



# St Joseph's College

## Stage 6 Handbook 2012-2013

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## MESSAGE FROM THE PRINCIPAL

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 recognises and faces this challenge is the school which provides the best environment and education for your child.

Over the years, St Joseph's College 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 addition to formal classes, students participate in sports, retreats, masses, paraliturgies, excursions, field trips and dances. 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 school-developed 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 St Joseph's 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.

Yours sincerely

Eric Littler  
Principal

# INTRODUCTION

Welcome to the challenging and important task of choosing your Higher School Certificate (HSC) Pathway. The choice of courses, which make up your Pathway, will assist in determining your future options and possibilities.

This handbook has been developed to inform you of the requirements of the NSW Board of Studies, Higher School Certificate (HSC) Credential and to provide some guidance as to the subjects that it is expected will be offered at *St Joseph's College* next year. However, although every effort will be made to meet the needs of senior students, the viability of running a course will be determined by the Principal in consultation with teachers, 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 English is the only compulsory subject for the award of a HSC. At *St Joseph's College*, Studies of Religion I or II (ie. 1 unit or 2 unit) or Catholic Studies (1 unit) is compulsory.

The handbook has been created in two sections.

## SECTION ONE

- A general introduction to the Higher School Certificate as outlined by the NSW Board of Studies, including information on the types of courses available.
- The unit requirements at St Joseph's College for both the Preliminary Course and the HSC Course.

## SECTION TWO

- Details of each of the courses offered to you as a student of St Joseph's College.

Best wishes for your future success as you undertake the challenging process of determining your pathway. The following College personnel will readily assist you with making your decision.

Mr Eric Littler - Principal

Mr Peter Lyon - Deputy Principal

Mrs Kathy McAlister - Curriculum Coordinator

Mr Carlo Trimboli - Year 10 Coordinator, 2011

Mr Matthew Hall - Careers Advisor, 2011



# SECTION ONE GENERAL INFORMATION

# ❑ REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE (HSC)

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The NSW Board of Studies requires students to fulfil certain requirements before a Higher School Certificate is awarded.

These requirements concern:

## 1. Types of Courses

### A. Board Developed Courses (BDC):

Courses designed by the NSW Board of Studies. For example, Studies of Religion, English, Geography, Biology and VET Curriculum Framework courses such as Hospitality. HSC examinations are undertaken for these courses.

### B. Board Endorsed Courses (BEC):

There are three main types of Board Endorsed Courses - Content Endorsed Courses, School Designed Courses and University Developed Courses. The Board of Studies approves these courses for use in any schools that want to use them. For example, Photography, Video & Digital Imaging, Marine Studies and Sport, Lifestyle & Recreation.

There are no external HSC examinations for any Board Endorsed Course but all of these courses will count towards the HSC and appear on the Record of Achievement. However, Board Endorsed Courses do not count in the calculation of an ATAR.

### C. Vocational Education and Training (VET) Courses - both Board Developed Courses & Board Endorsed Courses:

Vocational Education and Training (VET) courses are offered as part of the HSC. They enable students to study courses that are relevant to industry needs and have clear links to post-school employment. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

Each VET course has a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, whilst others will be delivered by TAFE or other providers.

Students can elect to have a VET Board Developed Course considered as part of their ATAR by sitting the HSC examination in that course.

### D. Life Skills Courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills Courses are available for students following a Special Program of Study for the HSC. Students accessing a special program of study in Stage 6 will, in general, need to have completed at least four Generic Life Skills Courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based on an individual transition-planning process that will occur for both the Preliminary and HSC years.

Life Skills Courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the HSC. Each Life Skills Course is comprised of a 2 unit Preliminary Course and a 2 unit HSC Course. The Board expects that most students would meet the outcomes for a 2 unit Preliminary Course and a 2 unit HSC course over approximately 240 indicative hours in total (ie. 120 indicative hours in each course).

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## 2. Unit Values

- All courses carry a unit weighting.
- A unit of study comprises 60 hours indicative time in each of the Preliminary 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 2 unit.
- Some subjects have Extension Courses in the HSC Course (Year 12), eg. English, Mathematics, History, Music.
- The only subjects which have Extension Courses in both Preliminary (Year 11) and HSC (Year 12) are English and Mathematics.

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## 3. Subject and Unit Requirements for the Award of the HSC

### A. Preliminary Course (Year 11)

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

### B. 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").

### C. The Pattern of Study Requirements Applying to Both Preliminary and HSC Courses are:

- 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.
- Nor more than six (6) units of courses in Science can contribute to HSC eligibility.
- At St Joseph's College, students must also study either 1 or 2 unit Studies of Religion or 1 unit Catholic Studies.

### D. Matriculation - eligibility for an ATAR (Australian Tertiary Admissions Rank)

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 that 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 (eg. Hospitality, Retail Services, Information Technology, Tourism and Events, etc) are Category B Subjects.

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## 4. Assessment and Reporting

The NSW Board of Studies requires all candidates who are enrolled in a school to follow an assessment program and have an assessment mark submitted for every course undertaken irrespective of the number of units in which they are enrolled. The assessment is based on achievements measured throughout the course. It encompasses syllabus objectives other than those relating to attitude and interest. It does not take account of conduct. The assessment mark submitted for each course, except VET Courses, is based on assessment tasks such as essays, class tests, assignments and projects completed over the duration of the course.

School based assessment tasks will contribute 50% of the HSC mark. The other 50% of the HSC mark will come from the HSC examination. The assessment marks are moderated by the NSW Board of Studies using the pattern of results in the HSC examinations. Moderated assessment marks are reported separately from examination marks on the Record of Achievement.

The assessment mark is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured by the single HSC examination. Each course has a well-developed set of specific assessment procedures that take into account the syllabus objectives and the various weightings of each component.

A copy of the School's Assessment Policy is provided to each student undertaking the HSC at the beginning of the course.

### HSC Examinations

The NSW Board of Studies examinations are held for all Board Developed Courses. The written examinations for the HSC start at the beginning of Term 4 in the HSC year and continue for approximately four weeks. Some subjects such as Music, Languages, Drama, Society & Culture, Design & Technology and Industrial Technology, have practical examinations or major projects and these are held, or are due, in August and September. All examinations are set and marked under the direction of the NSW Board of Studies.

### Reporting

- The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. A student who achieves this minimum standard will receive a mark of 50.
- There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 (Band 6) will correspond to the highest level of achievement.
- On satisfactory completion of the HSC, a student will receive a portfolio containing:
  - The HSC Testamur (the official certificate confirming achievement of all requirements for the award.
  - The Record of Achievement (this document lists the courses studied and reports the marks and bands achieved.
  - Course Reports - for every HSC Board Developed Course a Course Report will be received showing marks, the Performance Scale and the band descriptions for that course. A graph showing the state's distribution of marks in the course is also shown.
  - VET Certificates or Certificates of Attainment (if applicable).

## ☐ SOME POINTS TO CONSIDER IN SELECTING COURSES

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- The only subjects that are compulsory are English and Studies of Religion *or* Catholic Studies.
  - Students are free to choose from the other subjects that are offered at the College.
  - 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 that 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 Advisor.
  - Students should consider the demands of choosing a number of subjects with a major practical component, eg. Visual Arts and Design and Technology.
  - In some cases the demands of timetabling will limit the availability of subjects. However, a number of courses are available through the Lismore Online Flexible Delivery program and also through Distance Education. Further information is provided on these later in this booklet.
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## ☐ STUDY AT SENIOR LEVEL

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Preliminary 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 Preliminary Courses \*(Year 11) if you are at all serious about success.

### Some Study Hints

- Make a firm decision to apply yourself to school and study from the very beginning.
  - 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, eg. 3 hours per night during the week and 5 - 7 hours at the weekend.
  - Organise your time at school. Study periods at school are for study - not for socialising.
  - 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 exam. Do some work on each subject each day.
  - Be as realistic as possible about your own potential and the marks you can reasonably expect.
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# SECTION TWO COURSE OUTLINES



# CATEGORY A BOARD DEVELOPED COURSES - NON VET OFFERED AT ST JOSEPH'S COLLEGE

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Ancient History ~ 2 Unit  
Biology ~ 2 Unit  
Business Studies ~ 2 Unit  
Chemistry ~ 2 Unit  
Community and Family Studies ~ 2 Unit  
Design and Technology ~ 2 Unit  
Drama ~ 2 Unit  
Earth and Environmental Science ~ 2 Unit  
Economics ~ 2 Unit  
English Standard ~ 2 Unit  
English Advanced ~ 2 Unit  
English Extension 1 & 2 ~ 1 Unit  
English Fundamentals ~ 2 Unit Preliminary  
Food Technology ~ 2 Unit  
French Beginners ~ 2 Unit  
French Continuers ~ 2 Unit  
Geography ~ 2 Unit  
History Extension ~ 1 Unit HSC  
Industrial Technology (Multimedia Industries) ~ 2 Unit  
Industrial Technology (Timber Products and Furniture Industries) ~ 2 Unit  
Information Processes and Technology ~ 2 Unit  
Legal Studies ~ 2 Unit  
Mathematics General ~ 2 Unit  
Mathematics ~ 2 Unit  
Mathematics Extension ~ 1 Unit Preliminary  
Mathematics Extension 1 ~ 1 Unit HSC  
Mathematics Extension 2 ~ 1 Unit HSC  
Modern History ~ 2 Unit  
Music 1 ~ 2 Unit  
Music 2 ~ 2 Unit  
Music Extension ~ 1 Unit HSC  
Personal Development, Health & Physical Education ~ 2 Unit  
Physics ~ 2 Unit  
Senior Science ~ 2 Unit  
Society and Culture ~ 2 Unit  
Studies of Religion I ~ 1 Unit  
Studies of Religion II ~ 2 Unit  
Textiles and Design ~ 2 Unit  
Visual Arts ~ 2 Unit

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Ancient History is a 2 Unit Board Developed Course.

### COURSE DESCRIPTION

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

### MAIN TOPICS COVERED

#### Preliminary Course

- **Part I - Introduction:**
  - Investigating the Past: History, Archaeology and Science.
  - Case Studies (at least ONE).
- **Part II - Studies of Ancient Societies, Sites and Sources:**  
At least ONE study to be chosen.
- **Part III - Historical Investigation**  
The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

#### HSC Course

- **Part I - Core Study:** Cities of Vesuvius - Pompeii and Herculaneum (25%).
- **Part II:** One Ancient Society (25%).
- **Part III:** ONE Personality in their times (25%).
- **Part IV:** ONE Historical Period (25%).

### Particular course requirements

In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

### ASSESSMENT

Assessment components and weightings

#### Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Knowledge and understanding of course content	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
Historical inquiry and research including mandatory historical investigation	20
Communication of historical understanding in appropriate forms	20
<b>TOTAL</b>	<b>100</b>

#### HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of course content	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
<b>TOTAL</b>	<b>100</b>

No more than 40% weighting may be allocated to tests and examinations. Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Biology is a 2 Unit Board Developed Course.  
The Course WILL attract additional charges to the student for excursions.

**EXCLUSIONS:** Senior Science in the Preliminary Course only.

#### COLLEGE RECOMMENDATION

Students with an interest in Science who have achieved a Band 4 or above in the School Certificate should consider studying Biology.

#### COURSE DESCRIPTION

Biology in Stage 6 Science provides students with a contemporary and coherent understanding of the concepts explaining the functioning, origins and evolution of living things. This course explores the levels of organisation of life, from the molecular level through cellular to higher levels of organisational structures and function, which exhibit evolution as a common source of unity and diversity. It includes developing an understanding of the interactions within and between organisms and between organisms and their environment.

#### MAIN TOPICS COVERED

##### Preliminary Course

Core content to be covered in 120 hours.

- A Local Ecosystem (20 indicative hours)
- Patterns in Nature (40 indicative hours)
- Life on Earth (30 indicative hours)
- Evolution of Australian Biota (30 indicative hours)

##### HSC Course

Core and Options organised into a number of modules with core content to be covered in 90 hours and option in 30 hours. Students are required to complete one of the options.

(a) The core which constitutes 90 indicative hours and includes

- Maintaining a Balance (30 indicative hours)
- Blueprint of Life (30 indicative hours)
- The Search for Better Health (30 indicative hours)

*One Option from the following:*

(b) ONE option, which constitutes 30 indicative hours and may comprise any one of the following:

- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

#### PARTICULAR COURSE REQUIREMENTS

Practical experiences are an essential component of both the Preliminary and HSC courses. **Students will complete 80 indicative hours of practical/field work during the Preliminary and HSC course.**

#### VOCATIONAL IMPLICATIONS

The study of Biology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Biology Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

Component	Weighting
The mandatory components and weightings for the HSC course are set out below. <b>The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.</b>	
Knowledge and understanding of course content.	40
Skills in planning and conducting first-hand investigations, gathering and processing first-hand data and gathering and processing relevant information from secondary sources	30
Skills in communicating information and understanding, developing scientific thinking and problem-solving techniques and working individually and in teams	30
<b>Total</b>	<b>100</b>

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Business Studies is a 2 Unit Board Developed Course.

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**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 resources 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.

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**MAIN TOPICS COVERED****Preliminary Course**

1. Nature of Business - the nature and role of business in a changing business environment (20%).
2. Business Management - the nature and responsibilities of management (40%).
3. Business Planning - the process of establishing and planning a small to medium enterprise (40%).

**HSC Course**

1. Operations - the strategies for effective operations management in large businesses (25%).
  2. Marketing - the main element involved in the development and implementation of successful marketing strategies (25%).
  3. Finance - interpreting financial information in the planning and management of a business (25%).
  4. Human Resources - the contribution of human resource management to business performance (25%).
- 

**ASSESSMENT****HSC Course***Internal*

Knowledge and Understanding of course content	40
Stimulus based skills	20
Inquiry and Research	20
Communication of Business - Information, Ideas and Issues in appropriate forms	20
<b>Total</b>	<b>100</b>

*External*

A three-hour written examination made up of:

Objective Response questions	20
Short Answer questions	40
Extended Response - Business Report style	20
Extended Response	20
<b>Total</b>	<b>100</b>

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Chemistry is a 2 Unit Board Developed Course.  
The Course MAY attract additional charges to the student for excursions.

**EXCLUSIONS:** Senior Science in the Preliminary Course only.

#### COLLEGE RECOMMENDATION

Students with an interest in Science who achieve a high Band 5 or above in the School Certificate may consider enrolling in 2 courses of Science and/or a single strand of either Chemistry or Physics. Students considering Physics as one of the choices should have a strong ability in Year 10 Mathematics Stage 5.3.

#### COURSE DESCRIPTION

Chemistry in Science Stage 6 provides students with a contemporary and coherent understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances, chemical reactions and processes, and the interaction of energy and matter and attempts to explain and predict events at the atomic and molecular level. The study of Chemistry recognises that a study of the nature of materials includes natural and made substances, their structures, changes and environmental importance. The history and philosophy of science as it relates to the development of the understanding, utilisation and manipulation of chemical systems is important in developing current understanding in Chemistry and its applications in the contexts of technology, society and the environment.

#### MAIN TOPICS COVERED

##### Preliminary Course

Core content to be covered in 120 hours.

- The Chemical Earth (30 indicative hours)
- Metals (30 indicative hours)
- Water (30 indicative hours)
- Energy (30 indicative hours)

##### HSC Course

##### *Core Topics*

(a) The core which constitutes 90 indicative hours and includes:

- Production of Materials (30 indicative hours)
- The Acidic Environment (30 indicative hours)
- Chemical Monitoring and Management (30 indicative hours)

##### *One Option from the following:*

(b) ONE option, which constitutes 30 indicative hours and may comprise any one of the following

- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

#### PARTICULAR COURSE REQUIREMENTS

Practical experiences are an essential component of both the Preliminary and HSC courses. **Students will complete 80 indicative hours of practical/field work during the Preliminary and HSC courses**, with no less than 35 indicative hours of practical experiences in the HSC course. Practical experiences must include at least one open-ended investigation, integrating skill and knowledge outcomes, in both the Preliminary and HSC courses.

#### VOCATIONAL IMPLICATIONS

The study of Chemistry Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Chemistry Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

#### ASSESSMENT

##### Component

##### Weighting

The mandatory components and weightings for the HSC course are set out below. **The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.**

Knowledge and understanding of course content.	40
Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources	30
Skills in communicating information and understanding, developing scientific thinking and problem-solving techniques and working individually and in teams	30
<b>Total</b>	<b>100</b>

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Community and Family Studies is a 2 Unit Board Developed Course.

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**COURSE DESCRIPTION**

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities. The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject as students are required to complete an Independent Research Project. Community and Family Studies explores life issues that are important to and of equal relevance to male and female students.

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**MAIN TOPICS COVERED****Preliminary Course****Core Topics (100%)**

- Resource Management
- Individuals and Groups
- Families and Communities

**HSC Course****Core Topics (75%)**

- Research Methodology
- Groups in Context
- Parenting and Caring

**Option Component (25%)**

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

**PARTICULAR COURSE REQUIREMENTS**

In addition to the core studies, students select one option for study in the HSC Course. The Independent Research Project is a compulsory assessment task in the HSC Course.

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**VOCATIONAL IMPLICATIONS**

This course forms a valuable foundation for a range of courses at university and other tertiary institutions including sociology, psychology, nursing, childcare studies.

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**ASSESSMENT****HSC Course***Internal*

Core	75
Option	25
<b>Total</b>	<b>100</b>

*External*

A three hour written paper

<b>Total</b>	<b>100</b>
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Design and Technology is a 2 Unit Board Developed Course.

This course will attract a subject fee.

TAFE Credit Transfer and/or Advanced Standing provisions are applicable to this course.

## COURSE DESCRIPTION

### The Preliminary Course

The Preliminary course will involve a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Each project will place emphasis on the development of different skills and knowledge in designing and producing.

Students must participate in hands-on, practical activities to achieve the outcomes of this course. Class activities will be designed to develop knowledge and skills in designing and producing.

The design projects will involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio.

### The HSC Course

The HSC course includes the development of the Major Design Project (MDP), a case study of innovation and other learning activities. The comprehensive study of the processes of designing and producing will be synthesised and applied.

The MDP involves students selecting and applying appropriate design, production and evaluation skills to produce a project that satisfies an identified need or opportunity. The students will relate the techniques and technologies used in industrial and commercial settings to those used in the development of their MDP.

The case study involves the critical analysis of an innovation. Students will identify the factors underlying the success of the innovation, analyse ethical issues in relation to the innovation, and discuss the impact of the innovation on Australian society.

## MAIN TOPICS COVERED

### Preliminary Course

- Design theory and practice
- Design and production processes
- Environmental and social issues
- Marketing and market research
- Occupational health and safety
- Project management
- Manufacturing and production
- Computer-based technologies

### HSC Course

- Innovation and Emerging Technologies
- Major Design Project
- Project Proposal and Management
- Project Development and Realisation
- Project Evaluation

## PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a requisite for the study of the HSC course.

Due to the practical nature of these tasks, students will be required to undertake relevant safety training and wear appropriate PPE. **Students will be required to purchase protective apron and safety glasses and any material required for projects.**

## ASSESSMENT

<b>Preliminary</b>		<b>HSC</b>	
Design Projects (min.2)	50	<i>Internal</i>	
Presentation of Research	25	Innovation Case Study	20
Test type tasks	25	Trial Examination	20
<b>Total</b>	<b>100</b>	Designing and Producing	60
		<b>Total</b>	<b>100</b>
		<i>External</i>	
		HSC Examination	40
		Major Design Project	60
		<b>Total</b>	<b>100</b>

Drama is a 2 Unit Board Developed Course.  
This course will attract a subject fee.

### COURSE DESCRIPTION

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

#### Preliminary 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.

#### HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8-12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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

### MAIN TOPICS COVERED

#### Preliminary Course

- Improvisation, 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 Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

### ASSESSMENT

#### HSC COURSE ONLY

##### *Internal*

Australian Drama and Theatre	30
Studies in Drama and Theatre	30
Development of Group Performance	20
Development of Individual Project	20
<b>Total</b>	<b>100</b>

##### *External*

Group Presentation (Core)	30
Individual Project	30
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre(Core) Studies in Drama and Theatre	40
<b>Total</b>	<b>100</b>

Earth and Environmental Science is a 2 Unit Board Developed Course.  
This course will attract a subject fee and additional charges to the student for excursions.

**EXCLUSIONS:** Senior Science in the Preliminary Course only.

#### COLLEGE RECOMMENDATION

The Earth and Environmental Science Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4-5 performance descriptions. The subject matter of the Earth and Environmental Science course recognises the different needs and interests of students by providing a structure that builds upon a foundation laid in Stage 5 yet recognises that students entering Stage 6 have a wide range of abilities, circumstances and expectations.

#### COURSE DESCRIPTION

Earth and Environmental Science in Stage 6 Science is the study of the Earth and its processes. The course aims to provide an understanding of systems and processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during Earth's history, including changes in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere and the evolution of organisms since the origin of life on Earth. The study of planet Earth and its environments involves students working individually and with others in practical work, fieldwork and interactive media experiences that are related to the theoretical concepts considered in this course. It is expected that students studying Earth and Environmental Science will apply investigative and problem-solving skills, effectively communicate information and appreciate the contribution that a study of planet Earth and its environments makes to our understanding of the world. The course aims to assist students to recognise and understand our responsibility to conserve, protect and maintain the quality of all environments for future generations.

#### MAIN TOPICS COVERED

##### Preliminary Course

The Preliminary course incorporates the study of:

- Planet Earth and Its Environment - A Five Thousand Million Year Journey (30 indicative hours)
- The Local Environment (30 indicative hours)
- Water Issues (30 indicative hours)
- Dynamic Earth (30 indicative hours)

##### HSC Course

##### *Core Topics*

The HSC course incorporates the study of:

- (a) The core which constitutes 90 indicative hours and includes:
- Tectonic Impacts (30 indicative hours)
  - Environments Through Time (30 indicative hours)
  - Caring for the Country (30 indicative hours)

##### *One Option from the following:*

- (b) ONE option, which constitutes 30 indicative hours and may comprise any one of the following
- Introduced species and the Australian Environment
  - Organic Geology - A Non-renewable Resource
  - Mining and the Australian Environment
  - Oceanography

#### PARTICULAR COURSE REQUIREMENTS

Practical experiences are an essential component of both the Preliminary and HSC courses. **Students will complete 80 indicative hours of practical/field work during the Preliminary and HSC courses**, with no less than 35 indicative hours of practical experiences in the HSC course. Practical experiences must include at least one open-ended investigation, integrating skill and knowledge outcomes, in both the Preliminary and HSC courses.

#### VOCATIONAL IMPLICATIONS

The study of Earth and Environmental Science Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Earth and Environmental Science Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

#### ASSESSMENT

##### Component

The mandatory components and weightings for the HSC course are set out below. **The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.**

Component	Weighting
Knowledge and understanding of course content.	40
Skills in planning and conducting first-hand investigations, gathering and processing first-hand data and gathering and processing relevant information from secondary sources.	30
Skills in communicating information and understanding, developing scientific thinking and problem-solving techniques and working individually and in teams.	30
<b>Total</b>	<b>100</b>

Economics is a 2 Unit Board Developed Course.

### 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.

The study of Economics is a valuable experience because it helps students make sense of the world in which we live. It is not only for those thinking of a career in business or finance but it is helpful across many study or job options as well as in everyday life.

Students of Economics may end up working in the fields of law, business administration, journalism, teaching, accounting, stock-broking, financial planning, advisors to government officials, international trade, human resource management or any one of numerous other professions. Economics should also be considered as a useful course option to be studied in conjunction with Business Studies, Legal Studies or Geography.

### MAIN TOPICS COVERED

#### Preliminary Course

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

#### HSC Course

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

### ASSESSMENT

#### HSC Course

##### *Internal*

Tests/examinations	50
Research, Investigation and Communication	30
Stimulus-based Skills	20
<b>Total</b>	<b>100</b>

##### *External*

A three hour written examination	100
<b>Total</b>	<b>100</b>

English Standard is a 2 Unit Board Developed Course.

**EXCLUSIONS:** English Advanced; English as a Second Language; Extension I, Extension II; English Studies.

#### COURSE DESCRIPTION

In the Preliminary English (Standard) Course students explore the ways events, experiences, ideas and processes are represented in and through texts.

In the HSC English (Standard) Course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

#### MAIN TOPICS COVERED

##### Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced Courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content.

##### HSC Course

The course has two sections:

- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. One elective from each of the three Modules is chosen for study.

#### PARTICULAR COURSE REQUIREMENTS

In the Preliminary English (Standard) Course students are required to:

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

HSC English (Standard) Course requires:

- the close study of at least **four types of prescribed text**, one drawn from each of the following categories: prose fiction; drama; poetry; non-fiction or film or media or multimedia.
- a wide range of additional related texts and textual forms.

#### ASSESSMENT

##### HSC course only

##### *Internal*

Area of Study (Common Course Content)	40%
Module A	20%
Module B	20%
Module C	20%
<b>Total</b>	<b>100%</b>

##### Assessment across the language modes:

Listening	15%
Speaking	15%
Reading	25%
Writing	30%
Viewing & Representing	15%
<b>Total</b>	<b>100%</b>

##### *External*

A written examination paper consisting of

##### **Paper 1 (2 hours)**

Areas of Study (Common course content)

##### **Paper 2 (2 Hours)**

Module A

Module B

Module C

English Advanced is a 2 Unit Board Developed Course.

**EXCLUSIONS:** English Standard; Fundamentals of English; ESL; English Studies.

#### COLLEGE RECOMMENDATION

It is strongly advised that a student wishing to undertake the Advanced English Course for the HSC should have gained a Band 6 or a high Band 5 in the School Certificate.

#### COURSE DESCRIPTION

In the Preliminary English (Advanced) course students explore the ways events, experiences, ideas, values and processes are represented in and through texts, and analyse the ways in which texts reflect different attitudes and values.

In the HSC English (Advanced) Course students analyse and evaluate texts and the ways they are valued in their contexts.

#### MAIN TOPICS COVERED

##### Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced Courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
- Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the Content.

##### HSC Course

The course has two sections:

- The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced Courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. One elective from each of three modules A, B and C is chosen for study.

#### PARTICULAR COURSE REQUIREMENTS

Preliminary English (Advanced) Course requires:

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

HSC English (Advanced) Course requires:

- the close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearian drama; prose fiction; drama or film; poetry; non-fiction or media or multimedia texts.
- a wide range of additional related texts and textual forms.

#### ASSESSMENT

##### HSC course only

##### *Internal*

Area of Study (Common Course Content)	40%
Module A	20%
Module B	20%
Module C	20%
<b>Total</b>	<b>100%</b>

##### Assessment across the language modes:

Listening	15%
Speaking	15%
Reading	25%
Writing	30%
Viewing & Representing	15%
<b>Total</b>	<b>100%</b>

##### *External*

A written examination paper consisting of:

##### **Paper 1 (2 hours)**

Areas of Study (Common course content)

##### **Paper 2 (2 Hours)**

Module A  
Module B  
Module C

English Extension is a Board Developed Course.  
English Extension Courses are 1 unit each.

**EXCLUSIONS:** English (Standard) Course; Fundamentals of English; ESL, English Studies.

#### PREREQUISITES

- (a) English (Advanced) course
- (b) Preliminary English Extension Course is prerequisite for HSC Extension Course 1.
- (c) Extension Course 1 is prerequisite for Extension Course 2.

#### COLLEGE RECOMMENDATION

Students wishing to enroll in an Extension English course for their HSC should have gained a Band 6 in English in the School Certificate.

#### COURSE DESCRIPTION

- In the Preliminary English (Extension) Course students explore how and why texts are valued in, and appropriated into, a range of contexts. They consider why some texts may be perceived as culturally significant.
- In the HSC English (Extension) Course 1 students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

#### MAIN TOPICS COVERED

##### *Preliminary Extension Course*

The course has one mandatory section, Module: Texts, Culture and Value

##### **HSC Extension Course 1**

The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.

##### **HSC Extension Course 2**

The course requires students to complete a Major Work

#### PARTICULAR COURSE REQUIREMENTS

**Preliminary English (Extension) Course** requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

**The HSC English (Extension) Course 1** requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives 2009-2012).

**The HSC English (Extension) Course 2** requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

#### ASSESSMENT

##### HSC course only

##### EXTENSION COURSE 1

###### *Internal*

Module A, B or C

Assessment across the language modes:

Speaking and Listening	10
Reading and Writing	30
Viewing and Representing	10
<b>Total</b>	<b>50</b>

###### *External*

A written examination of 2 hours duration

50

##### EXTENSION COURSE 2

###### *Internal*

**Proposal:** Presentation of proposal for Major Work

10

**Viva Voce:** Interview and discussion/exploration of the work in progress

20

**Report:** The impact of independent investigation on the development of the Major Work

20

**Total**

**50**

###### *External*

**Submission of Major Work**

Including a 1000-1500 word (maximum)

Reflection Statement

50

**Total**

**100**

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English Fundamentals is a Preliminary Board Developed Course  
and is not counted in the minimum 10 units for HSC.

English Fundamentals is offered in Year 11 and counts as 1 Unit towards the Preliminary HSC Course.

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**EXCLUSIONS:** English (Advanced) course; English Extension.

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#### **COURSE DESCRIPTION**

This is a skills-based course with opportunities for flexible delivery to meet students' needs. The needs of students should determine all aspects of the course including areas such as modules studied, and texts and activities chosen. It aims to support students in their study of the English (Standard) course or the English (ESL) course and the English language demands of other subjects at Stage 6.

This course is counted as a Preliminary Course only.

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#### **MAIN TOPICS COVERED**

##### **Fundamentals of English Course**

Students undertake:

- Module A - Approaches to Area of Study in English

and up to four additional Modules chosen from:

- Module B: Oral Communication Skills
  - Module C: Writing for Study
  - Module D: Research Skills
  - Module E: Workplace Communication.
- 

#### **PARTICULAR COURSE REQUIREMENTS**

All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.

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English Studies is a 2 Unit Board Developed Course.

**EXCLUSIONS:** Standard English, Advanced English, English Extension.

**NB.** Students may undertake the English Fundamentals course whilst engaged in English Studies.

#### COURSE DESCRIPTION

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

*English Studies* is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

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

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

#### ASSESSMENT

The course is not examined externally. **Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).**

The Stage 6 English Content Endorsed Course is a 240-hour study consisting of a 120-hour Preliminary course and a 120-hour HSC course. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

Preliminary course: 3-5 modules including ONE (1) mandatory module

HSC course: 3-5 modules including ONE (1) mandatory module

The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course.

The module *We are Australians - English in citizenship, community and cultural identity* is mandatory in the HSC course.

Assessment in both Year 11 and Year 12 includes Speaking and Listening and Reading and Writing and Representing.

Speaking and Listening	30
Representing	15
Reading and Writing	55

<b>Total</b>	<b>100</b>
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Food Technology is a 2 Unit Board Developed Course.

This course will attract a subject fee.

TAFE Credit Transfer and/or Advanced Standing provisions are applicable to this course.

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#### COURSE DESCRIPTION

This course is designed to develop in students an understanding and knowledge about food systems in 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.

In addition to the development of specific understandings and competencies related to food technology, students will be able to develop a broad range of skills, which are relevant and transferable to other settings beyond the classroom.

This course provides links with multiple pathways to employment and further education in the workplace, TAFE and university.

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#### MAIN TOPICS COVERED

The Preliminary Course is organised around three sections:

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

The HSC Course is organised around three core sections and two optional topics:

Core:

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

#### PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. The completion of the Preliminary course is a requisite for the study of the HSC course.

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

It is a mandatory requirement that students undertake practical activities. Therefore, they will need to complete relevant safety instruction and wear appropriate PPE.

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#### ASSESSMENT

Students will be assessed on their knowledge and understanding of the course as well as skills in research, analysis, communication, experimentation, design, practical food preparation and presentation and evaluation. Students will sit an external HSC exam in this course.

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French Beginners is a 2 Unit Board Developed Course.

**EXCLUSIONS:** Eligibility rules apply to the study of this subject. Check eligibility with the French teacher.

#### COURSE DESCRIPTION

The French Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of French at senior secondary level. Eligibility requires students to have little or no prior knowledge or experience. The 100 hours of Stage 4 is not in conflict with this.

#### Preliminary Course

The Preliminary Course (120 indicative hours) covers topics that provide context in which students develop their communication skills and their knowledge and understanding of language and culture.

#### HSC Course

The HSC Course (120 indicative hours) will refine and extend their skills in contexts defined by the topics:

- The personal world
- The French-speaking communities

These topics will enable students to use French to express and share ideas about:

1. Family life, home and the neighbourhood
2. People, places and communities
3. Education and work
4. Friends, recreation and pastimes
5. Holidays, travel and tourism
6. Future plans and aspirations

#### PARTICULAR COURSE REQUIREMENTS

##### ASSESSMENT FOR HSC COURSE

##### *Internal*

Listening Skills	30
Speaking Skills	30
Reading Skills	20
Writing Skills	20
<b>Total</b>	<b>100</b>

##### *External*

<b>Oral Examination</b>	20
<b>Written Examination</b>	
Section I - Listening	30
Section II - Reading	30
Section III - Writing in French	20
<b>Total</b>	<b>100</b>

French Continuers is a 2 Unit Board Developed Course.

**EXCLUSIONS:** Eligibility rules apply to the study of this subject. Check eligibility with your French teacher.

#### COURSE DESCRIPTION

The French Continuers Stage 6 course is designed for the student who typically, will have studied French in Stage 5 - ie. Years 9 and 10

#### THE PRELIMINARY COURSE AND THE HSC COURSE

These courses focus on themes and topics that will develop student's skills and knowledge, improve their understanding and refine their communication skills in the language. Through the study of a range of tasks, texts and text types, students will also gain insights into the culture and language of French-speaking communities.

#### MAIN TOPICS COVERED

There are three (3) prescribed themes:

- The individual
- The French-speaking communities
- The changing world

Each theme contains topics that offer a wide variety of scope for the skills of listening and responding, speaking, reading and responding and writing in French.

#### PARTICULAR COURSE REQUIREMENTS

##### ASSESSMENT FOR HSC COURSE

##### *Internal*

Speaking	20
Listening and responding	25
Reading and responding	40
Writing in French	15
<b>Total</b>	<b>100</b>

##### *External*

**Oral Examination**  
(consisting of conversation) 20

**Written Examination**  
consisting of:

Listening and responding 25

Reading and responding  
Part A 25  
Part B 15

Writing in French 15

**Total 100**

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Geography is a 2 Unit Board Developed Course.  
The Course MAY attract additional charges to the student for excursions.

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**COURSE DESCRIPTION**

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses inquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of inquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

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**MAIN TOPICS COVERED****Preliminary Course**

Biophysical Interactions (45%) - how biophysical processes contribute to sustainable management

Global Challenges (45%) - geographical study of issues at a global scale

The Senior Geography Project (10%) - a geographical study of student's own choosing

**HSC Course**

Ecosystems at Risk (33%) - the functioning of ecosystems, their management and protection

Urban Places (33%) - study of cities and urban dynamics

People and Economic Activity (33%) - geographic study of economic activity at a local and global context

**Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

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**PARTICULAR COURSE REQUIREMENTS**

Students complete a senior geography project (SGP) in the Preliminary course and must undertake ten (10) hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

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**ASSESSMENT****HSC Course***Internal*

Fieldwork	10
Geographical research	20
Interpretation and synthesis of Geographical stimulus	30
Geographical explanations, discussion, expositions and reports	40
<b>Total</b>	<b>100</b>

*External*

A three hour written examination	100
<b>Total</b>	<b>100</b>

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HSC History Extension is a 1 Unit Board Developed Course.  
It may only be studied as an HSC Course.

#### COURSE DESCRIPTION

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question, *'What is history?'* through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

#### MAIN TOPICS COVERED

##### Part I: What is History? (60% of course time)

###### Key questions:

- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have the approaches to history changed over time? Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

##### Part II: History Project (40% of course time)

- An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

#### PARTICULAR COURSE REQUIREMENTS

The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

#### Assessment

Assessment components and weightings

##### HSC course

The mandatory components and weightings for the HSC course are set out below:

Component	Weighting
Knowledge and understanding of significant historiographical ideas and processes	10
Skills in designing, undertaking and communicating historical inquiry - the History Project	40
<b>TOTAL</b>	<b>50</b>

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 2 to 3 assessment tasks is sufficient.

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Industrial Technology is a 2 Unit Board Developed Category B Course.

This course will attract a subject fee.

TAFE Credit Transfer and/or Advanced Standing provisions are applicable to this course.

**You can choose only one Industrial Technology strand.**

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**EXCLUSIONS:** Students can study only one Industrial Technology focus area.

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#### **COURSE DESCRIPTION**

Multimedia is used to describe a presentation that combines any of the five major media formats: Text, video, pictures, animation and hypertext (WebPages). Jobs that require skills in this specialised Information Technology field have been steadily growing in Australia over the last few years and are expected to develop “strong” employment opportunities by 2011-2012. (*Australian Job Search, Australian Government, 2006*) This course is designed to provide students with the knowledge and understanding of multimedia and its related technologies with an emphasis on design, management and production through practical applications.

In an ever increasing digital workforce, Multimedia Developers currently have opportunities for employment across several industries including Computer Services, Government Administration, Telecommunication Services and Banking. To help provide an insight into potential employment in these industries students investigate various aspects of multimedia technologies including web design and authoring, sound editing, image editing and video production. (*Australian Job Search, Australian Government, 2006*)

Industrial Technology seeks to offer students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production. It also aims to raise the student’s awareness of the interaction between technology, industry, society and the environment.

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#### **MAIN TOPIC COVERED**

The Preliminary course consists of project work and an industry study that provides a broad range of skills and knowledge related to the focus area and an introduction to industrial processes and practices that can be applied in the workforce. The HSC course also includes the development of a major project and design folio.

Both Preliminary and HSC courses are organised around four sections:

#### **Preliminary Course**

1. Industry Study
  - Structural factors - organisation, quality control, marketing
  - Technical Factors - emerging technologies, automation
  - Environmental Factors - resources, pollution, government legislation
  - Personnel Issues - industrial relations, training
  - Occupational Health & Safety - legislations, materials handling, workplace communication
2. Design and Management
  - Designing - decision making during the design of projects
  - Drawing - management and planning of projects
3. Workplace Communication
  - Literacy - Industry terminology, report writing, word processing
  - Calculations - image/video storage requirements, costing projects
  - Graphics - freehand & digital manipulation for projects
4. Industry specific content and production
  - Materials and resources
  - Processes, hardware and software

#### **HSC Course**

The topics covered are the same as for the Preliminary course plus the inclusion of the Major Design Project and Design Folio.

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#### **PARTICULAR COURSE REQUIREMENTS**

There is no prerequisite study for the Preliminary course. The HSC course consists of the development of the Major Design Project and Folio. Students will require access to their own digital camera.

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Industrial Technology is a 2 Unit Board Developed Category B Course.

This course will attract a subject fee.

TAFE Credit Transfer and/or Advanced Standing provisions are applicable to this course.

**You can choose only one Industrial Technology strand.**

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**EXCLUSIONS:** Students can only study one Industrial Technology focus area.

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## COURSE DESCRIPTION

This course is designed to develop in students a knowledge and understanding of the selected industries and their related technologies with an emphasis on design, management and production through practical applications.

Industrial Technology seeks to offer the students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production. It also aims to raise the student's awareness of the interaction between technology, industry, society and the environment.

The Preliminary course consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area and an introduction to industrial processes and practices. The HSC course consists of the development of a major project and industry study. Both Preliminary and HSC courses are organised around four sections:

1. Industry Study
  2. Design and Management
  3. Workplace Communication
  4. Industry specific content and production
- 

## MAIN TOPICS COVERED

### Preliminary Course

1. Industry Study
  - Structural factors
  - Technical factors
  - Environmental & sociological factors
  - Personnel issues
  - Occupational health and safety
2. Design and Management
  - Designing
  - Drawing
  - Computer Applications
  - Project Management
3. Workplace Communication
  - Literacy
  - Calculations
  - Graphics
4. Industry specific Content and Production
  - Materials and Fittings
  - Processes, tools and machinery

### HSC Course

The topics covered are the same as for the Preliminary course plus the inclusion of the Major Design Project and Industry Study Report.

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## PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a requisite for the study of the HSC course. The Preliminary course consists of an industry study and project work. The HSC course consists of an industry study and the development of the Major Design Project. Students are required to purchase timber and materials for their major project.

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Information Processes and Technology is a 2 Unit Board Developed Course.  
This course will attract a subject fee.  
TAFE Credit Transfer and/or Advanced Standing provisions are applicable to this course.

## COURSE DESCRIPTION

This course is designed to enable students to become confident, competent, discriminating and ethical users of computer based information technologies, to possess an understanding of information processes and to appreciate the effect of information systems on society. Through project work, students will create their own information system to meet an identified need.

Both the Preliminary and HSC courses are presented with learning activities that incorporate the following Information Processes:

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting/Receiving
- Displaying

## MAIN TOPICS COVERED

### Preliminary Course

- Introduction to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

### HSC Course - Core

- Project work
- Information Systems and Databases
- Communication Systems

### HSC Option Strands

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 Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course. Access to a digital and video camera is required.

## ASSESSMENT

### Preliminary

Introduction to Information Skills and Systems	20
Tools for Information Processes	50
Developing Information Systems	30

**Total** **100**

### HSC

<i>Internal</i>	
Project Work	20
Information Systems & Databases	20
Communication Systems	20
Option Strands	40

**Total** **100**

### *External*

A three hour HSC examination **100**

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Legal Studies is a 2 Unit Board Developed Course.

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**COURSE DESCRIPTION**

The Preliminary Course develops students' knowledge and understanding about the nature and social functions of law and law making and the development of Australian and international legal systems. It explores the areas of contemporary law reform in topics such as sport, drug use or the issues around young drivers. The rights and responsibilities of individuals and means of dispute resolution are also studied. Students will also investigate case studies of groups who may be disadvantaged, eg. those from minority ethnic groups, and will study groups who may be in conflict with government eg. outlaw motorcycle gangs.

The HSC Course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. There is a strong emphasis on current events and students must be prepared to follow the media to help them understand the issues and arguments.

Legal studies does not teach students to become lawyers and it is not intended as simply an introductory course for future university law students. It is a course for all students. The aim is to provide these students with an understanding of the law from their own perspective as citizens.

Legal Studies provides a context for the development of higher order thinking skills for further education, work and everyday life, and a range of other employability skills.

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**MAIN TOPICS COVERED****Preliminary Course**

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

**HSC Course**

- Core: Crime 30% of course time
  - Core: Human Rights 20% of course time
  - Two (2) additional options chosen from:  
Consumers, Families, Global Environmental Protection,  
Indigenous Peoples, Shelter, Workplace, World Order 50% of course time
- 

**PARTICULAR COURSE REQUIREMENTS**

No special prerequisites.

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**ASSESSMENT****HSC Course*****Internal***

Core and options assessed through:

Investigation and Research Discussion, Expositions and Reports  
Oral and Written Communication

<b>Total</b>	<b>100</b>
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***External***

A three hour written examination:

**Section I: Core**

- Crime and Human Rights (objective response questions) 20

**Section II: Core**

- Human Rights (short answer questions) 15
- Crime (Extended response question) 15

**Section III: Options**

- two extended response questions 50

<b>Total</b>	<b>100</b>
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General Mathematics is a 2 Unit Board Developed Course.

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

**COLLEGE RECOMMENDATIONS**

*Please note the following suggested prerequisites when deciding the level of Mathematics to choose.*

*Note: It is recommended students studying Stage 5.1 in Year 10 do not study any Mathematics in Stage 6.*

<i>Mathematics Extension</i>	<i>Mathematics</i>	<i>General Mathematics</i>
Stage 5.3 Grade A or B	Stage 5.3 Grade A, B or C	Stage 5.3
		Stage 5.2

The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.1 course in Mathematics for the School Certificate, together with the recommended options: *Trigonometry* and *Further Algebra*.

**COURSE DESCRIPTION**

General Mathematics supports the other Stage 6 mathematics courses in catering for the wide variation in students' mathematical competence at the conclusion of Year 10, and provides opportunities for continuing mathematical growth.

The purpose of General Mathematics is to provide an appropriate mathematical background for students who wish to enter occupations which require the use of basic mathematical and statistical techniques. The direction taken by the course, in focusing on mathematical skills and techniques that have direct application to everyday activity, contrasts with the more abstract approach taken by the other Stage 6 mathematics courses.

The study of General Mathematics provides students with valuable support in a range of concurrent Stage 6 subjects, in fostering development of mathematical projects. The course provides a strong foundation for vocational pathways, either in the workforce or in further vocational training studies, and for university courses in the areas of business, the humanities, nursing and paramedical sciences.

**MAIN TOPICS COVERED**

**Preliminary Course**

- Financial mathematics
- Data analysis
- Measurement
- Probability
- Algebraic modelling

**HSC Course**

- Financial mathematics
- Data analysis
- Measurement
- Probability
- Algebraic modelling

**HSC ASSESSMENT**

*Internal*

Concepts, skills and techniques	50
Reasoning and communication	50
<b>Total</b>	<b>100</b>

*External*

<b>External examination</b>	
Section I - Objective response questions	25
Section II - Short answer questions (5 questions x 15 marks each)	75
<b>Total</b>	<b>100</b>

Up to 30% of the assessment may be based on the Preliminary course.

Mathematics is a 2 Unit Board Developed Course.

**COLLEGE RECOMMENDATIONS**

*Please note the following suggested prerequisites when deciding the level of Mathematics to choose.*

*Note: It is recommended students studying Stage 5.1 in Year 10 do not study any Mathematics in Stage 6.*

<i>Mathematics Extension</i>	<i>Mathematics</i>	<i>General Mathematics</i>
Stage 5.3 Grade A or B	Stage 5.3 Grade A, B or C	Stage 5.3
		Stage 5.2

The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.2 Mathematics course for the School Certificate, along with the recommended options.

**COURSE DESCRIPTION**

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake extension courses in mathematics.

**MAIN TOPICS COVERED**

**Preliminary Course**

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and derivative of a function

**HSC Course:**

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications.

**HSC ASSESSMENT**

*Internal*

Concepts, skills and techniques	50
Reasoning and communication	50
<b>Total</b>	<b>100</b>

*External*

<b>External examination</b>	
Section I - Objective response questions	10
Section II - Short answer questions (6 questions x 15 marks each)	90
<b>Total</b>	<b>100</b>

Mathematics Preliminary Extension is a 1 Unit Board Developed Course.  
Mathematics HSC Extension 1 is a 1 Unit Board Developed Course.

**COLLEGE RECOMMENDATIONS**

*Please note the following suggested prerequisites when deciding the level of Mathematics to choose.*

*Note: It is recommended students studying Stage 5.1 in Year 10 do not study any Mathematics in Stage 6.*

<i>Mathematics Extension</i>	<i>Mathematics</i>	<i>General Mathematics</i>
Stage 5.3 Grade A or B	Stage 5.3 Grade A, B or C	Stage 5.3
		Stage 5.2

The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course for the School Certificate, along with the recommended options.

The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.2 Mathematics course for the School Certificate, along with the recommended options.

**COURSE DESCRIPTION**

The content of this course, which includes the whole of the Mathematics (2 Unit) course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of, and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Extension 1 is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2.

**MAIN TOPICS COVERED**

**Preliminary Course**

- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary Mathematics (2 unit) course

**HSC Course**

- Methods of integration
- Primitive of  $\sin^2 x$  and  $\cos^2 x$
- Equation
- Velocity and acceleration as a function of  $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC Mathematics (2 unit) topics.

**HSC ASSESSMENT**

*Internal*

Concepts, skills and techniques	50
Reasoning and communication	50
<b>Total</b>	<b>100</b>

*External*

<b>External examination</b>	
Section I - Objective response questions	10
Section II - Short answer questions (4 questions x 15 marks each)	60
<b>Total</b>	<b>70</b>

Mathematics HSC Extension 2 is a 1 Unit Board Developed Course.

**COLLEGE RECOMMENDATIONS**

*Please note the following suggested prerequisites when deciding the level of Mathematics to choose.*

*Note: It is recommended students studying Stage 5.1 in Year 10 do not study any Mathematics in Stage 6.*

<i>Mathematics Extension</i>	<i>Mathematics</i>	<i>General Mathematics</i>
Stage 5.3 Grade A or B	Stage 5.3 Grade A, B or C	Stage 5.3
		Stage 5.2

The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

**COURSE DESCRIPTION**

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

**MAIN TOPICS COVERED**

The course content includes the entire Mathematics (2 Unit) course, the entire Mathematics Extension 1 course and, in addition, contains:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 Topics

**HSC ASSESSMENT**

*Internal*

Concepts, skills and techniques	50
Reasoning and communication	50
<b>Total</b>	<b>100</b>

*External*

<b>External examination</b>	
Section I - Objective response questions	10
Section II - Short answer questions (6 questions x 15 marks each)	90

**Total** **100**

Modern History is a 2 Unit Board Developed Course.

#### COURSE DESCRIPTION

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

The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through 3 major studies.

#### MAIN TOPICS COVERED

##### Preliminary Course

- **Part I: Case Studies (50%)**  
At least TWO to be undertaken.  
ONE case study must be from Europe, North America or Australia.  
ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.
- **Part II: Historical Investigation (20%)**  
Students investigate a case of their own, an aspect of a case study or an aspect of the core.
- **Part III: Core Study (30%)**  
The World at the Beginning of the 20<sup>th</sup> Century.

##### HSC Course

- **Part I: Core Study (25%)**  
World War 1 and Its Aftermath, 1914-1919.
- **Part II: ONE National Study (25%)**  
A source-based study.
- **Part III: ONE Personality in the Twentieth Century (25%)**
- **Part IV: ONE International Study in Peace and Conflict (25%)**

#### PARTICULAR COURSE REQUIREMENTS

The Preliminary Course is a prerequisite for the HSC Course.

#### ASSESSMENT

##### HSC Course

###### *Internal*

Core, national and international studies are assessed through a range of tasks including:

- Research
- Source analysis
- Oral and written communication

Total	100
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###### *External*

A three hour written examination in three parts.

Total	100
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Music 1 is a 2 Unit Board Developed Course.  
This course will attract a subject fee.

EXCLUSIONS: Music 2.

#### PREREQUISITES

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

#### COURSE DESCRIPTION

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

#### MAIN TOPICS COVERED

Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

These include, but are not limited to:

- Australian Music
- Jazz
- Popular Music
- Rock Music
- Music of the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> century
- Theatre music
- etc.

#### PARTICULAR COURSE REQUIREMENTS

##### HSC course

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

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

#### ASSESSMENT

##### HSC Course only

##### *Internal*

Core performance	10
Core composition	10
Core musicology	10
Core aural	25
Elective 1	15
Elective 2	15
Elective 3	15
<b>Total</b>	<b>100</b>

##### *External*

Core Performance (one piece)	20
A 45 minute - 1 hour aural exam	30

##### Electives:

Three electives from any combination of:

▪ Performance (one piece)	20
▪ Composition (and submitted Composition)	20
▪ Musicology (one <i>viva voce</i> )	20

<b>Total</b>	<b>110</b>	<b>(Then converted to a percentage)</b>
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Music 2 is a 2 Unit Board Developed Course.  
This course will attract a subject fee.

**EXCLUSIONS:** Music 1.

**PREREQUISITES**

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

**COURSE DESCRIPTION**

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

**MAIN TOPICS COVERED**

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600-1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

**PARTICULAR COURSE REQUIREMENTS**

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

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

All students will be required to develop a composition portfolio for the core composition.

**ASSESSMENT**

**HSC Course only**

*Internal*

Performance	20
Composition	20
Musicology	20
Aural	20

Elective, in either:

▪ Performance	
▪ Composition	20
▪ Musicology	

**Total** **100**

*External*

Core performance (one piece reflecting the mandatory topic)	15
Sight singing	5
Core composition (reflecting mandatory topic)	15
Core musicology/aural (a one and a half hour written examination paper)	35
Elective	30
one elective reflecting:	
▪ Additional topic	
▪ Performance (2 pieces) or	
▪ submitted composition or	
▪ submitted essay	

**Total** **100**

Music Extension is a 1 Unit Board Developed Course.  
It may only be studied as a HSC Course.

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**EXCLUSIONS:** Music 1.

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**PREREQUISITES**

Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

HSC Course only.

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**COURSE DESCRIPTION**

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

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**PARTICULAR COURSE REQUIREMENTS**

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.

The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

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Personal Development Health and Physical Education is a 2 Unit Board Developed Course.  
TAFE Credit Transfer or Advanced Standing provisions are applicable to this course.  
This course WILL attract additional charges or costs.

### COURSE DESCRIPTION

The Preliminary Course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas 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 and health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

### MAIN TOPICS COVERED

#### Preliminary Course

##### Core Topics (70%)

- Better Health for Individuals
- The Body in Motion

##### Option Component (30%)

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 Component (40%)

Students to select two options each from:

- 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 the core studies, students select two options for study in the HSC Course.

### VOCATIONAL IMPLICATIONS

This course is designed for all students with substantial interest in the area of health and exercise issues. It would be advantageous for students pursuing a career in Physical Education, Coaching or Community Health (Physiotherapy, Sport Psychology, Occupational Health).

### ASSESSMENT

#### HSC Course

In addition to the core studies, students select two option in each of the Preliminary and HSC Courses.

#### HSC Course

##### *Internal*

Core	60
Option	40
<b>Total</b>	<b>100</b>

##### *External*

A three hour written paper

<b>Total</b>	<b>100</b>
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Physics is a 2 Unit Board Developed Course.  
The Course MAY attract additional charges to the student for excursions.

**EXCLUSIONS:** Senior Science in the Preliminary Course only.

#### COLLEGE RECOMMENDATION

Students with an interest in Science who achieve a high Band 5 or above in the School Certificate may consider enrolling in 2 courses of Science and/or a single strand of either Chemistry or Physics. Students considering Physics as one of the choices should have a strong ability in Year 10 Mathematics Stage 5.3.

#### COURSE DESCRIPTION

Physics in Science Stage 6 provides students with understanding of energy, matter, and their interrelationships. It focuses on investigation natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe. It uses an understanding of simple systems (single particles and pairs of particles) to make predictions about a range of objects for sub-atomic particles to the entire universe and aims to reveal the simplicity underlying complexity. The study of physics relies on the understanding and application of a small number of basic laws and principles that govern the microscopic and macroscopic worlds. The study of physics provides students with an understanding of systems that is the basis of the development of technological applications. The interplay between concepts and technological and societal impacts is embodied in the history and philosophy of science and forms a continuum relating our past to our future.

#### MAIN TOPICS COVERED

##### Preliminary Course

Core content to be covered in 120 hours.

- The World Communicates (30 indicative hours)
- Electrical Energy in the Home (30 indicative hours)
- Moving About (30 indicative hours)
- The Cosmic Engine (30 indicative hours)

##### HSC Course

Core and options organised into a number of modules with core content to be covered in 90 hours and option in 30 hours. Students are required to complete one of the options. The HSC course incorporates the study of:

- (a) the core, which includes:
  - Space ( 30 indicative hours)
  - Motors and Generators (30 indicative hours)
  - From Ideas to Implementation (30 indicative hours)
- (b) options, which constitute 30 hours and include any one of the following:
  - Geophysics
  - Medical Physics
  - Astrophysics
  - From Quanta to Quarks
  - The Age of Silicon

#### PARTICULAR COURSE REQUIREMENTS

Practical experiences are an essential component of both the Preliminary and HSC courses. Students will complete 80 indicative hours of practical/field work during the Preliminary and HSC courses, with no less than 35 indicative hours of practical experiences in the HSC course. Practical experiences must include at least one open-ended investigation, integrating skill and knowledge outcomes, in both the Preliminary and HSC courses.

#### VOCATIONAL IMPLICATIONS

The study of Physics Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Physics Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

#### ASSESSMENT

##### Component

##### Weighting

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Knowledge and understanding of course content.	40
Skills in planning and conducting first-hand investigations, gathering and processing first-hand data and gathering and processing relevant information from secondary sources	30
Skills in communicating information and understanding, developing scientific thinking and problem-solving techniques and working individually and in teams	30
<b>Total</b>	<b>100</b>

Senior Science is a 2 Unit Board Developed Course.  
The Course WILL attract additional charges to the student for excursions.

**EXCLUSIONS:** Biology, Chemistry, Earth & Environmental Science and Physics.

#### COLLEGE RECOMMENDATION

This course is suited to any students with an interest in Science. Students who achieve a School Certificate result in Science less than Band 4 are strongly advised to do this course as other Science courses would be too difficult for them.

#### COURSE DESCRIPTION

The study of Senior Science Stage 6 provides students with a contemporary and coherent understanding of some of the basic laws, theories and principles of Biology, Chemistry, Physics and Earth and Environmental Science and their application. It includes an examination of the technology that uses these laws, theories and principles and the impact of this science and technology on society. It reflects the interdisciplinary nature of science with a focus on the interdependence of science, technology and society. Senior Science Stage 6 caters to a wide range of students who wish to become scientifically literate citizens. The course encourages students to develop a range of practical skills including the use of current instrumentation, information technology and an increased ability to communicate understanding.

#### MAIN TOPICS COVERED

**Preliminary Course** - Core content to be covered in 120 hours.

- Water for Living (30 indicative hours)
- Plants (30 indicative hours)
- Humans at Work (30 indicative hours)
- The Local Environment (30 indicative hours)

**HSC Course** - Core and options organised into a number of modules with core content to be covered in 90 hours and option in 30 hours. Students are required to complete one of the options.

- (a) The HSC course incorporates the study of:
- Lifestyle Chemistry (30 indicative hours)
  - Medical Technology - Bionics (30 indicative hours)
  - Information Systems (30 indicative hours)
- (b) The option constitutes 30 indicative hours and may comprise any ONE of the following:
- Polymers
  - Preservatives and additives
  - Pharmaceuticals
  - Disasters
  - Space Science

#### PARTICULAR COURSE REQUIREMENTS

Practical experiences are an essential component of both the Preliminary and HSC courses. Students will complete 80 indicative hours of practical/field work during the Preliminary and HSC courses, with no less than 35 indicative hours of practical experiences in the HSC course. Practical experiences must include at least one open-ended investigation, integrating skill and knowledge outcomes, in both the Preliminary and HSC courses.

#### VOCATIONAL IMPLICATIONS

The study of Senior Science Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Senior Science Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities. Further details can be obtained from Section 3 of this handbook.

#### ASSESSMENT

##### Component

##### Weighting

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Knowledge and understanding of course content.	40
Skills in planning and conducting first-hand investigations, gathering and processing first-hand data and gathering and processing relevant information from secondary sources	30
Skills in communicating information and understanding, developing scientific thinking and problem-solving techniques and working individually and in teams	30
<b>Total</b>	<b>100</b>

Society and Culture is a 2 Unit Board Developed Course.

### COURSE DESCRIPTION

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

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

### MAIN TOPICS COVERED

#### Preliminary Course

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

#### HSC Course

##### i) Core

- Social and Cultural Continuity and Change (30%) - the nature, continuity and change, research and study of a selected country.
- The Personal Interest Project (30%) - an individual research project.

##### ii) Depth Studies (40%)

*Two* to be chosen from:

- Popular Culture - the interconnection between individuals and popular culture.
- Belief Systems - role of belief systems in societies, cultures and personal life.
- Equality and Difference - the nature of equality and difference in societies and cultures.
- Work and Leisure - the nature and role of work and leisure in society.

### PARTICULAR COURSE REQUIREMENTS

Completion of a Personal Interest Project with 40% of the student's external achievement.

### ASSESSMENT

#### HSC Course

##### Internal

Knowledge and understanding of course content	50
Application and evaluation of social and cultural research methodologies	30
Communication of information, ideas and Issues in appropriate forms	20
<b>Total</b>	<b>100</b>

##### External

A two-hour written examination, including both short answer and extended response questions	60
Personal Interest Project	40
<b>Total</b>	<b>100</b>

Studies of Religion I is a 1 Unit Board Developed Course.

EXCLUSIONS: Studies of Religion II.

#### COURSE DESCRIPTION

Studies of Religion 1 Unit Stage 6 promotes and understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

#### MAIN TOPICS COVERED

##### Preliminary Course

- Nature of Religion and Beliefs
- Two Religious Tradition Studies - Christianity and Judaism
  - Content:
    - Origins
    - Principal Beliefs
    - Sacred Texts and Writings
    - Core Ethical Teachings
    - Personal Devotion/Observance

##### HSC Course

- Religion and Belief Systems in Australia post-1945.
- Two Religious Tradition Studies - Christianity and Judaism
  - Content:
    - Significant People and Ideas
    - Ethics
    - Significant practices in the life of adherents

#### ASSESSMENT

Assessment of student achievement may take the following forms: research, written response, analysis of stimulus material, oral presentation and test/examination tasks.

##### Internal

##### Preliminary Course

Component	Weighting
Knowledge and Understanding of course content	20
Source-based skills	10
Investigation and research	10
Communication of information, ideas and issues in appropriate forms	10
<b>Total</b>	<b>50</b>

##### HSC Course

Component	Weighting
Knowledge and Understanding of course content	20
Source-based skills	10
Investigation and research	10
Communication of information, ideas and issues in appropriate forms	10
<b>Total</b>	<b>50</b>

##### External

HSC Course only - one and a half hour external examination

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Studies of Religion II is a 2 Unit Board Developed Course.

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**EXCLUSIONS:** Studies of Religion I, Catholic Studies.

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**COLLEGE RECOMMENDATION**

Students wishing to study this course should have a high Band 5 or Band 6 in School Certificate English - Literacy.

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**COURSE DESCRIPTION**

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

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**MAIN TOPICS COVERED**

**Preliminary Course**

- Nature of Religion and Beliefs
- Three Religious Tradition Studies - Christianity, Judaism and Islam
  - Content:
    - Origins
    - Principal Beliefs
    - Sacred Texts and Writings
    - Core Ethical Teachings
    - Personal Devotion/Observance/Expression of Faith
- Religions of Ancient Origin
- Religion in Australia pre-1945

**HSC Course**

- Religion and Belief Systems in Australia post-1945.
  - Three Religious Tradition Studies - Christianity, Islam and Judaism
    - Content:
      - Significant People and Ideas
      - Ethics
      - Significant practices in the life of adherents
  - Religion and Peace
  - Religion and Non-Religion
- 

**ASSESSMENT**

Assessment of student achievement may take the following forms: research, written response, analysis of stimulus material, oral presentation and test/examination tasks.

**Internal**

**Preliminary Course**

Component	Weighting
Knowledge and Understanding of course content	40
Source-based skills	20
Investigation and research	20
Communication of information, ideas and issues in appropriate forms	20
<b>Total</b>	<b>100</b>

**HSC Course**

Component	Weighting
Knowledge and Understanding of course content	40
Source-based skills	20
Investigation and research	20
Communication of information, ideas and issues in appropriate forms	20
<b>Total</b>	<b>100</b>

**External**

HSC Course only - three hour external examination.

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Textiles and Design is a 2 Unit Board Developed Course.  
This course will attract a subject fee.

#### COURSE DESCRIPTION

The Preliminary 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 preliminary textile projects.

The HSC course builds upon the Preliminary 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

##### Preliminary Course

- |   |       |
|---|-------|
| ▪ Design  | (40%) |
| ▪ Properties and Performance of Textiles                            | (50%) |
| ▪ The Australian Textiles, Clothing, Footwear and Allied Industries | (10%) |

##### HSC Course

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

#### PARTICULAR COURSE REQUIREMENTS

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

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 Textiles, Clothing, Footwear and Allied Industries.

#### ASSESSMENT

##### HSC COURSE ONLY

###### *Internal*

Textile, Clothing, Footwear and Allied Industries	10
Properties and Performance of Textiles	20
Design	20
Major Textiles Project	50
<b>Total</b>	<b>100</b>

###### *External*

A written examination of 1½ hours	50
Major Textiles Project	50
<b>Total</b>	<b>100</b>

Visual Arts is a 2 Unit Board Developed Course.  
This course will attract a subject fee.

### COURSE DESCRIPTION

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

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

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

### MAIN TOPICS COVERED

Preliminary Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- Subjective, Structural, Cultural and Post Modern frameworks and how students might develop their own informed points of view
- How students may develop meaning, focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frameworks mentioned above.
- How students may develop their own practices of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world
- How students may further develop meaning and focus in their work.

### VOCATIONAL IMPLICATIONS

Students who have experience in photography would be well placed into Visual Arts as this is studied as a medium.

### PARTICULAR COURSE REQUIREMENTS

Preliminary Course

- artworks in at least 2 forms and use of a Visual Arts Process Diary
- a broad investigation of art criticism and art history

HSC Course

- development of a body of work and use of a Visual Arts Process Diary
- a minimum of 5 Case Studies (4-10 hours each)
- deeper and more complex investigations of art criticism and art history

### ASSESSMENT

HSC Course only

*Internal*

*External*

Development of the body of work	50	A written paper	50
Art criticism and art history	50	Submission of a body of work	50
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>

# CATEGORY B

## VET CURRICULUM FRAMEWORK COURSES OFFERED AT ST JOSEPH'S COLLEGE

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VET represents the curriculum associated with Vocational Education and Training courses in the HSC. At St Joseph's College we have trained staff who are able to provide courses in the following VET curriculum frameworks: Retail and Hospitality. The VET courses have been designed to enable students to become competent in workplace practices at an entry level, potentially leading to attainment of a recognised VET qualification or statement of attainment. The frameworks offered provide students with the opportunity to gain credit towards the HSC, credit towards national vocational qualifications under the Australian Qualifications Framework and the option of including their vocational courses for Australian Tertiary Admission Rank calculation purposes.

The VET qualifications gained at a school can be used as a stepping stone for further education, training or to gain part time work while studying. All VET courses have mandatory workplace requirements and provide an independently focused way of learning.

The Diocesan Registered Training Organisation (RTO) for VET Courses has been registered as "Catholic Education Office (Lismore Diocese)".

### Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in a 240 hour VET course and all of the Units of Competency in one of the 60 hour Extension Courses will be eligible for the AQF Certificate II in the framework.
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in a 120 hour VET course will be eligible for the AQF Certificate I in the framework.
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.

### Work Placement and Assessments/Classwork

All VET students are required to lodge, prior to commencing work placement, an Assessment Variation Form with their course teacher(s) for assessment tasks they will miss whilst on their placement.

Students who miss classes in a VET subject due to absences from school need to negotiate with their VET teacher to catch up on work missed whilst absent to ensure all competencies delivered are assessed. This may mean in practical frameworks, such as Hospitality, that students will need to bring their own ingredients to complete tasks they have missed.

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Hospitality is a 2 Unit Board Developed Course.  
This is a Category B Course status for the Australian Tertiary Admission Rank (ATAR).  
A total of 4 units of credit - Preliminary and/or HSC.  
Minimum mandatory work placement - 70 hours.

EXCLUSIONS: Nil.

#### COURSE DESCRIPTION

Students have the opportunity to work towards a Certificate II Hospitality (Operations) in Commercial Cookery for the HSC and undertake a common core of National units which address the requirements of working in the Hospitality Industry. Completion of this course will enable the student to receive a Statement of Attainment towards Certificate II.

These include knowledge of the hospitality industry, working with a range of customers and colleagues, occupational health and safety, workplace hygiene, industry legislation and career development.

The Commercial Cookery Strand focuses on food preparation with basic training of chef skills at entry level to the industry.

Course Hours	240 hours
Course Type	Board Developed
Duration	2 years
Unit Value	2 Unit HSC and 2 Unit HSC
Qualification	Statement of Attainment towards Certificate II
NTIS Code	SIT20207 or SIT20307
Work Placement	70 hours mandatory ( 35 hours per year minimum)

#### Work Placement

Students are required to undertake a minimum of 70 hours work placement for this course. Work placement is a mandatory component and will be undertaken either one day per week or in blocks with a minimum of 35 hours each year. Paid work as an Australian School Based Apprentice will fulfil the work placement requirement.

#### Apprenticeships

School-based apprentices will have the opportunity to progress through Stage One of their Certificate III apprenticeship within the hospitality industry and credit towards their HSC.

#### Articulation

Successful completion of this course will provide articulation into many Certificate III related courses/ qualifications contained in the Hospitality Training Package (THH02).

#### Course Structure

These are an example of competencies to be delivered for Commercial Cookery and Food and Beverage.

#### Units of Competency

##### Compulsory

<i>Unit code</i>	<i>Unit title</i>	<i>Unit code</i>	<i>Unit title</i>
SITHIND001A	Develop and update hospitality industry knowledge	SITHCCC007A	Prepare sandwiches
SITXCOM001A	Work with colleagues and customers	SITHCCC009A	Prepare vegetables, fruit, eggs and farinaceous dishes
SITXCOM002A	Work in a socially diverse environment	SITHIND001A	Develop and updated hospitality industry knowledge
SITXENV001A	Participate in environmentally sustainable work practices	SITXCOM001A	Work with colleagues and customers
SITXOHS001B	Follow health, safety and security procedures	SITXCOM002A	Work in a socially diverse environment
SITXOHS002A	Follow workplace hygiene procedures	SITXENV001A	Participate in environmentally sustainable work practices
SITHCCC001A	Organise and prepare food	SITXOHS001A	Follow health, safety and security procedures
SITHCCC002A	Present food	SITXOHS002A	Follow workplace hygiene procedures
S1THCCC004A	Clean and maintain kitchen premises	SITHACS006A	Clean premises and equipment
S1THCCC005A	Use basic methods of cookery	SITXFSA001A	Implement food safety procedures
SITXFSA001A	Implement food safety procedures	SITHFAB012A	Prepare and serve espresso coffee
SITHCCC006A	Prepare appetisers and salads		

#### Assessment

Holistic Assessment will be used to assess students over the range of elements of competency that are covered in each project. Students will be observed in class, they will be given handouts/worksheets, view demonstrations and undertake tasks/tests from which they will be assessed as either competent or non-competent.

#### Recognition

This qualification is recognised nationally.

Vocational Outcomes	Cafe Attendant, Hospitality Employee
Further Study	Certificate III in Hospitality (Operations) to an Advanced Diploma
Career	Supervisor, Team Leader, Manager, Club Secretary/Manager, Restaurateur/Restaurant/Cafe Owner

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Information Technology is a 2 Unit Board Developed Course.  
This is a Category B Course status for the Australian Tertiary Admission Rank (ATAR).  
A total of 4 units of credit - Preliminary and/or HSC.  
Minimum mandatory work placement - 70 hours.

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**EXCLUSIONS:** Nil (Note however, exclusion with Computing Applications CEC.)

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#### **COURSE DESCRIPTION**

This course is part of the Information Technology Curriculum Framework which is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills valued both within and beyond the workplace.

It is for students wishing to achieve competencies leading to entry level employment and/or further education and training in an industry where information technology is used and supported.

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#### **MAIN TOPICS COVERED**

Students concentrate on developing a range of skills required to prepare someone to work effectively in an environment where information technology is used. These include oral and written communication skills, teamwork skills, the efficient use of a range of software application package, essential hardware management and occupational health and safety competencies.

Students must attempt all of the following **Core Units**:

- working effectively in an information technology environment
- applying occupational health and safety procedures
- operating computer packages - desktop applications
- operating computer hardware
- designing organisational documents using commercial computing packages
- integrating commercial computing packages
- maintaining equipment and consumables
- communicating in the workplace
- connecting hardware peripherals
- installing software applications
- maintaining system integrity

Following the study of the Core Units, students must elect and study a minimum of FOUR units from the following elective list;

- receive and process oral and written communication
  - maintain equipment/software inventory
  - interact with clients
  - identify components of multimedia
  - access the internet
  - record client support requirements
  - apply problem-solving techniques to achieve organisational goals
  - participate in a team and individually to achieve organisational goals
  - determine client computing problems and action
  - administer network peripherals
- 

#### **PARTICULAR COURSE REQUIREMENTS**

**Work Placement** - Students must complete a minimum of 70 hours work placement in an information technology workplace.

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#### **ASSESSMENT**

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency.

There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book. When all competencies have been achieved students are eligible for Certificate II Information Technology.

#### **EXTERNAL ASSESSMENT**

The HSC exam is independent of the competency based assessment and has no impact on the eligibility of a student to receive AQF qualifications.

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Retail Services is a 2 Unit Board Developed Course.  
This is a Category B Course status for the Australian Tertiary Admission Rank (ATAR).  
A total of 4 units of credit - Preliminary and/or HSC.  
Minimum mandatory work placement - 70 hours.

EXCLUSIONS: Nil.

#### COURSE DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain knowledge and skills to enable the individual to commence a career and be an effective employee in the community pharmacy, retail and/or wholesale industry.

In this course students gain an understanding of the retail industry together with a broad range of personal and interpersonal skills that are valued within and beyond the industry. Students will develop skills in merchandising, sales, stock control, equipment operations, customer service and communication.

Course hours	240 hours
Course type	Board Developed
Duration	2 years
Unit value	2Unit Preliminary and 2Unit HSC
Qualification	Certificate II in Retail
Work placement	70 hours mandatory ( 35 hours per year minimum)

#### Work Placement

Students are required to undertake a minimum of 70 hours work placement for this course. Paid work as an Australian School Based Apprentice will fulfil the work placement requirement. Work placement is a mandatory component and will be undertaken either one day a week or in blocks.

#### Traineeships

School-based Trainees will have the opportunity to complete a Certificate of II in Retail (Proficiency) and credit towards their HSC.

#### Articulation

Successful completion of this course will provide articulation into many Certificate III related courses/qualifications contained in the Retail Training Package (SIR07).

#### Course Structure

You will need to complete all competencies as listed to obtain the Certificate II qualification. The course consists of 12 units of competency, 9 compulsory core units and 3 elective units. Electives have been pre-selected.

#### Units of Competency

##### Compulsory

<i>Unit code</i>	<i>Unit title</i>	<i>Unit code</i>	<i>Unit title</i>
SIRXCCS001A	Apply point-of-sale handling procedures	SIRXINV001A	Perform stock control procedures
SIRXCCS002A	Interact with customers	SIRXOHS001A	Apply safe working practices
SIRXCLM001A	Organise and maintain work areas	SIRXRSK001A	Minimise theft
SIRXCOM001A	Communicate in the workplace	SIRXMER001A	Merchandise products
SIRXICT001A	Operate retail technology	SIRXSL001A	Sell products and services
SIRXIND001A	Work effectively in a retail environment	SIRXSL002A	Advise on products and services

#### Assessment

Holistic Assessment will be used to assess students over the range of elements of competency that are covered in each project. Students will be observed in class, they will be given handouts/worksheets, view demonstrations and undertake tasks/tests from which they will be assessed as either competent or non-yet-competent.

#### Recognition

This qualification is recognised nationally.

<b>Vocational Outcomes</b>	Sales Assistant, Retail Assistant Food Products, Retail Assistant (Office)
<b>Further Study</b>	Certificate III in Retail, Certificate IV in Retail Management, Retail Management Diploma (SIR07)
<b>Career</b>	Sales Administrator Supervisor, Trainer, Retail Store Manager

# BOARD ENDORSED COURSES OFFERED AT ST JOSEPH'S COLLEGE

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There are three types of Board Endorsed Courses – Content Endorsed Courses, School Designed Courses and University Developed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by the Board of Studies 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 design special courses in order to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.
- University Developed Courses are developed by universities in conjunction with schools to suit the needs of high ability students.

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).**

Content Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses. Some TAFE delivered Board Endorsed Courses have 3 or 4 unit value.

The following Content Endorsed Courses are on offer at St Joseph's College.

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Catholic Studies ~ 1 Unit

Exploring Early Childhood ~ 2 Unit

Marine Studies ~ 1 Unit

Photography, Video & Digital Imaging ~ 1 or 2 Unit

Sport, Lifestyle & Recreational Studies ~ 1 or 2 Unit

Work Studies ~ 1 Unit

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## SCHOOL DEVELOPED BOARD ENDORSED COURSE

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Course: **CATHOLIC STUDIES**

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Exclusions: Studies of Religion II.

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The Catholic Studies course provides students with knowledge about Catholicism so that they will be informed with regard to life choices and encouraged to appreciate the spiritual function of religion in people's lives.

This course contributes to the general cultural education and personal development of students.

The course aims to:

- Make sense of everyday life experiences in the broader contexts of mystery, complexity, confusion and awe
  - Gain access to and understand the Scriptures, the traditions of the Catholic community, its stories, its experiences and its teachings
  - Celebrate with others the mystery and life of the Risen Christ
  - Respond to the activity of God in their lives and in the whole of creation
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Catholic Studies is a 1 Unit Board Endorsed Course.  
The length of the course is two years.

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**COURSE DESCRIPTION**

This course is specifically designed for students who are not interested in using their Religious Education studies for their ATAR. The course covers a wide range of topics and issues including ethics, social justice, Christian living, prayer life and leadership.

The course generally concentrates on the Catholic tradition but has reference to social and cultural interaction and to other religions.

This course utilizes the Archdiocese of Sydney's religious curriculum document "Faithful to God, Faithful to People" and has been designed by teachers in the Lismore diocese for use by the schools in this region.

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**COURSE MODULES**

The course is organised into five content strands and there are three units of work to be completed within each strand. The strands and units are as follows:

- A. Scripture and Jesus**
    - Christology
    - Mary and Women in Scriptures
    - New Testament Studies
  - B. Church and Community**
    - Mission, Leadership and Ministry
    - Church in Australian society
    - Being Catholic (mandatory unit of study)
  - C. God, Religion and Life**
    - Living with Good and Evil
    - Nature of Religion
    - World Religions
  - D. Prayer, Liturgy and Sacraments**
    - Christian Prayer
    - Praying through the Liturgy
    - Sacraments at the Service of Communion
  - E. Morality and Justice**
    - Justice and Compassion
    - Catholic Moral Teaching and Conscience
    - Moral Issues
- 

**PARTICULAR COURSE REQUIREMENTS**

Students will be expected to complete class work, assignments and examinations.

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**ASSESSMENT AND REPORTING**

Students will be assessed according to the outcomes of each topic. Reporting of student achievement will follow school requirements.

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## CONTENT ENDORSED COURSE

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Course: **EXPLORING EARLY CHILDHOOD**

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Exclusions: Nil.

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The Exploring Early Childhood course provides students with knowledge about childhood development so they will then be able to support and encourage this development when interacting with children.

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 parent, friend, carer or educator.

The course aims to:

- Develop knowledge and understanding about the physical, socio-emotional, behavioural, cognitive and language development of young people.
  - Develop knowledge and understanding about the environmental factors that impact upon young children's growth and development.
  - Develop skills in communication and interaction, decision-making and evaluation.
  - Develop an appreciation of the value and importance of supportive and responsible relationships with young children.
  - Develop respect for the individuality and uniqueness of young children and their families.
-

Exploring Early Childhood is a 2 Unit Content Endorsed Course.  
TAFE Credit Transfer or Advanced Standing provisions are possible depending on modules studied.  
This course WILL attract additional charges or costs to the student.

**COURSE DESCRIPTION**

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

**COURSE STRUCTURE**

Exploring Early Childhood comprises a compulsory common core and optional modules. The core comprises of three parts, totalling 45 hours of study. The optional modules expand on the issues introduced in the compulsory core components. There are 14 optional modules from which to choose. The time allocated to each module is flexible within the range 15-30 hours of study.

**Core Studies:**

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

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

**Modules:**

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

The following optional course modules are:

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

**COURSE ASSESSMENT**

A variety of assessment tasks may be used including interviews, observations and written reports. At least one assessment task must derive from formal examinations.

Component	Weight
Knowledge and Understanding	50%
Skills	50%
<b>Total</b>	<b>100</b>

**VOCATIONAL IMPLICATIONS**

Students who select this course should have a keen interest in the area of children's services industry and an anticipated career path in jobs such as long day care, preschool teaching, respite care, nanny, and hospital services as examples.

**SPECIAL NOTE:**

As this course has a practical as well as theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. This is best achieved in informal settings, such as the home, with friends or relatives. This interaction would occur outside of school hours. Alternatively, visits to children services like a child care centre or primary school may be undertaken.

## CONTENT ENDORSED COURSE

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Course: **MARINE STUDIES**

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Exclusions: Nil.

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Students will learn that the ocean covers more than 70 per cent of the Earth's surface and influences all forms of life on this planet. Of the thirty-three animal phyla, twenty-eight are found in the sea and thirteen are exclusively marine.

This course encourages students to continue develop their knowledge, skills and understanding of the role of science in addressing key issues relating to the marine environment.

This course aims to develop in students:

- knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment
  - the ability to cooperatively manage activities and communicate in a marine context
  - an ability to apply the skills of critical thinking, research and analysis
  - knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
  - knowledge, understanding and skills of safe practice in the marine context.
-

Marine Studies is a 1 Unit Content Endorsed Course.  
TAFE Credit Transfer or Advanced Standing provisions are possible depending on modules studied.  
This course WILL attract additional charges or costs to the student.

**COURSE DESCRIPTION**

Marine Studies is comprised of a 30 hour Core, 23 optional modules and an optional personal interest project. After completing the core, schools are able to select from the optional modules to develop programs that respond to student needs and interests.

Schools may also develop a maximum of 15 hours of School Developed modules, for each 60 hours of study. A range of courses may be offered as follows:

Units and Years of Study	Number of Hours	Preliminary / HSC	Number of Modules
1 unit / 1 year	60	60 hours Preliminary or 60 hours HSC	30 hour Core and 30 hours of optional modules
1 unit / 2 years	120	60 hours Preliminary plus 60 hours HSC	<i>Preliminary</i> 30 hour Core + 30 hours of optional modules; and <i>HSC</i> 60 hours of optional modules

**COURSE STRUCTURE****Modules Include:**

Core	Optional Modules	Hours
1. Marine Safety and First Aid (6 hours)	1 Resuscitation Certificate	15
	2 First Aid Certificate	15
	3 Dangerous Marine Creatures	30
	4 Estuarine Studies	30
	5 Coastal Studies	30
	6 Coral Reef Ecology	30
	7 Oceanography	15/30
	8 Local Area Study	15
	9 Sea Birds of Our Coast	15
2. The Marine Environment (6 hours)	10 Commercial and Recreational Fishing	30
	11 Aquaculture	15/30
	12 Marine Resource Management	15
	13 Marine Aquarium	15/30
	14 Anatomy and Physiology of Marine Organisms	15/30
	15 Seafood Handling and Processing	30
3. Life in the Sea (6 hours)	16 Skin Diving and Diving Science	30
	17 Marine Engineering	30
	18 Marine Archaeology	30
4. Humans in Water (6 hours)	19 Boating and Seamanship	30
	20 Marine Craft Construction and Repair	30
	21 Pilotage and Navigation	15/30
	22 Marine Communication	30
	23 Wind Powered Craft	30
5. Marine and Maritime Employment (6 hours)	24 Personal Interest Project	30

**COURSE ASSESSMENT**

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content; and
- skills outcomes and content.

The assessment components and weightings are notified at the start of the course.

**VOCATIONAL IMPLICATIONS**

Students who select this course must have a keen interest in the marine environment and be willing to participate in all activities, some of which have a cost factor involved.

## CONTENT ENDORSED COURSE

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Course: **PHOTOGRAPHY, VIDEO & DIGITAL IMAGING**

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Exclusions: If you are doing Visual Arts, you may not submit previously done Photography work as a Visual Arts Major Work.

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Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news; we study pictures that figure prominently in newspapers and holiday brochures; we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer-enhanced images transmitted across space; we take x-ray photographs of our interiors to a doctor for interpretation; we use photocopiers and fax machines as standard office equipment.

This course in Photography will allow students to:

- Increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
  - Develop an understanding of the methods photographers use to build meanings;
  - Develop skills through the acquisition of the techniques of photography;
  - Use photography as a means of visual communications and a process to aid observation and analysis;
  - Gain an understanding of careers involving photography.
-

Photography ~ 1 Unit or 2 Unit is a Content Endorsed Course.  
At St Joseph's College, the course is offered as 1 Unit in Year 11  
or a 2 unit course over both Year 11 and Year 12.  
TAFE Credit Transfer or Advanced Standing provisions are NOT applicable to this course.  
This course WILL attract additional charges or costs to the student.

## COURSE DESCRIPTION

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

The course is designed to enable students to 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.

## COURSE STRUCTURE

Course	Units	Hours	Structure
1 Year - Year 11	1	60	2-3 modules
2 Year - Year 11 & 12	2	120	3-6 modules

## COURSE ASSESSMENT

### Modes of Assessing Students

Two courses are offered this year. They are the 1 unit/1 year/60 hour module and the 2 unit/2 year/120hour module.

Students are assessed on the completion of 2-3 modules in the 1 year unit and 3-6 modules in the 2 year course plus an individual collaborative project.

Students do modules situated within a field of practice - video or digital imaging. At St Joseph's College, the emphasis is on digital imaging and photoshop.

## POSSIBLE MODULES

Field	Module Title	
Digital Imaging	D11	Introduction to Practice in Digital Imaging
	D12	Developing a Point of View
	D13	Traditions, Conventions, Styles and Genres
	D14	Manipulated Forms
	D15	The Arranged Image
	D16	Temporal Accounts

Field	Module Title	
General	G1 20-40 hours	Individual Collaborative Project Students choice in Digital Photography
Mandatory in any Field(s)	3-6* hours	Occupational Health and Safety

## VOCATIONAL IMPLICATIONS

Students who do photography would be well placed to do studies of Visual Arts at a post secondary level where Photography is studied.

Opportunities for students to work in media would be enhanced by doing this course.

## CONTENT ENDORSED COURSE

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Course: **SPORT, LIFESTYLE AND RECREATION STUDIES**

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Exclusions: Students studying Board Developed PD/H/PE must not study CEC modules which duplicate PD/H/PE modules.

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

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

- Develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
  - Promote an understanding of the requirements for healthy living;
  - Develop a deeper understanding of the interaction between society, sport, recreation and fitness;
  - Identify how sport influences and affects various groups and sections of our society;
  - Provide students with a greater understanding of their physical and sporting potential.
-

Sport, Lifestyle and Recreational Studies is a 1 Unit Content Endorsed Course.  
The course is offered as 1 Unit in Year 11 or 2 Units in Year 11 and 12 at St Joseph's College.  
TAFE Credit Transfer or Advanced Standing provisions are applicable to this course.  
This course WILL attract additional charges or costs to the student.

## COURSE DESCRIPTION

The Sport, Lifestyle and Recreation is a logical extension of the PD/H/PE learning area in Years 7-10.

The course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

It is a substantial course of study to cater for a wide range of student needs and interests in both the practical and theoretical aspects.

## COURSE STRUCTURE

The Sport, Lifestyle and Recreation course comprises of 15 optional modules. There is a prescribed core component. Two to three modules for each unit of study will be selected, each allocated between 20-40 hours of study, in both the Preliminary and HSC Course, to develop a program that responds to student needs and interests.

Note: the course can be studied as a 1 unit subject in Preliminary and HSC or as 2 units in Preliminary and HSC.

### Modules include:

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

## COURSE ASSESSMENT

Component	Weight
Knowledge and Understanding	50%
Skills	50%
<b>Total</b>	<b>100</b>

## VOCATIONAL IMPLICATIONS

Students who select this course must have a keen interest in this area and be willing to participate in practical activities which will lead to a better understanding of the need for recreation and a healthy lifestyle.

## CONTENT ENDORSED COURSE

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Course: **WORK STUDIES**

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

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**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.

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**CORE**

Core studies are compulsory. 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. There are two parts to the core:

- Core 1: Work and Change
- Core 2: Experiencing Work

**COURSE MODULES**

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

1. Career Planning
2. Job Seeking and Interviews
3. Workplace communication and Interpersonal Skills
4. Equity Issues and Work
5. Work and Lifestyle
6. Workplace Issues
7. Self Employment
8. Investigating an Enterprise
9. Social Issues and work
10. Occupational Health and Safety and First Aid in the Workplace
11. Work Project
12. Work Placement

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.

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**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.

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# CATEGORY A FLEXIBLE DELIVERY COURSES OFFERED BY DIOCESE OF LISMORE DISTANCE EDUCATION

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Ancient History ~ 2 Unit  
Economics ~ 2 Unit  
Engineering Studies ~ 2 Unit  
Geography ~ 2 Unit  
Beginners Indonesian ~ 2 Unit  
Beginners Japanese ~ 2 Unit  
Physics ~ 2 Unit  
Software Design and Development ~ 2 Unit  
Studies of Religion ~ 2 Unit

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

Online, flexible delivery courses have been made available within our Diocesan schools to cater for specific student needs and to address equity issues associated with existing distance education.

### Subjects Offered to Year 11 Students in 2012

For 2012, the Board Endorsed (Category A) courses that may be offered in this mode of delivery are the Preliminary and HSC courses in:

- Ancient History
- Economics
- Engineering Studies
- Geography
- Beginners Indonesian
- Beginners Japanese
- Physics
- Software Design and Development
- Studies of Religion (2unit)

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

### How Does it Operate in the Diocese of Lismore?

The delivery of subjects to students in the Diocese will be achieved through the use of emerging Internet technologies and existing services. A teacher, based at one of the Diocesan schools, will use this infrastructure to teach students in various other schools, both within and outside the Lismore Diocese. Some lessons will involve being "on-line" together, ie. *synchronously*. Students follow up these lessons by accessing the course material and resources and completing set work in their own time, ie. *asynchronously*. This asynchronous delivery can take place at school during the normal school day or at home in the student's own time. However, in order to meet the course requirements and to cater for all schools and students it will be necessary to timetable the synchronous classes during the evening after school each week. This is similar to existing arrangements for Extension English, Mathematics and History that already exist in some schools although students would not need to remain at school in order to participate. This and the necessity of travelling to a central location once per term to work with the teacher face to face should be commitments students consider carefully when choosing these subjects. It will be the responsibility of the school to provide a computer with Internet access to students for the classes at school. It is recommended that students have access to a reliable computer with Internet access at home.

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

### Assessment and Reporting of Student Progress

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for students needing guidance and support and may also provide supervision for students when they are on-line. Another role of the mentor is to keep in contact with the appointed "on-line" teacher and monitor student progress. They also have the responsibility for the co-ordination of exams and other assessment events that the student attempts at school. All formal assessment tasks will be conducted at school. The Internet will not be used as a means of conducting formal assessment tasks. The student's school report for these subjects will be issued by the Diocese of Lismore Online Education Centre.

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## Course Requirements

There are no prerequisites to studying online subjects. Students will require access to a computer with an Internet connection, which is provided while the student is on the school site. It is recommended a student have access to the Internet at home. Text books and other study materials will be provided as per existing school arrangements.

## Course Cost

The courses involved in this mode of delivery will be provided to the student at a cost over and above existing school fees. The approximate cost for 2012 will be \$400 per subject per year. 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?

## 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.

*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. A quick response to your enquiry is assured. A number of days are organised 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 organisational issues and to provide you with support while at school.

*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.

## 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. A written application form is available from the school or the Online Education Centre. The application requires your Principal's approval. Finalisation of enrolments and notification of places occurs in November.

More detailed information can be obtained from the website <http://oec.lism.catholic.edu.au>, your school or by contacting Andrew Burgess the course coordinator. Phone/Fax: 66585896 or 0407457009.



# CATEGORY B AND BOARD ENDORSED VOCATIONAL EDUCATION AND TRAINING COURSES TAFE DELIVERED

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Students at St Joseph's College are able to readily access courses held at Kingscliff and Murwillumbah TAFE Campuses. The cost of courses for students in non-government schools is calculated on a "user pay" premise.

The following courses are on offer for 2012 at Kingscliff or Murwillumbah TAFE. The fees for 2012 will be approximately \$800 per student per year for a 2 unit TAFE course. Additional costs are incurred if a student studies more than 2 units per year at TAFE.

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## **Board Developed Courses (Category B)**

Accounting (Preliminary & HSC courses completed in one year)	> Kingscliff TAFE
Automotive - Mechanical	> Murwillumbah TAFE
Automotive - Motorcycle	> Murwillumbah TAFE
Automotive - Small Engines	> Murwillumbah TAFE
Construction	> Kingscliff TAFE
Electrotechnology	> Kingscliff TAFE
Health Services Assistance - Certificate III	> Kingscliff TAFE
Tourism and Events	> Kingscliff TAFE

## **Board Endorsed Courses**

Animal Studies	> Murwillumbah TAFE
Baking - Retail	> Kingscliff TAFE
Children's Services	> Kingscliff TAFE
Fashion Design	> Kingscliff TAFE
Fitness - Certificate III	> Kingscliff TAFE
Hairdressing	> Kingscliff TAFE

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## ☐ VOCATIONAL EDUCATION AND TRAINING COURSES – TAFE DELIVERED

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For further details on these courses refer to the booklet “Vocational Education and Training Courses Guide”. Some of the courses listed in this booklet are not available locally. The TAFE website <http://www.nci.tafensw.edu.au/tvet> also gives details about the various TAFE courses on offer to senior students. Mr Matthew Hall, Careers Advisor at St Joseph’s College, will also provide TAFE information to interested students.

### OTHER INFORMATION

- Students wishing to do a TAFE course as part of their senior pattern of study are required to complete an application form, this form is available from the Careers Advisor. This is done during Term 3. The due date will be advised in the College Daily Notices and Newsletter.
  - **TAFE Courses for students are usually held on Monday afternoons. The following courses had different delivery times in 2010. Days and times for 2011 are expected to be similar to this year.**
    - ~ Accounting – Monday 6:00pm-9:00pm and Wednesday 6:00pm-9:00pm
    - ~ Animation – Monday 6:00pm-9:00pm
    - ~ Automotive – either 2 units per year or 4 units per year – 2 units on Monday afternoon and 4 units all day Tuesday
    - ~ Construction – either 2 units per year or 4 units per year – 2 units on Monday afternoon and 4 units all day Tuesday
    - ~ Information Technology
      - Monday or Wednesday – 6:00pm-9:00pm (2 units)
      - Monday and Wednesday – 6:00pm-9:00pm (4 units)
    - ~ Digital Imaging – Tuesday 6:00pm-9:00pm
    - ~ Retail Operations – includes on the job training so students must have a casual job
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## ❑ WHO TO SEE ABOUT COURSES?

For more information about subjects, please contact the following teachers:

COURSE	CONTACT PERSON
English Courses (Advanced, Standard, Fundamentals & Extension)	Mrs Janet Crouch
Mathematics Courses (General, 2 Unit, Extension 1 Preliminary, Extension 1 HSC & Extension 2)	Mr Frank Malone "
Biology Chemistry Earth & Environmental Science Physics Senior Science	Mr Geoff Cox " " " "
Ancient History Modern History History Extension Business Studies Economics Geography Legal Studies Society and Culture VET Retail Studies (Category B) Work Studies	Mr Tony Channell " " " " " " " " "
Drama French Beginners French Continuers Music 1 and 2 Music Extension Photography, Video & Digital Imaging Visual Arts	Mr Shane Rowland " " " " " "
VET Hospitality Operations (Category B) VET Information Technology (Category B) Design and Technology Food Technology Industrial Technology - Multimedia Industries Industrial Technology - Timber Products and Furniture Industries Information Processes and Technology Textiles and Design	Ms Karen Parker " " " " " " "
Community and Family Studies Exploring Early Childhood Personal Development, Health and Physical Education Sport, Lifestyle and Recreation	Mr Peter Serone " " "
Studies of Religion I Studies of Religion II Catholic Studies	Ms Helen Gooley " "
Flexible Delivery Online	Mrs Kathy McAlister
School Based Apprenticeships	Mr Michael Joseph
School Based Traineeships	Mr Michael Joseph
TVET Courses	Mr Matt Hall

## GLOSSARY OF TERMS USED IN THIS BOOKLET

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**ATAR** - This is the abbreviation for the Australian Tertiary Admission Rank. The ATAR is a rank that allows the comparison of students who have completed different combinations of HSC courses. The ATAR indicates a student's relative position in relation to the other students within the same year. The ATAR is calculated solely for use by institutions to rank and select school leavers for admission to tertiary courses. Other selection criteria may be used together with the ATAR by some tertiary institutions. The number given to the maximum rank in NSW will now be an ATAR of 99.95, which is the same as that given to students in other states, other than Queensland.

**NSW BOS (Board of Studies)** - This is a NSW government authorized body that ensures government policy requirements and guidelines are followed by schools.

**Board Developed Course** - A course developed by the Board of Studies (BOS) that has a common syllabus across the state. Board Developed Courses are examined externally at the HSC Examination.

**Board Endorsed Course** - These courses have a set program of assessment, but there is no external HSC examination set by the BOS. Marks attained in these courses **DO NOT contribute towards an ATAR**. There are three types of Board Endorsed Courses:

1. A course written and developed by individual schools, TAFE Colleges or school systems. The course is given endorsement for inclusion in the curriculum by the BOS as an acceptable subject of study for the HSC.
2. **Content Endorsed Courses** are also Board endorsed but the content has been developed by the BOS.
3. **University Developed Courses** are developed by universities in conjunction with schools to suit the needs of high ability students.

**Category A Courses** - These are courses that most universities consider contain enough academic rigor to be relevant for study at a university level. All Category A courses can be counted as part of the ten best units for the purpose of calculation of the ATAR.

**Category B Courses** - These are courses that most universities do not consider lead on to any specific university course. They are less rigorous in academic content than other Board Developed Courses. A student may use **ONE** Category B course as part of the ten best units for the purposes of calculation of the ATAR.

**HSIE** - This is the abbreviation used for the Key Learning Area (KLA) of "Human Society and Its Environment". A number of subjects are grouped into this KLA including Modern and Ancient History, Geography, Economics and Society & Culture.

**KLA** - This is the abbreviation used for the "Key Learning Area". There are eight KLAs. All subjects/courses belong to one of the eight Key Learning Areas.

**Matriculation** - A term used to describe successful acceptance into university following Year 12. Matriculation is not automatic. It is dependent on the ATAR achieved by a student in the HSC. However, a person over the age of 21 can apply as a mature-age student to enter university without having matriculated. A student does not have to attempt Matriculation to attain a HSC.

**Preliminary Course** - The Higher School Certificate is generally studied over two years. The first three terms of Year 11 are the Preliminary Course. Achieving the outcomes of these courses lays the foundations for achievement in the HSC course. Progression from a Preliminary Course to a HSC course is not automatic. Students have to perform to a satisfactory level in the Preliminary Course before advancing to the HSC course.

**PPE** - Personal Protection Equipment

**TAFE Delivered VET Courses (TVET)** - These courses are recognised by both the BOS and TAFE colleges. They are given dual accreditation from both of these bodies and widen the curriculum offerings of the school.

**Unit** - All courses carry a unit weighting. One unit represents 60 hours of indicative learning time required to achieve the course outcomes. Most courses have a value of two units.

**VET** - Vocational Education and Training Courses.