in a chosen vocation, as a school based trainee (SBT). While completing an SBT a student is able to participate in a study program where they would attend school for 4 days per week and with a host employer for on the job paid employment on the remaining day. This integrated program offers the student the opportunity to complete part of their trade while also obtaining their HSC.

### TAFE DELIVERED VET COURSES (TVET)

These courses provide students with industry recognition and articulation to higher level TAFE courses. Students studying TVET courses attend TAFE one afternoon each week from 2.00pm to 6.00pm. **Note: This time is in addition to their normal timetabled classes.**

Listed below are typical courses that may be on offer from TAFE. Courses may not run if student numbers are low. More information about TVET courses will be given to students at a later date.

Courses include: Accounting, Automotive, Business Services, Design Fundamentals, Computer Aided Drafting CAD, Electro-technology, Hairdressing, Animal Care, Maritime Operations, Marketing, Media, Children Services, Horticulture and Tourism.

## HSC - TAFE CREDIT TRANSFER

Students studying some HSC courses at a satisfactory level may apply for RPL in a course if they attend TAFE after completing their HSC. It is possible to receive exemptions from certain subjects or modules in the TAFE course. For more detailed information about HSC–TAFE credit transfer see Mr Carroll or consult the web site at [www.det.nsw.edu.au/hscrafe/](http://www.det.nsw.edu.au/hscrafe/)

## LANGUAGES OTHER THAN ENGLISH (LOTE) COURSES

**NSW School of Languages** is a distance education language specialist school. NSW School of Languages is part of a network of Department of Education schools which provides education to students by distance education. Subject to satisfying certain guidelines, students in NSW secondary schools may enrol to study a language course not available to them at their home school.

Student learning is supported through a diverse program of written materials, telephone lessons, video conferencing, online activities and forums and email. Teachers may also visit the student's home school and there are study days at NSW School of Languages where students enjoy the opportunity to meet with other students and staff. A teacher at the home school is appointed to support each student individually.

Students may not enrol directly with NSW School of Languages. All applications for enrolments must be made by the home school on behalf of the student. For further information please see Mr Hilder or visit their website at <http://www.nswschoollang.schools.nsw.edu.au>

The **Saturday School of Community Languages** gives students the opportunity to study the language they speak at home, if a course in that language is not offered at their weekday school.

The school is a public secondary school which delivers face-to-face lessons only on Saturdays. Saturday School students follow NESA syllabuses in 24 languages. These languages are accessible as part of their Higher School Certificate studies. For further information please see Mr Hilder or visit their website at <http://www.sscl.schools.nsw.edu.au/home>

Students who intend to study at University or TAFE on completion of their HSC may find that they will need to fulfil certain prerequisites before they can enrol into a course. Please see Mr Carroll for more information about these requirements or consult the University/TAFE (there is a list of relevant websites below). It is important to note that access to TAFE and University courses has become much more flexible in recent years. There are quite often multiple pathways that enable students to access a chosen career path.

The best advice to all students is: **‘when choosing your subjects for Year 11 and 12, choose courses that suit your interests and your abilities’**

Websites providing information relevant to course choice include:

Australian Catholic University	<a href="http://www.acu.edu.au/">www.acu.edu.au/</a>
Australian College of Applied Psychology	<a href="http://www.acap.edu.au">www.acap.edu.au</a>
Australian College of Physical Education	<a href="http://www.acpe.edu.au/~acpe/">www.acpe.edu.au/~acpe/</a>
Australian Defence Force Academy	<a href="http://www.defence.gov.au/ADFA/">http://www.defence.gov.au/ADFA/</a>
Australian Institute of Music	<a href="http://www.aimusic.com.au">www.aimusic.com.au</a>
Australian National University	<a href="http://www.anu.edu.au">www.anu.edu.au</a>
Avondale College	<a href="http://www.avondale.edu.au">www.avondale.edu.au</a>
Bond University	<a href="http://www.bond.edu.au">www.bond.edu.au</a>
Charles Sturt University	<a href="http://www.csu.edu.au">www.csu.edu.au</a>
International College of Tourism and Hotel Management	<a href="http://www.ictm.edu.au">www.ictm.edu.au</a>
KvB Institute of Technology	<a href="http://www.kvb.edu.au">www.kvb.edu.au</a>
Macleay College	<a href="http://www.macleay.edu.au">www.macleay.edu.au</a>
Macquarie University	<a href="http://www.mq.edu.au">www.mq.edu.au</a>
National Institute of Dramatic Art	<a href="http://www.nida.edu.au">www.nida.edu.au</a>
Notre’ Dame University	<a href="http://www.nd.edu.au/sydney">www.nd.edu.au/sydney</a>
Open Learning Australia	<a href="http://www.ola.edu.au">www.ola.edu.au</a>
Royal Military College (ADFA)	<a href="http://www.unsw.edu.au">www.unsw.edu.au</a>
Southern Cross University	<a href="http://www.scu.edu.au">www.scu.edu.au</a>
Sydney College of the Arts	<a href="http://sydney.edu.au/sca/">http://sydney.edu.au/sca/</a>
Sydney Conservatorium of Music	<a href="http://music.sydney.edu.au/">http://music.sydney.edu.au/</a>
Sydney Graphics College	<a href="http://www.widewest.com.au/sygraphics">www.widewest.com.au/sygraphics</a>

TAFE	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>
UAC	<a href="http://www.uac.edu.au">www.uac.edu.au</a>
University of Canberra	<a href="http://www.canberra.edu.au">www.canberra.edu.au</a>
University of New England	<a href="http://www.une.edu.au">www.une.edu.au</a>
University of NSW	<a href="http://www.unsw.edu.au">www.unsw.edu.au</a>
Western Sydney University	<a href="http://www.westernsydney.edu.au/">www.westernsydney.edu.au/</a>
University of Newcastle	<a href="http://www.newcastle.edu.au">www.newcastle.edu.au</a>
University of Sydney	<a href="http://www.usyd.edu.au">www.usyd.edu.au</a>
University of Technology, Sydney (UTS)	<a href="http://www.uts.edu.au">www.uts.edu.au</a>

## UNIVERSITY ENTRY REQUIREMENTS IN 2021

In Year 10 you will choose the courses that you will study for the next two years. Although there are many pathways to university or college, choosing the right courses at school can make it easier to enter and succeed at tertiary study.

In this booklet, University Admission Centre's participating institutions have listed the courses they plan to offer for 2021 admissions. For each course they have also set out, where applicable, details of:

- areas of study
- prerequisites
- assumed knowledge
- recommended studies
- additional selection criteria.

**Prerequisite** meaning students must gain acceptable results in these subjects to enter into particular courses.

**Assumed Knowledge** meaning that the university will assume a student has studied this subject but this will not be checked.

**Recommended Studies** meaning that the university suggest that these subjects/courses will help you in tertiary study.

**Additional Selection Criteria** meaning that some universities have entry tests or interviews.

Some NSW institutions have prerequisites and many specify assumed knowledge and recommended studies. This is important information to consider when choosing courses to study in Years 11 and 12. Most institutions offer bridging courses if you have not studied the HSC courses listed as assumed knowledge or recommended studies, but bridging courses are not equivalent to the two-year HSC course and may add significantly to your workload.

Hard Copies of this booklet are available in the School Library and a link to the book is on our website.

## HOW SHOULD I SELECT MY COURSES?

Students should take great care in selecting their courses and base their decision on the following:

- **Interest**
- **Ability**
- **Balance**
- **Type of Assessment**
- **Future Plans**

The HSC requires much time and effort in all courses studied and if you are bored with a subject it could affect your entire HSC. If you have shown ability and skill in a certain subject in Years 7 to 10 it is reasonable to assume that you will be able to do well in that subject or related subjects for the HSC. In order to ensure a balanced education and a degree of variety in your studies it may be wise to vary your subjects, e.g. include a creative or expressive subject such as Photography or Music or a more practical VET course with other more formal subjects such as Mathematics and Biology.

In subjects that involve a major work, a large component of the HSC requirement is completed and submitted well before the HSC examination. For some students this is attractive in that at least some work is out of the way before the final exams begin. Note that students who wish to use their VET course to count toward their ATAR will need to complete the HSC Exam component of such course. Some Tertiary courses at University and TAFE suggest that certain requirements be met as part of the HSC. These should be checked **before** subject selection is completed.

### **Do Not Choose Courses Because:**

**The subject is supposed to score well for University entry.** All subjects are scaled on the basis of the results of the students who sat for the subject. The student who does well in a subject generally scores high marks towards his ATAR. It is easier to place near the top of a subject if you have an interest in the subject and show some ability in the area.

**Your friends are doing it.** Preparing for the HSC is a serious business and no longer just endless school days spent with friends. In the life of a school there is time available every day and on special days to be with friends - class time is reserved for concentrated work and independent learning at an individual level.

**Of a particular teacher.** With the complex timetable offered to our senior students not even the teaching staff know all of the classes that they will teach until the end of each year. Furthermore teachers work in faculty teams and are always available to work and consult with senior students regardless of their class.

## ASSESSMENT AND REPORTING

The HSC credential provides you with a detailed description of the knowledge, skills and understanding you have attained in each subject.

On satisfactory completion of your HSC you will receive a portfolio containing:

- The HSC Testamur (the official certificate confirming your achievement of all requirements for the award.)
- The Record of Achievement (this document lists the courses you have studied in Years 11 and 12 and reports the marks and bands you have achieved in the HSC component of the courses.)
- Course Reports (For most HSC Board Developed Courses studied you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown. For samples of these visit the NESA website – <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>)

In Board Developed courses (other than VET courses) school-based assessment tasks contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% of your HSC mark will come from the HSC examination. In VET courses 100% of your HSC mark will come from the HSC exam.

Your HSC 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. In Board Developed courses there will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 99.95 will correspond to the highest level of achievement.

## SOME BACKGROUND INFORMATION ABOUT EMPLOYMENT TRENDS

What do employers look for?

- Willingness to work
- Honesty
- Willingness to learn
- Team-working ability
- Presentation
- Reliability
- Happy to start at the bottom
- Communication skills - oral and written
- Good track record
- Initiative
- Punctuality

Because of the rapidly changing world of work and the fact that all employees often require administrative skills, students need to develop the ability to:

1. demonstrate adaptability in a rapidly changing environment,
2. apply negotiating skills while demonstrating personal responsibility,
3. work in collaboration with others,
4. identify and apply the benefits derived from service to others,
5. focus and apply creativity in problem solving,
6. take the initiative and be self-directed,
7. learn to apply abstract thinking techniques,
8. identify problems and develop solutions to these problems.

For many of today's parents, the typical pattern of training was from school, to on the job training, apprenticeships, TAFE, or University. Once people started work they stayed in the organisation for at least five years, maybe more. To move around was evidence of instability. Today, however, lack of movement between jobs may mean a person is too inflexible, too rigid, is not open to new ideas, new ways of thinking or job advancement.

The future job market is much less predictable than that of recent years. The modern version of a person's working life today might be school, training, work, further training, work and continuing on in a repetitive spiral several times over. There is an emphasis on part-time external study and on-the-job training. Recent research suggests that the appropriate technical skills and the right attitude are very important. To remain competitive one should never pass up an opportunity to learn new skills and keep abreast of modern trends

Students need to take charge of their career planning, become self-aware, be their own advocate, be engaging and interested in study and in the people and organisations around them. Part-time work can be very important and worthwhile skills can be developed in the process, such as customer service, cash management, teamwork, time management and presentation to name but a few. These are all important to a potential employer. A student who has secured solid results at school and possibly at work, who has demonstrated abilities and displays confidence, will be much better placed to create a successful career path on leaving school.

**The following section outlines the courses available for selection for Year 11 2019. Assessment components and requirements included in each course description are subject to change.**

## COURSE SUMMARY

COURSE	UNITS	EXTENSION	TYPE	CATEGORY	May contribute to ATAR
Studies of Religion 1	1	NO	BDC	A	YES
Studies of Religion 2	2	NO	BDC	A	YES
Catholic Studies	1	NO	-	-	NO
English Studies	2	NO	BDC	B	NO
English Standard	2	NO	BDC	A	YES
English Advanced	2	NO	BDC	A	YES
English Extension I	1	YES	BDC	A	YES
English as an Additional Language or Dialect (EAL/D)	2	NO	BDC	A	YES
Ceramics	1	NO	BEC	B	NO
Mathematics Standard	2	NO	BDC	A	YES
Mathematics Advanced	2	NO	BDC	A	YES
Mathematics Extension I	1	YES	BDC	A	YES
Biology	2	NO	BDC	A	YES
Chemistry	2	NO	BDC	A	YES
Physics	2	NO	BDC	A	YES
Business Studies	2	NO	BDC	A	YES
Economics	2	NO	BDC	A	YES
Legal Studies	2	NO	BDC	A	YES
Ancient History	2	YES (in Yr 12)	BDC	A	YES
Modern History	2	YES (in Yr 12)	BDC	A	YES
Society and Culture	2	NO	BDC	A	YES
Work Studies	2	NO	BEC	B	NO
Design and Technology	2	NO	BDC	A	YES
Food Technology	2	NO	BDC	A	YES
Industrial Technology	2	NO	BDC	A	YES
Information Processes and Technology	2	NO	BDC	A	YES
Personal Development, Health and Physical Education	2	NO	BDC	A	YES
Community and Family Studies	2	NO	BDC	A	YES
Exploring Early Childhood	1	NO	BEC	B	NO
Sport, Lifestyle and Recreation Studies	1	NO	BEC	B	NO
Photography, Video and Digital Imaging	1	NO	BEC	B	NO



Dance	2	NO	BDC	A	YES
Drama	2	NO	BDC	A	YES
Music 1	2	NO	BDC	A	YES
Visual Arts	2	NO	BDC	A	YES
Business (VET)	2	NO	BDC/VET	B	YES
Retail Services (VET)	2	NO	BDC/VET	B	YES
Hospitality (VET)	2	NO	BDC/VET	B	YES
Tourism, Travel and Events (VET)	2	NO	BDC/VET	B	YES
Information and Digital Technology (VET)	2	NO	BDC/VET	B	YES
Entertainment Industry (VET)	2	NO	BDC/VET	B	YES
Construction Pathways (VET)	2	NO	BDC/VET	B	YES

BDC – Board developed Course; BEC - Board Endorsed Course; VET – Vocational Education & Training.

## RELIGIOUS EDUCATION COURSES

### STUDIES OF RELIGION I

<b>KLA</b>	<b>RELIGIOUS EDUCATION</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>1</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>Studies of Religion II, Religion Catholic Studies</b>

#### Course Description

Studies of Religion Stage 6 promotes a critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

#### Main Topics Covered

##### YEAR 11 COURSE

Nature of Religion and Beliefs  
Religious Tradition Study 1: Christianity  
Religious Tradition Study 2: Islam

##### YEAR 12 COURSE

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

#### Assessment

There are THREE assessments tasks for each year of the course. Two of these tasks are class tasks and the third is an end of course examination. These tasks incorporate the compulsory internal assessment components. These are:

Knowledge and understanding of course content	40%
Source- based skills ( incorporating stimulus material in written responses	20%
Investigation and Research ( including use of annotated bibliography)	20%
Communication of information, ideas and issues in appropriate forms ( e.g. written, oral, visual)	20%

#### Particular Course Requirements

A student likely to be successful in this course if they:

- have an interest in exploring world religions. The traditions of Christianity and Islam are covered in detail.
- have good reading skills and competent writing skills . They will need to be able to write cohesive extended responses over 800 words in length, using sophisticated language and terminology.
- are independent learners who have the ability to use their research skills.
- are wishing to use SOR as part their ATAR. There is a 1½ hour examination for the Year 12 in this subject.
- are willing to read and research additional information to extend their knowledge of the course content.

<b>KLA</b>	<b>RELIGIOUS EDUCATION</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>Studies of Religion I, Religion Catholic Studies</b>

**Course Description**

Studies of Religion Stage 6 promotes a critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

**Main Topics Covered****YEAR 11 COURSE**

Nature of Religion and Beliefs  
 Religious Tradition Study 1: Christianity  
 Religious Tradition Study 2: Islam  
 Religious Tradition Study 3: Judaism  
 Religions of Ancient Origins  
 Religion in Australia pre-1945

**YEAR 12 COURSE**

Religion and Belief Systems in Australia post-1945  
 Religious Tradition Depth Study 1: Christianity  
 Religious Tradition Depth Study 2: Islam  
 Religious Tradition Depth Study 3: Judaism  
 Religion and Peace  
 Religion and non-Religion

There are FOUR assessments tasks for each year of the course. In the Year 11 course, three of these tasks are class tasks and the fourth is an end of course examination. In the Year 12 course two are class tasks, the other two are trial examinations. These tasks incorporate the compulsory internal assessment components. These are:

Knowledge and understanding of course content	40%
Source- based skills ( incorporating stimulus material in written responses	20%
Investigation and Research ( including use of annotated bibliography)	20%
Communication of information, ideas and issues in appropriate forms (e.g. extended writing, oral, visual)	20%

**Particular Course Requirements**

A student is likely to be successful in this course if they:

- have an interest in exploring world religions. The traditions of Christianity, Islam and Judaism are covered in detail.
- have good reading skills and competent writing skills . They will need to be able to write cohesive extended responses over 800 words in length, using sophisticated language and terminology.
- are independent learners who have the ability to use their research skills.
- are wishing to use SOR as part their ATAR. There is a 3 hour examination for the Year 12 in this subject.
- are willing to independently read and research additional information to extend their knowledge of the course content.

<b>KLA</b>	<b>RELIGIOUS EDUCATION</b>
<b>CATEGORY</b>	<b>Non-ATAR</b>
<b>UNIT VALUE</b>	<b>1</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Endorsed</b>
<b>EXCLUSIONS</b>	<b>Studies of Religion I, Studies of Religion II</b>

**Course description**

This course has been developed by the Diocese of Parramatta under the title "Sharing Our Story". The course emphasises the Catholic response to our lived experience.

Through this course in Religion Studies students will gain:

- an awareness of religion as a way of thinking and experience;
- knowledge and understanding of world religions and their role and impact on Australian society and culture;
- an appreciation of the part that religions have played and continue to play in human experience at both the personal and social level;
- skills for evaluating the validity of religious claims and assessing the effects of religion on society and individuals

**Topics studied****YEAR 11 COURSE**

Search for Meaning  
 Jesus of History, Christ of Faith  
 Christian Vision of the World  
 Christian Vocation, Work and Leisure

**YEAR 12 COURSE**

Religion in Australia  
 Spiritual Pathways  
 Living Texts  
 Guide to Social Action

**Assessment**

There are THREE assessment tasks for each year of the course. Assessment tasks may include research and podcasts, web design, media research tasks, examinations, preparation and presentation of a class liturgy and extended written responses.

**Particular course requirements**

A student likely to be successful in this course if they;

- are interested in the studying aspects of the Catholic Faith.
- are interested in more practical components of Religion, such as: creating and leading liturgies, initiating and participating in social justice activities, creating and using visual media.
- find extended written tasks and examinations challenging. There is no Year 12 examination in this course.
- do not wish to receive a ATAR.

<b>KLA</b>	<b>ENGLISH</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>English Standard, English Advanced, English Extension 1 and 2.</b>

**Course Description**

The aim of English Studies is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current English Standard course.

The course contributes to the required Year 11 pattern of study of 12 units and Year 12 pattern of study of at least 10 units.

There is an **OPTION** to complete an external examination for this course.

**Main Topics Covered****YEAR 11 ENGLISH STUDIES COURSE**

- Compulsory Module: Achieving through English: English and the worlds of education, careers and community.
- An additional 2-4 modules are to be selected from the elective options.

**Assessment**

- Assessment in this course covers the modes of reading, writing, speaking, listening and viewing and representing. This course has a total of three assessment tasks, including the Year 11 Examination.

**YEAR 12 ENGLISH STUDIES COURSE**

- Common Module: Texts and Human Experiences
- An additional 2-4 modules are to be selected from the electives according to the interests and abilities of the students.

**Assessment**

- Assessment in this course covers the modes of reading, writing, speaking, listening and viewing and representing. This course has a total of four assessment tasks, including the Trial Examination.

**A student likely to be successful in this course:**

- Seeks to improve their English communication skills in speaking, listening, reading, writing
- Works cooperatively in groups
- Does not require an ATAR or has a non-ATAR pattern of study

<b>KLA</b>	<b>ENGLISH</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>English Extension 1 &amp; 2, English Advanced, English Studies.</b>

### 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.

### YEAR 11 ENGLISH STANDARD COURSE

The course has three components:

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

### Assessment

- Assessment in this course covers the modes of reading, writing, speaking, listening and viewing and representing. This course has a total of three assessment tasks, including the Year 11 Exam.

### YEAR 12 ENGLISH STANDARD COURSE

The course has four components:

- 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 in this course covers the modes of reading, writing, speaking, listening and viewing and representing. This course has a total of four assessment tasks, including the Trial Examination.

### Particular Course Requirements

**Year 11 English Standard** course students are required to:

- study Australian and other texts; explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts; undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text

**Year 12 English Standard** course requires:

- At least THREE TYPES OF PRESCRIBED TEXTS, one drawn from EACH of the following categories:  
Prose fiction, poetry OR drama, nonfiction OR film OR media.
- a wide range of additional related texts and textual forms.

**A student likely to be successful in this course:**

- Writes with developing confidence and clarity.
- Analyses a range of texts with an understanding of how language forms and features create meaning.
- Researches for their own related texts, as required for the modules.
- Has interest in developing a clear and coherent essay writing style.

<b>KLA</b>	<b>ENGLISH</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>English Standard, English Studies, English ESL, English Fundamentals</b>

**Course Description:**

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

**YEAR 11 ENGLISH ADVANCED COURSE**

The course has three components:

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

**Assessment**

- Assessment in this course covers the modes of reading, writing, speaking, listening and viewing and representing. This course has a total of three assessment tasks, including the Year 11 Exam.

**YEAR 12 ENGLISH ADVANCED COURSE**

The course has four components:

- Common Module: Texts and human experiences
- Module A: Textual Conversations
- Module B: Critical Study
- Module C: The Craft of Writing

**Assessment**

- Assessment in this course covers the modes of reading, writing, speaking, listening and viewing and representing. This course has a total of four assessment tasks, including the Trial Examination.

**Particular Course Requirements**

**Year 11 English Advanced course** requires:

- study of Australian and other texts.
- exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts.
- wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate.
- engagement in the integrated study of language and text.

**Year 12 English Advanced course** requires:

- Close study of FOUR PRESCRIBED TEXTS, one drawn from EACH of the following categories:  
Shakespearean drama, prose fiction, poetry OR drama, nonfiction OR film OR media OR a text from one of the previous categories.
- a wide range of additional related texts and textual forms.

**A student likely to be successful in this course:**

- Writes with confidence, clarity and flair. Vocabulary is sophisticated.
- Analyses a range of texts with an understanding of how language forms and features create meaning.
- Researches their own texts for the Area of Study and some of the modules, as required, integrating all texts into a coherent and balanced argument.
- Develops a clear and coherent essay writing style that conveys complex ideas, with reference to a range of texts.
- Appreciates and is interested in a study of texts from the English canon, including the study of Shakespeare

## ENGLISH EXTENSION 1

<b>KLA</b>	<b>ENGLISH</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>1 with option to study Extension 2 in Year 12</b>
<b>EXTENSION COURSE</b>	<b>Yes</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>English Standard, English Studies, English ESL</b>

1 unit of study for both Year 11 and Year 12 courses

### Prerequisites

- English Advanced course
- Year 11 English Extension 1 Course is prerequisite for the Year 12 Extension 1 Course.
- The Year 12 Extension Course 1 is a prerequisite for the Year 12 Extension 2 Course.

<p><b>Course Description</b>  <b>The English Extension 1</b> 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.</p>	<p><b>The English Extension 2</b> course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.</p>
<p><b>Main Topics Covered</b>  <b>YEAR 11 EXTENSION 1 COURSE</b>          The course has two mandatory components:</p> <ul style="list-style-type: none"> <li>Module: Texts, Culture and Value</li> <li>Related Research Project</li> </ul> <p><b>Assessment</b></p> <p>There are three assessment tasks: Creative Writing, A Viewing/Representing/Listening/Speaking Seminar presentation, and the Year 11 Examination.</p>	<p><b>YEAR 12 EXTENSION 1 COURSE</b>          The course has two components. Students must complete one common module and one elective chosen from one of the three modules offered for study:</p> <ul style="list-style-type: none"> <li>Common Module: Literary Worlds</li> <li>Elective 1: Literary Homelands</li> </ul> <p><b>Assessment</b>          There are three assessment tasks: a Writing task, a Research task, and the Trial Exam.</p> <p><b>YEAR 12 EXTENSION 2 COURSE</b>          The course requires students to complete a Major Work.</p> <p><b>ASSESSMENT</b>          There are three assessment which assess the process of composition of the Major Work: A Viva Voce, a Report and the Draft of the Major Work.</p>
<p><b>Particular Course Requirements</b>  <b>The Year 11 English Extension 1</b> course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.  <b>The Year 12 English Extension 1</b> course requires the study of three prescribed texts (as outlined in the support document, English Stage 6 Prescriptions: Modules and Electives).  <b>The Year 12 English Extension 2</b> course requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.</p>	<p><b>A student likely to be successful in this course (Extension 1):</b></p> <ul style="list-style-type: none"> <li>Writes with confidence, clarity and flair with sophisticated vocabulary.</li> <li>Researches for their own texts from a wide range of literature, integrating all texts into a coherent and balanced argument.</li> <li>Develops a clear and coherent essay writing style that conveys complex ideas and a profound understanding of the tenets which are related to a specific literary period.</li> <li>Appreciates, and is interested in, a study of texts from the English canon, including the study of texts composed over several centuries.</li> </ul> <p><b>A student likely to be successful in this course (Extension 2):</b></p> <ul style="list-style-type: none"> <li>Works autonomously, communicating with the supervising teacher as a mentor.</li> <li>Wants to develop their own ideas either through creative writing, a critical response or a number of other options.</li> <li>Enjoys writing and is creative.</li> </ul>



## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

<b>KLA</b>	<b>ENGLISH</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>English Advanced; English Standard; English Studies; English Extension</b>

### Course Description

In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

### Main Topics Covered

#### Year 11

- Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are *Language and Texts in Context*, *Close Study of Text* and *Texts and Society*.
- Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

#### Year 12

- Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
- The fourth module, *Focus on Writing*, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

### Course Requirements

Across the English EAL/D Stage 6 Course students are required to study:

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

**Year 11** Students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

**Year 12** Students are required to:

- study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry **or** drama; film **or** media **or** nonfiction texts
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- study at least one related text in *Module A: Texts and Human Experiences*
- engage in speaking and listening components in each module.

## CREATIVE ARTS COURSES

### CERAMICS

<b>KLA</b>	<b>CREATIVE ARTS</b>
<b>CATEGORY</b>	<b>Non ATAR</b>
<b>UNIT VALUE</b>	<b>1 Unit</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Endorsed</b>
<b>EXCLUSIONS</b>	<b>See below</b>

**Exclusions:** Works produced in this course cannot be submitted as part of a major project or body of work in any other subject

#### Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society. They also develop skills to create their own ceramic products.

#### Main Topics Covered

The course is constructed in a series of modules that can be covered in the Year 11 Course. The course is designed to give students a broad range of experiences in all aspects of the ceramic processes. Modules can be undertaken in one or more of the following areas:

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

#### Assessment

The assessment for this course is entirely school based and each module is assessed through a variety of types of tasks. These tasks are largely practical with some documentation and research in a written form. Students at St Agnes are required to keep a ceramics journal

Tasks include:

- Series of ceramic works
- Research essays on the practices of ceramic artists and their works.

#### Additional Information

A student likely to be successful in this course:

- Is able to work in a self-directed and independent manner on a variety of practical tasks
- Enjoys working with clay and sculptural forms
- Is able to research ideas and develop individual approaches for ceramic works
- Is able to explain ideas about ceramic artists and their works in extended written responses.
- Seeks positive feedback to reflect on and develop their works.

<b>KLA</b>	<b>CREATIVE ARTS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

### Course Description

Students undertake a study of Dance as an art form with an emphasis on Contemporary Dance. Students studying Dance bring with them a wide range of prior dance experience and this can help them in their study of dance in Year 11 and 12.

There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. As part of the course, physical training and preparation of the body is fundamental and is studied in all three components. Study of the work of Contemporary Dance choreographers and dance works also informs all three course components.

### Main Topics Covered:

#### YEAR 11 COURSE

Components to be completed

- Performance 40%
- Composition 20%
- Appreciation 20%
- Additional 20% (to be allocated by the teacher to suit the specific circumstances/ context of the class)

#### YEAR 12 COURSE

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- **Core** 60% Performance 20%, Composition 20%, Appreciation 20%
- **Major Study** 40% Performance **or** Composition **or** Appreciation **or** Dance and Technology.

### Assessment Tasks

- Performances of contemporary dance work – solo or ensemble works
- Choreographing contemporary Dance works for Composition
- Essays explaining works by significant Contemporary choreographers

### Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses. The course has an emphasis on Contemporary Dance.

A student likely to be successful in this course:

- Is able to work in a self-directed and independent manner on a variety of practical tasks
- Enjoys performing on stage for an audience
- Is able to research ideas and develop individual approaches for composition.
- Is able to explain ideas about dance work in written responses and essays.
- Seeks feedback to reflect on and develop their performances and works.

<b>KLA</b>	<b>CREATIVE ARTS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

**Year 11 Course**

Year 11 course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance such as Costume and Set Design. They will also study Theatrical Traditions and Performance Styles such as Theatre of the Absurd, Realism, Elizabethan Theatre and Physical Theatre.

**Year 12 Course**

Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. This is done through workshopping of set play tests. The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project students demonstrate their expertise in a particular area. They can choose one project from areas such as Performance or Critical Analysis or Costume Design or Script-writing or Directors Folio.

**Main Topics Covered:**

**YEAR 11 COURSE**

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

**YEAR 12 COURSE**

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

**ASSESSMENT TASKS**

- Performances of solos, duologues and small ensemble pieces
- Design tasks such as costume design or production design
- Scriptwriting or director’s folio
- Essays analysing approaches and traditions in Drama

**Particular Course Requirements**

The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group Performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes approximately every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.

A student likely to be successful in this course:

- Is able to work in a self directed and independent manner on a variety of practical tasks
- Enjoys performing on stage for an audience
- Is able to research ideas and approaches for performances and design
- Is able to explain ideas about plays and drama experiences and conventions in essays.
- Seeks positive feedback to reflect on and develop their performances and works.

<b>KLA</b>	<b>CREATIVE ARTS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>Music 2</b>

**Course Description**

In the Year 11 and Year 12 Music courses, students will be involved in a variety of experiences that focus on performance, composition, musicology and aural analysis. Through these elements they will acquire knowledge, skills and an understanding within a broad musical context of a range of styles, periods and genres. This includes analysing the concepts of music in relation to contemporary popular music, music of other cultures and Western Art Music. The course is designed to accommodate the widely differing needs and abilities of students, with a focus on their chosen instrument or voice for study.

**Main Topics Covered**

The course is structured through a variety of topics that may be covered in the Year 11 and Year 12 courses. Students will study six topics in total throughout the course. These topics cover a variety of genres to ensure students have a broad knowledge of the development of music.

Topics may include:

- |   |  |
|---|--|
| • Popular Music                                   | Music for Film, Radio, Television and Multimedia |
| • Music of the Twentieth & Twenty-First Centuries | An Instrument and Its Repertoire                 |
| • Cross Cultural Connections                      | Jazz Music                                       |
| • Music and Technology                            | Musical Theatre                                  |

The course is designed to ensure students have a variety of experiences in performance, composition, musicology and aural analysis, as well as develop a broad overall knowledge of music and how it has developed throughout the twentieth century.

**Assessment Tasks**

- Individual performances and performances in small ensemble pieces
- Composing music and presenting finished manuscripts or recordings using digital programs
- Aural and written analysis of musical concepts
- Viva Voce presentations of investigations into musical traditions and forms

**Particular course requirements****YEAR 11 COURSE**

In the Year 11 course, students will study the core elements of performance, composition and musicology. In addition to these core elements they will also complete aural analysis examinations based on the six concepts of music; pitch, duration, dynamics and expressive techniques, tone colour, texture and structure.

**YEAR 12 COURSE**

In addition to core studies in performance, composition, musicology and aural, students select to specialise in THREE electives from any combination of performance, composition and musicology. These electives are studied in relation to the three topics selected for study.

A student likely to be successful in this course:

- Is able to work in a self directed and independent manner on a variety of practical tasks
- Enjoys performing on stage for an audience
- Is able to research ideas and develop individual approaches for composition
- Is able to explain ideas about musical concepts from aural examples in extended written responses.
- Seeks positive feedback to reflect on and develop their performances and works.

<b>KLA</b>	<b>CREATIVE ARTS</b>
<b>CATEGORY</b>	<b>Non ATAR</b>
<b>UNIT VALUE</b>	<b>1 Unit</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Endorsed</b>
<b>EXCLUSIONS</b>	<b>See below</b>

**Exclusions:** Works produced in this course cannot be submitted as part of a major project or body of work in any other subject

**Course Description**

*Photography, Video and Digital Imaging* offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields. *Photography, Video and Digital Imaging* also offers opportunities for students to investigate these fields in the contemporary world in the visual arts and design; television, film, video, the mass media, and multimedia and how they have adapted and evolved over the twentieth century.

The subject content in this course addresses traditional and contemporary aspects of the field of wet photography and offers students opportunities to explore the fields of video and digital imaging (still and moving). Modules selected for study at St Agnes will focus primarily on the investigation of wet photography and digital imaging.

**Main Topics Covered**

The course is constructed in a series of modules that can be covered in the Year 11 Course. The course is designed to give students a broad range of experiences in all aspects of the photographic process.

Modules can be undertaken in one or more of the following areas: Wet Photography, Video, Digital Imaging

Modules can include:

- |   |                            |
|---|----------------------------|
| Introduction to Practice in Wet Photography & Digital Imaging | Developing a point of view |
| Traditions, conventions, styles and genres                    | Manipulated forms          |
| The arranged image  | Temporal accounts          |

**Assessment**

The assessment for this course is entirely school based and each module is assessed through a variety of types of tasks. These tasks are largely practical with some documentation and research in a written form. Students at St Agnes are required to keep a photographic journal.

Tasks include:

- Portfolio of photographic works in both Wet and Digital Photography
- Research essays on the practices of photographers and on photographic works

**Additional Information**

It is highly desirable to have access to a digital camera and students will need a 8G or larger USB drive.

A student likely to be successful in this course:

- Is able to work in a self-directed and independent manner on a variety of practical tasks
- Enjoys working with cameras, computers and digital programs and files
- Is able to research ideas and develop individual approaches for photographic works
- Is able to explain ideas about photographers and their works in extended written responses.
- Seeks positive feedback to reflect on and develop their works.

<b>KLA</b>	<b>CREATIVE ARTS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>See below</b>

**Course Description**

Visual Arts involves students in the practices of Artmaking, art criticism and art history. Students work with a range of different mediums and approaches in the Year 11 course and then develop their own artworks in a 'body of work' in the Year 12 course that reflects students' knowledge and understanding about artistic practice. Students critically investigate works, critics, historians and artists from different cultures, traditions and times, including Australia.

The Year 11 course is a broad overview of content, while the Year 12 course provides for deeper, increasingly more independent investigations in their own Artmaking and in case studies. 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, where they have completed only Stage 4 in Years 7 & 8.

**Main Topics Covered**

This course focuses on building an understanding of the Visual Arts by working in different forms of Artmaking such as ceramics, drawing, painting, photography, digital imaging, printmaking or sculpture. Students study the content of the Visual Arts including areas such as artistic practice, the art world and its relationships between artists, artworks, the world, and audience and ways of understanding artworks

In the Year 12 course, students develop their own practice of Artmaking in their production of a body of work in their own choice of media. Students study ideas and issues in art criticism, and art history through case studies of historical and contemporary works.

**ASSESSMENT TASKS**

- Finished artworks in a variety of media including a body of work in Year 12
- Researching and developing ideas and techniques in the Visual Arts Diary
- Explanations about artists and their works in essays and short answer responses

**Particular Course Requirements:****YEAR 11 COURSE:**

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

**YEAR 12 COURSE:**

- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

**Additional Information**

Year 12 students will need to fund the cost of their Body of Work.

**Exclusions:** Works produced in this course cannot be submitted as part of a major project or body of work in any other subject

A student likely to be successful in this course:

- Is able to work in a self-directed and independent manner on a variety of practical tasks
- Enjoys making artworks in a variety of media
- Is able to research ideas and develop individual approaches for artworks in the Visual Arts Diary
- Is able to explain ideas about artist and their works in extended written responses and essays.
- Seeks positive feedback to reflect on and develop their works

## HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) COURSES

### ANCIENT HISTORY

<b>KLA</b>	<b>HSIE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes, in Year 12</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

#### Course Description

Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Year 11 and Year 12 courses.

The Year 11 course is structured for students to investigate:

- people, groups, events, institutions, societies and historical sites;
- archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students' more specialised Year 12 studies.

In the Year 12 course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

#### Main Topics Covered

YEAR 11 COURSE 120 HOURS

#### Part I 60 hours

- (a) The Nature of Ancient History
- (b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Ancient History', AND
- at least TWO case studies.

ONE case study **must** be from Egypt, Greece, Rome or Celtic Europe.

ONE case study **must** be from Australia, Asia, the Near East or the Americas.

#### Part II 40 hours

Students study at least TWO ancient societies through an investigation of :

- a different key feature for each society OR
- one key feature across the societies selected

#### Part III: 20 hours

- Historical Investigation

YEAR 12 COURSE 120 HOURS

Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum **30 hours**

Part II: ONE Ancient Society **30 hours**

Part III: ONE Personalities in their time **30 hours**

Part IV: ONE Historical Period **30 hours**

The course requires study from at least TWO of the following areas:

1. Egypt
2. Near East
3. Greece
4. Rome
5. Asia
6. Greece

#### Assessment

In Year 11 there will be three formal assessments; one task may be a formal written examination; one task must be an historical investigation.

In Year 12 there will be four formal assessments; one task may be a formal written examination; one task must relate to the Personalities in their Times' topic.

#### Particular Course Requirements

A student likely to be successful in this course:

- enjoys analysing primary source material
- can undertake independent research with confidence
- enjoys extensive reading
- has a keen interest in how societies work
- has an interest in archaeology

#### Required Skills

- Critical analysis
- Essay writing



<b>KLA</b>	<b>HSIE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

**Main topics Covered****YEAR 11 COURSE**

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

*Assessment Tasks in the Year 11 course include:*

- Business Report using current business case studies
- Business Functions exam (applying content to business scenarios/stimulus material)
- Small business research task
- Year 11 Examination – multiple choice/short answer/extended response or business report

**YEAR 12 COURSE**

- Operations 25%
- Marketing 25%
- Human Resources 25%
- Finance 25%

*Assessment Tasks in the Year 12 course include:*

- Marketing Plan (extensive research and business report)
- Half Yearly Examination - multiple choice/short answer/extended response or business report
- Research and Writing Task (class-based)
- Year 12 Trial Examination – multiple choice/short answer/extended response/business report

**Particular Course Requirements**

This subject requires the knowledge and application of particular mathematical concepts to business tasks such as Balance Sheets, Profit and Loss Statements and the Range of Financial Ratios. A level of competency in mathematics is therefore appropriate. Students are also required to write in Business Report format and to analyse business situations through the application of theory. In the Year 11 course there is a research project, investigating the operation of a small local business.

*A student likely to be successful in this course will:*

- *Be aware of current business issues and examples in the print and electronic media and can apply current business examples to the syllabus content*
- *Competently write short and extended responses in the form of essays and business reports*
- *Be resourceful in researching support material for class work and in preparation for assessment tasks*
- *Manage classroom workload to meet deadlines and be proactive in reading and responding to electronic communication from teachers and peers to complement classroom learning*
- *Be prepared to fully engage in learning by participating in learning opportunities through classroom discussions, group work and by maintaining study and revision notes throughout the course*

**Required Skills**

- Critical analysis
- Competency in mathematics
- Essay writing

## ECONOMICS

<b>KLA</b>	<b>HSIE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

### Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

### Main Topics Covered

#### Year 11 Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy.

#### Year 12 Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

#### Assessment Tasks in the Year 11 course include:

- Knowledge and understanding of course content 40%
- Stimulus based skills - 20%
- Inquiry and research - 20%
- Communication of economic information, ideas and issues in appropriate forms - 20%
- No more than 50% weighting may be allocated to tests and examinations.

#### Assessment Tasks in the Year 12 course include:

- Knowledge and understanding of course content 40%
- Stimulus based skills - 20%
- Inquiry and research - 20%
- Communication of economic information, ideas and issues in appropriate forms - 20%
- No more than 50% weighting may be allocated to tests and examinations.

### Particular Course Requirements

<b>KLA</b>	<b>HSIE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

The Year 11 course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

**Main Topics Covered****YEAR 11 COURSE**

- |                              |                    |
|------------------------------|--------------------|
| ● The Legal System           | 40% of course time |
| ● The Individual and the Law | 30% of course time |
| ● The Law in Practice        | 30% of course time |

**YEAR 12 COURSE**

- |  |                    |
|--|--------------------|
| ● Core: Human Rights                           | 20% of course time |
| ● Core: Crime                                  | 30% of course time |
| ● Two options - currently Family and Workplace | 50% of course time |

Two options chosen from consumers, family, global environment and protection, Indigenous people, shelter, workplace, world order.

**Key themes incorporated across all topics:** Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

**Particular Course Requirements**

A student likely to be successful in this course would:

- Be interested in all aspects of the law both criminal and civil
- Enjoy discussing and developing arguments
- Be able to write well-constructed paragraphs
- Have an interest in human rights and social justice issues

**Required Skills**

- Critical analysis
- Strong essay writing skills
- Strong research skills

## MODERN HISTORY

<b>KLA</b>	<b>HSIE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes, in Year 12 year</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

### Course Description

The Year 11 course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised Year 12 studies.

The Year 12 Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through three major studies. Students develop skills in planning and organising activities, working with others and in teams, collecting, analysing and organising information, solving problems and communicating ideas.

### Main Topics Covered:

#### YEAR 11 COURSE - INDICATIVE HOURS 120

##### Part I: Investigating Modern History 60 hours

- the nature, methods and issues of Modern History
- case studies

Students undertake:

- at least ONE option from 'The Nature of Modern History'
- at least TWO case studies.

ONE case study must be from Europe, North America or Australia.

ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

##### Part II: Historical Investigation 20 hours

Students will investigate a case study of their own, an aspect of a case study or an aspect of the Year 11 core study.

##### Part III: Core Study: The Shaping of the Modern World 40 hours

Students will investigate one of the following topics:

World War I, The Enlightenment, The French Revolution, The Age of Imperialism, The Industrial Age, The End of Empire.

#### YEAR 12 COURSE INDICATIVE HOURS 120

##### Part I: Core Study: Power and Authority in the Modern World 1919-1946 30 hours

Students study the emergence and impact of authoritarianism in Nazi Germany and in one other chosen country, including the leading personality: Italy, China, Cuba, Vietnam, North Korea, Libya or Cambodia.

##### Part II: ONE National Study 30 hours

Selected from: Australia 1918-1949; China 1927-1949; India 1919-1947; Indonesia 1959-2005; Japan 1904-1937; Russia and the Soviet Union 1917-1941; USA 1919-1941; Iran 1953-1989

##### Part III: Peace and Conflict 30 hours

One study selected from: The Arab-Israeli Conflict 1956-1996; Conflict in Europe 1935-1945; Conflict in Indochina 1945-1979; Conflict in the Pacific 1937-1951; The Cold War 1945-1991; Conflict in the Gulf 1991-2011

##### Part IV: Change in the Modern World 30 hours

Students study key features and issues of one of the following: Civil Rights in the USA 1946-1968 (Martin Luther King); Apartheid in South Africa 1960-1994 (Nelson Mandela); Pro-democracy movement in Burma 1962-2010 (Aung San Suu Kyi); The Cultural Revolution in Tiananmen Square 1966-1989 (Deng Xiaoping); The Nuclear Age 1945-2011 (Harry Truman); The Changing World Order (Mikhail Gorbachev).

### Particular Course Requirements

- A student likely to be successful in this course should:
  - o Analyse historical sources and infer meaning from various texts
  - o Engage with numerous written scholarly and sophisticated texts
  - o Formulate original arguments in different essays in response to historical ideas
  - o Critique the ideas and opinions of historians with supporting material
  - o Verbally articulate ideas and arguments in class discussions

### Required Skills

- Strong critical analysis skills
- Strong essay writing skills- usually students taking Modern History are also studying English Advanced

## SOCIETY AND CULTURE

<b>KLA</b>	<b>HSIE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

### Course Description

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides students with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. It promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

### Main topics Covered

#### YEAR 11 COURSE

- The Social and Cultural World: 20% of course time (An introduction to studying Society and Culture, including a study of Amish culture).
- Personal and Social Identity: 40% of course time (Looks at the process of socialisation, and how people develop their identity).
- Intercultural Communication: 40% of course time (A study of communication, both verbal and non-verbal, throughout the world).

#### YEAR 12 COURSE

##### Core

- Social and Cultural Continuity and Change: 30% of course time (An in-depth look at continuity and change, social theories and research methodologies)
- The Personal Interest Project: 30% of course time (Students research in an interest area of their choice. This is 40% of the Year 12 exam mark; the written paper at the end of the year counts for the remaining 60%)

##### Depth Studies: 40% of course time

Two to be chosen from:

- Popular Culture – the interaction between popular culture, society and the individual.
- Belief Systems and Ideologies – the relationship of ideologies and belief systems to culture and identity. A focus study is conducted on one religion.
- Equality and Difference - the nature of equality and difference in society and culture. A focus study is undertaken on one society.
- Work and Leisure - the nature and impact of work and leisure in society. A focus study is undertaken on one society.

### Particular Course Requirements

The Personal Interest Project worth 40% of the Year 12 mark is submitted for external assessment to NESA.

The Year 12 course requires considerable independent, self-directed primary research utilising specified quantitative and qualitative methodologies. Students must be able to conduct questionnaires, focus groups, interviews and other methodologies as required. The Personal Interest Project is approximately 5,500 words in length and includes an annotated bibliography. To facilitate this outcome, the student must enjoy the writing and editing process.

#### Required Skills

- Strong interest in current issues
- Strong research skills
- Demonstrated ability to work in a self-directed independent manner

<b>KLA</b>	<b>HSIE</b>
<b>CATEGORY</b>	<b>B</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Endorsed Course</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

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

**Main topics Covered**

[YEAR 11 COURSE](#) AND [YEAR 12 COURSE](#)

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

**COURSE THEMES:**

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

**CORE:**

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

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

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

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

**Particular Course Requirements**

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

This course will assist students who intend to move from school to work or other training programs.

There are assessment tasks but no HSC examination for this course.

**Required Skills**

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

## MATHEMATICS COURSES

### MATHEMATICS STANDARD

All students choosing to study the Mathematics Standard course will have to complete the same Year 11 content. Satisfactory completion of the Year 11 Mathematics Standard course may be followed by the study of the Year 12 Mathematics Standard 2 course.

#### YEAR 11 MATHEMATICS STANDARD COURSE

<b>KLA</b>	<b>MATHEMATICS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>See below</b>

#### Course Description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. The Year 11 course is structured to provide appropriate pathways to the Year 12 Mathematics Standard 2 course.

#### Topics Covered

Topics	Subtopics
Algebra	Formulae and Equations Linear Relationships
Measurement	Applications of Measurement Working with Time
Financial Mathematics	Money Matters
Statistical Analysis	Data Analysis Relative Frequency and Probability

#### Assessment

- It will consist of assignments/investigation-style tasks as well as one written examination

#### Particular Course Requirements

- Students have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of year 10.

#### Exclusions

- Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics General.

## YEAR 12 MATHEMATICS STANDARD 2 COURSE

<b>KLA</b>	<b>MATHEMATICS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>See below</b>

### Course Description

After successfully completing the Year 11 course, students have the opportunity to study Mathematics Standard 2 for Year 12. Mathematics Standard 2 is designed for those students who want to extend their mathematical skills but are **not** seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### Topics Covered

Topics	Subtopics
Algebra	Types of Relationships
Measurement	Non-right-angled Trigonometry Rates and Ratios
Financial Mathematics	Investments and Loans Annuities
Statistical Analysis	Bivariate Data Analysis The Normal Distribution
Networks	Network Concepts Critical Path Analysis

### Assessment

- It will consist of assignments/investigation-style tasks as well as one written examination

### Particular Course Requirements

- students have demonstrated a high level of competence in the Year 11 Mathematics Standard course.

### Exclusions

- Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2.



<b>KLA</b>	<b>MATHEMATICS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes, in Year 11 and Year 12</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>See below</b>

<p><b>Course Description</b></p> <ul style="list-style-type: none"> <li>• The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.</li> <li>• The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</li> <li>• All students studying the Mathematics Advanced course will sit for an HSC examination.</li> </ul>	<p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>• provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning</li> <li>• provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role</li> <li>• provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</li> </ul>
<p><b>Main Topics Covered</b></p> <p><b>YEAR 11 COURSE</b></p> <p>Topic: Functions</p> <ul style="list-style-type: none"> <li>• Working with Functions</li> </ul> <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> <li>• Trigonometry and Measure of Angles</li> <li>• Trigonometric Functions and Identities</li> </ul> <p>Topic: Calculus</p> <ul style="list-style-type: none"> <li>• Introduction to Differentiation</li> </ul> <p>Topic: Exponential and Logarithmic Functions</p> <p>Logarithms and Exponentials</p> <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> <li>• Probability and Discrete Probability Distributions</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• It will consist of assignments as well as one written examination.</li> </ul>	<p><b>YEAR 12 COURSE</b></p> <p>Topic: Functions</p> <ul style="list-style-type: none"> <li>• Graphing Techniques</li> </ul> <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> <li>• Trigonometric Functions and Graphs</li> </ul> <p>Topic: Calculus</p> <ul style="list-style-type: none"> <li>• Differential Calculus</li> <li>• The Second Derivative</li> <li>• Integral Calculus</li> </ul> <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> <li>• Modelling Financial Situations</li> </ul> <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> <li>• Descriptive Statistics and Bivariate Data Analysis</li> <li>• Random Variables</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3</p>	<p><b>Exclusions:</b> Students may <b>not</b> study Mathematics Standard in conjunction with Mathematics</p>

## MATHEMATICS EXTENSION 1

<b>KLA</b>	<b>MATHEMATICS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>1 (additional)</b>
<b>EXTENSION COURSE</b>	<b>Yes, in Year 12</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>See below</b>

### Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

### Main Topics Covered

The course content includes the entire Mathematics content and, in addition, contains:

#### YEAR 11 COURSE

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

#### YEAR 12 COURSE

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

### Assessment

- It will consist of assignments as well as one written examination.

### Particular Course Requirements

Students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:- Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.

**Exclusions:** Students may **not** study Mathematics Standard in conjunction with Mathematics Extension 1

(only available in Year 12)

<b>KLA</b>	<b>MATHEMATICS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>1 (additional)</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>see below</b>

**Prerequisites**

Only available to students who study the Extension 1 course in year 11.

**Course Description**

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

**Main Topics Covered**

The course content includes the entire Mathematics content, the entire Extension 1 Mathematics content and in addition, contains:

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

**Assessment**

- It will consist mainly of examinations

**Particular Course Requirements**

Students:

- have a special interest in Mathematics and have an outstanding mathematical ability
- have achieved at a very high level in the Year 11 Extension 1 course

**Exclusions:** Students may **not** study Mathematics Standard in conjunction with Mathematics Extension 2

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

<b>KLA</b>	<b>PDHPE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

The Year 11 course examines a range of areas that underpin health and the scientific foundations of human movement. 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.

**Main Topics Covered**

**YEAR 11 COURSE**

**Core Topics:**

- Better Health for Individuals – 30%
- The Body in Motion – 30%

Two options from:

- First Aid – 20%
- Composition and Performance – 20%
- Fitness Choices – 20%
- Outdoor Recreation – 20%

Assessment:

- Health research report
- Research task and practical presentation
- Year 11 exam

**YEAR 12 COURSE**

**Core Topics:**

- Health Priorities in Australia -30%
- Factors Affecting Performance -30%

Two options each from:

- The Health of Young People -20%
- Sport and Physical Activity in Australian Society – 20%
- Sports Medicine -20%
- Improving Performance -20%
- Equity and Health -20%

Assessment:

- Health research task
- Written responses
- Performance and Sports Medicine research task
- Trial Year 12 Exam

**Particular Course Requirements:**

In addition to core studies students study two options in each of the Year 11 and Year 12 courses.

A student likely to be successful in this course:

- Enjoys answering report style (short and extended response) questions following SEEL as a scaffold
- Is able to retain significant amounts of information
- Has an ability to apply the skills of critical thinking, research and analysis to health and physical activity concepts
- Is able to propose actions that improve and maintain an individual’s health and improve performance
- Should achieve a Grade A, B or C in year 10

<b>KLA</b>	<b>PDHPE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

**Main Topics Covered**

<p><b>YEAR 11 COURSE</b></p> <p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of the resource management process (approximately 20% of course time).</li> </ul> <p><b>Individuals and Groups</b></p> <ul style="list-style-type: none"> <li>• The individual’s roles, relationships and tasks within groups (approximately 40% of course time).</li> </ul> <p><b>Families and Communities</b></p> <ul style="list-style-type: none"> <li>• Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Research written reports</li> <li>• Oral presentation</li> <li>• Year 11 Examination</li> </ul>	<p><b>YEAR 12 COURSE</b></p> <p><b>Research Methodology</b></p> <ul style="list-style-type: none"> <li>• Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> </ul> <p><b>Groups in Context</b></p> <ul style="list-style-type: none"> <li>• The characteristics and needs of specific community groups (approximately 25% of course time).</li> </ul> <p><b>Parenting and Caring</b></p> <ul style="list-style-type: none"> <li>• Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>Year 12 Option Modules</b> Select one of the following (approximately 25% of course time):</p> <p><b>Family and Societal Interactions</b></p> <ul style="list-style-type: none"> <li>• Government and community structures that support and protect family members throughout their lifespan.</li> </ul> <p><b>Social Impact of Technology</b></p> <ul style="list-style-type: none"> <li>• The impact of evolving technologies on individuals and lifestyle.</li> </ul> <p><b>Individuals and Work</b></p> <ul style="list-style-type: none"> <li>• Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Independent Research Project</li> <li>• Written report</li> <li>• Research written report</li> <li>• Trial Year 12 Exam</li> </ul>
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**Particular Course Requirements**

Students are required to complete an Independent Research Project as part of the Year 12 internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

A student likely to be successful in this course:

- Enjoys answering report style (short and extended response) questions following SEEL as a scaffold
- Is able to retain significant amounts of information
- Has an ability to apply the skills of critical thinking, research and analysis to society and living in society
- Is able to propose actions that improve and maintain individual, group, family and community wellbeing
- Should achieve a Grade A, B or C in Year 10

<b>KLA</b>	<b>PDHPE</b>
<b>CATEGORY</b>	<b>Non-ATAR</b>
<b>UNIT VALUE</b>	<b>1</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Endorsed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

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

**Main Topics Covered**

Year 11 Course

**Core studies**

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

- Part A Pregnancy and Childbirth (15 hours)
- Part B Child growth and development (20 hours)
- Part C Promoting positive behaviour (10 hours)

**Modules**

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

Modules include:

- 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**

- Presentation OR written report
- Year 11 examination

**Particular Course Requirements:**

In addition to core studies students study one option module in the Year 11 course.

Students will be given the opportunity to interact with young children through visits to local childcare centres.

A student likely to be successful in this course:

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

<b>KLA</b>	<b>PDHPE</b>
<b>CATEGORY</b>	<b>Non-ATAR</b>
<b>UNIT VALUE</b>	<b>1 unit/ 1 year (60 hrs)</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Endorsed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

Sport, Lifestyle and Recreation aims to develop in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. Students develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students will be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study at TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

**Main Topics Covered**

Year 11 Course

**Students will study THREE of the following modules :**

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Applications I
7. Games and Sports Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training

**Assessment**

- Practical task OR Research report
- Year 11 exam

**Particular Course Requirements:**

A strong commitment to participating in all lessons both practical and theoretical.

A student likely to be successful in this course:

- Enjoys both the practical and theoretical components of PDHPE
- Has an interest in sport and recreational activities
- Has an ability to implement strategies that promote health, physical activity and enhanced performance
- Enjoys planning and organising sport, lifestyle and recreational opportunities for others

## SCIENCE COURSES

### BIOLOGY

<b>KLA</b>	<b>SCIENCE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>

#### Course Description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

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.

The Year 11 course develops knowledge and understanding of the structure and function of organisms and an understanding of the Earth's biodiversity and the effect of evolution.

The Year 12 course builds upon the Year 11 course. It examines heredity and genetic technologies and also develops knowledge and understanding of the effects of disease and disorders.

#### Main Topics Covered

##### YEAR 11 COURSE

#### Core Topics

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

#### Assessment:

Three assessment tasks consisting of the following format.

- Formal written exam
- Depth Study
- Practical Task
- Research Task

##### YEAR 12 COURSE

#### Core Topics

- Heredity
- Genetic Change
- Infectious Disease
- Non-Infectious Disease and Disorders

#### Assessment:

Four assessment tasks consisting of the following format.

- Formal written exam
- Depth Study
- Practical Task
- Research Task

#### Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

There is an assumed knowledge for each module for the Stage 5 course.

A student likely to be successful in this course:

- Enjoys Inquiry Learning
- Enjoys problem solving
- Would like to pursue further study in Science
- Is comfortable researching information from arrange of sources
- Enjoys reporting on Scientific findings.
- Should achieve a Grade A or B in Year 10.



<b>KLA</b>	<b>SCIENCE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>

**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.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Year 11 course develops knowledge and understanding of the fundamentals of chemistry and an understanding of the trends and driving forces in chemical interactions.

The Year 12 course builds on the concepts developed in the Year 11 course examining equilibrium and acid reactions and developing knowledge and understanding of the applications of chemistry.

**Main Topics Covered****YEAR 11 COURSE****Core Topics**

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

**Assessment:**

**Three assessment tasks consisting of the following format.**

- Formal written exam
- Depth Study
- Practical Task
- Research Task

**YEAR 12 COURSE****Core Topics**

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

**Assessment:**

**Four assessment tasks consisting of the following format.**

- Formal written exam
- Depth Study
- Practical Task
- Research Task

**Particular Course Requirements**

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. There is an assumed knowledge for each module for the Stage 5 course.

A student likely to be successful in this course:

- Enjoys Inquiry Learning
- Enjoys problem solving and using mathematical formulae
- Would like to pursue further study in Science
- Is comfortable researching information from a range of sources
- Enjoys reporting on Scientific findings.
- Should achieve a Grade A or B in Year 10.

<b>KLA</b>	<b>SCIENCE</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>

**Course Description**

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

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities

The Year 11 course develops knowledge and understanding of fundamental mechanics and an understanding of energy.

The Year 12 course builds on the concepts of the Year 11 course by examining advanced mechanics and electromagnetism and the role of evidence and prediction in the development of theories in physics.

**Main Topics Covered****YEAR 11 COURSE****Core Topics**

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

**Assessment:**

**Three assessment tasks consisting of the following format.**

- Formal written exam
- Depth Study
- Practical Task
- Research Task

**YEAR 12 COURSE****Core Topics**

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

**Assessment:**

**Four assessment tasks consisting of the following format.**

- Formal written exam
- Depth Study
- Practical Task
- Research Task

**Particular Course Requirements**

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

There is an assumed knowledge for each module for the Stage 5 course.

A student likely to be successful in this course:

- Enjoys Inquiry Learning
- Enjoys problem solving and using mathematical formulae
- Would like to pursue further study in Science
- Is comfortable researching information from arrange of sources
- Enjoys reporting on Scientific findings.
- Has the ability to visualise and discuss abstract concepts
- Should achieve a Grade A or B in Year 10.

DESIGN & TECHNOLOGY

<b>KLA</b>	<b>TAS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

The course has a strong practical focus. Students study design processes, design theory and factors in relation to design projects.

In the **Year 11** course, students study designing and producing which includes the completion of at least two design projects.

In the **Year 12** course students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study Designing and Producing which includes the completion of a Major Design Project, worth (60%).

**Main 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.

**YEAR 12 COURSE**

Innovation and Emerging Technologies including a case study of innovation. The study of designing and producing involves a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation. The Major Design Project is marked by external markers is worth 60% of the Year 12 mark.

**Types of Assessment tasks**

**Year 11:** Three assessment tasks including one examination and two design project reports with folio.

**YEAR 12:** Four assessment tasks including the Trial examination, Major Work Project presentation, Innovation case study report and Major Design Project.

**Particular Course Requirements.**

Design and Technology assumes knowledge and skills from Stage 4 mandatory Technology units and an awareness of the safe use of a range of power tools. Previous experiences in any Stage 5 elective courses are relevant for Stage 6 Design and Technology.

In the Year 11 course, students must participate in hands-on practical 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 a major design project and the presentation of a case study.

For the Major Design Project, students will need to supply their own materials.

**A student likely to be successful in this course:**

- enjoys problem solving and working independently
- Is self- disciplined in the use of their own time to meet deadlines
- uses initiative to develop new practical skills and experiment with materials
- is committed to systematically documenting the design process undertaken.

## FOOD TECHNOLOGY

<b>KLA</b>	<b>TAS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

### Course Description

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

### Main Topics Covered

#### YEAR 11 COURSE

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

#### YEAR 12 COURSE

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Food Issues in Nutrition (25%)

### Types of Assessment tasks

**Year 11:** Three assessment tasks including one examination, food practical preparation demonstration with report and investigative report.

**Year 12:** Four assessment tasks including the Trial examination, product design and marketing report, food manufacturing case study with flow and an investigative report.

### Particular Course Requirements

There is no prerequisite study for the 2 unit Year 11 course, although Stage 4 Mandatory Technology knowledge and skills are assumed. Stage 5 Elective courses of Design and Technology and Food Technology would provide relevant experience for Stage 6 Food Technology. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course.

In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is a mandatory requirement that students undertake practical activities, requiring the use of an apron and hat. Such experiential learning activities are specified in the 'learning to' section of each strand.

### A student likely to be successful in this course:

- has a passion for food preparation
- has an interest and desire to learn about the food industry
- understands the principles of designing and conducting experiments
- is willing to develop their repertoire of technical terminology
- is able to retain significant amounts of information

<b>KLA</b>	<b>TAS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas on offer is Timber Products and Furniture Technologies.

**Main Topics Covered****YEAR 11 COURSE**

The following sections are taught in relation to the relevant focus area:

- Industry Study-Structural, Technical, Environmental and Sociological Factors, Personal Issue, Occupational Health and Safety (15%)
- Design-Elements and Principles, Type of Design, Quality, Influences Affecting Design (10%)
- Management and Communication-Development of Practical Projects; Research, Analysis and Evaluation; Skills in Managing a Project and Developing and Presenting a Management Folio; Computer Based Technologies (20%)
- Production-Display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology-Understanding a range of materials processes, tools and equipment, machinery and technologies (15%)

**YEAR 12 COURSE**

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of a relevant industry:

- Industry Study (15%)
- Major Project (60%)
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology (25%)

**Assessment tasks**

**Year 11:** Four assessment tasks including one examination, an industry report and two practical design projects with associated folios.

**Year 12:** Four assessment tasks including an examination, Major Work Project presentation, an industry report and a practical Major Project which includes a portfolio.

**Particular Course Requirements**

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

For the Major Design Project, students will need to supply their own materials.

**A student likely to be successful in this course:**

- enjoys problem solving and working independently
- Is self-disciplined in the use of their own time to meet deadlines
- uses initiative to develop new practical skills and experiment with materials
- is committed to systematically documenting the design process undertaken

<b>KLA</b>	<b>TAS</b>
<b>CATEGORY</b>	<b>A</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

**Course Description**

Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. A minimum of 40% course time is devoted to project work where, students will create their own information systems to meet identified needs.

**Main topics covered****YEAR 11 COURSE**

- Introduction to Information skills and systems (20%)
- Tools for Information Processes (50%)
- Developing Information systems (30%)

**YEAR 12 COURSE**

- Project Management (20%)
- Information Systems and databases (20%)
- Communication Systems (20%)
- Option strands (40%)-Students will select TWO of the following:-Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

**Types of Assessment tasks**

**Year 11:** Three assessment tasks including one examination, group project presentation and individual project report with folio.

**Year 12:** Four assessment tasks including the Trial examination, multimedia presentation, skill demonstration and project report with folio.

**Particular Course Requirements**

There is no prerequisite study for the 2 Unit Year 11 course, but it assumes knowledge and skills from Stage 4 Mandatory Technology and reasonable computer literacy. This course has a strong business orientation.

**A student likely to be successful in this course:**

- enjoys a challenge
- can work constructively as part of a project team to solve problems
- is comfortable in using a range of software applications
- is willing to develop their repertoire of technical terminology
- can retain significant amounts of information.

## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

VET courses may be undertaken at school (RTO: 90490 – Trustees of Roman Catholic Church for the Diocese of Parramatta) or through external providers. VET can be divided into Board Developed Curriculum Framework Courses and Board Endorsed Courses. *Business Services, Entertainment Industry, Hospitality, Information and Digital Technology, Retail Services, Tourism, Travel and Events* are courses delivered at school or as a cluster which are Framework courses, that is, they can contribute to the calculation of the ATAR. These are VET **Board Developed Curriculum Framework courses** which are **Category B subjects**.

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

**Note: Board endorsed courses do not contribute to the calculation of the ATAR.**

The table below summarises the VET courses that are available. Courses available at school and TAFE will depend on the subject uptake. **A VET course may be timetabled as a cluster class and may take place at Loyola, St Agnes or St Clare's. Further information about this arrangement will be given at a later date.**

<p><b>Internal Courses</b></p> <p><b>Board Developed</b> VET courses offered at CEDP schools:</p> <ul style="list-style-type: none"> <li>· Business Services</li> <li>· Construction</li> <li>· Entertainment Industry</li> <li>· Tourism, Travel and Events</li> <li>· Hospitality</li> <li>· Information and Digital Technology</li> <li>· Retail Services</li> </ul>	<p><b>External Courses</b></p> <p><b>Board Developed</b> VET courses offered externally:</p> <ul style="list-style-type: none"> <li>· Human Services</li> </ul> <p><b>Board Endorsed</b> VET courses offered externally may include:</p> <ul style="list-style-type: none"> <li>· Animal Studies</li> <li>· Aviation</li> <li>· Beauty Services</li> <li>· Design Fundamentals</li> <li>· Media</li> <li>· Others</li> </ul>
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## Facts About VET Courses

- VET courses have a **practical component**, as they are designed for students who may wish to build a career in these industry areas. There is also a significant theoretical component in most of the courses.
- VET courses are **competency based** and will be assessed through integrated competency tasks using presentations, observation, portfolio, questions & other assessment methods. To be assessed as competent a student must demonstrate to a qualified assessor that they have the knowledge and skills to effectively carry out the various tasks to the standard required in the appropriate industry. **Students are progressively assessed as either 'competent' or 'not yet competent'**. **When a student achieves a unit of competency it is signed off by the assessor.**
- The **Year 12 examination in Framework Courses is optional**. Students who do not wish the course to contribute to the calculation of their ATAR or are following a NON-ATAR program may elect to withdraw from the Year 12 examination. This decision is usually formulated after the trial exam by completing a withdrawal form the Year 12 Exam and submitting it to the VET Teacher or Leader of Learning VET. This has no impact on the eligibility of a student to receive their qualification or a Year 12.
- **Only ONE Curriculum Framework course can contribute to the calculation of the ATAR**. Students must sit the Year 12 Examination Paper in a Curriculum Framework VET course for it to count towards the calculation of the ATAR.
- There is a **mandatory 70 Hours** of industry work placement for each **Curriculum Framework Course** undertaken. Travel expenses and the management of course work missed in other subjects should be taken into consideration. The penalty for not completing the mandatory work placement hours is that the student will be deemed unsatisfactory and risk not receiving the Higher School Certificate because the student has not met NESA requirements. In this instance, students must be able to **manage their school work effectively** as they will need to catch up on work that they have missed.
- Students may need to purchase equipment for VET courses such as tool kits; textbooks, uniforms, etc. Please note that additional costs to school fees apply for VET courses.
- Schools deliver VET courses, while eVET courses are delivered by TAFE or other external providers, such as Whitehouse.
- Many of the core competencies and skills gained from VET Courses are *transferable*, for eg teamwork, communication, work health and safety and work ethics. No matter what industry the student eventually pursues, they will have participated in entry-level skills that will make them more *work ready*.
- You may be entitled to apply for **Recognition of Prior Learning** if you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways. You should talk to the Leader of Learning VET or VET teacher for further information. Some students may qualify for exemption from their second work placement if they work in the industry related to their course work once they have filled out a Recognition of Prior Learning Form with their employer.
- For additional information, please contact the **Leader of Learning VET:**

**Mr Patrick Carroll**

**0407 371 992**

[pcarroll1@parra.catholic.edu.au](mailto:pcarroll1@parra.catholic.edu.au)



<b>KLA</b>	<b>VET</b>
<b>CATEGORY</b>	<b>B (optional Year 12 exam)</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes</b>
<b>BOARD STATUS</b>	<b>Board Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>



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

**Course Description**

This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.

**AQF VET Qualifications**

Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- Statement of Attainment towards Certificate II in Business (BSB20115)
- Certificate II in Business (BSB20115)

**Course Requirements**

- **Students MUST complete a minimum of 70 hours work placement.**
- **\$100 is added to school fees for students undertaking this course for each year this course is studied.**

**A student likely to be successful in this course:**

- Enjoys working within an office type environment
- Enjoys using a range of software to develop documents
- Is comfortable communicating with a range of people
- Is interested in developing knowledge and skills in the Business Services Industry

**Units of Competency**

<i>Unit code</i>	<i>Unit title</i>
BSBWHS201	Contribute to health and safety of self and others
BSBCUS201	Deliver a service to customers
TLIP2029	Prepare and process financial documents
BSBIND201	Work effectively in a business environment
BSBINM201	Process and maintain workplace information
BSBINN201	Contribute to workplace innovation
BSBSUS201	Participate in environmentally sustainable work practices

<i>Unit code</i>	<i>Unit title</i>
BSBITU307	Develop keyboarding speed and accuracy
BSBITU201	Produce simple word processed documents
BSBINM202	Handle mail
BSBITU202	Create and use spreadsheets
BSBITU203	Communicate electronically
BSBWOR202	Organise and complete daily work activities
BSBWOR204	Use business technology

**Competency Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be assessed as 'competent' or 'not yet competent' in individual units of competency.

**Assessment in this course may involve:**

- Practical demonstrations and presentations
- Written reports, case studies, procedure manuals
- Questioning
- Portfolio's of work
- **Optional Year 12 examination**

Students completing this course are eligible to sit an optional, written Year 12 examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. 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 an AQF VET qualification.

<b>KLA</b>	<b>VET</b>
<b>CATEGORY</b>	<b>B (optional Year 12 exam)</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes</b>
<b>BOARD STATUS</b>	<b>Board Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>



This course may be studied at other school sites as part of a Cluster class.																																					
RTO: Trustees of the Roman Catholic Church for the Diocese of Parramatta NTIS 90490																																					
<p><b>Course Description</b></p> <p>This provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder’s labourer, tiler, concreter, painter and decorator and wall or floor tiler.</p>																																					
<p><b>AQF VET Qualification(s)</b></p> <p>Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none"> <li>• Statement of Attainment towards Certificate II in Construction Pathways (CPC20211)</li> <li>• Certificate II in Construction Pathways (CPC20211)</li> </ul>																																					
<p><b>Particular Course Requirements</b></p> <ul style="list-style-type: none"> <li>• <b>Students MUST complete a minimum of 70 hours work placement in a construction industry workplace.</b></li> <li>• <b>Students will require work boots, heavy duty work pants and high visibility fluoro shirt</b></li> <li>• <b>\$200 is added to school fees for students undertaking this course for each year this course is studied.</b></li> </ul> <p><b>A student likely to be successful in this course:</b></p> <ul style="list-style-type: none"> <li>• Enjoys working with their hands in a practical environment</li> <li>• Enjoys working outdoors</li> <li>• Is comfortable researching information from a range of sources</li> <li>• Is interested in developing knowledge and skills in the Construction Industry</li> </ul>																																					
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<p><b>Competency Based Assessment</b></p> <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.</p> <p><b>Assessment in this course may involve:</b></p> <ul style="list-style-type: none"> <li>• Practical demonstrations and project work</li> <li>• Written reports and case studies</li> <li>• Questioning</li> <li>• Construction Induction</li> </ul>																																					
<p><b>Optional Year 12 examination</b></p> <p>Students completing this course are eligible to sit an optional, written Year 12 examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. 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 an AQF VET qualification.</p>																																					

<b>KLA</b>	<b>VET</b>
<b>CATEGORY</b>	<b>B (optional Year 12 exam)</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes</b>
<b>BOARD STATUS</b>	<b>Board Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>



This course may be studied at other school sites as part of a Cluster class.

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

**Course Description**  
 This course provides students with the opportunity to obtain national vocational qualifications for employment in the entertainment industry. Students will be able to gain skills in communication, safe work practices, working with others, resolving complaints, staging and using audio, lighting and vision systems. Possible occupations include stagehand, booking/front of house clerk, lighting technician, set designer and sound technician.

**AQF VET Qualification(s)**  
 Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- Statement of Attainment towards Certificate III in Live Production and Services (CUA30415)

**Course Requirements**

- Students **MUST** complete a minimum of 70 hours work placement.
- \$200 is added to school fees for students undertaking this course for each year this course is studied.
- Students are also required to purchase theatre blacks and other course materials.
- Please note students who are not competent in the Whitecard Course when it is examined are required to do the Whitecard course through an external provider at their own expense.

**A student likely to be successful in this course:**

- Enjoys working in a practical environment
- Enjoys a range of performance events such as theatre, film, television, music
- Is comfortable researching information from a range of sources
- Is interested in developing knowledge and skills in the Entertainment Industry

Units of Competency		Units of Competency	
<i>Unit code</i>	<i>Unit title</i>	<i>Unit code</i>	<i>Unit title</i>
SITXCCS303	Provide service to customers	CUASTA303	Operate staging elements
CUASOU301	Undertake live audio operations	CUASTA202	Assist with bump in and bump out of shows
CUALGT301	Operate basic lighting	CUAPPR304	Participate in collaborative creative projects
CPCWHS1001	Prepare to work safely in the construction industry	CUALGT304	Install and operate follow spots
CUAWHS302	Apply work health and safety practices	CUASTA301	Assist with production operations for live performances
CUAIND301	Work effectively in the creative arts industry	CUAVSS302	Operate vision systems

**Competency Assessment**  
 Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**Assessment in this course may involve:**

- Practical demonstrations and production work
- Written reports and case studies
- Questioning
- Portfolios of work

**Optional Year 12 examination**  
 Students completing this course are eligible to sit an optional, written Year 12 examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. 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 an AQF VET qualification.

<b>KLA</b>	<b>VET</b>
<b>CATEGORY</b>	<b>B (optional Year 12 exam)</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes</b>
<b>BOARD STATUS</b>	<b>Board Developed</b>
<b>EXCLUSIONS</b>	<b>Tourism</b>



RTO: Trustees of the Roman Catholic Church for the Diocese of Parramatta NTIS 90490																																									
<p><b>Course Description</b>                  This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.</p>																																									
<p><b>AQF VET Qualification(s)</b>                  Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none"> <li>• Certificate II in Hospitality (SIT20316)</li> </ul>																																									
<p><b>Course Requirements</b></p> <ul style="list-style-type: none"> <li>• Students <b>MUST</b> complete a minimum of 70 hours work placement in a hospitality workplace.</li> <li>• \$180 is added to school fees for students undertaking this course for each year this course is studied.</li> <li>• The purchase and use of a hospitality uniform is mandatory. The uniform costs approximately \$85.</li> </ul> <p><b>A student likely to be successful in this course:</b></p> <ul style="list-style-type: none"> <li>• Enjoys working in a practical environment</li> <li>• Enjoys preparing and producing food related products</li> <li>• Is comfortable researching information from a range of sources</li> <li>• Is interested in developing knowledge and skills in the Hospitality Industry</li> </ul>																																									
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<p><b>Competency Assessment</b>                  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p> <p><b>Assessment in this course may involve:</b></p> <ul style="list-style-type: none"> <li>• Practical demonstrations and production work</li> <li>• Written reports and case studies</li> <li>• Questioning</li> <li>• Portfolios of work</li> </ul> <p><b>Optional Year 12 Examination</b>                  Students completing this course are eligible to sit an optional, written Year 12 examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. 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 an AQF VET qualification.</p>																																									

## INFORMATION & DIGITAL TECHNOLOGY – 240 HOURS

<b>KLA</b>	<b>VET</b>
<b>CATEGORY</b>	<b>B (optional Year 12 exam)</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes</b>
<b>BOARD STATUS</b>	<b>Board Developed</b>
<b>EXCLUSIONS</b>	<b>Yes, but not applicable at this school</b>



This course may be studied at other school sites as a Cluster class.																									
RTO: Trustees of the Roman Catholic Church for the Diocese of Parramatta NTIS 90490																									
<b>Course Description</b>  This course provides students with the opportunity to obtain national vocational qualifications for employment in the information technology industry. This course is for students wishing to achieve competencies leading to entry-level employment and/or further education and training in an industry where information technology is used and supported. Students studying this course can expect to work within ICT service provider, ICT goods and services, technical support, multimedia and web development, graphics and publishing and help desk environments.																									
<b>AQF VET Qualification(s)</b>  Depending on the selection and achievement of units of competency the possible qualification outcomes are: <ul style="list-style-type: none"> <li>• Statement of Attainment towards Certificate III in Information, Digital Media and Technology (ICT30115)</li> </ul>																									
<b>Course Requirements</b> <ul style="list-style-type: none"> <li>• <b>Students MUST complete a minimum of 70 hours work placement within an information technology workplace.</b></li> <li>• <b>\$100 is added to school fees for students undertaking this course for each year this course is studied.</b></li> <li>• <b>Students may also be required to purchase a memory stick.</b></li> </ul> <p><b>A student likely to be successful in this course:</b></p> <ul style="list-style-type: none"> <li>• Enjoys working with IT equipment and resources</li> <li>• Enjoys investigating and problem solving</li> <li>• Is comfortable researching information from a range of sources</li> <li>• Is interested in developing knowledge and skills in the Information Technology Industry</li> </ul>																									
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## RETAIL SERVICES – 240 HOURS

<b>KLA</b>	<b>VET</b>
<b>CATEGORY</b>	<b>B (optional Year 12 exam)</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes</b>
<b>BOARD STATUS</b>	<b>Board Developed</b>
<b>EXCLUSIONS</b>	<b>Yes</b>



This course may be studied at other school sites, or undertaken as a part of a school based traineeship																																	
RTO: Trustees of the Roman Catholic Church for the Diocese of Parramatta NTIS 90490																																	
<p><b>Course Description</b></p> <p>This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail industry. This course is for students who wish to work in the retail industry, either as a long-term career or in part time or temporary retail jobs. It is based on Units of Competency, which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry.</p>																																	
<p><b>AQF VET Qualification(s)</b></p> <p>Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none"> <li>• Certificate III in Retail Services (SIR30216)</li> </ul>																																	
<p><b>Course Requirements</b></p> <ul style="list-style-type: none"> <li>• <b>Students MUST complete a minimum of 70 hours work placement within a retail industry workplace.</b></li> <li>• <b>\$100 is added to school fees for students undertaking this course for each year this course is studied.</b></li> </ul> <p><b>A student likely to be successful in this course:</b></p> <ul style="list-style-type: none"> <li>• Enjoys working with others within a retail environment</li> <li>• Enjoys communicating and assisting others</li> <li>• Is comfortable researching information from a range of sources</li> <li>• Is interested in developing knowledge and skills in the Retail Services Industry</li> </ul>																																	
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<b>CATEGORY</b>	<b>B (optional Year 12 exam)</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>Yes</b>
<b>BOARD STATUS</b>	<b>Board Developed</b>
<b>EXCLUSIONS</b>	<b>Nil</b>



This course may be studied at other school sites, or undertaken as a part of a school based traineeship																																					
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<p><b>Course Description</b></p> <p>This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.</p> <p>Work could be undertaken in an office environment where the planning of tourism products and services take place, in the field where tourism products are delivered or a combination of both. Possible job titles include, booking agent, inbound tour coordinator, sales consultant or a visitor information officer.</p>																																					
<p><b>AQF VET Qualification(s)</b></p> <p>Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none"> <li>• Certificate III in Tourism (SIT30116)</li> </ul>																																					
<p><b>Course Requirements</b></p> <ul style="list-style-type: none"> <li>• <b>Students MUST complete a minimum of 70 hours work placement within the Tourism industry.</b></li> <li>• <b>\$100 is added to school fees for each year this course is studied.</b></li> <li>• <b>Students will be required to undertake a First Aid course delivered by an outside provider</b></li> </ul> <p><b>A student likely to be successful in this course:</b></p> <ul style="list-style-type: none"> <li>• Enjoys working with others within a Tourism environment</li> <li>• Enjoys communicating and assisting others</li> <li>• Is comfortable researching information from a range of sources</li> <li>• Is interested in developing knowledge and skills in the Tourism Industry</li> </ul>																																					
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## INDUSTRY BASED LEARNING – 240 HOURS

2 Unit Board Endorsed Course to be studied concurrently with a School Based Apprenticeship or Traineeship

<b>KLA</b>	<b>VET</b>
<b>CATEGORY</b>	<b>B</b>
<b>UNIT VALUE</b>	<b>2</b>
<b>EXTENSION COURSE</b>	<b>No</b>
<b>BOARD STATUS</b>	<b>Board Developed</b>
<b>EXCLUSIONS</b>	<b>NIL</b>

### Eligibility

*Industry-Based Learning* is a 240 Hour (2 unit x 2 years or 2 unit x 1 year) Stage 6 Board Endorsed Course which is only available for students:

- with an approved school-based apprenticeship or traineeship training contract, and
- who are also entered for the appropriate Year 12 VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

### Rationale

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship. It will provide a degree of flexibility for school-based apprentices and trainees within the Higher School Certificate. It will assist in addressing the challenges faced by students who concurrently undertake the Higher School Certificate and formal industry training. Across the minimum 100 days of on-the-job attendance students will have the opportunity to develop competencies toward their apprenticeship or traineeship as well as develop knowledge, understanding, skills, values and attitudes related to enterprise, work and employability.

### Course Description

Students will:

- develop knowledge and understanding about the nature of enterprise and work
- develop knowledge and understanding about the industry and workplace(s) in which they are working and training
- develop a range of skills relating to employability
- value and appreciate personal attributes that contribute to overall employability
- value and appreciate the range of behaviours and attitudes appropriate to work.

### Particular Course Requirements

Evidence of industry-based learning will be built up across the on-the-job training attendance requirement.

The evidence of Industry-Based Learning will consist of two parts:

1. A log of those tasks and activities which have been undertaken in the workplace which are related to the course outcomes.
2. A reflective and self-descriptive journal of learning related to the course outcomes which has developed from the on-the-job training component of the school-based apprenticeship or traineeship.

The evidence of Industry-Based Learning will be assessed by the school VET Coordinator.

In managing the development of the log and journal by the student, the VET Coordinator will mentor the student's on-the-job placement by regularly meeting with the student.



## EXTERNAL VOCATIONAL EDUCATION AND TRAINING (EVET) COURSES & SCHOOL BASED TRAINEESHIPS (SBT)

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

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

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

The application form and fee of \$500 must be paid to the school office by Week 4 Term 3 2018. The initial \$500 fee includes a refundable bond of \$250, which is paid out at the completion of the course.

**The application form and fees are only applicable for one year.** Students who wish to continue their course in Year 12 will need to pay a further \$250, complete and submit a continuation form by Week 4 Term 3 2019.

Students will be notified by early December if they have been successful in gaining entry into the course. The fees outlined above are based on receiving annual government funding, students and parents will be notified of any changes to course fees. Commonly this does not occur until the commencement of new academic year. If Government funding is withdrawn, the entire course cost will need to be passed on to the student/parents. The full cost of courses ranges from **\$1500 to \$6000** and will be charged in the school fees.

### NOTE:

- Students who require additional support during their course will be charged a higher fee from TAFE.
- Refunds will not be issued to students who change their mind after January 2019.
- Application forms are due to the Leader of Learning VET or the school office.
- All payments are to be paid to the school office.
- Please retain proof of payment.
- Late applications and/or non-payment of fees will not be considered
- Not all EVET courses are funded by the CEO. Those that are delivered in other CEDP school and / or the Trade training are generally not funded.
- NSW Health initiative is funded through their RTO, however if an application is made through TAFE it will NOT be funded.

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

## WSI TAFE

TAFE courses offered are delivered in block sessions, that is four hours one afternoon a week from 2pm to 6pm. This has **implications for travel and catching up on the school work missed** due to the early departure from school. Attendance is essential, as absence from a block lesson provided by TAFE is the equivalent to missing a week of school work for one subject.

Some EVET courses offered from WSI TAFE are listed below.

- Animal Care
- Aviation
- Beauty Therapy
- Human Services
- Travel
- Signcraft

Information can be found once published through the following websites:

- Western Sydney: <http://wsi.tafensw.edu.au/tvet>
- South Western Sydney: <http://swsi.tafensw.edu.au/tvet>
- Northern Sydney: <http://www.nsi.tafensw.edu.au/CareersAndLearningPathways/LearningPathways/SchoolsNSITafe/TVET.aspx>

When applying for a TAFE course, consider the following:

- How will I get to and from TAFE?
- Am I motivated to catch up on work missed at school when I attend TAFE?

### **NSW HEALTH (CEDP Funded Initiative)**

NSW Health offers Human Services, a Certificate III in Health Services Assistance (HLT32512). This course contributes two units to the Year 11 course and four units to the Year 12 course. This course may also contribute to the calculation of the ATAR. It provides students with the opportunity to develop their career in health. Students must complete 120 hours mandatory work placement in a hospital during the school holidays. The course may be delivered at Nepean Hospital or Westmead Hospital either on a Monday, Tuesday or Wednesday afternoon from 2pm to 6pm. Students need to provide their own transport to and from the hospital. As interest in this course is very high across the Diocese, students will be required to complete a numeracy and literacy test, as well as attend an interview.

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

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

### **WHITEHOUSE INSTITUTE OF DESIGN**

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

## SCHOOL-BASED TRAINEESHIPS (SBTs)

Students may wish to work whilst they undertake their Year 12. A **Traineeship** enables students to **work part-time** and undertake their Year 12 with the units contributing to their Year 12 study. Students enter into a training contract with an employer to allow them to complete their formal training requirements for the Year 12. **Students are required to find an employer that will sign them up for a School-Based Traineeship.** They are to contact the Leader of Learning VET in order for a sign-up to occur. This involves a meeting with the:

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

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

The minimum term for a school-based traineeship is 18 months. Students need to work a minimum of 100 days of paid employment by 31<sup>st</sup> December of their Year 12 year. Popular traineeships include retail, construction and business services. **Students must be signed up for their SBT by May of their Year 11 course year.**

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

## INDUSTRY-BASED LEARNING (IBL)

Students that engage in a SBT can gain additional credit for Year 12 units by completing the optional **Industry-Based Learning (IBL) course**, which will contribute an additional 2 Units to their course of study. This course is a board endorsed course; hence it does not contribute to the calculation of the ATAR. This course is **only an option for students who are undertaking a school-based traineeship or school-based apprenticeship as part of their studies.**

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

Students are to complete a workbook that comprises mainly of a journal which records learning that has taken place whilst working, as well as additional activities. Students are to complete this log book during their Study Periods and

in their own time. Their employer is required to sign their logbook and students are also to meet with their Industry-Based Learning Supervisor at school periodically.

## CATHOLIC TRADE TRAINING CENTRES

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

Loyola Catholic Trade Training Centre	McCarthy Catholic Trade Training Centre
<p><b>Contact details:</b>            91 North Parade Mt Druitt  <a href="http://www.loyolacttc.catholic.edu.au">www.loyolacttc.catholic.edu.au</a>            m: <a href="mailto:loyolacttc@parra.catholic.edu.au">loyolacttc@parra.catholic.edu.au</a>            phone: 8886 9509</p> <p><b>Courses available:</b></p> <ul style="list-style-type: none"> <li>• Automotive (Light Vehicle Servicing)</li> <li>• Carpentry</li> <li>• Early Childhood Education and Care</li> <li>• Electrotechnology</li> <li>• Engineering (Metal Fabrication)</li> <li>• Hairdressing</li> <li>• Hospitality (Commercial Cookery)</li> <li>• Plumbing</li> <li>• Shopfitting</li> </ul>	<p><b>Contact details:</b>            75 Mackellar Street Emu Plains  <a href="http://www.mccarthycttc.catholic.edu.au">www.mccarthycttc.catholic.edu.au</a>            e: <a href="mailto:mccarthycttc@parra.catholic.edu.au">mccarthycttc@parra.catholic.edu.au</a>            phone: 4728 8129</p> <p><b>Courses available:</b></p> <ul style="list-style-type: none"> <li>• Automotive (Light Vehicle Servicing)</li> <li>• Bricklaying</li> <li>• Carpentry</li> <li>• Early Childhood Education and Care</li> <li>• Electrotechnology</li> <li>• Engineering (Metal Fabrication)</li> <li>• Hairdressing</li> <li>• Hospitality (Commercial Cookery)</li> <li>• Plumbing</li> </ul> <p><b>Information Night:</b></p> <ul style="list-style-type: none"> <li>• Wednesday 30th May 6pm</li> </ul>

### Advantages for selecting the CTTC as a study pathway:

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

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

- A gain in confidence and enhancing of practical skills beneficial for theoretical applications associated with tertiary study
  - Development of significant employability skills for part-time or full-time employment or the attainment of an apprenticeship/traineeship
  - A nationally recognised qualification or a statement of attainment towards it
  - Pathway progression opportunities through private providers, TAFE and universities
  - Helpful skills for everyday life
- More information regarding our CTTCs and VET Learning Pathways can be found at the following website :

<http://parra.catholic.edu.au/learning-pathways>

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

<http://www.sbatinnsw.inf>

## ONLINE DISTANCE EDUCATION

### Introduction

Online learning is an evolving form of distance education that is experiencing tremendous growth as a result of increased use of personal computers, availability of high speed internet access and lower technology costs. It is in widespread use in higher educational institutions, reaching more students who otherwise may not be able to attend traditional classroom based courses.

It is a form of teaching and learning that uses computer based internet technologies where students, regardless of location, have access to staff and services. The technology provides a gateway for instruction, communication and the provision of links to other educational resources to enhance the learning experience.

Courses are provided by the [Diocese of Lismore Distance Education](#).

### How does it operate?

The Diocese of Lismore Distance Education, through an internet presence, the provision of an online teacher, a school mentor and supplementary materials is able to provide a means of delivering course content to students regardless of their location. Students have a set time each week with the teacher and fellow students 'online'. Students follow up these lessons by completing set work in their own time. Ongoing feedback is provided by the distance education teacher who is available to online provide assistance on a regular basis.

The following subjects are being offered as an online option:

- Aboriginal Studies
- Economics
- Engineering Studies
- Indonesian Beginners
- Information Processes and Technology (IPT) - available if the course is not offered at our school
- Software Design & Development

There is an additional fee for each of these courses.