

Xavier Catholic College



Subject Selection Handbook for Senior Students 2020-2021

CONTENTS

PRINCIPAL'S INTRODUCTION MISSION STATEMENT INFORMATION FOR SENIOR STUDENTS

SUBJECTS OFFERED at XAVIER CATHOLIC COLLEGE

<i>COURSE</i> <u>BOARD DEVELOPED COURSES:</u>	<i>UNITS</i>	<i>ASSUMED KNOWLEDGE</i>
Religion * Studies of Religion II Studies of Religion I Studies in Catholic Thought (Board Endorsed Course)	2 1 1	* <i>Religion at some level is compulsory.</i>
English * Standard English Advanced English Extension I English Extension II English (Year 12 HSC Course) English Studies (Category B Subject)	2 2 1 1 2	* <i>English at some level is compulsory.</i>
Mathematics Mathematics Standard Mathematics Advanced Extension I Mathematics * Extension II Mathematics (HSC Year 12 Course)	2 2 1 1	* <i>High achievement in Mathematics</i>
Science Biology * Chemistry * Earth and Environmental Science * Investigating Science Physics *	2 2 2 2 2	* <i>High achievement in Science</i> * <i>High achievement in Science</i> * <i>An interest in practical based Science research</i> * <i>An interest in environmental and global issues</i> AND <i>High achievement in Science</i> * <i>High achievement in Science</i> * <i>High achievement in Mathematics</i>
HSIE Aboriginal Studies (online delivery only via CSO) Ancient History Business Studies Economics Geography Legal Studies Society & Culture	2 2 2 2 2 2 2	
TAS Design and Technology Food Technology Industrial Technology - Timber Industrial Technology - Multimedia Information Processes and Technology Software Design and Development Textiles and Design	2 2 2 2 2 2 2	

....Contents continued

CREATIVE ARTS		
Dance	2	
Drama	2	
Music 1	2	
Visual Arts	2	
PDHPE		
Community and Family Studies	2	
Exploring Early Childhood (Category B)	1	
Personal Development, Health and Physical Education	2	
LANGUAGES		
French Beginners	2	
French Continuers	2	
HSC French Extension	1	
Italian Beginners	2	
VET Curriculum Framework Courses		
Construction	2	
Hospitality	2	
Retail	2	
Entertainment	2	
Life Skills Courses (only students identified as Life Skills Pattern of Study to indicate here)		
English Life Skills	2	
Mathematics Life Skills	2	
Science Life Skills	2	
Personal Development, Health & Physical Education Life Skills	2	
Citizenship and Society Life Skills	2	
Creative Arts Life Skills	2	
Technological and Applied Studies Life Skills	2	
Work and the Community Life Skills	2	
<u>BOARD ENDORSED COURSES</u>		
Exploring Early Childhood	1	
Ceramics	1	
Sport, Lifestyle & Recreation	1	
Photography	1	
Work Studies	1 or 2 (tbc)	

FROM THE PRINCIPAL

Dear Parents and Students,

SENIOR STUDY

As many of you would, by now have realized, Xavier Catholic College is characterized by the open and innovative approach it has to achieving excellence in all areas of school life.

Xavier Catholic College, over the last twenty years, has grown and thrived on a culture fuelled by a commitment to teaching and learning that involves the student, the teacher and the parents in a partnership aimed at producing a full and well rounded education. With Jesus as our example we strive to be the best so that we can reach our full potential and enhance our dignity as human beings and the dignity of those within our community. For it is in building a healthy community that we develop fully as individuals.

In the new millennium education has been increasingly tied, not only to academic achievement and career paths after school, but also to the personal development of young people in our society. The school which recognizes and faces this challenge is the school which provides the best environment and education for your child.

Part of the secret of success lies in the ability of students; part lies in the qualifications and dedication of teachers. However, a third vital ingredient at Xavier Catholic College is the type of environment which we try to create. In selecting a school, be mindful of the fact that your child will be spending years in that environment: it will have an impact on personality and maturation. Academic excellence based on excessive competition, isolation, moral sterility and a dog eat dog mentality, denies a student the opportunity to develop personally. At Xavier Catholic College we not only encourage a positive attitude to learning, and a sense of satisfaction at having achieved to the best of one's ability, but we also value respect for people - the staff and students of our school. Students should not learn in a vacuum and should not lack personal contact. Selfish ambition is negative. Ambition coupled with friendly rivalry and respect for the value of others, whether equal in ability or not, is positive. Ambition in a team environment is conducive to improving interpersonal skills and maturity. Our students have displayed such qualities. We point with pride to the impact of our school environment, coupled with parental confidence and appreciation, to achieve what we have so far.

The move from Year 10 to Year 11 (the Year 11 HSC year) marks a time of many challenges. It is an important recognised stage in one's education.

In this regard, there are three basic challenges facing all students:

- 1) a challenge to involvement
- 2) a challenge to integration
- 3) a challenge to growth and development

The challenge to involvement is one of attempting to participate fully in life, in this case, in the life of Xavier Catholic College in all its aspects - spiritual, intellectual, social and sporting. It means

recognizing that a school is a living organism, the quality of whose life depends on the whole-hearted contribution of each student and teacher.

Ultimately there is the challenge to growth and development. All growth requires some effort, some self-denial and further responsibility. The choice to continue in Year 11 and 12 requires doing without some freedom. It requires the self-discipline of study and commitment to the demands of a HSC Curriculum. It also requires the selflessness that enables a person to become a good leader or to become a good person concerned about the welfare of others in any particular community.

In addition to formal classes, students participate in sports, retreats, masses, liturgies, excursions and field trips. They are asked to assist in the various school functions that occur.

One of the many challenges that face all schools is to establish a broad and meaningful curriculum for its students.

What we hope to do is to build our curriculum upon student choice, the best educational practice and pedagogy, the existing and emerging trends in education and educational excellence and relevance, while ensuring that whatever we do is grounded in our tradition of Catholic Education that values the dignity of each individual.

The curriculum covers traditional Higher School Certificate courses as well as the emerging vocational education courses and some board endorsed courses. The aim will be to allow students to have maximum flexibility in achieving post-secondary school choices and even pathways and traineeships while still at school.

It is into this community that I, as Principal, warmly welcome students intending to study in Years 11 & 12. I sincerely hope that the years ahead are very happy ones for them and that they find at Xavier Catholic College an environment which is supportive, caring and accepting. I look forward to a close association with parents, in the hope that this will bear much fruit for the Christian development of your sons and daughters, our students.

Michael Vella
Principal

Xavier Catholic College Mission Statement

*What does the Lord require of us
but to act justly,
and to love kindness,
and to walk humbly with our God?* Micah 6:8

Xavier Catholic College Ballina is a Jesuit Companion School and a ministry of the St Francis Xavier Catholic Parish. Our mission is to provide a holistic Catholic education that is world-affirming, encourages a study of all reality and seeks wisdom. We strive to develop conscientious leaders and agents of change who are intellectually competent, open to growth, committed to justice, and compassionate in service to others for the greater glory of God.

INFORMATION FOR SENIOR STUDENTS

This booklet aims to provide Year 10 students intending to continue their schooling with some guidance as to the requirements for the award of the Higher School Certificate (HSC) and to the subjects that are expected to be offered at Xavier Catholic College next year. The viability of running a course will be determined by the Principal in consultation with Staff, Students and Parents.

Students and parents should give careful consideration to requirements for the award of the Higher School Certificate and the choice of subjects. It should be noted that the study of some level of English is the only compulsory subject for the award of a HSC.

At Xavier Catholic College, Studies of Religion I or II (i.e. 1 unit or 2 units) or Studies in Catholic Thought is compulsory.

REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE:

The NESA (NSW Educational Standards Authority) requires students to fulfil certain requirements before a Higher School Certificate is awarded.

These requirements concern:

1. Types of Courses:

A. BOARD DEVELOPED COURSES:

Courses designed by the NESA, i.e. Studies of Religion, English, Geography, Biology, VET Curriculum Framework courses (e.g. Hospitality and Construction) etc.

B. BOARD-ENDORSED COURSES:

Some Board-Endorsed Courses are called Content-Endorsed Courses i.e. the NESA approves these courses for use in any schools which want to use them, e.g. Exploring Early Childhood, Ceramics, Sport, Lifestyle & Recreation, Photography and Work Studies

2. Unit Values:

- All courses carry a unit weighting;
- A unit of study comprises 60 hours indicative time in each of the Year 11 and HSC Courses. Indicative time is the average time expected for a student to achieve the objectives and outcomes of the course. The indicative time for a course is therefore directly related to that course's objectives and outcomes;
- Most Board Developed Courses are 2 unit;
- Most Board Endorsed Courses are 1 unit;
 - Some subjects have Extension Courses in the HSC Course (Year 12), e.g. *English, English Extension 2, Mathematics Extension 2, History, Music, Science.*
 - The only subjects which have Extension Courses in both Year 11 (Year 11) and HSC (Year 12) are *English* and *Mathematics*.

Senior Handbook

1. Subject and Unit Requirements for the Award of the HSC:

Year 11 Courses :

A minimum of twelve (12) units must be studied. Six (6) of these units must be from Board Developed Courses.

HSC Courses (Year 12):

A minimum of ten (10) units must be studied. These units may be made up of both Board Developed Courses and Board Endorsed Courses. For the award of the Higher School Certificate a minimum of six (6) Board Developed Units must be presented, but for matriculation purposes, more Board Developed units are necessary (refer below to "**MATRICULATION**").

The Pattern of Study Requirements Applying to Both Year 11 and HSC Courses is:

- At least six (6) units of Board Developed Courses;
- At least two (2) units of a Board Developed Course in *English*;
- At least three (3) courses of two (2) units value (or greater);
- And at least four (4) subjects;
- A maximum of six (6) units of courses in *Science* can contribute to HSC eligibility; students may choose to study seven (7) units of Science in Year 12

STUDY AT SENIOR LEVEL:

Year 11 Courses are much more demanding than Year 10 and require steady and consistent work. In HSC Courses the demands are even greater.

Your HSC Record of Achievement will report both an Examination Mark and an Assessment Mark. Your Australian Tertiary Admission Rank (ATAR) will be calculated on the basis of **BOTH** of these marks. It is hoped that you will receive the best possible mark in both cases but this cannot be achieved without study, and you need to begin at the commencement of the Year 11 Courses (Year 11) if you are at all serious.

From 2012 students leaving school prior to receiving the HSC will be eligible for the Record of School Achievement (RoSA).

Fully implemented the RoSA will:

- be a record of the full range of student achievements right up to the day they do their HSC or leave school
- provide an electronic record of achievements that students can use at any time
- use assessment by teachers in schools, moderated by the NESA NSW to ensure reliability and fairness of grades
- provide the capacity to record vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community language courses and Duke of Edinburgh awards

- offer on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year from next year.

The RoSA will be available electronically and as a verifiable hard copy on demand with the most up-to-date information on a student's achievements, across all subjects and a range of extra-curricular activities.

The formal RoSA credential would be awarded to eligible students who choose to leave school prior to receiving their HSC, while still allowing students to view and download a transcript of their achievements when applying for jobs or further education or training.

Some Study Hints:

- * Planning is essential - draw up a timetable and follow it. Most students would need to spend at least 20 hours per week on homework and study, e.g. 3 hours per night during the week and 5-7 hours at the weekend;
- * Review your priorities in life. If school and study are not very close to the top, maybe you should be elsewhere;
- * Mark the dates for exams and assignments in your study diary;
- * Do **ALL** set work whether it is for assessment or not. ***All work during these years is preparation for the HSC Examinations;***
- * Do some work on each subject each day;
- * Make a firm decision to apply yourself to school and study from the very beginning;
- * Don't waste time trying to beat the system or to fool your teachers - use your time and energy on worthwhile projects;
- * Be as realistic as possible about your own potential and the marks you can reasonably expect;
- * Don't be afraid to ask for help or guidance - that's what the teachers are there for!

ASSESSMENT:

The assessment component of the HSC is to be conducted in relation to the HSC Courses (Year 12) only. Prior to the commencement of these courses you will be given all relevant information and parents will be invited to an Information Night. A copy of the School Assessment Policy is on the school website and you may consult it at any time.

MATRICULATION:

Matriculation is the level of study required at the HSC to gain acceptance to tertiary study at a University. Each Tertiary Institution has its own matriculation requirements which often vary from year to year.

It is difficult to make a generalised statement concerning matriculation requirements, though it is generally agreed that students need to have 10 Board Developed Units at Year 12. It also must be realised that Tertiary Institutions vary on acceptability of the subjects that make up those 10 units.

NOTE: The ATAR is Subject to the Following Restrictions:

- * At least ten (10) units from Board Developed Courses including at least two (2) of *English*;
- * The Board Developed Courses must include at least three (3) courses of two (2) units (or greater), and at least four (4) subjects;
- * At least eight units of Category A courses and no more than two (2) units of Category B Courses can be counted towards an ATAR. The VET Curriculum Framework Courses (e.g. *Hospitality, Construction, Retail Services, Entertainment, etc.*) are Category B subjects.

Some Points to Consider in Selecting Courses:

- * The only subjects which are compulsory are *English* and *Studies of Religion* or *Studies in Catholic Thought*
- * Students are free to choose from the other subjects which are offered at this school;
- * When selecting courses, students and parents should be realistic in their choices and clear about the reasons for those choices;
- * Students should choose only those courses which they are capable of managing at senior level;
- * Selection should be based on interest and relevance to the individual student;
- * Students should be aware of both matriculation requirements for various universities and the prerequisites for various courses offered at Tertiary Institutions. This information can be obtained from your Careers Adviser;
- * Students should consider the demands of choosing a number of subjects with a major practical component;
- * In some cases the demands of timetabling will limit the availability of subjects;
- * In 2020 the Lismore Diocese offered Economics, Engineering Studies, Japanese Beginners and Software Design & Development through online delivery. See next section. In 2020 online delivery of courses will continue and may be expanded to include additional courses. The details for 2020 will not be confirmed until later in the year.
- * HSC/TAFE Credit Transfer.

Subjects offered to Year 11 students in 2020:

- Economics
- Software Design & Development
- Engineering Studies
- Japanese Beginners

All subjects are Category A, 2 unit Board developed courses, for inclusion in the ATAR calculation. Students undertake a Year 11 (Year 11) and HSC (Year 12) course. More information on the subject content is available at your school in the Course Selection Handbook or on the NESA website. Subjects will run only if there are sufficient numbers choosing to enrol.

Assessment and reporting of student progress.

Assessment of students enrolled in the courses takes place through a variety of tasks that students submit. All formal assessment will be conducted at the student's home school in a traditional manner under the supervision of the mentor. The internet may be used for informal assessment but is not used for formal assessment tasks. Students will receive a report on their progress each semester from the Diocese of Lismore Online Education Centre.

Course requirements

There are no prerequisites to studying online subjects. Students will require access to a computer with an internet connection, which will be provided while the student is on the school site. It is recommended that a student has access to a reliable computer and the internet at home. Text books and other study materials will be provided as per existing school arrangements. Students will be required to participate in a number of workshop days where the teacher and fellow students meet at a central location.

Course cost

Access to Online Education Centre courses will be offered to students in the Lismore Diocese at a cost of \$400 per subject per year. For students outside the Lismore Diocese please make direct contact with your school for information on the cost. All courses have a non refundable \$50 administration fee.

Important questions to consider

- Do I have any existing computer related skills?
- Am I able to work well on my own with limited supervision?
- Can I converse well, in writing, using the internet?
- Will I be able to attend after school classes each week?
- Am I motivated, self disciplined and have good time management skills?
- Can I dedicate at least 6 hours per week to the study of an online subject?

How do I enrol?

Enrolment in an online subject is completed as part of the Year 10 into Year 11 subject selection process at each school from July to September. A written application form is available from your home school or the Online Education Centre. This application requires your Principal's approval. Finalisation of enrolments and notification of places occurs in late November.

Frequently asked questions

Why these subjects? Online courses have developed from a need expressed in schools to provide greater student choice. These subjects were rated highly by principals to be included.

How many units do I have to study? Your school will have a policy on the minimum number of units you should study. Online courses can be included in that number.

What do I do at school in place of the online class? You have two options. You can elect to study more units by taking up another two unit subject or you will do private study at your school.

When will online classes run? Online classes will run after school up to two days a week. Classes will be approximately one hour duration and attendance is compulsory.

Will I have contact with the online teacher if I need help? Your online teacher will be contactable by email at any time and will be available on evenings via the telephone or internet. They will also have access to a fax machine. A quick response to your enquiry is assured. A number of days are organized each year where the teacher and the students travel to meet at a central location.

What is the mentor's role? You will be provided with a mentor, a teacher whose role is to indirectly supervise your learning, help you with organizational issues and to provide you with support while at school.

Do I need a computer at home if I enrol in an online course? It is recommended that students have access to a reliable computer with internet access at home to study an online course.

How much time is required? You will need to allow a minimum of 6 hours per week to adequately complete set tasks, homework and study in an online course.

Benefits for students

Through participation in an Online Education Centre course, students have the opportunity to:

- develop knowledge, skills and attitudes which are relevant to and recognized within a wide range of employment, training and further education settings
- participate in a course of study that may not have otherwise been available
- develop their understanding of specific course content
- become self-directed, active participants in the learning process
- increase the amount of control they have over the learning experience
- study in a secure, structured environment
- gain an appreciation of the value of flexible modes of delivery in terms of meeting individual student needs
- base future study choices upon realistic experiences with online distance education
- gain credit in the HSC and TAFE credit transfer in related courses.

For further information about the online, flexible delivery, distance education courses provided by the Diocese of Lismore for 2020, please contact: Andrew Burgess, phone 02 6627 6251

Email: aburgess@lism.catholic.edu.au Website: <http://ceok12.lism.catholic.edu.au/courses>

SUBJECT GUIDES

COURSE: STUDIES OF RELIGION II
COORDINATOR: Mrs M. Howard

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS: Studies of Religion I.

Course Description:

Studies of Religion II: Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of society is limited without an adequate understanding of religion, its influence on human behaviour and interactions within a culture. Studies of Religion explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness and appreciation of and respect for the cultural diversity of Australian society.

This syllabus is based on an understanding of religion as a distinctive answer to the human need for meaning in life. An understanding of religion integrates, interprets and provides a perspective for the human view of reality. Religion deals with daily living as well as with the ultimate source, meaning and goal of life. Religion generally is characterised by a worldview that recognises a transcendent dimension or belief in divinity or powers beyond the human and/or dwelling within. Certain beliefs, values and activities, both personal and communal, are described as being specifically religious. Each of the major religious traditions is studied during this course. At Xavier Catholic College particular emphasis is placed on Christianity. This allows for the heritage and ethos of our Catholic school community to be woven into the fabric of a broader study.

The course aim is to promote an awareness, understanding and critical appreciation of the nature of religion and the influence of religious traditions, beliefs and practices in societies and on the individual, with emphasis on the Australian context.

Main Topics Covered:

Year 11 Course:

- Nature of religion and beliefs
- Religious Tradition Study 1 – Judaism
- Religious Tradition Study 2 – Christianity
- Religious Tradition Study 3 – Islam
- Religions of Ancient Origin
- Religion in Australia pre-1945

HSC Course:

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Study 1 - Judaism
- Religious Tradition Study 2 – Christianity
- Religious Tradition Study 3 – Islam
- Religion and Peace
- Religion and Non-Religion

COURSE: STUDIES OF RELIGION I
COORDINATOR: Mrs M. Howard

1 unit for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS: Studies of Religion II.

Course Description:

Studies of Religion I:

Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of society is limited without an adequate understanding of religion, its influence on human behaviour and interactions within a culture. Studies of Religion explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness and appreciation of and respect for the cultural diversity of Australian society.

This syllabus is based on an understanding of religion as a distinctive answer to the human need for meaning in life. An understanding of religion integrates, interprets and provides a perspective for the human view of reality. Religion deals with daily living as well as with the ultimate source, meaning and goal of life. Religion generally is characterised by a worldview that recognises a transcendent dimension or belief in divinity or powers beyond the human and/or dwelling within. Certain beliefs, values and activities, both personal and communal, are described as being specifically religious. Each of the major religious traditions is studied during this course. At Xavier Catholic College particular emphasis is placed on Christianity. This allows for the heritage and ethos of our Catholic school community to be woven into the fabric of a broader study.

The course aim is to promote an awareness, understanding and critical appreciation of the nature of religion and the influence of religious traditions, beliefs and practices in societies and on the individual, with emphasis on the Australian context.

Main Topics Covered:

Year 11 Course:

- Nature of religion and beliefs
- Religious Tradition Study 1 – Judaism
- Religious Tradition Study 2 - Christianity

HSC Course:

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Study 1 – Judaism
- Religious Tradition Study 2 - Christianity

COURSE: STUDIES IN CATHOLIC THOUGHT
COORDINATOR: Mrs M. Howard.

1 unit for each of Year 11 and HSC / Board Endorsed Course.
EXCLUSIONS: Studies of Religion I & II.

Course Description:

The study of Studies in Catholic Thought develops students' understanding of the Catholic tradition. It offers students the opportunity to focus on one religion that has made a significant contribution to the world; spiritually, ethically, politically, and socially.

Studies in Catholic Thought draws upon the liberal arts approach, to develop and challenge students' thinking and analytical skills as they engage with the depth and breadth of the Catholic tradition.

Studies in Catholic Thought enables students to deepen their understanding of the Scriptures and the traditions of the Catholic community – its stories, experiences, ethics and teachings. The course provides students with opportunities to satisfy their interest and curiosity about the theology, philosophy, ethics, history, people, art, architecture, music, poetry and doctrines that have shaped and defined the Catholic Church and its way of life.

Studies in Catholic Thought offers students the opportunity to engage in critical thinking about the moral sphere, science, faith and reason and how the Catholic faith has shaped and influenced adherents and the wider society.

Studies in Catholic Thought continues to develop the skills and understandings developed in the Religious Education courses undertaken by students throughout K–10. Students develop skills that are transferable to other areas, including the inquiry process, dealing with evidence and building sustainable arguments. Students will continue to develop skills in critical thinking, developing reasoned and evidenced based arguments.

Studies in Catholic Thought complements the pattern of study for students undertaking Studies of Religion I and Studies of Religion II. Studies in Catholic Thought provides students with added depth of knowledge concerning the Catholic Church within the broader Christian tradition.

1 UNIT COURSE

Year 11 Course - The Human Person

Who is a Human Person?
The Trinitarian God and Humanity
The Re-imagining of Creation

Year 12 Course- The Good Life

Virtue, Vice, Salvation
The Good Works
The Common Good

COURSE: ENGLISH (STANDARD)
COORDINATOR: Mrs R. Barber

2 units for each of Year 11 and Year 12 Board Developed Course

Course Description:

English Standard provides students with the opportunity to explore and experiment with the ways events, experiences, ideas and processes are represented in and through a range of texts. Students strengthen their knowledge and understanding of language and literature by responding to and composing a wide variety of texts for different audiences and purposes.

In the **English Standard Year 11 course**, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts

Main Topics Covered:

The **Year 11 Course** has three modules:

- Content common to the *Standard* and *Advanced Courses* is undertaken through a module called Reading to Write: Transition to Senior English.
- Two further modules are studied: Module A: Contemporary Possibilities and Module B: Close Study of Literature which are both unique to the Standard Course.
- There are no prescribed texts for Year 11 from NESA.

The **Year 12 Course** has four modules:

- Content common to the *Standard* and *Advanced Courses* is undertaken through a module called Texts and Human Experiences.
- Three further modules are studied which are unique to the Standard Course: Module A: Language, Identity and Culture, Module B: Close Study of Literature, Module C: The Craft of Writing.

Particular Course Requirements:

In the **Year 11 English (Standard) Course** students are required to:

- study one complex multimodal or digital text in Module A.
- study one substantial literary print text in Module B, eg. prose fiction, drama or poetry.
- study a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and digital texts.
- **support the study of texts with their own wide reading.**

The **Year 12 English (Standard) Course** requires students to:

- closely study three types of prescribed texts, one from each: prose fiction, poetry OR drama, film OR media OR nonfiction
- study one related text in the common module

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

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

COURSE: ENGLISH (ADVANCED)
COORDINATOR: Mrs R. Barber

2 units for each of Year 11 and Year 12 Board Developed Course.

Course Description:

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

In the **English Advanced Year 11** course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

Main Topics Covered:

The **Year 11 Course** has three modules:

- Content common to the *Standard* and *Advanced Courses* is undertaken through a module called Reading to Write.
- Two further modules are studied: Module A: Narratives that Shape our World and Module B: Critical Study of Literature which are both unique to the Advanced Course.
- There are no prescribed texts for Year 11 from NESA.

The **Year 12 Course** has four modules:

- Content common to the *Standard* and *Advanced Courses* is undertaken through a module called Texts and Human Experiences.
- Three further modules are studied which are unique to the Advanced Course: Module A: Textual Conversations, Module B: Critical Study of Literature, Module C: The Craft of Writing.

Particular Course Requirements:

In the **Year 11 English (Advanced) Course** students are required to:

- study a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and digital texts.
- **support the study of texts with their own wide reading.**

The **Year 12 English (Advanced) Course** requires students to:

- closely study four types of prescribed texts, one from each: Shakespearean Drama, prose fiction, poetry OR drama. The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.
- study one related text in the common module.

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

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

COURSE: ENGLISH STUDIES
COORDINATOR: Mrs R. Barber

Course Description:

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

Year 11 Course: Total of 3-5 Modules

In **Year 11** students are required to:

- read, view, listen to and compose a **wide range of texts** including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12 Course: Total of 3-5 Modules

Students will study one Mandatory common module with Standard and Advanced students called Texts and Human Experiences. An additional 2-4 modules unique to the English Studies course will be studied.

In **both** Year 11 **and** Year 12 students are required to:

- read, view, listen to and compose a **wide range of texts** including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).

In Year 12 students will **also** be required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- 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, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

**COURSES: Year 11 ENGLISH EXTENSION
Year 12 ENGLISH EXTENSION 1
Year 12 ENGLISH EXTENSION 2
COORDINATOR: Mrs R. Barber**

1 unit of study for each of Year 11 and Year 12 Board Developed Course.

PREREQUISITES:

- (a) English (Advanced) Course.**
- (b) Year 11 English Extension Course is a prerequisite for English Extension Course 1.**
- (c) English Extension Course 1 is a prerequisite for English Extension Course 2.**

Course Description:

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

Main Topics Covered:

- The **Year 11 Extension Course** has one Module: Texts, Culture and Value and a related research project.
- The **Year 12 Extension 1 Course** has one Module: Literary Worlds with ONE elective option.
- The **Year 12 Extension 2 Course** requires students to complete The Composition Process, Major Work, Reflection Statement and The Major Work Journal.

Particular Course Requirements:

- The **Year 11 English (Extension) Course:** Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.
- The **Year 12 English Extension 1 Course:** requires the study of at least THREE texts which must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.
- The **Year 12 English Extension 2 Course:** Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. Extension 1 is a prerequisite.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

Across Stage 6 the selection of texts **should** give students experience of the following **as appropriate:**

- 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
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

COURSE: MATHEMATICS STANDARD 2
COORDINATOR: Mr J. Gorman

2 units for each of Year 11 and Year 12 Board Developed Course

Prerequisites:

Students who intend to study the Mathematics Standard 2 course in Year 12 must study all Mathematics Standard Year 11 course content.

Course Description:

This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

The Mathematics Standard Year 11/ Mathematics Standard 2 Year 12 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training and for university courses in the humanities, nursing and paramedical sciences.

Topics covered:

The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 2 Year 12 course (Category A) or the Mathematics Standard 1 Year 12 course (Category B).

The **Mathematics Standard** course is organised in topics, with the topics divided into subtopics.

Year 11 course (120 hours)	Mathematics Standard	
	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

Year 12 Course (120 hours)	Mathematics Standard 2	
	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

COURSE: MATHEMATICS ADVANCED
COORDINATOR: Mr J. Gorman

2 units for each of Year 11 and Year 12 Board Developed Course

PREREQUISITES:

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 *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1/ 5.2 and most of Stage 5.3.

Course Description:

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. Students intending to go to university to study any kind of STEM degree (Science, Technology Engineering, Mathematics) should choose Mathematics Advanced.

The **Mathematics Advanced** course is organised in topics, with the topics divided into subtopics.

Year 11 course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	Working with Functions
	Trigonometric Functions	Trigonometry and measure of angles Trigonometric Functions and Identities
	Calculus	Introduction to Differentiation
	Exponential and Logarithmic Functions	Logarithms and Exponentials
	Statistical Analysis	Probability and Discrete Probability Distributions

Year 12 Course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	Graphing Techniques
	Trigonometric Functions	Trigonometric Functions and Graphs
	Calculus	Differential Calculus The Second Derivative Integral Calculus
	Financial Mathematics	Modelling Financial Situations
	Statistical Analysis	Descriptive Statistics and Bivariate Data Analysis Random Variables

COURSE: MATHEMATICS EXTENSION 1
COORDINATOR: Mr J. Gorman

1 unit for each of Year 11 and Year 12 Board Developed Course

PREREQUISITES:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that 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.

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.

Course Description:

The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. The course 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. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

The **Mathematics Extension 1** course is organised in topics, with the topics divided into subtopics.

Year 11 course	Mathematics Extension 1	
	Topics	Subtopics
	Functions	Further Work with Functions Polynomials
	Trigonometric Functions	Inverse Trigonometric Functions Further Trigonometric Identities
	Calculus	Rates of Change
	Combinatorics	Working with Combinatorics

Year 12 Course	Mathematics Extension 1	
	Topics	Subtopics
	Proof	Proof by Mathematical Induction
	Vectors	Introduction to Vectors
	Trigonometric Functions	Trigonometric Equations
	Calculus	Further Calculus Skills Applications of Calculus
	Statistical Analysis	The Binomial Distribution

COURSE: 1 UNIT MATHEMATICS EXTENSION 2
COORDINATOR: Mr J. Gorman

1 unit additional to the Mathematics Extension 1 Course for the Year 12 Board Developed Course.

PREREQUISITES:

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

This course is only studied in Year 12.

Course Description:

The course offers a suitable preparation for study of Mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill. Thus, the course provides a sufficient basis for a wide range of useful applications of Mathematics in such areas as science, engineering, finance and economics.

The **Mathematics Extension 2** course is organised in topics, with the topics divided into subtopics.

The **Mathematics Extension 2** course is organised in topics, with the topics divided into subtopics.

Year 12 Course	Mathematics Extension 2	
	Topics	Subtopics
	Proof	The Nature of Proof Further Proof by Mathematical Induction
	Vectors	Further Work with Vectors
	Complex Numbers	Introduction to Complex Numbers Using Complex Numbers
	Calculus	Further Integration
	Mechanics	Applications of Calculus to Mechanics

COURSE: MATHEMATICS STANDARD 1 (HSC course ONLY)**COORDINATOR: Mr John Gorman****2 units for each of Year 11 and HSC Board Developed Course.****Prerequisites:**

Students who intend to study the Mathematics Standard 1 course in Year 12 must have studied certain content as identified in the Year 11 Mathematics Standard syllabus.

Course Description:

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

The **Mathematics Standard** course is organised in topics, with the topics divided into subtopics.

Year 11 course (120 hours)	Mathematics Standard	
	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
Year 12 course (120 hours)	Mathematics Standard 1	
	Topics	Subtopics
	Algebra	Types of Relationships
	Measurement	Right-angled Triangles, Rates, Scale Drawings
	Financial Mathematics	Investment, Depreciation and Loans
	Statistical Analysis	Further Statistical Analysis

Note: From 2019 there will be an optional HSC exam for Mathematics Standard 1

COURSE: BIOLOGY
COORDINATOR: Mr R. Waters

2 units for each of Year 11 and HSC / Board Developed Course.

Course Description:

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

- The Year 11 Course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.
- The HSC Course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and noninfectious diseases.

Main Topics Covered:

Year 11 Course:

The Year 11 course consists of four modules.

- **Module 1** Cells as the Basis of Life
- **Module 2** Organisation of Living Things
- **Module 3** Biological Diversity
- **Module 4** Ecosystem Dynamics

HSC Course:

The HSC course consists of four modules.

- **Module 5** Heredity
- **Module 6** Genetic Change
- **Module 7** Infectious Disease
- **Module 8** Non-infectious Disease and Disorder

Particular Course Requirements:

Students are provided with 15 hours of course time for **Depth Studies** in both Year 11 and Year 12 during each year's 120 indicative hours. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process. There will incur a small additional cost. \$TBC

COURSE: CHEMISTRY
COORDINATOR: Mr R. Waters

2 units for each of Year 11 and HSC / Board Developed Course.

Course Description:

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

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact. The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields.

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

Main Topics Covered:

Year 11 Course:

- Module 1 Properties and Structure of Matter
- Module 2 Introduction to Quantitative Chemistry
- Module 3 Reactive Chemistry
- Module 4 Drivers of Reactions

HSC Course:

- Module 5 Equilibrium and Acid Reactions
- Module 6 Acid/base Reactions
- Module 7 Organic Chemistry
- Module 8 Applying Chemical Ideas

Particular Course Requirements:

Students are provided with 15 hours of course time for **Depth Studies** in both Year 11 and Year 12 during each year's 120 indicative hours. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. There will incur a small additional cost. \$TBC

COURSE: EARTH AND ENVIRONMENTAL SCIENCE
COORDINATOR: Mr R. Waters

2 units for each of Year 11 and HSC / Board Developed Course.

Course Description:

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The **Year 11 Course** investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The **HSC Course** investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

Main Topics Covered:

Year 11 Course:

- Earth's Resources
- Human Impacts
- Plate Tectonics
- Energy Transformations

HSC Course:

- Earth's Processes
- Natural Hazards
- Climate Science
- Resources Management

Particular Course Requirements:

Students are provided with 15 hours of course time for **Depth Studies** in both Year 11 and Year 12 during each year's 120 indicative hours. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

This will incur a small additional cost. \$TBC

COURSE: INVESTIGATING SCIENCE
COORDINATOR: Mr R. Waters

2 units for each of Preliminary and HSC / Board Developed Course.

Course Description:

The Investigating Science is designed to enhance the

- The **Preliminary Course** course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.
- The **HSC Course** builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Main Topics Covered:

Preliminary Course:

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

HSC Course:

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

Particular Course Requirements:

Students are provided with 30 hours of course time for **Depth Studies** in both Year 11 and Year 12 during each year's 120 indicative hours. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process. This will incur a small additional cost. \$TBC

COURSE: PHYSICS
COORDINATOR: Mr R. Waters

2 units for each of Year 11 and HSC / Board Developed Course.

Course Description:

Physics investigates natural phenomena and identifies patterns and applies in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

- The **Year 11 Course** develops a knowledge of waves, heat, motion, forces, fields, electricity and magnetism. Working scientifically is a significant part of the course. Students develop their skills in questioning, designing investigations, conducting investigations and analysing data. Depth studies make up 15 hours and are spent studying aspects of Physics in greater detail.
- The **HSC Course** builds on the concepts of the *Year 11 Course* by expanding into areas such as rocketry, planetary motion, astrophysics, electromagnetism, quantum mechanics and relativity. Working scientifically and 15 hours of depth study are also a component of the HSC course. This dynamism and interrelatedness adds a level of sophistication to students' understanding of the true nature and practice of science.

Main Topics Covered:

Year 11 Course:

- Fundamental Mechanics
 - Kinematics
 - Dynamics
- Energy
 - Waves and Thermodynamics
 - Electricity and Magnetism

HSC Course:

- Beyond the Fundamentals
 - Electromagnetism
 - Advanced Mechanics
- Developing New Ideas in Physics
 - Waves or Particles
 - Models of the Atom

Particular Course Requirements:

Students are provided with 15 hours of course time for **Depth Studies** in both Year 11 and Year 12 during each year's 120 indicative hours. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. This will incur a small additional cost. \$TBC

COURSE: ABORIGINAL STUDIES (online only)
COORDINATOR: Ms. M. Casamento

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS: Nil

Course Description:

The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies.

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

Main Topics Covered:

Year 11 Course:

- **Aboriginality and the Land** (20%) – Aboriginal peoples' relationship to land and water; the dispossession and dislocation of Aboriginal peoples from land and water and the impact of British colonization on land and water.
- **Aboriginal Heritage and Identity** (30%) – The Dreaming and cultural ownership; the impact of colonization on Aboriginal cultures and families and the diversity of Aboriginal cultural and social life.
- **Colonialism, Racism and Prejudice** (25%) – Aboriginal political and legal systems; Aboriginal and non-Aboriginal responses to the British colonisation and the impact and consequences of dispossession and dislocation of Aboriginal peoples.
- **Research and Inquiry Methods** (25%) – Includes skills and protocol necessary for appropriate community consultation and fieldwork.

HSC Course:

Core Case Studies (50%)

A global perspective of **Social Justice and Human Rights Issues** across 2 chosen from: health, education, housing, employment, criminal justice and economic independence.

Elective Study (20%)

- **Aboriginality and the Land** - The Land Rights movement and the recognition of native title including non-Aboriginal responses to land rights; government policies and legislation
- or
- **Aboriginal Heritage and Identity** - contemporary aspects of Aboriginal heritage and identity, including non-Aboriginal responses to Aboriginal heritage and identity and government legislation and policies influencing expressions of identity and heritage.
- **Major Project** (30%) - choice of project topic based on student interest.

Particular Course Requirements:

In both courses, students must undertake mandatory community case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community based fieldwork.

COURSE: ANCIENT HISTORY
COORDINATOR: Ms. M. Casamento

2 units for each of Year 11 and Year 12 / Board Developed Course
EXCLUSIONS: Nil.

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 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:

The Year 11 course in Ancient History has three parts:

- Part I: Introduction (a) Investigating the Past: History, Archaeology and Science
(b) Case Studies
- Part II: Ancient Societies, Sites and Sources
- Part III: Historical Investigation

The Year 11 course requires study of at least one case study, at least one study of ancient societies, sites and sources and a historical investigation.

The Year 12 course in Ancient History is structured in four parts:

- Part I Core: Cities of Vesuvius - Pompeii and Herculaneum (25% of the course)
- Part II: ONE Ancient Society (25% of the course)
- Part III: ONE Personality in Their Times (25% of the course)
- Part IV: ONE Historical Period (25% of the course)

Particular Requirements: NIL

<p><i>COURSE: BUSINESS STUDIES</i> <i>COORDINATOR: Ms. M. Casamento</i></p>

<p>2 units for each of Year 11 and Year 12 / Board Developed Course. EXCLUSIONS: Nil.</p>

Course Description:

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main Topics Covered:

Year 11 Course:

- Nature of Business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

Year 12 Course:

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

Particular Requirements: NIL

<p style="text-align: center;"><i>COURSE: ECONOMICS</i> <i>COORDINATOR: Ms. M. Casamento</i></p>
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<p style="text-align: center;">2 units for each of Year 11 and Year 12 / Board Developed Course. EXCLUSIONS: Nil.</p>

Course Description:

Economics provides an 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 (10%) – the nature of economics and the operation of an economy;
- Consumers and Business (10%) – the role of consumers and business in the economy;
- Markets (20%) – the role of markets, demand, supply and competition;
- Labour Markets (20%) – the workforce and role of labour in the economy;
- Financial Markets (20%) – the financial market in Australia including the share market;
- Government in the Economy (20%) – the role of government in the Australian economy.

Year 12 Course:

- The Global Economy (25%) – Features of the global economy and globalisation;
- Australia's Place in the Global Economy (25%) – Australia's trade and finance;
- Economic Issues (25%) – Issues including growth, unemployment, inflation, wealth and management;
- Economic Policies and Management (25%) – the range of policies to manage the economy.

Particular Requirements: NIL

COURSE: GEOGRAPHY
COORDINATOR: Ms. M. Casamento

2 units for each of Year 11 and Year 12 / Board Developed Course.
EXCLUSIONS: Nil.

Course Description:

- The **Year 11 Course** investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of Geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.
- The **Year 12 Course** enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combined with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

Main Topics Covered:

Year 11 Course:

- Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management;
- Global Challenges (45%) –geographical study of issues at a global scale;
- The Senior Geography Project (10%) – a geographical study of student's own choosing.

Year 12 Course:

- Ecosystems at Risk ($33\frac{1}{3}\%$) – the functioning of ecosystems, their management and protection;
- Urban Places ($33\frac{1}{3}\%$) – study of cities and urban dynamics;
- People and Economic Activity ($33\frac{1}{3}\%$) – geographic study of economic activity in a local and global context.

Key concepts incorporated across all topics:

Change, Environment, Sustainability, Spatial and Ecological Dimensions, Interaction, Technology, Management and Cultural Integration.

Particular Course Requirements:

Students complete a Senior Geography Project (SGP) in the Year 11 Course and must undertake 12 hours of fieldwork in both the Year 11 *and* Year 12 Courses. Students will be required to submit both oral and written geographic reports.

COURSE: LEGAL STUDIES
COORDINATOR: Ms. M. Casamento

2 units for each of Year 11 and Year 12 / Board Developed Course.
EXCLUSIONS: Nil.

Course Description:

- The Year 11 Course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and International Legal Systems, the Australian Constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.
- The Year 12 Course investigates the key areas of law, crime and human rights. It also investigates through a variety of options the ability of the legal system to deliver just outcomes for individuals and society.

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:

- Crime (30% of course time)
- Human Rights (20% of course time);
- Options (50% of course time).

Students will study two options chosen from:

- Consumers
- Family
- Global environmental protection
- Indigenous peoples
- Shelter
- Workplace
- World order

Particular Course Requirements:

No special requirements.

COURSE: MODERN HISTORY
COORDINATOR: Ms. M. Casamento

2 units for each of Year 11 and Year 12 / Board Developed Course.
EXCLUSIONS: Nil.

Course Description:

- The Year 11 Course is designed to introduce students to the skills and methodologies involved in undertaking the study of History. It also provides an opportunity for students to undertake in depth studies of individuals, groups, events, and ideas in a range of historical contexts.
- The Year 12 Course is designed for students to investigate the forces, events, ideas and people that have shaped the modern world. Students focus on four depth studies in the twentieth century.

Main Topics Covered:

The Year 11 Course:

- Part 1: Investigating Modern History (60 hours)
 - 1) The Nature of Modern History
 - 2) Case Study
 - 3) Case study
- Part 11: Historical Investigation (20 hours)
- Part 111: The Shaping of the Modern World (40 hours)

The Year 12 Course:

- Part I: Core Study: Power and Authority in the Modern World 1919 - 1946 (25% course time)
- Part 11: 20th Century National Study (25% course time)
- Part 111: Peace and Conflict (25% course time)
- Part 1V: Change in the Modern World (25% course time)

Particular Course Requirements: NIL

COURSE: SOCIETY AND CULTURE
COORDINATOR: Ms. M. Casamento

2 units for each of Year 11 and Year 12 / Board Developed Course.
EXCLUSIONS: Nil

Course Description:

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

Main Topics Covered:

Year 11 Course:

- The Social and Cultural World (20%) - the interaction between aspects of society and cultures
- Personal and Social Identity (40%) - socialisation and the development of personal and social identity in individuals and groups in a variety of social and cultural settings
- Intercultural Communication (40%) - how people in different cultures interact and communicate

Year 12 Course:

Core

- Social and Cultural Continuity and Change (30%) - the nature, continuity and change, research and study of a selected country
- The Personal Interest Project (30% of course time; 40% of external HSC mark)
 - an individual research project

Depth Studies (40%)

Two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems and Ideologies – role of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – nature of social inclusion and exclusion and the implication for individuals and groups and societies and cultures
- Social Conformity and Nonconformity – formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity and the role of, and responses to, non-conformity.

Particular Course Requirements:

Year 12

Completion of Personal Interest Project (40% of external HSC mark)

COURSE: HISTORY EXTENSION
COORDINATOR: Ms. M. Casamento

1 Unit Year 12 / Board Developed Course.
EXCLUSIONS: Nil.

Course Description:

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Main Topics Covered:

Part I: Constructing History (40 hours)

Key Questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time

Case Studies:

Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

Part II: History Project (20 hours)

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation. The project includes a proposal, essay, bibliography, annotated sources and process log.

Prerequisites:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.
Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

COURSE: DESIGN AND TECHNOLOGY
COORDINATOR: Ms F. Spinks

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS: Nil.

Course Description:

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 two design projects and a related research unit.
- In the HSC Course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

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.
- **HSC Course:**
Innovation and Emerging Technologies including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

Particular Course Requirements:

Students must be self motivated, creative learners. They need to be able to self-manage projects and be capable of decision making. They require initiative and should be passionate about design.

- In the Year 11 Course, students must participate in hands-on practical activities.
- In the HSC Course, the comprehensive study of designing and producing that were studied in the *Year 11 Course* are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a design folio.

Cost:

- **Year 11 HSC Course \$90.00**
- **HSC Course \$50.00**
- **This cost covers the use of basic consumables used in experimentation and testing. Major Design Projects are funded by students.**

COURSE: ENGINEERING STUDIES
COORDINATOR: Ms F. Spinks

2 units for each of Year 11 and HSC / Board Developed Course
Xavier Catholic College Recommended Prerequisite - Mathematics Advanced, Physics or Chemistry

Course Description:

Both Year 11 and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/ hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered:

Year 11 Course:

Students undertake the study and develop an engineering report for each of the 5 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products and braking systems
- one focus module relating to the field of Bio-Engineering
- one school-based elective module.

HSC Course:

Students undertake the study and develop an engineering report for each of the 5 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport; Lifting devices
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements:

Students must be self motivated and capable of learning from an online environment. Maths and Science skills must be of a high level.

- Students develop an engineering report for each module studied.
- At least one report in each of the Year 11 and the HSC courses must be the result of collaborative work.

COURSE: FOOD TECHNOLOGY
COORDINATOR: Ms F. Spinks

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS: Nil.

Course Description:

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

Main Topics Covered:

Year 11 Course:

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

HSC Course:

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

The study of contemporary issues, relating to the marketplace are also included.

Particular Course Requirements:

Students should be very interested in the study of food, agriculture/aquaculture, food production, nutrition and all aspects of the food industry. There are numerous practical experiences, however the majority of the course is written work.

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 Course is a prerequisite to the study of the 2 unit HSC Course.

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

It is mandatory that students undertake *practical activities*. Such experiential learning activities are specified in the 'learn to' section of each strand.

Students are required to supply a cotton apron and cap.

Costs:

- Year 11 \$215.00
- Year 12 \$160.00

COURSE: INDUSTRIAL TECHNOLOGY – MULTIMEDIA

COORDINATOR: Ms F Spinks

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS: Industrial Technology - Timber

Course Description:

Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The Focus Area is Multimedia.

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

Throughout the course students will:

- learn about and use various computers capable of multimedia.
- learn about and use appropriate software relevant to their projects in the areas of authorising, publishing, sound editing, image editing, 2D/3D drawing, video production and web page design.
- Have access to additional equipment such as video cameras and the internet to allow relevant projects to be undertaken.
- Learn the process involved in storyboarding, image creation and editing, sound creation and editing, publishing and page layout, authoring and copyright.

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, personnel, Occupational Health and Safety
- Design, Management and Communication - designing, drawing, computer applications, project management, literacy, calculations, graphics
- Production – display a range of skills through the construction of a major project
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC 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 the relevant industry:

- Industry Study
- Design, Management and communication
- Production
- Industry Related Manufacturing Technology

Particular Course Requirements:

In the Year 11 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 Year 11 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.

- **Cost: \$45.00**

COURSE: INDUSTRIAL TECHNOLOGY - TIMBER
COORDINATOR: Ms F. Spinks

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS: Industrial Technology - Multimedia

Course Description:

Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The Focus Area 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, personnel, Work Health and Safety
- Design, Management and Communication - designing, drawing, computer applications (CAD), project management, literacy, calculations, graphics
- Production – display a range of skills through the construction of a major project
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC 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 the relevant industry:

- Industry Study
- Design, Management and communication
- Production
- Industry Related Manufacturing Technology

Particular Course Requirements:

In the Year 11 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 Year 11 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.

Students would benefit from skills obtained in Year 9 and 10 Timber. Students should be self motivated, have an ability to work independently and safely.

Cost:

- Year 11 \$165.00
- Year 12 \$ 60.00
- This cost covers the use of basic consumables used in experimentation and testing.
HSC projects will need to be personally funded.

COURSE: INFORMATION PROCESSES AND TECHNOLOGY
COORDINATOR: Ms F Spinks

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS: Nil.

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. Through project work, students will create their own information system to meet an identified need.

Main topics covered:

Year 11 Course:

***Introduction to Information Skills
and Systems (20%)***

- Information systems in context
- Information processes
- The nature of data and information
- Reasons for digital data representation
- Social and ethical issues

Tools for Information Processes (50%)

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying
- Integration of processes

Developing Information systems (30%)

- Traditional stages in developing a system
- Complexity of systems
- Roles of people involved in systems development
- Social and ethical issues

HSC Course:

Projects Management (20%)

- Techniques for managing a project
- Understanding the problem
- Planning
- Designing solutions
- Implementing
- Testing, evaluating and maintaining

Information Systems & Databases (20%)

- Information systems
- Database information systems
- Organisation
- Storage and retrieval
- Other information processes
- Issues related to information systems

Communication Systems (20%)

- Characteristics of communication systems
- Examples of communication systems
- Transmitting and receiving in communication systems
- Other information processes in communication systems
- Managing communication systems
- Issues related to communication systems

Option Strands (40%)

Students will select TWO of the following options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

Particular Course Requirements: There is no prerequisite study for the 2 unit Year 11 Course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC Course.

This is a course for students interested in using computing applications to a high level. There is minimal computer programming in this course.

COURSE: SOFTWARE DESIGN AND DEVELOPMENT
COORDINATOR: Ms F Spinks

2 units for each of Year 11 and HSC / Board Developed Course
EXCLUSIONS: Nil.

Course Description:

- The Year 11 Course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.
- The HSC Course builds on the Year 11 Course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

Main Topics Covered:

Year 11 Course:

Concepts and Issues in the Design and Development of Software 30%

- Social and ethical issues
- Hardware and software
- Software development approaches.

Introduction to Software Development 50%

- Defining the problem and understanding the problem;
- Planning and designing software solutions
- Implementing software solutions
- Testing and evaluating soft solutions
- Maintaining software solutions

Developing Software Solutions 20%

HSC Course:

Development and Impact of Software Solutions 15%

- Social and ethical issues
- Application of software development approaches

Software Development Cycle 40%

- Defining and understanding the problem
- Planning and design of software solutions
- Implementation of software solutions
- Testing and evaluation of software solutions
- Maintenance of software solutions

Developing a Solution Package 25%

Option

- Programming paradigms OR
- The interrelationship between software and hardware

Particular Course Requirements:

Practical experience should occupy a minimum of 20% of the Year 11 course and a minimum of 25% of the HSC course. There are software and course specifications.

Languages This is for students to develop software for different scenarios' used-unity, python, java, C, ardino and micro bit

Cost:

- Year 11 \$60.00 - Covers computing competitions
- Year 12 \$20.00

COURSE: TEXTILES AND DESIGN
COORDINATOR: Ms F. Spinks

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS: Nil.

Course Description:

- The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two Year 11 textile projects.
- The HSC course builds upon the Year 11 course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Main Topics Covered:

Year 11 Course:

- Design (40%);
- Properties and Performance of Textiles (50%);
- The Australian Textile, Clothing, Footwear and Allied Industries (TCFAI) (10%).

HSC Course:

- Design (20%);
- Properties and Performance of Textiles (20%);
- The Australian Textile, Clothing, Footwear and Allied Industries (10%);
- Major Textiles Project (50%)

Particular Course Requirements:

Year 11 Course: In the Year 11 course students will undertake two Year 11 textile projects. Year 11 Project 1 will be drawn from the area of study Design. Year 11 Project 2 will be drawn from the area of study of Properties and Performance of Textiles.

HSC Course: In the HSC course the major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

Costs:

- Year 11 \$ 50.00
- Year 12 \$ 40.00

* Fees cover experimental materials. Students need to fund own design project requirements.

COURSE: DANCE
CAPA - CREATIVE ARTS COORDINATOR: Mrs N. Fitzgerald

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Year 11 Course

The Year 11 course is the study of Dance as an artform through the components of:

- **Performance**
- **Composition**
- **Appreciation**

The students are guided in the development of dance technique and performance quality through the interrelation of the components of performance, composition and appreciation with emphasis of safe dance practices. The course caters for students from a wide range of previous experience.

The weighting of components in the Year 11 Course are as follows:

Performance (40%) - Dance technique from various genres, performance skills as self expression and training of the dancing body with consideration of safe dance practice.

Composition (20%) - Composing phrases and sequences in a personal style to communicate ideas.

Appreciation (20%) - To understand Dance as the performance and communication of ideas as an expressive artform.

Additional (20%) - To be allocated by the teacher appropriate to the class.

HSC Course

The HSC course continues the **core** study of the areas of **Performance, Composition and Appreciation:**

Core Performance (20%) - Performing in personal style demonstrating performance quality with consideration of safe dance practices.

Core Composition (20%) - Composing dance in a personal style to communicate ideas.

Core Appreciation (20%) - Evaluating and appreciating Dance as an artform in a socio-historic context through the study of Dance Works.

Major Study (40%) - Students undertake an in depth study of one area chosen from Performance, Composition, Appreciation or Dance and Technology, exploring the artistic and aesthetic qualities of movement.

Particular Course Requirements:

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout the course.

The published 'Course Prescriptions', which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Cost:

- **Year 11 \$ 50.00**
- **Year 12 \$ 80.00**

These costs contribute to specialist dance wear purchased for use by the students.

COURSE: DRAMA
COORDINATOR: Mrs N. Fitzgerald

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

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

Year 11 Course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. Theory is a component of each unit of work.

HSC Course content: Australian Drama and Theatre and Studies in Drama and Theatre involves the study through practical exploration and theoretical consideration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The **Group Performance** students create a piece of original theatre for External Examination. It provides the opportunity for each student to demonstrate his or her performance skills. The Group Performance is mandatory for HSC Drama.

For the **Individual Project**, students demonstrate their expertise in a particular area of drama. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

The **Written Exam** comprises two essay style answers in response to set texts prescribed by the NESA. The texts are explored theoretically and experimentally through workshops, reflections and research tasks.

Main Topics Covered:

Year 11 Course:

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

HSC Course

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

Particular Course Requirements:

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

Cost:

- Year 11 \$ 80.00 (includes performance excursion/workshops)
- Year 12 \$ 80.00 (includes performance excursion/workshops)

COURSE: MUSIC 1
COORDINATOR: Mrs N. Fitzgerald

2 units for each of Year 11 and HSC / Board Developed Course.
SUGGESTED PREREQUISITES: Music Mandatory Course (or equivalent).
EXCLUSIONS: Music 2.

Course Description:

In the Year 11 and HSC Courses students will study and be assessed on the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered:

Students study three topics in each year of the course. Topics are chosen from a list of 21, which cover a wide range of styles, periods and genres. (Topic selection is based on student interest and teacher expertise.)

Particular Course requirements:

This course is designed to be a continuation of the skills and knowledge developed in Music from Year 7-10. Students wishing to enter this course who did not complete Music for the School Certificate should have a background on a musical instrument and an understanding of musical notation.

HSC Course:

In addition to core studies in performance, composition, musicology and aural, HSC students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the HSC course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.

Cost:

- Year 11 \$ 30.00
- Year 12 \$ 30.00

This fee contributes to the cost of maintenance of specialist music equipment utilized within the course.

COURSE: VISUAL ARTS
COORDINATOR: Mrs N. Fitzgerald

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description:

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artmaking practice by creating a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Any student may undertake the Stage 6 Visual Arts course. They need not have studied Visual Arts in Years 9 and 10. Students undertaking Stage 6 Visual Arts must have an interest and a willingness to commit to the creative processes and interest in the art world.

Main Topics Covered:

Year 11 Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artwork, the world and audiences in the art world
- the different ways that visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop and layer meaning in their artworks
- building understandings over time through various investigations and working in different forms

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations
- how students express their artistic intentions by further developing and layering meaning in a body of work.

Particular Course Requirements:

Year 11 Course:

- artworks in at least two expressive forms (ie. Documented forms, a collection of works, drawing, painting, photomedia, printmaking, textiles and fibre, graphic design, designed objects, sculpture, ceramics, time-based forms) and use of a Visual Arts Process Diary
- a broad investigation of ideas in art making, art criticism and art history

HSC Course:

- development of a body of work and use of a Visual Arts Process Diary. The body of work will be marked externally.
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history. Students complete a written paper on art criticism and art history marked externally.

In both courses, half the time is spent on art making and the other half on art criticism and art history.

Cost:

- **Year 11 \$150.00**
- **Year 12 \$120.00 - Students are also responsible for any additional specialist materials for their Body of Work.**

COURSE: COMMUNITY AND FAMILY STUDIES
COORDINATOR: Mr J. Cunynghame

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS: Nil.

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:

Year 11 COURSE

Resource Management

- Basic concepts of the resource management process (approximately 20% of course time).

Individuals and Groups

- The individual's roles, relationships and tasks within groups (approximately 40% of course time).

Families and Communities

- Family structures and functions and the interaction between family and community (approximately 40% of course time).

HSC COURSE

Research Methodology

Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).

Groups in Context

- The characteristics and needs of specific community groups (approximately 25% of course time).

Parenting and Caring

- Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

HSC Option Modules Select one of the following (approximately 25% of course time):

Family and Societal Interactions

- Government and community structures that support and protect family members throughout their lifespan.

Social Impact of Technology

- The impact of evolving technologies on individuals and lifestyle.

Individuals and Work

- Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements:

Students are required to complete an Independent Research Project as part of the HSC 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.

Cost:

- \$ 10.00

As part of the Parenting and Caring topic students take home a 'Real Care' baby. Students will be liable for any costs associated with the damage or loss of this equipment. Further details will be given during the course.

COURSE: PERSONAL DEVELOPMENT HEALTH PHYSICAL EDUCATION.
COORDINATOR: Mr J. Cunynghame

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS: Nil.

Course Description:

- The Year 11 Course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.
- In the **HSC** Course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This 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.
- The area of PDHPE presents post school study and career options such as teaching, health and medical fields, government recreation agencies, corporate health promotion and coaching opportunities.

Main Topics Covered:

Year 11 Course:

Core Topics (60%)

- Better Health for Individuals;
- The Body in Motion.

Optional Components (40%) Students to select **two** options each from:

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

HSC Course:

Core Topics (60%)

- Health Priorities in Australia;
- Factors Affecting Performance.

Optional Components (40%) Students select **two** of the following options:

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

Particular Course Requirements:

In addition to core studies, students select **two** options in each of the *Year 11 and HSC Courses*.

COURSE: FRENCH BEGINNERS
COORDINATOR: Mrs M. Campey

2 units for each of Year 11 and HSC / Board Developed Course.

**EXCLUSIONS: French - Continuers. Strict eligibility rules apply to the study of this subject.
Check with your teacher or the Board's ACE Manual.**

In the words of Nelson Mandela *"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart"*.

This is the opportunity for a fresh start in French. You can do this subject if you have done no French at all or only completed one year. We assume that you have no previous knowledge and start from the basics. Over the two years, we build up a sound knowledge of French language and culture.

After English and German, French is the third most widely used language on the Internet, ahead of Spanish. An ability to understand French offers an alternative view of the world through communication with French speakers from all over the world and news from the leading French-language international media. The ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world. As one of the world's largest economies and a leading destination for foreign investment, France is a key economic partner.

In today's world, speaking one foreign language is not enough. Students who speak several languages will increase their chances of finding a job, whether at home or abroad. Learning another language enriches the mind and opens up new horizons, both personal and professional.

Course Description:

In the Year 11 Course students will begin to develop their knowledge and understanding of French. During this course, students must acquire some knowledge of the French language as a system, through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills: Listening, Speaking, Reading and Writing.

In the HSC Course students will continue to develop their knowledge and understanding of French through the four skills: Listening, Speaking, Reading and Writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Year 11 Course will be studied in greater depth for the HSC Course.

Main Topics Covered:

The Personal World & The French-speaking Communities:

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

COURSE: FRENCH CONTINUERS
COORDINATOR: Mrs M. Campey

2 units for each of Year 11 and HSC / Board Developed Course.
PREREQUISITES: School Certificate French or equivalent knowledge is assumed.
EXCLUSIONS: French – Beginners

In the words of Nelson Mandela *“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart”*.

Course Description:

In French Continuers we build on the vocabulary and grammar covered in Years 9 and 10.

The Year 11 and HSC Courses have as their organisational focuses the themes and associated topics listed below. Students’ skills in, and knowledge of, *French* will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

After English and German, French is the third most widely used language on the Internet, ahead of Spanish. An ability to understand French offers an alternative view of the world through communication with French speakers from all over the world and news from the leading French-language international media. The ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world. As one of the world’s largest economies and a leading destination for foreign investment, France is a key economic partner.

French is spoken in more than 40 countries, including some of Australia’s closest neighbours and is also the most widely taught second language in the world after English. French can be a very useful asset in fields such as science, commerce, hospitality and travel.

In today’s world, speaking one foreign language is not enough. Students who speak several languages will increase their chances of finding a job, whether at home or abroad. Learning another language enriches the mind and opens up new horizons, both personal and professional.

Main Topics Covered:

Themes:

- The Individual
- The French-Speaking Communities
- The Changing World

Students’ language skills are developed through tasks such as:

- Conversation
- Responding to an Aural Stimulus
- Responding to a Variety of Written Material
- Writing for a Variety of Purposes
- Studying the culture of French-speaking communities through texts

COURSE: HSC FRENCH EXTENSION
COORDINATOR: Mrs M. Campey

1 unit for HSC / Board Developed Course.
PREREQUISITES: The French Continuers Year 11 course is a prerequisite.
CO-REQUISITES: The French Continuers HSC course is a co-requisite.
EXCLUSIONS: Nil

Course Description:

The Extension course has a prescribed theme and related issues as its organizational focus. Students' knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression.

Main Topics Covered:

Theme:

- the individual and contemporary society

Prescribed Issues:

- The outsider versus social order
- The power of attachment
- Our relationship with the environment

Students' knowledge and understanding of the issues are developed through tasks such as:

- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts

Particular Course Requirements: Nil.

COURSE: ITALIAN BEGINNERS

COORDINATOR: Mrs M. Campey

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS: Italian - Continuers; Strict eligibility rules apply to the study of this subject.

Check with your teacher or the Board's ACE Manual.

In the words of Nelson Mandela *"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart"*.

We assume that you have no previous knowledge and start from the basics. Over the two years, we build up a sound knowledge of Italian language and culture. In today's world, speaking one foreign language is not enough. Students who speak several languages will increase their chances of finding a job, whether at home or abroad. Learning another language enriches the mind and opens up new horizons, both personal and professional.

Of all the romance languages, Italian is the closest to Latin and it is estimated that 60% of English words derived from Latin. Learning Italian will make any other romance languages, including Spanish, French, Portuguese and Romanian, more approachable and easier to learn.

Course Description:

In the Year 11 Course students will develop their knowledge and understanding of Italian across a range of topics. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC Course students will continue to develop their knowledge and understanding of Italian through the four skills: listening, speaking, reading and writing. Study may cover new topics or more detailed treatment of topics previously studied.

Main Topics Covered:

The Personal World & The Italian-speaking Communities:

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

VET CURRICULUM FRAMEWORK COURSES



BUSINESS SERVICES

BSB20115 Certificate II in Business



VERSION: APRIL 2019

This entry level qualification provides students with the skills and knowledge to undertake the role of individuals in a variety of junior administrative positions performing a range of mainly routine tasks using practical skills and operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Students will develop skills in the areas of communication, teamwork, problem solving, innovation, enterprise, planning and organising (prioritising).

Hours	240 hours	Training Package	BSB v3.0
Type	VET Board Developed Course	Work Placement	Mandatory 70 hours
Unit Value	2 Unit Preliminary 2 Unit HSC	SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
Specialisation	Yes	Recognition	National AQF and HSC Qualification
HSC Exam	Yes	ATAR	Yes

ASSESSMENT

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

FURTHER STUDY

- Certificate III Business qualifications
- Certificate IV qualifications, for example:
 - Administration
 - Marketing
 - Human Resources
 - Business Sales
 - Diploma and Degree

JOB ROLES IN THE BUSINESS INDUSTRY

Individuals with this qualification are able to perform roles, such as:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

PERSONAL REQUIREMENTS

- Able to work methodically, accurately and neatly
- Good oral and written communication skills
- Able to work as part of a team
- Neat personal appearance.

DUTIES AND TASKS OF AN ADMINISTRATION ASSISTANT

- Sort and distribute incoming mail to areas and staff within the organisation and dispatch outgoing mail
- Write business letters, reports or office memos using word processing programmes
- Answer telephone enquiries from customers, attend to visitors and assist other staff in the organisation with their enquiries
- Operate a range of office machines such as photocopiers, computers and faxes
- File papers and documents
- Undertake other duties such as banking, credit control or payroll functions

STUDENT OUTCOMES FOR CERTIFICATE II IN BUSINESS

These are the outcomes of graduates surveyed six months after completing their training.

Satisfied with Training



Improved Work Status



Salary



All statistics are supplied by the National Centre for Vocational Education Research

CONSTRUCTION

CPC20211 Certificate II in Construction Pathways



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

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

Hours	240 hours	Training Package	CPC08v9.4
Type	Board Developed Course	Work Placement	Mandatory 70 hours
Unit Value	2 unit Preliminary 2 unit HSC	SBAT	Opportunity to complete a School Based Apprenticeships or a Traineeship and gain credit towards the HSC
Specialisation	Yes	Recognition	National AQF and HSC Qualification
HSC Exam	Yes	ATAR	Yes

ASSESSMENT

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

DUTIES AND TASKS OF A CARPENTER

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

PERSONAL REQUIREMENTS

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

FURTHER STUDY

Apprenticeship, for example in

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

JOB ROLES IN THE CONSTRUCTION INDUSTRY

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

STUDENT OUTCOMES FOR CERTIFICATE II IN CONSTRUCTION PATHWAYS

These are the outcomes of graduates surveyed six months after completing their training.

Satisfied with Training



Improved Work Status



Salary



All statistics are supplied by the National Centre for Vocational Education Research



RETAIL SERVICES

SIR30216 Certificate III in Retail



VERSION: APRIL 2019

The qualification provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants. Students develop the required skills and knowledge required by individuals who have the primary responsibility of engaging the customer, maintaining daily store operations and delivering on organisational expectations. They have sound knowledge of product and service offerings. They work with some independence under limited supervision.

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

Hours	240 hours	Training Package	SIRv3
Type	Board Developed Course	Work Placement	Mandatory 70 hours
Unit Value	2 unit Preliminary 2 unit HSC	SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
Specialisation	No	Recognition	National AQF and HSC Qualification
HSC Exam	Yes	ATAR	Yes

ASSESSMENT

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

DUTIES AND TASKS OF A SALES ASSISTANT

- Advise customers on the location, selection, price, delivery, use and care of goods available from the store, with the aim of encouraging them to buy and to return to buy in the future
- Operate cash registers & accept payment, or prepare finance arrangements (invoices, contracts)
- Take special orders for items not currently in stock, or not normally stocked, and notify customers when the items have arrived
- Package goods for customers and arrange delivery
- price, stack and display items for sale and keep the store tidy and attractive
- Be aware of health, safety, welfare issues & practices
- Participate in stocktaking
- Arrange for & advise on repairs of damaged goods

PERSONAL REQUIREMENTS

- Enjoy working with people
- A helpful, courteous manner
- Neat personal appearance
- Good communication skills
- Able to deal accurately with money
- Motivation and drive
- No skin disorders if working with food
- Good problem-solving skills
- Willing to work as part of a team.

RELATED OCCUPATIONS

Customer Service Assistant, Sales Counter Assistant, Sales Administrator, Retail Store Manager, Customer Service Representative

FURTHER STUDY

- SIR40316 Certificate IV in Retail Management

JOB ROLES IN THE RETAIL INDUSTRY

- Individuals with this qualification are able to perform roles, such as:
- provide product and service advice in a retail store
- sell products and services in a variety of retail settings
- work as a checkout operator
- check stock and replenish shelves
- organise and maintain work areas and displays.

STUDENT OUTCOMES FOR CERTIFICATE III IN RETAIL

These are the outcomes of graduates surveyed six months after completing their training.

Satisfied with Training



Improved Work Status



Salary



All statistics are supplied by the National Centre for Vocational Education Research



HOSPITALITY – FOOD & BEVERAGE

SIT20316 Certificate II in Hospitality

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

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

Hours	240 hours	Training Package	SITv1.2
Type	Board Developed Course	Work Placement	Mandatory 70 hours
Unit Value	2 unit Preliminary 2 unit HSC	SBAT	Opportunity to complete a School Based Apprenticeship or a Traineeship and gain credit towards the HSC
Specialisation	Yes	Recognition	National AQF and HSC Qualification
HSC Exam	Yes	ATAR	Yes

ASSESSMENT

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

DUTIES AND TASKS OF A WAITER

- Take restaurant reservations
- Set tables with clean linen or placemats, cutlery, crockery and glasses
- Welcome and seat customers and hand menus to them
- Talk to guests about the menu and drinks and recommend combinations
- In some cases, promote local produce and attractions to visitors from interstate and overseas
- Take customers' orders and pass them to kitchen staff or bar attendants
- Serve food and drinks
- Carve meat
- Make up bills and present them to customers
- Handle money or credit cards
- Clear tables and return dishes and cutlery to kitchens.

PERSONAL REQUIREMENTS

- Neat personal appearance
- A high level of personal hygiene
- Good communication skills
- Good memory
- Polite and patient
- Friendly and efficient
- Enjoy working with people
- Able to work as part of a team
- Able to handle money
- Able to cope with the physical demands of the job

RELATED OCCUPATIONS

- bar attendant,
- café attendant,
- catering assistant,
- food and beverage attendant,
- front office assistant,
- porter, room attendant

FURTHER STUDY

After achieving SIT20316 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

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

STUDENT OUTCOMES FOR CERTIFICATE II IN HOSPITALITY

These are the outcomes of graduates surveyed six months after completing their training.

Satisfied with Training



Improved Work Status



Salary



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ENTERTAINMENT INDUSTRY

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



This qualification is designed to reflect the role of individuals who work in technical production areas, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations.

This qualification is very flexible and designed to meet a broad range of industry needs. It includes a general option to reflect the need for multi-skilling plus specialised streams for specific job outcomes (e.g. for audio, lighting).

Hours	240 hours	Training Package	CUA4
Type	Board Developed Course	Work Placement	Mandatory 70 hours
Unit Value	2 unit Preliminary 2 unit HSC	SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
Specialisation	Yes	Recognition	National AQF and HSC Qualification
HSC Exam	Yes	ATAR	Yes

ASSESSMENT

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

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

DUTIES AND TASKS FOR A GRADUATE

- A sound technician's assistant may conduct microphone checks, ensure that the cables are properly plugged in and other tasks as directed by the sound technician.
- Follow spot operators use specialised stage lighting instruments to physically move a light to follow an actor on stage through the show. A follow-spot can move, change size, beam width, and colour easily by hand.
- Lighting, audio & staging assistants perform a mix of basic lighting, staging & audio duties.
- Props Assistants help to construct, shift, maintain and assemble props for theatre, television and film, or for arts events.
- Stagehands duties include setting up and operating the scenery, lights, sound, props, rigging, and special effects for a production.

PERSONAL REQUIREMENTS

- A good ear for detail in all areas of sound
- Aptitude for working with computers and audio equipment
- Flexible attitude toward working hours and conditions
- Able to work under pressure as part of a team
- Interested in electronic sound and vision production, and recording equipment
- Good technical ability and communication skills

FURTHER STUDY

- CUA40415 Certificate IV in Live Production and Technical Services
- CUA50415 Diploma of Live Production and Technical Services
- CUA50513 Diploma of Live Production Design
- CUA60213 Advanced Diploma of Live Production and Management Services

JOB ROLES IN THE ENTERTAINMENT INDUSTRY

- Assistant lighting technician
- Assistant set builder
- Assistant sound
- Assistant wardrobe technician
- Box office customer service representatives
- Follow spot operator
- Fly operator

STUDENT OUTCOMES FOR CERTIFICATE III IN LIVE PRODUCTION AND SERVICES

These are the outcomes of graduates surveyed six months after completing their training.

Satisfied with Training



Improved Work Status



Salary



All statistics are supplied by the National Centre for Vocational Education Research

WHAT IS TAFE DELIVERED VOCATIONAL AND EDUCATIONAL TRAINING (TVET)?

While studying for your Higher School Certificate, consider getting a head-start on the road to your future career and pick up important life skills on the way.

TVET Courses are a great study option during Year 11 and/or Year 12 because they allow you to:

- Complete NESA units that count towards your HSC
- Gain practical skills that will make you job-ready
- Experience an adult learning environment
- Start or complete a nationally recognised TAFE NSW qualification at the same time as you do your HSC
- Choose from courses that are not offered at school.



BOARD DEVELOPED COURSES – INDUSTRY CURRICULUM FRAMEWORK

Give you credit towards the HSC and may count towards an ATAR if you complete the 240 hour course, mandatory Work Placement and undertake the optional HSC exam (NESA).

BOARD ENDORSED COURSES (SEE OVER)

Endorsed by the NESA and can count towards the units for the Preliminary/HSC but do not contribute to an ATAR.

Please note that courses and their availabilities are subject to change and the information provided was correct at the time of printing. Contact your local TVET office to ensure your chosen course is running at the desired location.

Board Developed Courses ATAR Applicable	Qualification	Qualification Code	NESA	Delivery Pattern	ATAR														
						Ballina	CHEC	Coffs Harbour	Grafton	Great Lakes	Kempsey	Kingscliff	Lismore	Madean	Port Macquarie	Taree	Wauchope	Wollongbar	School
AUTOMOTIVE – Automotive Vocational Preparation	Certificate II	AUR20716	26011	2u x 2yr	Y						*	*				*		*	
AUTOMOTIVE – Automotive Vocational Preparation	Certificate II	AUR20716	26012	4u x 1yr	Y		*		*			*		*		*		*	
CONSTRUCTION	Certificate II	CPC20112	26202	2u x 2yr	Y						*							*	
ELECTROTECHNOLOGY	Certificate II	UEE22011	26302	2u x 2yr	Y		*				*			*	*		*		
ELECTROTECHNOLOGY	Certificate II	UEE22011	26302	4u x 1yr	Y												*		

					Ballina	CHEC	Colts Harbour	Grafton	Great Lakes	Kempsey	Kingscliff	Lismore	Maclean	Port Macquarie	Taree	Woolboogie	Woolongbar	School Delivered
Board Course	Endorsed	Qualification	Qualification Code	NESA	Delivery Pattern													
ANIMAL STUDIES – Certificate II	Certificate II	ACM20117	58162	4u x 1yr		*		*		*						*	*	
ANIMAL STUDIES – Certificate II	Certificate II	ACM20117	58161	2u x 2yr											*			
AVIATION – Remote Pilot Visual Line of Sight	Certificate III	AV130316	65579	2 X 2yr													*	
AVIATION Cabin Crew)	Certificate III (Statement of Attainment)	AVI30116	65401	2u x 1yr						*							*	
BAKERY	Certificate II (Statement of Attainment)	FBP20217	59403	2u x 1yr		*				*							*	
AVIATION Cabin Crew)	Certificate III (Statement of Attainment)	AVI30116	65402	3u x 1yr						*							*	
BEAUTY SERVICES Make-Up	Certificate III	SHB30215	43883	2u X 2yr						*							*	
BEAUTY SERVICES Make-Up	Certificate III (Statement of Attainment)	SHB30215	43884	4 ½ 1yr			*	*	*				*	*				
BEAUTY SERVICES Nail Technology	Certificate III (Statement of Attainment)	SHB30315	43886	2u x 2yr													*	
BEAUTY SERVICES Nail Technology	Certificate III (Statement of Attainment)	SHB30315	43887	4u x 1yr		*		*					*					
DESIGN – Fundamentals – Design	Certificate III	CUA30715	43748	2u x 1y			*		*			*						
APPLIED FASHION DESIGN	Certificate II	MST20616	41019	2u x 2yr			*											
MUSIC INDUSTRY	Certificate II	CUA20615	65176	3u x 1yr			*											
MUSIC INDUSTRY	Certificate III	CUA30915	65169	2u x 2yr			*	*										
SCREEN AND MEDIA	Certificate III	CUA31015	59855	2u x 2yrs		*			*	*								
EARLY CHILDHOOD EDUCATION AND CARE	Certificate III (Statement of Attainment)	CHC30113	41824	2u x 2yr		*		*	*	*	*		*					
EARLY CHILDHOOD EDUCATION AND CARE	Certificate III	CHC30113	41826	4u X 2yr					*	*			*					
SALON ASSISTANT	Certificate II	SHB20216	65238	3u x 1yr		*		*		*		*	*	*				
FITNESS	Certificate III (Statement of Attainment)	SB30315	41804	2u x 2yr		*				*			*					

Board Developed Courses ATAR Applicable	Qualification	Qualification Code	NESA	Delivery Pattern	ATAR													
						Ballina	CNEC	Coffs Harbour	Grafton	Great Lakes	Kempsey	Kingscliff	Lismore	Mackean	Port Macquarie	Taree	Wauchope	Wollongbar School
FINANCIAL SERVICES - Accounts Administration	Certificate III	FNS30317	27202	4U X 1Y	Y			*										
HOSPITALITY - Kitchen Operations stream	Certificate II	SIT20316	26511	2U X 2Y	Y						*						*	
HOSPITALITY Food and Beverage stream	Certificate II	SIT20316	26511	2U X 2Y	Y						*							
HOSPITALITY - Commercial Cookery	Statement of Attainment	SIT30616	26511	2u x 2y													*	
HEALTH SERVICES ASSISTANCE (Acute)	Certificate III (Statement of Attainment)	HLT33115	27101	2u x 2yrs							*							
INFORMATION AND DIGITAL TECHNOLOGY - Specialisation	Statement of Attainment	ICT30115	27304	2U X 1Y	N			*						*				
INFORMATION AND DIGITAL TECHNOLOGY - Web and software applications	Certificate III Statement of Attainment	ICT30115	27302	4U X 1Y	Y			*						*				
INFORMATION AND DIGITAL TECHNOLOGY - Animation	Certificate III Statement of Attainment	ICT30115	27301	2U X 2Y	Y		*											
PRIMARY INDUSTRIES - Agriculture	Certificate II	AHC20116	26811	2U X 2Y	Y											*	*	
PRIMARY INDUSTRIES -Rural Operations	Certificate II	AHC21216	26811	2U X 2Y	Y											*		
PRIMARY INDUSTRIES -Rural Operations	Certificate II	AHC21216	26810	2U X 1Y	Y											*		
RETAIL SERVICES- Community Pharmacy	Certificate II	SIR20116	26911	2U X 2Y	Y							*	*					
RETAIL SERVICES-Community Pharmacy	Statement of Attainment	SIR20116	26910	2U X 1Y	Y							*						
RETAIL SERVICES - Retail	Statement of Attainment	SIR30216	26910	2U X 1Y	Y		*					*	*					
RETAIL SERVICES - Retail	Certificate III	SIR30216	26911	2U X 2Y	Y		*					*	*	*				
RETAIL SERVICES - Retail	Certificate III	SIR30216	26912	4u x 1y	Y		*							*	*			
TOURISM TRAVEL and EVENTS - Tourism	Certificate III	SIT30116	27411	2U X 2Y	Y		*				*			*			*	
TOURISM TRAVEL and EVENTS- Events	Certificate III	SIT30516	27411	2U x 2Y	Y						*						*	

FOR MORE INFORMATION CONTACT

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LIFE SKILLS COURSES

COURSE: ENGLISH LIFE SKILLS
COORDINATOR: Mr M. Evans

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS:

Course Description:

The Stage 6 English Life Skills course focuses on the development of effective communication and literacy skills which will enhance the participation of students in all aspects of post-school life.

The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations. This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in and understanding about viewing a wide range of visual material.

Study in the Stage 6 English Life Skills course should enable students to access information, engage in a range of recreational and leisure activities and to undertake further education, training and employment.

Main Topics Covered:

The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study selected modules or may engage in all six modules.

The modules are:

- communication
- speaking
- listening
- reading
- writing
- viewing

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student's priorities, needs and interests.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the English Life Skills course.

COURSE: MATHEMATICS LIFE SKILLS
COORDINATOR: Mr M. Evans

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS:

Course Description:

The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.

The course emphasises the application of mathematical operations to practical situations and the development of problem solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations.

Study in the Stage 6 Mathematics Life Skills course should enhance students' access to community living, further education, training and employment.

Main Topics Covered:

The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study selected modules or may engage in all six modules.

The modules are:

- numeration
- operations
- time
- space
- money
- measurement

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students' priorities, needs and interests.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Mathematics Life Skills course.

COURSE: SCIENCE LIFE SKILLS
COORDINATOR: Mr M. Evans

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS:

Course Description:

The Stage 6 Science Life Skills course focuses on the development of knowledge and understanding of the relationship between people and the natural environment. The course also emphasises the development of skills and responsible attitudes that enable students to use and manage the earth's resources in everyday living situations.

The course examines the factors that influence the earth's environment and its relationship with the sun and other bodies in the universe with an emphasis on the importance of climate and weather and the need to maintain a balance in nature. Students can develop skills in identifying the essential differences between living and non-living things, with opportunities to develop greater knowledge and understanding of the nature, range and habitats of a wide variety of living things. The course explores the nature, type and importance of resources, and students will have opportunities to examine the effective and responsible use and management of resources in the environment. Students will have the opportunity to identify and value the many ways plants are used in the environment and will also have an opportunity to develop skills in planning, and participating in the management of, a garden. Students can also develop skills in animal care and management. Students will have opportunities to examine the sources, types and nature of energy used in daily environments.

Main Topics Covered:

The structure of the Science Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study in selected modules or may engage in all six modules.

The modules are:

- The Earth and Its Surroundings
- Living Things
- Managing Resources in the Local Environment
- Horticulture
- Animal Care
- Obtaining and Using Energy

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student's priorities, needs and interests.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Science Life Skills course.

COURSE: PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION LIFE SKILLS

COORDINATOR: Mr M. Evans

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS:

Course Description:

The Stage 6 Personal Development, Health and Physical Education Life Skills course focuses on the development of the values and attitudes, knowledge, understanding and skills that will enable students to lead safe, healthy, active and productive lives.

The course emphasises effective management of a range of personal health issues that are critical to daily life. Students can develop a broad understanding of the importance of health practices that will enable them to lead healthy lifestyles. They will have the opportunity to participate in activities that will enhance their ability to engage appropriately in a range of interpersonal relationships. Student's effective participation in a range of post school environments will be supported by the development of skills in a range of safe living practices. The course will assist students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

Main Topics Covered:

The structure of the Personal Development, Health and Physical Education Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study in selected modules or may engage in all six modules.

The modules are:

- growth and development
- developing and maintaining a healthy lifestyle
- interpersonal relationships
- safe living
- leisure
- outdoor recreation

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student's priorities, needs and interests.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Personal Development, Health and Physical Education Life Skills course.

COURSE: HUMAN SOCIETY AND ITS ENVIRONMENT LIFE SKILLS
COORDINATOR: Mr M. Evans

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS:

Course Description:

The Stage 6 Citizenship and Society Life Skills course focuses on the development of the knowledge and understanding, skills, values and attitudes that will enable students to participate as individuals in all aspects of Australian society.

Stage 6 Human Society and Its Environment Life Skills Syllabus was developed to replace the Stage 6 Citizenship and society Life Skills syllabus.

The Stage 6 Human Society and Its Environment Life Skills syllabus provides students with the opportunity to undertake one or more of eight Stage 6 Life Skills courses – a specific course in each of Aboriginal Studies, Business and Economics, Citizenship and Legal Studies, Geography, History, Society and Culture, Studies of Religion and the option to develop a course that draws on a range of outcomes and content across the modules (Human Society and Its Environment Life Skills)>

For students undertaking Human Society and Its Environment Life Skills and additional courses from the syllabus, the Human Society and Its Environment Life Skills course must not duplicate any of the outcomes and content being undertaken in the additional courses being studied.

The number of modules has increased to seven. Each module in the new syllabus is closely aligned with one or more subject specific courses (ie. Aboriginal Studies, Business and Economics, Citizenship and Legal Studies, Geography, History, Society and Culture and Studies of Religion).

Main Topics Covered:

The structure of the Citizenship and Society Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study in selected modules or may engage in all six modules.

The modules are:

- participation as an individual in adult and community life
- social, cultural and environmental features of Australia
- travel and holidays
- citizenship and the law
- significant people, events and issues in Australia's history
- significant people, events and issues for Australia and the world today

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student's priorities, needs and interests.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Citizenship and Society Life Skills course.

COURSE: CREATIVE ARTS LIFE SKILLS
COORDINATOR: Mr M. Evans

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS:

Course Description:

Stage 6 Creative Arts Life Skills Syllabus provides students with the opportunity to undertake one or more of the five Stage 6 Life skills courses. The syllabus includes a specific course in each of the artforms (Dance Life skills, Drama Life Skills, Music Life Skills and Visual Arts Life Skills), as well as the option to develop a course that draws on outcomes and content from any of the artform based modules (Creative Arts Life Skills). Each Year 11 and HSC course has a time allocation of 120 indicative hours.

For students undertaking Creative Arts Life Skills and additional course(s) from the syllabus, the Creative Arts Life Skills course must not duplicate any of the outcomes or content being undertaken in the additional course(s) being studied.

Study in the Stage 6 Creative Arts Life Skills course should contribute to students' appreciation of the arts, their quality and enjoyment of life and assist them to prepare for various post school opportunities.

Main Topics Covered:

The structure of the Creative Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study selected modules or may engage in all six modules.

The modules are:

- music
- movement and dance
- drama and theatre
- visual arts - painting, drawing, photography and printmaking
- visual arts - ceramics, 3D forms and fibre
- visual arts - electronic media

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student's priorities, needs and interests.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Creative Arts Life Skills course.

Assessment:

Students are assessed in relation to the selected Creative Arts Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome the relevant section of the Profile of Student Achievement is completed by the teacher.

Cost: \$50.00

COURSE: TECHNOLOGICAL AND APPLIED STUDIES LIFE SKILLS
COORDINATOR: Mr M. Evans

2 units for each of Year 11 and HSC / Board Developed Course.

EXCLUSIONS:

Course Description:

The Stage 6 Technology Life Skills Syllabus provides students with the opportunity to undertake one or more of seven Stage 6 Life Skills courses as part of their pattern of study. The syllabus contains a specific course in each of the following technologies: Agriculture Life Skills, Design and Technology Life Skills, Food Technology Life Skills, Industrial Technology Life Skills, Information Processes and Technology Life Skills and Textiles and Design Life Skills. It also contains the option to develop a course that draws on outcomes and content from any of the modules across the technologies (Technology Life Skills).

If a student undertakes the Technology Life Skills course and other course(s) from the syllabus, the Technology Life Skills course must not duplicate any of the outcomes and content being undertaken in the other course(s) being studied.

Main Topics Covered:

The structure of the Technological and Applied Studies Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study selected modules or may engage in all six modules.

The modules are:

- accessing technology
- food purchasing and preparation
- working with materials, equipment and machinery
- home management, care and organisation
- clothing care
- general maintenance of appliances, machinery and equipment

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student's priorities, needs and interests.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Technological and Applied Studies Life Skills course.

Assessment:

Students are assessed in relation to the selected Technological and Applied Studies Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome the relevant section of the Profile of Student Achievement is completed by the teacher.

Cost: Will be the same as any related course

COURSE: WORK AND THE COMMUNITY LIFE SKILLS
COORDINATOR: Mr M. Evans

2 units for each of Year 11 and HSC / Board Developed Course.
EXCLUSIONS:

Course Description:

The Stage 6 Work and Community Life Skills course focuses on the skills, knowledge, understanding, values and attitudes that students need for employment, participation and independence in the community.

This course emphasises the development of student's understanding of the nature, patterns, variety and implications of paid and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The course focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the collaborative curriculum planning process.

Main Topics Covered:

The structure of the Work and Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study in selected modules or may engage in all six modules.

The modules are:

- understanding the world of work
- planning for participation in workplace and community-based learning
- developing a portfolio in preparation for employment
- introduction to the workplace or community-based learning environments
- dealing with workplace and community-based learning environment issues
- participating in workplace learning and community based learning experiences

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student's priorities, needs and interests.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Work and Community Life Skills course.

Assessment:

Students are assessed in relation to the selected Work and Community Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

BOARD ENDORSED COURSES

Board Endorsed Courses

There are two types of Board Endorsed Courses - Content Endorsed Courses and School Developed Courses.

- **Content Endorsed Courses** have syllabuses endorsed by the NESA to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.
- Schools may also develop special courses in order to meet student needs. These courses must be approved by NESA.
- There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Year 11 and/or HSC courses.

<p align="center"><i>COURSE: EXPLORING EARLY CHILDHOOD</i> <i>COORDINATOR: Mr J. Cunynghame</i></p>
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Course description:

The Exploring Early Childhood course aims to give students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Course Structure

Exploring Early Childhood comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. The optional modules expand on the issues introduced in the compulsory core component. Fourteen optional modules are included in this document.

The time allocated to each optional module is flexible within the range of 15-30 hours. When deciding on the duration of modules consideration should be given to:

- the time required to achieve the outcomes
- the level to which outcomes will be achieved
- the extent to which the module will be explored, and
- the requirements of TAFE courses for which there may be potential for credit transfer.

A range of courses may be offered as follows:

Course	Hours	Year 11/HSC	Structure	
			45 hour Core	Number of Optional Modules
1 unit/ 1 year	60	60 hours Year 11 or 60 hours HSC	yes	1 x 15 hour
1 unit/ 2 years	120	60 hours Year 11 plus 60 hours HSC	yes	3-5

The 1 Unit HSC EEC course involves 60 hours of study. Modules to be studied are:

Core studies

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

Part A: Pregnancy and Childbirth (15 hrs)

Part B: Child Growth and Development (20 hrs)

Part C: Promoting Positive Behaviour (10 hrs)

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.

The following optional course modules are included in this document:

1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children's Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children's Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

Practical or other requirements

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis.

Skill development

Students will develop

- skills in communication and interaction
- skills in research and analysis
- skills in decision making and evaluation

Technology or other requirement

Research techniques using computer technology.

Other information

Exploring Early Childhood is valuable for any student who is involved in child care, who is interested in employment associated with child care or welfare, or who has or is having a child of their own.

COURSE: CERAMICS
COORDINATOR: Mrs N. Fitzgerald

Content Endorsed Course.

EXCLUSIONS: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Course Description:

The study of Ceramics will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through life as an area of personal interest.

Students will gain an increasing accomplishment and independence in their representation of ideas in ceramics and understand and value how ceramics, as a field of practice, invites different interpretations and explanations. Students who have chosen Visual Arts, this course may extend your artmaking practice.

Main Topics Covered

Modules must include the 2 core modules including:

- Work Health and safety
- Introduction to Ceramics, including
- Handbuilding
- Throwing
- Casting
- Surface treatment
- Glaze technology

Additional

- Ceramics project
- Throwing
- Casting
- Handbuilding
- Sculptural forms

Occupational, Health and Safety and Introduction to Ceramics modules are mandatory. The additional module Individual / Collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Cost: Year 11 - 1 Unit \$ 150.00
Year 12 - 1 unit \$ 130.00

COURSE: SPORT, LIFESTYLE AND RECREATION STUDIES
COORDINATOR: Mr J. Cunynghame

Content Endorsed Course.

**EXCLUSIONS: Students studying Board Developed PDHPE must not study
CEC modules which duplicate PDHPE modules.
1 Unit**

Course Description:

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- | | |
|-------------------|--------------------------------|
| ▪ aquatics | ▪ outdoor recreation |
| ▪ athletics | ▪ sports administration |
| ▪ first aid | ▪ coaching |
| ▪ fitness | ▪ social perspectives of sport |
| ▪ specific sports | ▪ healthy lifestyle |
| ▪ gymnastics | |

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 and may offer some credit transfer opportunities into 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.

COURSE: SPORT, LIFESTYLE AND RECREATION STUDIES (cont.)

Course Structure:

The sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.

The time allocated to each module is flexible within the range of 20-40 hours. When deciding on the duration of modules consideration should be given to:

- the time required to achieve outcomes
- the level to which outcomes will be achieved
- the extent to which each module will be explored
- the requirements of TAFE courses for which there may be potential for credit transfer.

A range of courses may be offered as follows:

	Units and Years of Study	Hours	Year 11 / HSC	Number of Modules	
	1 unit / 1 year	60	60 hours Year 11 and / or 60 hours HSC	2-3	
	1 unit / 2 years	120		4-6	

COURSE: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING
COORDINATOR: Mrs N. Fitzgerald

Content Endorsed Course.

EXCLUSIONS: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Course Description:

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within student's experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

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

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

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

- wet photography
- video
- digital imaging

Modules include:

- Introduction to the field
- Developing a point of view
- Traditions, conventions, styles and genres
- Manipulated forms
- The arranged image
- Temporal accounts.

An Occupational, Health and Safety module is mandatory. The additional module Individual / Collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Cost: Year 11 - 1 Unit \$ 70.00
Year 12 - 1 unit \$ 70.00

COURSE: WORK STUDIES

Mr Mark Ellis

HSIE

WORK STUDIES

Work Studies is a 2 Unit Content Endorsed Course.
This course will involve work placement and /or industry visits.

COURSE DESCRIPTION

The Work Studies Course is designed to provide substantial opportunities for students in Years 11 and 12 to gain knowledge, skills, values and attitudes which facilitate school to work transition. Work in all its forms – paid and unpaid – plays a central role in our lives. Thus an awareness of issues and concepts related to the world of work, and the acquisition of work-related skills, are valuable for all students, irrespective of their post-school aspirations.

The course aims to:

- assist students to recognise the links between education, training, work and lifestyle and the economic and social factors that affect work opportunities
- develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace
- equip students to make more informed decisions about their future study and employment pathways
- prepare students for a flexible approach to the rapidly changing nature of work and traditional patterns of work organisation
- allow students to explore several areas of vocational interest
- allow students to develop a range of skills and attitudes in actual workplace contents.

CORE

The core is compulsory. "My Working Life" is the core topic. The core provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules. The indicative time allocation for the core is 30 hours.

COURSE MODULES

The course modules expand on the issues introduced in the core. The course modules supplied are:

- | | |
|---------------------------------------|-----------------------------|
| 1. In the Workplace | 7. Workplace Issues |
| 2. Preparing Job Applications | 8. Self-Employment |
| 3. Workplace Communication | 9. Team Enterprise Project |
| 4. Teamwork and Enterprise Skills | 10. Experiencing Work |
| 5. Managing Work and Life Commitments | 11. School-Developed Module |
| 6. Personal Finance | |

Selection of course modules will depend on student interest, teacher expertise, available resources, intended depth of treatment and extent of workplace involvement. Not all course modules are studied.

Throughout the course there are four key themes:

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

WORK PLACEMENT

This course has a practical orientation intended to allow students to develop a range of knowledge, skills and attitudes in actual workplace contexts.

The structure of the course allows individual schools the flexibility to determine the proportion of course time a student will spend in the workplace and the nature of this experience. The course and modules may involve integrated work placement, block work placement or may be taught from a classroom perspective, supported by industrial visits and short term workplace investigation studies.

It is possible for students to undertake an extended work placement to allow for the development of specific job-related skills. Students may also undertake detailed research activities in a work setting.

The value of these experiences is reinforced by the school-based components of the course, which provide both a knowledge base and the opportunity for structured reflection on workplace learning.

**SUBJECT CHOICES -
Year 11 COURSES (YEAR 11)**

- Please circle or highlight the courses you wish to undertake.
- Religion at some level is compulsory.
- English at some level is compulsory.
- You must undertake 12 units of Year 11 courses (Year 11).

CODE	COURSE	UNITS
BOARD DEVELOPED COURSES		
H2RS	Studies of Religion II	2
H1RS	Studies of Religion I	1
E2ES	Standard English	2
E2EA	Advanced English	2
E2EST	English Studies	2
E1EX	Extension 1 English	1
M2MG	Mathematics Standard	2
M2MM	Mathematics Advanced	2
M1MX	Extension 1 Mathematics	1
S2SS	Investigating Science	2
S2SB	Biology	2
S2SC	Chemistry	2
S2SE	Earth & Environmental Science	2
S2SP	Physics	2
H2AS	Aboriginal Studies (online)	2
H2AH	Ancient History	2
H2BS	Business Studies	2
H2E	Economics	2
H2G	Geography	2
H2LS	Legal Studies	2
H2MH	Modern History	2
H2SC	Society & Culture	2
T2DT	Design & Technology	2
T2ES	Engineering Studies	2
T2FT	Food Technology	2
T2IT	Industrial Technology - Timber	2
T2IM	Industrial Technology - Multimedia	2
T2IP	Information Processes & Technology	2
T2SD	Software Design & Development	2
T2T	Textiles & Design	2
C2DA	Dance	2
C2DR	Drama	2
C2MU	Music 1	2
C2VA	Visual Arts	2
T2CF	Community & Family Studies	2
P2PD	Personal Development, Health & Physical Education	2
L2FB	French Beginners	2
L2FC	French Continuers	2
L2ITB	Italian Beginners	2

CODE	COURSE	UNITS	
	VET CURRICULUM FRAMEWORK COURSES		
V2C	Construction	2	
V2H	Hospitality	2	
V2R	Retail Services	2	
	Entertainment	2	
LS2E	English Life Skills	2	
LS2M	Mathematics Life Skills	2	
LS2S	Science Life Skills	2	
LS2PD	Personal Development, Health & Physical Education Life Skills	2	
LS2CA	Creative Arts Life Skills	2	
LS2C	Human Society and Its Environment Life Skills	2	
LS2T	Technological & Applied Studies Life Skills	2	
LS2W	Work and the Community Life Skills	2	
	<u>BOARD-ENDORSED COURSES</u>		
	Photography & Digital Imaging	1	
	Ceramics	1	
P1SR	Sport, Lifestyle & Recreation	1	
H1CS	Studies in Catholic Thought	1	
	Exploring Early Childhood	1	
	Work Studies		
	<u>TAFE / DISTANCE EDUCATION COURSES</u>		
	Please list your requests.		
	TOTAL UNITS		

STUDENT'S NAME: **HOMEROOM:**.....

STUDENT'S SIGNATURE:

PARENT'S NAME (please print):

PARENT'S SIGNATURE:

Please return the completed form to the College Office

NO LATER THAN TBC

**** These choices will be used to develop the timetable lines
for the next round of the subject selection process. ****

Senior Handbook