Year 11 Subject Information Handbook

Preliminary Course 2022

HSC Course 2023

"Do your best and God will bless your efforts"

St Mary MacKillop 22.11.1899

From the Principal

Dear Parents/Carers and students,

You are about to enter one of the most demanding and important phases of secondary education. By continuing your Year 11 and Year 12 studies at St Joseph's you are making a commitment that has significant implications for your future career and your development as young adults.

Our college Mission Statement states: "St Joseph's Catholic College community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world."

This is a very important time for senior students to further develop their faith, for they have to choose subjects that will ensure this occurs in their personal and academic development.

To gain full advantage from the college, it is expected that as a senior student you will become fully involved in the life of the school. Involvement is an important factor in your growth as a person. The college will make demands on you as a young adult. You will be responsible for your own output of work, the pressure coming from yourself, not your teachers.

The challenge is for you to choose courses that suit your ability and interest level. During the next few weeks you will be involved in a process that is aimed at guiding you through these choices. Staff may advise you against certain choices and you would be wise to think carefully about that advice.

It is important to remember that your future career, education choices and options will be dependent on the next two years. Think through the advice given to you as well as the information you have available from reports and be realistic in your choices. This handbook provides you with basic information and is to be used in conjunction with the Year 11 subject information evening, follow-up meetings and interviews.

Years 11 and 12 will require an organised and mature approach to school. To do so at a Catholic school demands a real commitment to its goals. Remember that we are a Catholic school where our Gospel values are the foundation to our Catholic faith, a school where you can grow in confidence to make a positive difference in our ever changing world.

Tony McCudden
Principal

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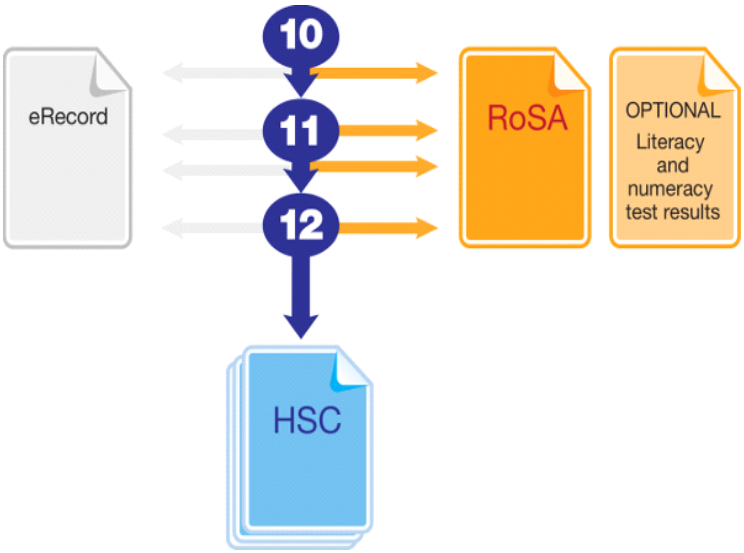
Staff Directory 2022

COLLEGE LEADERSHIP TEAM	
Principal	Mr Tony McCudden
Assistant Principal	Ms Anne Lovett
Leader of Religious Education	Ms Nicole Harrison
Leader of Learning and Teaching	Mrs Alexandra McArdle
Leader of Student Wellbeing	Mrs Cathy Toby
Leader of Administration	Mr Kirk Mercer
Leader of Finance and Site Operations	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Julie Finneran
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Fiona Green
YEAR LEADER	
Year 11 2022	Mrs Madeline Stephenson
LEADERS OF LEARNING	
Religious Education	Ms Nicole Harrison
English	Ms Maria Woodhouse
HSIE (Human Society & it's Environment)	Mrs Kristie Kelaher
Mathematics	Mr Luke Wilmott
Dance & PDHPE (Personal Development Health & Physical Education)	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies)	Mrs Anne Evanson
Creative and Performing Arts	Mrs Sue Lockwood
Languages	Mrs Samantha Andersen
Learning Support	Mrs Tracy Simpson
Vocational Education & Training/TAFE	Mrs Christine Wilkinson
SPECIAL RESOURCE TEACHERS	
School Counsellors	Mrs Christine Hain and Ms Caroline Zavolokin
Librarian	Mrs Karen Powers
Careers Advisor	Mrs Christine Wilkinson
Representative Sports Coordinator	Mrs Debra Northey
Disability Provisions – teacher in charge	Mrs Tracy Simpson
NSW School of Languages Supervisor	Mrs Samantha Andersen

Studying in Year 11 and Year 12 – important terms

RoSA – Record of Student Achievement

The RoSA is awarded to students who leave school after completing Year 10 and before completing their Higher School Certificate. A RoSA lists grades for all subjects satisfactorily completed in Year 10 and Year 11 and participation in any uncompleted courses studied in Stage 6 up until the point the student leaves.



NESA – NSW Education Standards Authority

sets the pattern of study and minimum requirements for achieving the HSC. NESA is responsible for all syllabus documents and external examinations. For more information visit the NESA website: http://educationstandards.nsw.edu.au

HSC – The Higher School Certificate

The HSC is a certificate awarded by NESA and marks the completion of 13 years of schooling. This credential provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

ATAR – Australian Tertiary Admission Rank

The ATAR is a number, calculated by the **University Admissions Centre (UAC)**, which universities use to assist them with the selection of students to undertake university courses following the HSC. ATARs are a numerical measure of a student's overall academic achievement in the HSC in relation to that of other students. It is a rank and allows the comparison of students who have completed different combinations of HSC courses. Some university courses have additional selection methods such as an interview, specialised testing or portfolio.

To be eligible for an ATAR you must satisfactorily complete the HSC with at least 10 units of ATAR courses – at least 8 units must be from Board Developed Category A subjects. Only the best 10 ATAR units are used in ATAR calculations. The ATAR is based on the total of scaled marks from:

- the best two units of English
- the best eight units from the remaining units which can include only one Category B subject worth 2 units

Board Developed Courses

These are developed and examined by NESA. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- the performance scale (except for Vocational Education and Training courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.

Board Endorsed Courses

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

- **Content Endorsed Courses (CECs)** have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses e.g. Exploring Early Childhood and most Vocational Education and Training (VET) courses delivered by TAFE.
- **School Developed Courses** – Schools may develop special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer the courses as part of the Higher School Certificate e.g. Studies in Catholic Thought.

Some Board Endorsed Courses are one-year courses. Board Endorsed Courses count towards the HSC and will appear on the Student Record of Achievement however they **do not** count towards calculation of the ATAR.

Pattern of Study – What are units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses have a 2 unit value. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks.

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

2 unit courses

This is the basic structure for all courses. It has a value of 100 marks.

Extension courses

Extension study is available in a number of subjects.
Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. It requires students to work beyond the standard of the 2 unit course; extension courses are available in English, Mathematics, History, Music, Science, some Languages and VET.

English and Mathematics Extension courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC Extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 unit courses

1 unit equals approximately 2 hours of class time each week or 60 hours per year. There are a number of 1 unit Board Endorsed Courses, for example, Studies in Catholic Thought and these courses **do not** count in the ATAR.

Studying for the NSW Higher School Certificate

Requirements for the Award of the HSC

If you wish to be awarded the HSC you must:

- study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.
- have satisfactorily completed courses that meet the pattern of study required by NESA to gain an HSC; this includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- have sat for and made a serious attempt at the HSC examinations.

In Year 11 and Year 12 your subject selection must include at least:

- 2 units of English
- 6 units from Board Developed Courses
- three courses of 2 units value or greater
- four subjects

At most 7 units of courses in Science may be studied for the HSC.

Where to find information to help you choose subjects:

- this booklet
- **NESA website:** **http://educationstandards.nsw.edu.au** publishes syllabuses for every Board Developed Course with information about course content and assessment requirements as well as prescribed texts, topics, major projects and works that must be studied for the HSC. It also contains information regarding the Higher School Certificate and the HSC rules and requirements.
- **UAC website:** Year 10 students - UAC
- *University Entry Requirements 2022 for Year 10 Students*, published by UAC, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. If you wish to receive an ATAR, you must study a minimum of 10 Board Developed units in the HSC course.
- **My future occupations**: **http://www.myfuture.edu.au/**
- **TAFE NSW**: **https://www.tafensw.edu.au/**

What courses should I choose?

You should choose courses:

- **that you are interested in**
- **that you are good at**
- **that may help you in the future**
- **that you think you might want to do when you leave school**
- **at the highest level that you can competently handle**

Talk with your teachers about your strengths and weaknesses as well as individual course requirements before making your subject selections. Also, make sure you ask for information about any prerequisites for your future study or work plans.

If you have not made up your mind about possible future careers don't worry; this is quite normal for students at this stage in Year 10. You should choose a combination of subjects that will give you the most options in the future.

If you **are intending to study at university** you need to gain the maximum possible ATAR required for the courses in which you are interested in. To maximise your ATAR you should select, for each of the courses that interest you, the highest level that you are competent at in that course; then work as hard as possible. *Some university courses have special entry requirements for Education, Health and Welfare , for example, from 2020 an undergraduate teaching degree requires a minimum standard of three Band 5 HSC results, including one in English, go to: Admission criteria for Teaching also, some university courses require Mathematics (see the Mathematics section in this handbook).*

Academic ability and course selection - students may be asked to reconsider initial choices if it is considered the academic demands of the course do not match a student's academic ability. Students who have some idea regarding their future career should ensure that they have checked the current requirements and prerequisites for that particular career and, if in doubt, should see Mrs Wilkinson, the Careers Advisor.

Students who are **not intending to pursue further studies at university** will not need an ATAR and are free from choosing subjects designed to achieve an ATAR. Instead, they should concentrate on those subjects that they are interested in and where they are likely to succeed. Even so, some subjects may be more relevant than others to the career they have in mind.

HSC Major Works

There are many subjects offered for study in Stage 6 that require students to complete a major work or individual project as part of their HSC in Year 12. **These projects rely on students working independently** to create a substantive project which demonstrates their knowledge, understanding and skills in particular areas across part or all of Year 12. This project must be certified as the original work of the student completed across the required timeframe. Students must consider the implications and workload associated with the completion of a major project when choosing subjects for Stage 6. Any student choosing a subject with a Major Work, Individual Project or practical component should discuss this option with the Leader of Learning or teachers of the subject to ensure that they have a clear understanding of the requirements.

In the following courses students are required to complete a major work, major project or practical performance as part of their of the HSC examination in Term 3 Year 12: **Dance; Drama; English Extension 2; Industrial Technology; Music; Society and Culture; Textiles and Design; and Visual Arts**.

Some of the requirements for the completion of a HSC major work include teachers regularly monitoring and assessing the student's progress during the development phase of the project/performance. Students will need to ensure that process diaries, logbooks, body of work, reflection statements and journals are kept up to date. Students will be informed about the requirements regarding outside assistance including that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance must be correctly and accurately acknowledged in the major work documentation.

VET – Vocational Education and Training courses

VET courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain an HSC qualification and accreditation with industry and the workplace as part of the Australian Qualifications Framework.

VET courses each have a specific **workplace component** and a minimum of 70 hours must be spent 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 the college, while others will be delivered by TAFE or other providers.

Please note:

- **Students must complete the HSC examination to have the result for that VET course included in the calculation of their ATAR. Only one VET course may be used in the calculation of an ATAR (Category B subject).**
- **The workplace component often requires the student to complete this during the term for one week. Students are required to collect and complete the normal classwork for this time.**
- **Parents must be prepared to commit to making a significant contribution to the course cost per annum. Course costs vary depending on the nature of the course studied (see Mrs Wilkinson for details).**

NESA has developed curriculum frameworks for several industries:

Automotive
Business Services
Construction
Electrotechnology
Entertainment Industry
Financial Services
Hospitality
Human Services
Primary Industries
Retail Services
Tourism, Travel and Events

Information relating to these course offered through TAFE's can be found at 2022 EVET course guide.

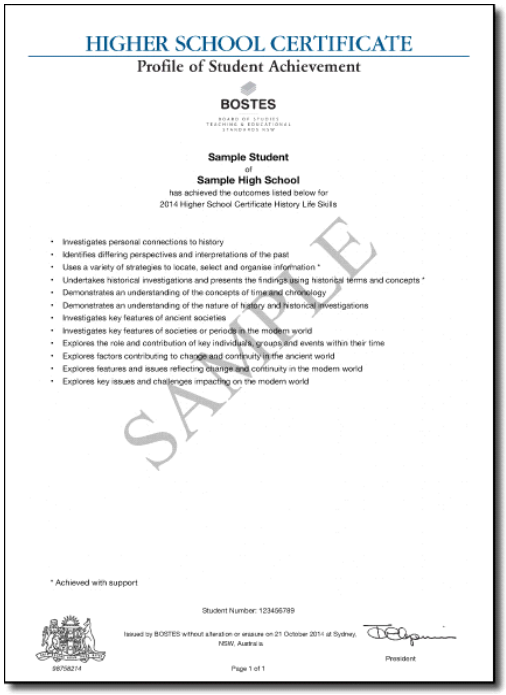
Life Skills courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses may be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the HSC. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

NESA expects that most students undertaking Life Skills courses would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course). A sample Life Skills Profile of Student achievement is below:



HIGHER SCHOOL CERTIFICATE

Profile of Student Achievement

BOSTES

BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

Sample Student

of

Sample High School

has achieved the outcomes listed below for

2014 Higher School Certificate History Life Skills

- Investigates personal connections to history
- Identifies differing perspectives and interpretations of the past
- Uses a variety of strategies to locate, select and organise information *
- Undertakes historical investigations and presents the findings using historical terms and concepts *
- Demonstrates an understanding of the concepts of time and chronology
- Demonstrates an understanding of the nature of history and historical investigations
- Investigates key features of ancient societies
- Investigates key features of societies or periods in the modern world
- Explores the role and contribution of key individuals, groups and events within their time
- Explores factors contributing to change and continuity in the ancient world
- Explores features and issues reflecting change and continuity in the modern world
- Explores key issues and challenges impacting on the modern world

SAMPLE

* Achieved with support

Student Number: 123456789

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President

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Assessment and Reporting

The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject. The HSC reports will provide a description of your achievements for each of the courses you complete indicating the band level for your performance.

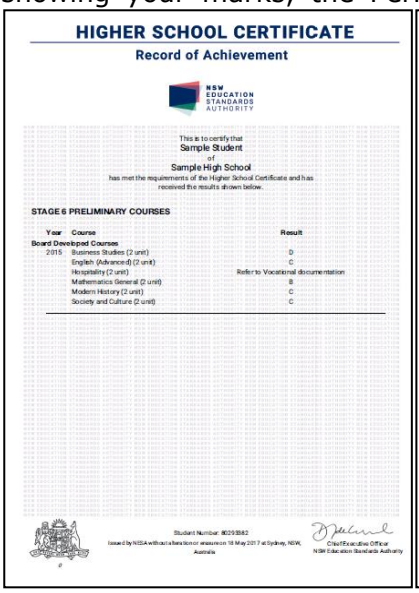
The HSC course syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

School-based assessment tasks will contribute 50% of your HSC mark for each subject. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement, Band 6.

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

- **The HSC Testamur** – the official certificate confirming your achievement of all requirements for the award
- **The Record of Achievement** – this document lists the courses you have studied and reports the marks Preliminary course grades and bands you have achieved.
- **Course Reports** – for every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course.



HIGHER SCHOOL CERTIFICATE
Record of Achievement

NSW EDUCATION STANDARDS AUTHORITY

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has received the results shown below.

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
Board Developed Courses		
2015	Business Studies (2 unit)	D
	English (Advanced) (2 unit)	C
	Hospitality (2 unit)	Refer to Vocational documentation
	Mathematics General (2 unit)	B
	Modern History (2 unit)	C
	Society and Culture (2 unit)	C

Student Number: 8029382
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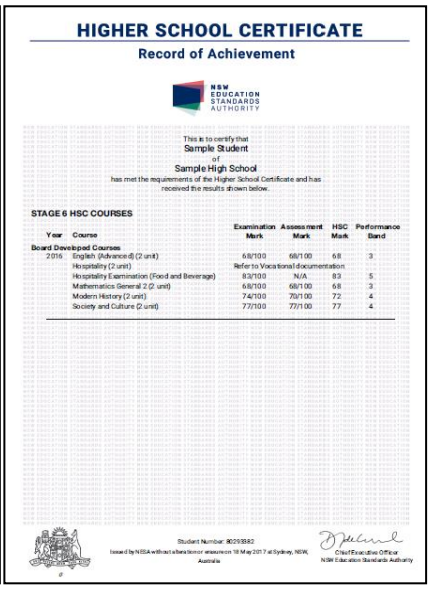
Chief Executive Officer
NSW Education Standards Authority



HIGHER SCHOOL CERTIFICATE
Record of Achievement

NSW EDUCATION STANDARDS AUTHORITY

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Performance Band
Board Developed Courses					
2016	English (Advanced) (2 unit)	68/100	68/100	68	3
	Hospitality (2 unit)	Refer to Vocational documentation			
	Hospitality Examination (Food and Beverage)	83/100	N/A	83	5
	Mathematics General 2 (2 unit)	68/100	68/100	68	3
	Modern History (2 unit)	74/100	70/100	72	4
	Society and Culture (2 unit)	77/100	77/100	77	4

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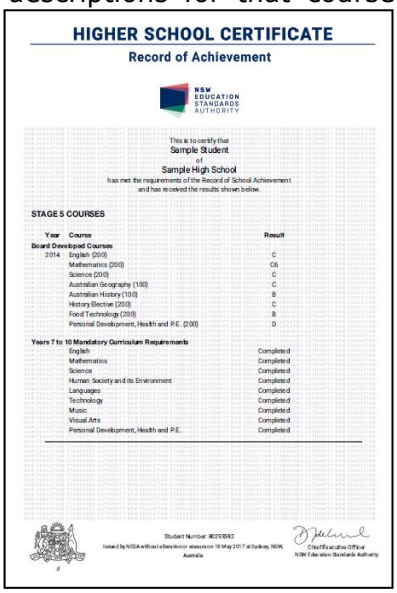

HIGHER SCHOOL CERTIFICATE
Record of Achievement

NSW EDUCATION STANDARDS AUTHORITY

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement and has received the results shown below.

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2014	English (200)	C
	Mathematics (200)	C6
	Science (200)	C
	Australian Geography (100)	C
	Australian History (100)	B
	History Elective (200)	C
	Food Technology (200)	B
	Personal Development, Health and P.E. (200)	D
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

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Chief Executive Officer
NSW Education Standards Authority

Description of subjects that may be offered in the Preliminary Course 2022

Which Religious Education course to choose?

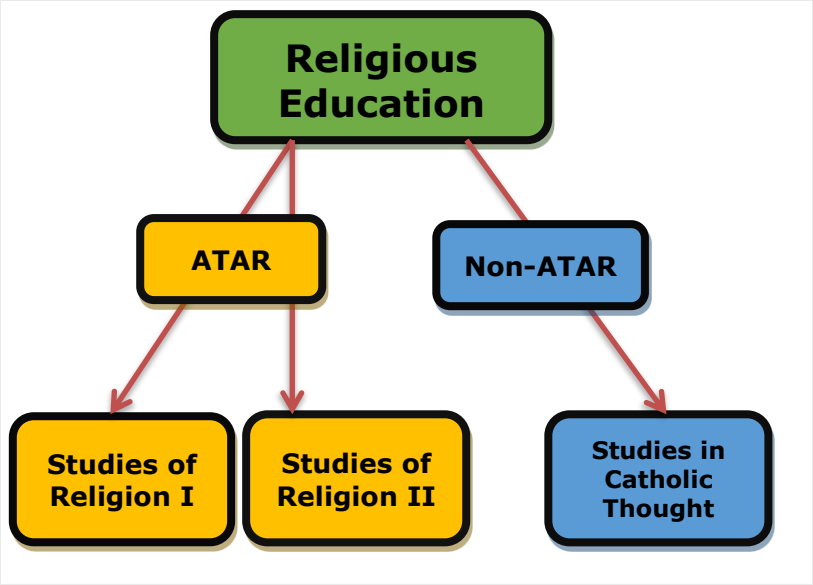
All Religious Education are literacy-based subjects. Sound reading, research and writing skills are necessary. Studies of Religion I and II should only be chosen by students who have good literacy skills.

It is compulsory to study one of the three courses listed below.

Studies of Religion I (1 unit)
The 1 unit Studies of Religion course is for students with **average to above average literacy**.

Studies of Religion II (2 units)
The 2 unit Studies of Religion course is for students with **above average literacy**. A guide to the level of literacy required is to have achieved a grade A or B in Year 10 English.

Studies in Catholic Thought is a 1 unit non-ATAR course.
The course is an academic course and is suitable for those students not applying for an ATAR or those students with a genuine desire to nurture their Catholic faith.



Year 11 2022 Studies of Religion 1 Unit

Course: Studies of Religion I	**Category A** status for the ATAR
1 unit for each of Preliminary and HSC Board Developed Course	**Exclusions:** Studies of Religion II, Studies in Catholic Thought

Course Description
Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course
- Nature of Religion and Beliefs - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Study of Christianity and Islam - origins, principal beliefs, sacred texts and writings, core ethical teachings, personal devotion/expression of faith/observance.

HSC Course
- Religion and Belief Systems in Australia post-1945 – Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Depth study of Christianity and Islam - significant people and ideas, environmental ethical teachings, significant practices in the life of adherents.

Year 11 2022 Studies of Religion 2 Unit

Course: Studies of Religion II	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Studies of Religion I, Studies in Catholic Thought

Course Description
Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course

- Nature of Religion and Beliefs - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three religious traditions studies - Buddhism, Christianity, Islam: origins, principal beliefs, sacred texts and writings, core ethical teachings, personal devotion/expression of faith/observance.
- Religions of Ancient Origin - The response to the human search for ultimate meaning in two religions of ancient origin from: Nordic religion and Taoism
- Religion in Australia pre-1945- The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

- Religion and Belief Systems in Australia post-1945- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three religious tradition depth studies - Buddhism, Christianity, Islam; significant people and ideas, environmental ethical teachings, significant practices in the life of adherents.
- Religion and Peace – The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion – The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

Year 11 2022 Studies in Catholic Thought
Board Endorsed Course

Please note – Studies in Catholic Thought <u>cannot be included in the units of study required for gaining an ATAR.</u>

Course: Studies in Catholic Thought – **Board Endorsed Course**	**Course No**: N/A
1 unit for each for Year 11 and Year 12. Written by the Reference Committee under the instigation of the NSW/ACT Bishops	**Exclusions:** Studies of Religion I, Studies of Religion II

Course Description

Studies in Catholic Thought seeks to develop students' knowledge and understanding of the Catholic Faith and of Christianity. It will explore the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, Studies in Catholic Thought will develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature.

Studies in Catholic Thought Course Content Overview

The Year 11 course is structured to provide students with an understanding of *humanhood* and *personhood* understood by the Catholic tradition. The human person is a foundational concept of the Catholic Church, founded in Scripture and informed by philosophy and theology.

The Year 12 course is structured to provide students with an understanding of how a moral and ethical life naturally flows from the Catholic Church's understanding of what it is to be human.

Main topics covered:

Year 11 Course

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

Year 12 Course

- Virtue, Vice and Salvation
- The Good Works
- The Common Good

Which English course to choose?

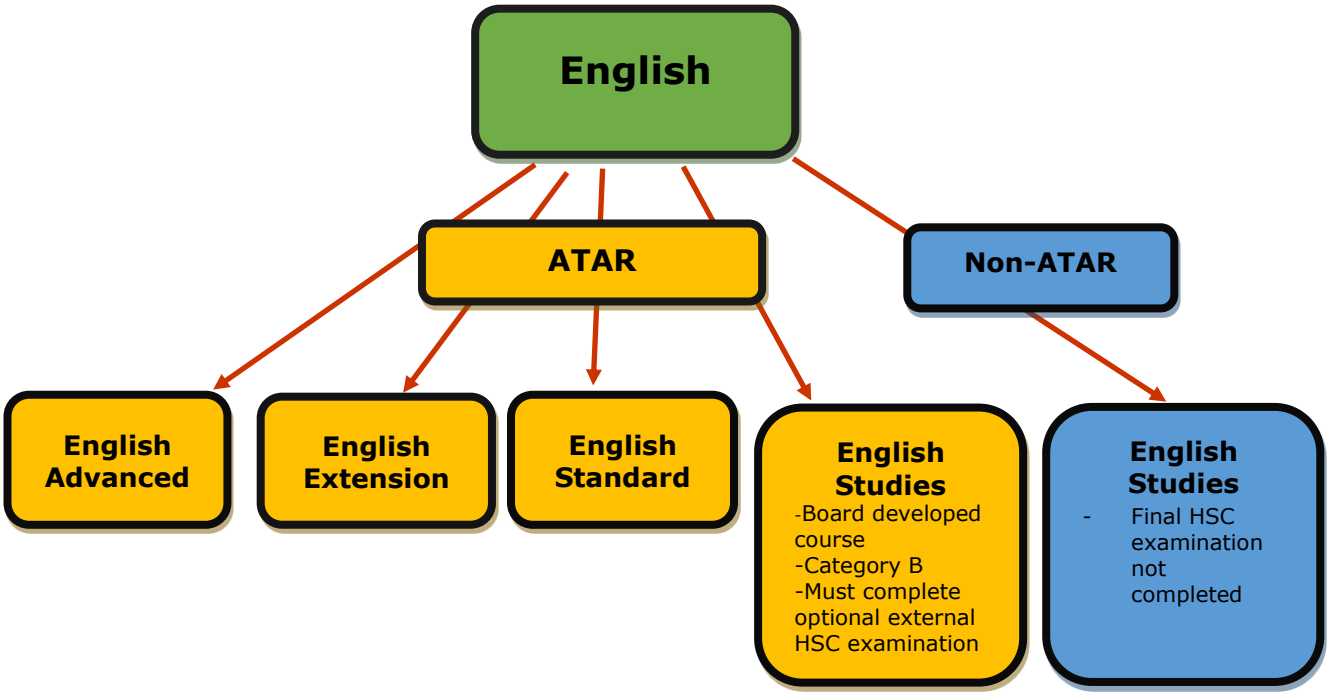
English Standard (2 units) is designed for the majority of students and is very similar in structure to the Advanced course, however, Shakespeare is not compulsory. Typically, students who take this course are not as confident with the subject of English as those who choose English Advanced.

English Advanced (2 units) is a robust English course which requires students to engage with a range of written and visual texts. Students should be able to demonstrate their ability to read across a wide range of genres and respond with sophisticated ideas and language. They will be expected to demonstrate initiative regarding critical analysis and research. Higher order thinking skills are essential. Shakespeare is compulsory in this course at HSC level. The level of literacy required is to have achieved a grade A or high B in Year 10 English

English Extension 1 (1 unit) is designed for students who wish to extend themselves in their studies of English; it is taken in addition to 2-unit Advanced English. These students need to be passionate about the subject and enjoy reading and writing in a range of genres. They will need to engage critically with the material they encounter and have enquiring minds. The level of literacy required is to have achieved a grade A in Year 10 English.

English Extension 2 (1 unit)
Studied in Year 12 only. Students choosing **English Extension 2** must have successfully completed the Preliminary English Extension 1 course in Year 11. Submission of a major project is a requirement of this course. Students will require both analytical and creative skills in this subject.

***English Studies (2 units): Non-ATAR or ATAR options** course addressing 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.



Year 11 2022 English Studies*
Board Developed Course

***May opt to be eligible for an ATAR**

Course: English Studies–**Board Developed Course**	**Category B** – ATAR and Non-ATAR options
2 units for each of Preliminary and HSC Board Content Developed Course. Satisfactory completion of the course fulfils English requirements for the HSC. Those students who take English Studies who wish to receive an ATAR need to consider that only 2 units of Category B course can be included and at least 2 units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B units in order to qualify.	**Exclusions:** English Standard; English Advanced; English Extension

Course Description
The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features, and structures of texts in a range of personal, social, cultural and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.
The optional external HSC Examination must be undertaken by those students who wish to receive an ATAR.

Main topics covered:
Preliminary Course
Mandatory module – Achieving through English: English in education, work and community (30-40 hours)
An additional 2–4 modules (20-30 hours each)
HSC Course
Mandatory Common Module: Texts and Human Experiences (30 hours)
An additional 2–4 modules (20-45 hours each)

Particular course requirements:
Across Stage 6 the selection of texts will give students experiences of the following as appropriate:
• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
• Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

In **both** the Preliminary and HSC year students are required to:
- Read, view, listen to and compose a wide range of texts including print and multimodal texts
- Study at least one substantial print text (for example a novel, biography or drama)
- Study at least one substantial multimodal text (for example film or television series)

In the **HSC year** students will **also** be required to:
- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

Year 11 2022 English Standard

Course: English Standard	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** English Studies, English Advanced; English Extension

Course Description
The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Main topics covered:
Preliminary Course
The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a module called *Reading to Write*. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers. This module has 40 indicative hours.
- Two modules in which students explore and examine texts and analyse aspects of meaning. The modules have 80 indicative hours.
  The two modules are:
  A: Contemporary Possibilities (40 hours)
  B: Close Study of Literature (40 hours)

HSC Course
The course has two sections:

- The HSC common module to Advanced and Standard *Texts and Human Experiences* (30 indicative hours).
- Modules that emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The three modules are:
  A Language, Identity and Culture (30 hours)
  B. Close Study of Literature (30 hours)
  C. The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

Particular course requirements:
Across Stage 6 the selection of texts will give students experience of the following:
● a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
● texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
● a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
● texts with a wide range of cultural, social and gender perspectives

The **HSC English Standard** Course requires the close study of:

- three types of prescribed text, one drawn from **each** of the following categories: prose fiction; poetry or drama; nonfiction or film or media

Year 11 2022 English Advanced

Course: English Advanced	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** English Studies, English Standard

Course Description
The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to explore opportunities to investigate complex ideas in challenging texts, to employ creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. Students refine their understanding of the dynamic relationship between language, texts and meaning through critical study and through the skilful and creative use of language forms and features of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Main topics covered:
Preliminary Course
The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a module called *Reading to Write*. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers. This module has 40 indicative hours.
- Modules in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Modules are:
  A. Narratives that Shape our World (40 hours)
  B. Critical Study of Literature (40 hours)

HSC Course
The course has two sections:

- The HSC common module to Advanced and Standard *Texts and Human Experience* (30 indicative hours).
- Modules that emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The three modules are:
  A. Textual Conversations (30 hours)
  B. Critical Study of Literature (30 hours)
  C. The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

Particular course requirements:
Across Stage 6 the selection of texts will give students experience of the following:
● a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
● texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
● a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
● texts with a wide range of cultural, social and gender perspectives

The **HSC English Advanced** Course requires the close study of:

- at least four types of prescribed text, one drawn from **each** of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film, media or non-fiction.

Year 11 2022 English Extension 1

Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2 in Year 12 2023	**Category A** status for the ATAR
1 unit of study for each of Preliminary and HSC **Prerequisites:** (a) English Advanced (b) Preliminary English Extension is a prerequisite for English Extension HSC Course 1 ***N.B.*** English Extension Course 1 is a prerequisite for English Extension Course 2	**Exclusions:** English Studies, English Standard

Course Description

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

In the HSC English **Extension 2** Course, students develop a sustained composition, and document their reflection on this process. This course is comprised of 60 indicative hours.

Main topics covered:

Preliminary Extension Course

The course has TWO sections:

1. Module Texts, Culture and Value (40 hours)
2. Related research project - *this may be undertaken concurrently with the module* (20 hours)

HSC English Extension 1 Course

This course has TWO sections (60 hours):

1. Common module: Literary Worlds
2. ONE elective option

HSC English Extension 2 Course

The course requires students to complete a major work.

Particular course requirements:

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

● texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

● a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples

● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts

In the **Preliminary English Extension Course** Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

HSC English Extension 1 Course Students are required to study at least THREE texts from a prescribed list and at least TWO related texts.

HSC English Extension 2 Course Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Advice when choosing Mathematics courses

Mathematics Standard (Year 11) – 2 units
Students choosing Mathematics Standard must have successfully completed the 5.1, 5.2 or 5.3 Mathematics course in Year 10. Students who undertake this level of Mathematics have sound mathematical skills.

Mathematics Standard 2 (Year 12) – 2 units
Students choosing **Mathematics Standard 2** in Year 12 must have successfully completed the 5.3 or 5.2 Mathematics course in Year 10. This course will contribute to an ATAR. Students should have sound mathematical skills and enjoy Mathematics.

Mathematics Standard 1 (Year 12) – 2 units
Students choosing **Mathematics Standard 1** must have successfully completed the 5.1, 5.2 or 5.3 Mathematics course in Year 10. Students who undertake this level of Mathematics are not as confident of their mathematical skills and may require greater support. Students will study the same content as Mathematics Standard 2 in Year 11 and then branch away with their own content in Year 12. This course is an **ATAR** course only for those students who choose to sit for an HSC examination in this subject. For those who do **not** sit for the HSC examination, Mathematics Standard 1 does **not count towards the ATAR**. Mathematics Standard 1 is a category B course and only one category B course can be used in the calculation of an ATAR.

Mathematics Advanced
Students choosing **Mathematics Advanced** must have successfully completed the 5.3 Mathematics course in Year 10. This course contributes to an ATAR. Students should be passionate about Mathematics, have excellent arithmetic and algebraic skills and enjoy problem solving. Students should also have sound time-management skills to deal with the high demands of this course.

Several universities require a minimum of a Band 4 (a mark of 70% or higher) in their HSC Mathematics Advanced as a prerequisite for several courses. For example:

- ***University of Sydney - Commerce, Computer Science, Dentistry, Economics, Education (Teaching), Engineering, Information Technology, Law, Pharmacy, Psychology, Project Management, Medical Science, Medicine, Science.***
- ***Macquarie University - Software Engineering, Education (Science And Mathematics Teaching), Advanced Science, Veterinary Science.***

Mathematics Extension 1 - 1 unit
Students choosing **Mathematics Extension 1** must have successfully completed the 5.3 Mathematics course in Year 10. This course contributes to an ATAR. Mathematics Extension 1 is studied *in addition* to the Mathematics Advanced course. Students must be passionate about Mathematics, have excellent arithmetic and algebraic skills and enjoy problem solving. Students should also have exceptional time-management skills to deal with the high demands of these two courses.

Mathematics Extension 2 (Year 12) - 1 unit
Studied in Year 12 only. Students choosing **Mathematics Extension 2** must have successfully completed the Preliminary Mathematics Extension 1 course in Year 11. This course is suitable as preparation for the study of mathematics at tertiary level and represents a distinctly high level of rigour in school mathematics. The topic areas of algebra and calculus are treated in significant depth and provide a sufficient basis for all applications of mathematics at tertiary level.

Year 11 2022 Mathematics Standard 2

Course: Mathematics Standard	
Year 11 Mathematics Standard Course 2 unit Board Developed Course **Year 12 Mathematics Standard 2 Course** 2 unit Board Developed Course (with HSC exam)	**Category A** status for the ATAR **Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.
Prerequisites For students who intend to study the Mathematics Standard course in Year 11 then the Mathematics Standard 2 course in Year 12, it is recommended they have completed the Stage 5.2 course. The following topics are recommended in addition for students who have completed the Stage 5.1 course: *Financial Mathematics, Non-Linear Relationships*, Right-Angled Triangles (Trigonometry) and Single Variable Data Analysis from the *Mathematics Years 7–10 Syllabus 5.2 Pathway.*	
Course Description The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.	
Sub-Topics covered:	
Year 11 Mathematics Standard Course • Formulae and Equations • Linear Relationships • Applications of Measurement • Working with Time • Money Matters • Data Analysis • Relative Frequency and Probability	**Year 12 Mathematics Standard 2 Course (BDC)** • Types of Relationships • Non-right-angled Trigonometry • Rates and Ratios • Investments and Loans • Annuities • Bivariate Data Analysis • The Normal Distribution • Network Concepts • Critical Path Analysis

Year 11 2022 Mathematics Standard 1*

***May opt to be eligible for an ATAR**

Course: Mathematics Standard	
Year 11 Mathematics Standard Course 2 unit Board Developed Course	
Year 12 Mathematics Standard 1 Course 2 unit Board Developed Course (optional HSC exam)	**Category B** status for the ATAR *please note only one category B course can be counted in the calculation of the ATAR

Prerequisites

For students who intend to study the Mathematics Standard 1 course in Year 12, they must successfully complete the Mathematics Standard course in Year 11. It is recommended for students who have completed the Stage 5.1 course. The following topics are recommended in addition for students who have completed the Stage 5.1 course: *Financial Mathematics, Non-Linear Relationships*, Right-Angled Triangles (Trigonometry) and Single Variable Data Analysis from the *Mathematics Years 7–10 Syllabus 5.2 Pathway.*

Course Description

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

Sub-Topics covered:

Year 11 Mathematics Standard Course	**Year 12 Mathematics Standard 1 Course***
• Formulae and Equations • Linear Relationships • Applications of Measurement • Working with Time • Money Matters • Data Analysis • Relative Frequency and Probability	• Types of Relationships • Right-angled Triangles • Rates • Scale Drawings • Investment • Depreciation and Loans • Further Statistical Analysis • Networks and Paths

The Year 11 Standard 1 course covers approximately 60% of the Year 11 Standard course. Consequently, students studying Standard 1 in Year 11 can only continue into the Year 12 Standard 1 course for their HSC.

*****The HSC Mathematics Standard 1 course (two units of study in the HSC Year) is a Board Developed Course and can be used to meet the requirement that, to be eligible for the HSC award, students must study at least six units of Board Developed Courses. The two units of study for the HSC Mathematics Standard 1 course **cannot be counted in the 10 units required for the calculation of an ATAR unless the student sits for the Mathematics Standard 1 HSC Examination.**

Year 11 2022 Mathematics Advanced

Course: Mathematics Advanced	**Category A** status for the ATAR
2 units for each of Year 11 and Year 12 Board Developed Courses. **Prerequisites** For students who intend to study the Mathematics Advanced course, it is recommended that they have completed the Stage 5.3 course. The following topics are recommended in addition for students who have completed the Stage 5.2 course: *Algebraic Techniques, Surds and Indices, Equations, and Linear Relationships* from the Stage 5.3 course and at least some of the content of the following Stage 5.3 sub strands, if not all of the content: Non-Linear Relationships, Trigonometry and Pythagoras' Theorem, Properties of Geometrical Figures (all are identified by § in the *Mathematics Years 7–10 Syllabus*).	**Exclusions:** Mathematics Standard

Course Description
This course is intended to give students who have demonstrated general competence in the skills of Stage 5.3 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 the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Topics covered:

Year 11 Course	**Year 12 Course**
• Functions • Trigonometric Functions • Calculus • Exponential and Logarithmic Functions • Statistical Analysis	• Graphing Techniques • Trigonometric Functions and Graphs • Differential Calculus • The Second Derivative • Integral Calculus • Modelling Financial Situations • Descriptive Statistics and Bivariate Data Analysis • Random Variables

Year 11 2022 Mathematics Extension 1

Course: Mathematics Extension 1	**Category A** status for the ATAR
1 unit additional to each of the Year 11 Mathematics Advanced and Year 12 Mathematics Advanced Board Developed Courses.	
Prerequisites The course is based on the assumption that students have achieved to a high standard in the Stage 5.3 course. It is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.	**Exclusions:** Mathematics Standard
Course Description The content of this 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 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 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.	
Topics covered: **Year 11 Course** • Further Work with Functions • Polynomials • Inverse Trigonometric Functions • Further Trigonometric Identities • Rates of Change • Working with Combinatorics	**Year 12 Course** • Proof by Mathematical Induction • Introduction to Vectors • Trigonometric Equations • Further Calculus Skills • Applications of Calculus • The Binomial Distribution

Year 12 2023 Mathematics Extension 2

Course: Mathematics Extension 2	**Category A** status for the ATAR
1 unit additional to the Mathematics Extension 1 HSC Board developed Course.	
Prerequisites The course is designed for students with a demonstrated high level of interest and have shown that they possess special aptitude for Mathematics.	**Exclusions:** Mathematics Standard

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.

Study of the Extension 2 course begins in Term 4.

Topics covered:

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further Work with Vectors
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Applications of Calculus to Mechanics

Advice when choosing Science courses

Students can study up to 6 units of Science in their Preliminary year and 7 units of Science in the Higher School Certificate.

Biology – 2 units
Designed for students interested in science and in studying a science related course after school. Syllabus is extensive, students must be organised and require good communication skills. The level of scientific understanding required is to have achieved a grade A or B in Year 10 Science and have good English skills.

Chemistry – 2 units
Designed for students interested in science and in studying a science related course after school. Students require good communication skills, problem solving abilities and strong mathematical skills. The level of scientific understanding required is to have achieved a grade A or B in Year 10 Science and have good English skills.

Earth and Environmental Science – 2 units
Designed for students interested in science and an interest in studying the Environment or conservation. Students require good communication skills, problem solving abilities and critical thinking skills. The level of scientific understanding required is to have achieved a grade A, B or C in Year 10 Science and have good English skills.

Investigating Science - 2 units
This is a new course designed to investigate scientific method and is a practical based course. It supports the study of other Science subjects but can also be studied on its own. A good level of scientific understanding is required, achieving a grade A or B in year 10 Science.

Physics – 2 units
Designed for students interested in science and in studying a science related course after school. Students require good communication skills, problem solving abilities and strong mathematical skills. The level of scientific understanding required is to have achieved a grade A or B in Year 10 Science and have good English skills.

Extension Science – 1 unit (Year 12 2023)
Designed for students who have completed Biology, Chemistry, Investigating Science or Physics in Year 11 and continue to study at least one Science for the HSC. Students require high level communication skills, high level of maths, exceptional problem solving abilities and are able to undergo independent research in an area of interest.

Year 11 2022 Biology

Course: Biology	**Category A** status for the ATAR
2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:**

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

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

Topics covered:
Year 11 Course
Working Scientifically

Core Modules
- Cells as the basic of life
- Organisation of living things
- Biological diversity
- Ecosystem dynamics

Topics covered
Year 12 Course
Working Scientifically

Core Modules
- Heredity
- Genetic Change
- Infectious disease
- Non-Infectious disease and disorders

Particular course requirements:
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

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

Secondary-sourced investigations include:

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

One fieldwork exercise must be completed in Year 11.

Year 11 2022 Chemistry

Course: Chemistry	**Category A** status for the ATAR
2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions: Nil**

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

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Topics covered: **Year 11 Course** Working Scientifically **Core Modules** • Properties and structure of matter • Introduction to quantitative Chemistry • Reactive Chemistry • Drivers of Reactions	**Topics covered:** **Year 12 Course** Working Scientifically **Core Modules** • Equilibrium and acid reactions • Acid/base reactions • Organic Chemistry • Applying Chemical ideas

Particular course requirements:
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

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

Secondary-sourced investigations include:

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

Year 11 2022 Earth and Environmental Science

Course: Earth and Environmental Science	**Category A** status for the ATAR
2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:**

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

Earth and Environmental Science uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

Topics covered:
Year 11 Course
Working Scientifically

Core Modules
- Earths Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

Topics covered
Year 12 Course
Working Scientifically

Core Modules
- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Particular course requirements:
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

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

Secondary-sourced investigations include:

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

One fieldwork exercise must be completed in Year 12.

Year 11 2022 Investigating Science

Course: Investigating Science	**Category A** status for the ATAR
2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions: Nil**

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

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

Topics covered: **Year 11 Course** Working Scientifically **Core Modules** • Cause and Effect - Observing • Cause and Effect - Inferences and Generalisations • Scientific Models • Theories and Laws	**Topics covered** **Year 12 Course** Working Scientifically **Core Modules** • Scientific Investigations • Technologies • Fact or Fallacy? • Science and Society

Particular course requirements:
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

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

Secondary-sourced investigations include:

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

Year 11 2022 Physics

Course: Physics	**Category A** status for the ATAR
2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions: Nil**

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

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Topics covered
Year 11 Course
Working Scientifically

Core Modules
- Kinematics
- Dynamics
- Waves and thermodynamics
- Electricity and magnetism

Topics covered
Year 12 Course
Working Scientifically

Core Modules
- Advanced mechanics
- Electromagnetisms
- The nature of light
- From the universe to the atom

Particular course requirements:
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time including time allocated to practical investigations in depth studies.

Practical investigations include:

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

Secondary-sourced investigations include:

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

Year 12 2023 Extension Science

Course: Extension Science	**Category A** status for the ATAR
1 unit for HSC Board Developed Course	**Exclusions:** Students must have completed Biology, Chemistry, Investigating Science or Physics to a high standard in Year 11 studies and continue to study at least one 2 unit Science course.

Course Description

The Science Extension Stage 6 syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Investigating Science and Physics. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal. Through designing and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analysing and interpreting data. Students are provided with opportunities to refine and extend their skills of Working Scientifically by applying the processes to contemporary authentic scientific research, gathering and examining evidence in the form of large data set(s), modelling and critically assessing and evaluating the gathered information.

Topics covered

Year 12 Course
Working Scientifically

Core Modules

- Foundations of scientific thinking
- The scientific research proposal
- The data evidence and decisions
- The scientific research report

Particular course requirements:

Science Extension is a 1 Unit course studied in Year 12. It is structured to provide opportunities for high achieving students to engage with complex concepts and theories and to critically evaluate new ideas and discoveries through contemporary data collection and scientific research.

The course is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.

Advice when choosing HSIE courses

Ancient History – 2 units

- Students should possess strong reading, comprehension, writing and analytical skills and have a keen interest in History

Business Studies – 2 units

- Students should possess sound reading, comprehension and writing skills
- Student should have substantial mathematical competency
- Students should have a keen interest in current business issues at a national and global level
- Students must be willing to apply information to a variety of business and financial scenarios

Economics – 2 units

- Students should be interested in and curious about current economic, political and global events
- Students require strong analytical and communication skills and the ability to interpret information presented in tables and graphs
- Students should be open-minded and willing to question
- Students must be willing to develop their ability to think critically and logically

Geography – 2 units

- Students should possess sound reading, comprehension, writing and analytical skills
- Students should have an interest in the world around them and the interactions that bring about change

Legal Studies – 2 units

- Students should have a keen interest in current affairs and current legal issues
- Students require strong research, communication and logical thinking skills
- Students should possess strong reading, comprehension, analytical and writing skills

Modern History – 2 units

- Students should possess strong reading, comprehension, writing and analytical skills and have a keen interest in History

Society and Culture – 2 units

- Students should possess sound reading, comprehension and writing skills
- Students need to be motivated self-starters who have good organisational skills and are able to meet deadlines related to the completion of the HSC major Personal Interest Project (PIP)
- Students should have an interest in current affairs and be aware of contemporary issues

Year 11 2022 Ancient History

Course: HSC Ancient History 2 units for each of Year 11 and Year 12 Board Developed Course	**Category A** status for the ATAR
2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description
The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

The Year 12 course is structured to provide the opportunity for students to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Main topics covered:
Year 11 Course
Part 1: Introduction
Investigating Ancient History:
The Nature of Ancient History- at least ONE study to be chosen and
Case Studies- at least TWO case studies.
Part II: Features of Ancient Societies – At least TWO studies 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.

Year 12 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 Year 11 Course, choices of studies in Parts I, II and III, must be selected from a range of societies. The historical investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.

Students may choose to study both Ancient and Modern History. Year 12 Ancient History or Year 12 Modern History is a prerequisite for HSC History Extension. HSC History Extension is only available to students during the HSC year. It is a one unit Board Developed Course which involves the study and evaluation of the ideas and processes used by historians to construct history. Students may choose to study both Ancient and Modern History.

Year 11 2022 Business Studies

Course: Business Studies	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description
Business Studies investigates the role, importance and management of businesses within our society. Factors in the establishment, planning and growth of small business are integral to this course. Students investigate internal and external influences and their impact on Australian and global businesses. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies. The HSC topics of Marketing, Operations, Finance and Human Resources all emphasise globalisation and its influence on business decisions.

This course provides a solid foundation for students wishing to study Business, Commerce, Finance, Marketing, Management and Economics at a tertiary level. It also provides a valuable understanding of the dynamics of the modern business world for students wishing to work in their own business or in the workforce.

Main topics covered:
Preliminary Course

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

HSC Course

- Operations (25% of course time) – strategies for effective operations management in large businesses
- Marketing (25% of course time) – elements involved in the development of marketing strategies
- Finance (25% of course time) – interpreting financial information in planning and management of business
- Human resources (25% of course time) – contribution of human resource management to business performance

Particular course requirements
In the Preliminary course there is a business planning project relating to the establishment of a small business.

Year 11 2022 Economics

Course: Economics	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description

The Economics course is a thought-provoking introduction to contemporary economic issues and problems. The course aims to develop informed citizens who have the ability to communicate complex economic issues effectively and participate in the economic and social environment actively. Economics provides the tools to understand many economic issues and concepts which are frequently reported in the media.

Economics encourages students to think deeply about the global challenges facing individuals, businesses and governments, including how to allocate and distribute scarce resources to maximise well-being. Economics is present in much of what we hear about and do in our daily lives.

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

The curriculum is designed to stimulate thinking about real world issues and actively engages students in the analysis of real world solutions. Students are empowered to read, understand and anticipate world news and global trends.

Main topics covered:

Preliminary Course

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

HSC Course

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

Year 11 2022 Geography

Course: Geography	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description
The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrating the relevance of geographical study.

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

HSC Course
- Ecosystems at Risk (33.3%) – the functioning of ecosystems, their management and protection.
- Urban Places (33.3%) – study of cities and urban dynamics.
- People and Economic Activity (33.3%) – geographic study of economic activity in a local and global context.

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

Particular course requirements
Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Year 11 2022 Legal Studies

Course: Legal Studies	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description
The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. Areas covered are crime, human rights, family law and global environmental protection.

Preliminary Course
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time).

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.

HSC Course
- Core – Part I- Crime (30% of course time)
- Core – Part II – Human Rights (20% of course time)
- Options – (50% of course time)

Students will study two focus studies:
- Family
- Global environmental protection

Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

Particular course requirements
In the Preliminary Course students will be required to extensively research a contemporary law reform issue as well as an issue that impacts on individuals or groups in Australia.

In the HSC Course significant criminal justice issues will be examined and extensive research will be undertaken to examine contemporary human rights, family law and global environmental protection issues.

All research tasks will require extensive analysis and integration of legislation, case law, media reports, international law and relevant documents in order to effectively evaluate the attainment of just outcomes that respond to changing social values.

Year 11 2022 Modern History

Course: Modern History	**Category A** status for the ATAR
HSC Modern History 2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Nil

Course Description:

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigations of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources, and relevant historiographical issues in the investigation of the modern world.

Course Structure – Year 11

1. Investigating the Modern World (approx. 50% of course time)

    a) The Nature of Modern History
    b) Case Studies

2. Historical Investigation: This investigation should extend a particular area of individual or group interest (approx. 16% of course time).
3. The Shaping of the Modern World (approx. 34% of course time).

Course Structure – Year 12

1. Core Study: Power and Authority in The Modern World 1919-1946 (25% of course time).
2. National Studies (25% of course time).
3. Peace and Conflict (25% of course time)
4. Change in the Modern World (25% of course time).

Particular Course Requirements:

When studying the Year 11 Course in Modern History students will investigate a range of options in The Nature of Modern History as indicated on P.25 of the syllabus. When undertaking the case studies students will study one case study from List A and one from list B on P.31 of the syllabus. When studying The Shaping of the Modern World one topic from the list on P.51 of the syllabus will be chosen.

When studying the Year 12 course students will undertake the Mandatory Core Study, one National Study from P.63 of the syllabus, one study in Peace and Conflict from P.72 of the syllabus, and one study in Change in the Modern World from P.79 of the syllabus.

Year 12 Modern or Ancient History is a prerequisite for HSC History Extension. HSC History Extension is only available to students during the HSC year. History Extension is a one unit Board Developed Course which involves the study and evaluation of the ideas and processes used by historians to construct history. Students may choose to study both Ancient and Modern History.

Year 11 2022 Society and Culture

Course: Society and Culture	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

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

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

Preliminary Course
- The Social and Cultural World (30%) – 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 (30%) – how people in different cultures interact and communicate.

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

Depth Studies (40% of course time)
Two to be chosen from:
- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

Particular course requirements:
Completion of Personal Interest Project (PIP) in Year 12 worth 40% of the HSC mark. This task is a written major work that requires significant social and cultural research and a written document (of up to 5500 words) to be produced throughout Year 12. This task is externally marked.

Advice when choosing Technology and Applied Studies courses

Community and Family Studies – 2 units

- The study of families and communities in Australian society today.
- Independent Research Project in Year 12

Exploring Early Childhood – 2 units NON-ATAR

- This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. It covers pregnancy until sending a child to school.

Food Technology – 2 units

- Studying Food Technology in Years 9 and/or 10 will assist students taking this course, but it is NOT a prerequisite.
- The course involves practical work as well as theory of food, nutrition and food production.
- Students need to be able to manage their time so that all tasks (especially practical) are completed in the required time frame. There is a course fee to cover food costs.

Industrial Technology: Timber – 2 units

- Studying Timber Technology in Years 9 and/or 10 will assist students taking this course, but it is NOT a prerequisite.
- The course involves practical work and costs will be met by students for their major project. It also focuses on the principles of the design process.
- Students need to be able to manage their time so that all tasks (especially practical) are completed in the required time frame.
- Involves the submission of a major work in Year 12.

Textiles and Design – 2 units

- Studying Textiles and Design in Years 9 and/or 10 will assist students taking this course, but it is NOT a prerequisite.
- The course involves practical work and also focuses on the principles of the design and manufacturing process.
- Students need to be able to manage their time so that all tasks (especially practical) are completed in the required time frame.
- Involves the submission of a major work in Year 12. Students need to purchase the fabric and notions required.

Year 11 2022 Community and Family Studies

Course: Community and Family Studies	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

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

Main topics covered:
Preliminary Course

- **Resource Management –** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups –** The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities –** Family structures and the interaction between family and community (approximately 40% of course time).

HSC Course

- **Research Methodology –** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context –** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring –** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

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

- **Family and Societal Interactions –** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology –** The impact of evolving technologies on individuals and lifestyle. *This is the option chosen at St Joseph's Catholic College.*
- **Individuals and Work –** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular course requirements:
Students are required to complete an Independent Research Project (IRP) as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. The IRP is completed in Term 4, 2022 which is at the beginning of the HSC course and needs much of the research to be completed independently. This is a theoretical course that requires good literacy skills.

Year 11 2022 Exploring Early Childhood*
Board Endorsed Course

***Please note – Exploring Early Childhood <u>cannot</u> be included in the units of study required for gaining an ATAR as it is a Board Endorsed Course.**

Course: Exploring Early Childhood Board Endorsed Course	**Exclusions:** Nil

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

<u>Course content</u>

Core Modules

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

Selection from the following optional modules:

- 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

In Year 11 the students have a weekend practical experience with computerised "babies". This gives the girls some real life experience at parenting. It is not a marked component of the course but is commented on in the reporting process.

Year 11 2022 Food Technology

Course: Food Technology	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description
The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

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

HSC Course
- Involves the study of The Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition.

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. In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand. Students need to be prepared for the practical experiences and to realise that most of this course is theoretical and involves essay writing and research.

Year 11 2022 Industrial Technology – Timber

Course: Industrial Technology	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course. This subject may be included in an ATAR.	**Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and Board Endorsed Courses

Course Description
Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Area studied is: Timber Products and Furniture Technologies.

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety
- Design, Management and communication – designing, drawing, computer applications, project management, literacy, calculations, graphics
- Production – display a range of skills through the construction of a major project
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

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

- Industry Study
- Design, Management and communication
- Production
- Industry related manufacturing technology

Particular course requirements:
In the Preliminary course, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within the focus area industry. In the HSC course, students design, develop and construct a major project with a management folio. It will be necessary for students to supply the timber and hardware for their major project. They will also undertake a study of the overall industry, related to the specific focus area: Timber products and furniture industry. They need good management skills to complete the practical components in the allocated class time.

Year 11 2022 Textiles and Design

Course: Textiles and Design	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

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, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use.

The **HSC course** builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, 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, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

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 is drawn from the area of study Design and focus on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focus on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information. All practical projects will need fabrics and notions supplied by the students.

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. They need good management skills to complete the practical components in the allocated class time. Students are required to provide all materials and notions to complete the practical components of the course.

Advice when choosing Creative and Performing Arts courses

Drama – 2 units

- Studying Drama in Years 9 and 10 will assist students taking this course, but it is NOT a prerequisite.
- Drama requires commitment and passion. Students need to be reliable, well organised and enjoy working collaboratively.
- Involves the submission of a major work in Year 12, either in performance, scriptwriting, video drama, criticism or design.
- A group performance is a compulsory component.

Music 1 – 2 units

- Studying Music in Years 9 and 10 will assist students taking this course, but it is NOT a prerequisite.
- Students should have a strong interest and background in Music; and be able to play an instrument or be prepared to sing to a competent standard.
- Involves the submission of a major work in Year 12.
- Only ONE of four electives must be performance. Alternatively composition (using software) or a viva voce are elective options

Visual Arts – 2 units

- Studying Visual Arts and/or PDM in Years 9 and 10 will assist students taking this course, but it is NOT a prerequisite.
- The Visual Art course involves investigations in artmaking, Art Criticism and art history. Students need to be competent in artmaking and possess sound reading, comprehension and writing skills.
- Involves the submission of a student devised Body of Work, Visual Arts Process Diary and a written external examination in Year 12.

Year 11 2022 Drama

Course: Drama	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description
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 both theoretical and 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 their 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 Major 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 their Individual Projects.

Year 11 2022 Music 1

Course: Music 1	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Music 2 Music Extension

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.

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 NESA to validate authorship of the submitted work.

Year 11 2022 Visual Arts

Course: Visual Arts	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

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

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Preliminary Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the Visual Arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning, focus and interest in their work
- building understandings over time through various investigations and working in different forms

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop conceptual strength and meaning and technical resolution in their work

Particular course requirements:
Preliminary Course:
- artworks in at least two expressive forms and use of a Visual Arts Process diary
- a broad investigation of ideas in artmaking, art criticism and art history

HSC Course:
- development of a body of work and use of a Visual Arts Process diary
- a minimum of five case studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history

Advice when choosing Dance

- Studying Dance in Years 9 and 10 will assist students taking this course, but it is NOT a prerequisite.
- Dance requires commitment and passion. Students need to be reliable, well organised and enjoy working collaboratively.
- Involves the submission of a major work in Year 12.

Advice when choosing PDHPE

- This course suits students who are interested in health and physical activity.
- The course is more theoretical than practical with all assessment tasks and examinations written.

Year 11 2022 Dance

Course: Dance	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Preliminary Course
Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.
Components to be completed are:

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

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

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

Particular course requirements:

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Year 11 2022 Personal Development, Health and Physical Education

Course: Personal Development, Health and Physical Education	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

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 the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Preliminary Course Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Components (40%)

- First Aid
- Outdoor Recreation: This is a **compulsory practical component** (includes a three day/overnight expedition at a cost of approximately $420)

HSC Course Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select **two** of the following options:

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

Particular course requirements:
In addition to core studies, students must complete **two** options in each of the Preliminary and HSC courses. The Outdoor Recreation expedition is compulsory for all PDHPE students.

Advice when choosing Japanese Beginners

- This course is for students who have NOT previously studied Japanese in Years 9 and 10.
- The HSC examination in Year 12 has an oral component in Term 3 and a written component in Term 4.

Advice when choosing Japanese Continuers

- This course is for students who have previously studied Japanese in Years 9 and 10.
- The HSC examination in Year 12 has an oral component in Term 3 and a written component in Term 4.

Year 11 2022 Japanese Beginners

Course: Japanese Beginners	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Courses	
Prerequisites: No prior knowledge or experience and knowledge of the Japanese language derived solely from, or is equivalent to, the 100 hours Stage 4 course	
Exclusions: Japanese Continuers; Heritage Japanese; Japanese Background Speakers **Strict eligibility rules apply to the study of this subject** Check with your teacher or refer to Sections 8002 and 8008 of the Assessment Certification Examination (ACE) website at http://ace.bos.nsw.edu.au/	

Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Aim
The aim of course is to enable students to develop:

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

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Japanese-speaking communities through texts

- **Particular course requirements:**

The HSC examination in Year 12 has an oral component in Term 3 (20%) and a written component in Term 4 (80%).

Year 11 2022 Japanese Continuers

Course: Japanese Continuers	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Courses	
Prerequisites: Year 10 Japanese or equivalent knowledge is assumed	

Exclusions: Japanese Beginners; Heritage Japanese; Japanese Background Speakers

Strict eligibility rules apply to the study of this subject

Check with your teacher or refer to Sections 8002 and 8008 of the Assessment Certification Examination (ACE) website at http://ace.bos.nsw.edu.au/

Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Aims

The aims of the syllabus are to develop students':

- Ability to use Japanese to communicate with others
- Understanding and appreciation of the cultural contexts in which Japanese is used
- Ability to reflect on their own culture(s) through the study of other cultures
- Understanding of language as a system
- Ability to make connections between Japanese and English, and/or other languages
- Cognitive, learning and social skills
- Potential to apply Japanese to work, further study, training or leisure

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Japanese-speaking communities through texts

Particular course requirements:

The HSC examination in Year 12 has an oral component in Term 3 (20%) and a written component in Term 4 (80%).

Advice when choosing Vocational Education and Training (VET) courses

Note: More than one VET course can be studied but only one VET subject can be included when applying for an ATAR.

Business Services

- The Business Services Curriculum Framework is designed to provide students with the underpinning knowledge and skills related to work, employment and further training within a business. The course includes mandatory work placement and an *optional* HSC exam.

Hospitality

- The Hospitality Curriculum Framework is designed to provide students with the underpinning knowledge and skills related to work, employment and further training within the hospitality industry. The course includes mandatory work placement and an *optional* HSC exam. Studying Food Technology in Years 9 and/or 10 will assist students taking this course, but it is NOT a prerequisite.

Retail Services

- The Retail Services Curriculum Framework is designed to provide students with the underpinning knowledge and skills related to work, employment and further training within the retail industry. The course includes mandatory work placement and an *optional* HSC exam.

Year 11 2022 Hospitality (240 indicative hours)

Board Developed Course A total of 4 units of credit – Preliminary and/or HSC Minimum mandatory work placement – 70 hours	**Category B** status for the ATAR Exclusions with other Board Developed Courses – nil

Course Description

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

Recognition of Prior Learning (RPL)

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education needs

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion

Competency-based Assessment

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

***Optional HSC examination**

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N-Determinations

Where a student has not met the NESA, Teaching and Educational Standards course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

School-based Apprenticeship/Traineeship

A school-based apprenticeship/traineeship is available. For more information:
http://www.sbatinnsw.info/

More Information

For more information on this course:
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html

Year 11 2022 Retail Services (240 indicative hours)

Board Developed Course A total of 4 units of credit – Preliminary and/or HSC Minimum mandatory work placement – 70 hours	**Category B** status for the ATAR Exclusions with other Board Developed Courses – nil

Course Description

This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control and routine work activities within the retail, wholesale or community pharmacy sectors. Occupations in the retail services industry include sales clerk/assistant, customer service representative, checkout operator, wholesale clerk, pharmacy assistant and retail executive.

Recognition of Prior Learning (RPL)

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education needs

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion

Competency-based Assessment

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

***Optional HSC examination**

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N-Determinations

Where a student has not met the NESA, Teaching and Educational Standards course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

School-based Traineeships

A school-based traineeship is available. For more information: http://www.sbatinnsw.info/

More Information

For more information on this course: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/retail-services.html

Year 11 2022 Business Services (240 indicative hours)

Board Developed Course A total of 4 units of credit – Preliminary and/or HSC Minimum mandatory work placement – 70 hours	**Category B** status for the ATAR Exclusions with other Board Developed Courses – nil

Course Description

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

Recognition of Prior Learning (RPL)

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education needs

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion

Competency-based Assessment

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

***Optional HSC examination**

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N-Determinations

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

School-based Traineeship

A school-based traineeship is available. For more information: http://www.sbatinnsw.info/

More Information

For more information on this course:
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html

Flexible Delivery Courses

Changes over the past ten years have broadened the options for students enrolling for the HSC. 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. There are Online High schools such as Diocese of Lismore Online Education Centre, Sydney Distance High School, Southern Cross School of Distance Education. There are other options as well.

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

It is not our intention to replace existing face-to-face classes with flexible delivery modes. What we are endeavouring to do is maintain a Catholic education for our students and to provide them with access to subjects that traditionally have created timetable difficulties due to their very small candidature.

The delivery of these subjects can and will be achieved through the use of emerging internet technologies. A teacher will use this infrastructure to teach students in various other schools, across several Diocese. Some lessons will involve being on-line together at the same time, i.e. synchronously. Students follow up these lessons by accessing course materials and resources and completing set work in their own time, i.e. asynchronously. This asynchronous delivery can take place at school during the normal school day or at home in the student's own time. However, in order to meet the course requirements and to cater for all schools and students it will be necessary to timetable the synchronous classes after school each week. This 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 regional location at least twice per year to work with the teacher face to face are commitments students must consider carefully when choosing these subjects. It is recommended that students have access to a computer with reliable internet access at home.

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for online students needing guidance and support. Another role of the mentor is to keep in contact with the appointed online teacher and monitor student progress. Mentors also have responsibility for the coordination 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. School reports for online subjects will be issued by the Distance High school.

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

The courses involved in this mode of delivery will be provided to the student at a cost, over and above existing school fees. For more information go to:
Lismore Online
Sydney Distance Highschool
Southern Cross Distance Highshcool

NSW School of Languages

St Joseph's offers Year 11 and Year 12 students the opportunity to study the Japanese Continuers course on campus. However, the study of other languages is not always possible for several reasons, in which case the option available for students is to study through the NSW School of Languages.

The NSW School of Languages operates in a distance education mode with students completing the bulk of their learning in their home schools via a variety of strategies including:

- Printed materials
- DVDs
- Telephone lessons
- Computer-assisted communication
- Internet-based exercises delivered via the school's online Learning Management System, Moodle

This mode of delivery requires students to be self-directed and motivated learners. In 2019 Mrs Andersen from the Languages faculty supervised the NSW School of Languages' students assisting them with the organisation of equipment, facilitating assessment tasks and telephone lessons as well as monitoring the return of work. Students must attend all telephone lessons and complete all designated work if they are to achieve in their language course. The NSW School of Languages also encourages students to attend face-to-face days which are usually held at the NSW School of Languages currently in Petersham once per term as these are valuable learning experiences where students meet their teachers and the other members of their class.

Languages offered include:

- Chinese
- ESL
- French
- German
- Indonesian
- Italian
- Japanese
- Korean
- Latin
- Modern Greek
- Portuguese and Portuguese (Brazil)
- Russian
- Spanish

Please note:
The cost to parents in 2021 was $800 per year in Year 11 and in Year 12 for each NSW School of Languages language studied. The NSW School of Languages has a quota system which limits the number of students that may be accepted for study from non-Government schools so students are not guaranteed a place.

Further information about this method of study and the NSW School of Languages can be found at https://nswschoollang.schools.nsw.gov.au/.

Description of subjects that <u>St Edwards</u> may offer in the Preliminary Course 2022

Year 11 2022 French Continuers
St Edwards College

Course: French Continuers	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Courses	
Prerequisites: This course is designed for those students who have completed three years of French: Year 8 with the 100 hours mandatory course, plus two years of Elective French in Years 9 and 10.	
Strict eligibility rules apply to the study of this subject Check with your teacher or refer to Sections 8002 and 8008 of the Assessment Certification Examination (ACE) website at http://ace.bos.nsw.edu.au/	
Course Description The aims of this course are: • To use French to communicate with others. • To understand and appreciate one's own culture through the study of French culture. • To understand language as a system. • To have the potential to apply French to further work, study, training or leisure. It is recommended that a student who chooses this course would have achieved an A or B at the end of the Year 10 French Course. French Continuers is academically demanding and is suited to those students who are motivated and who really enjoy the challenge of learning another language.	
Students' language skills are developed through tasks such as: • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of French-speaking communities through texts Assessments will include Speaking, Listening and Responding, Reading and Responding, Writing in French.	
Particular course requirements: Nil	

Year 11 2022 French Beginners
St Edwards College

Course: French Beginners	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Courses	
Prerequisites: This course is designed for those students who have little or no background of study in French. Students who have completed the 100-hour course of French (Year 8) are eligible for French Beginners.	
Strict eligibility rules apply to the study of this subject Check with your teacher or refer to Sections 8002 and 8008 of the Assessment Certification Examination (ACE) website at http://ace.bos.nsw.edu.au/	
Course Description The aims of this course are: • To use French to communicate with others. • To understand and appreciate one's own culture through the study of French culture. • To understand language as a system. • To have the potential to apply French to further work, study, training or leisure. It is recommended that a student who chooses this course would have a strong interest in learning another language and a desire to explore another culture. This course would suit students who like the challenge of rote learning, who like to analyse their own language and who have a commitment to excellence.	
Students' language skills are developed through tasks such as: • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of French-speaking communities through texts Assessments will include Speaking, Listening and Responding, Reading and Responding, Writing in French.	
Particular course requirements: Nil	

Year 11 2022 Information Processes and Technology

St Edwards College

Course: Information Processes and Technology	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Courses	
Prerequisites: No	
Course Description This course is designed to provide students with hands on experience of a number of uses of Information Technology that exist. Students will become familiar with Database Management, Systems, Spreadsheets, Desktop Publishing, Multimedia and Graphics Applications - just to name a few. Individual and group projects will be set which will allow students to demonstrate their competence in following computer processes and using the technology appropriately. This is a great course designed for students who want to strengthen their computing knowledge, and who can recognise the importance of understanding Information Processes and Technology, whether going on to University or heading out into the workplace.	
Additional Information Whilst it is useful to have studied Computing Studies in Year 10 it is not essential. It is a 50/50 split between theory and practical tasks; however, it is important to remember that the course is examined at HSC with a written examination.	
Assessment Practical examinations, written assignments, formal examinations, computer based assessment, individual and group projects	

Year 11 2022 Engineering Studies
St Edwards College

Course: Engineering Studies	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Courses	
Prerequisites: Nil although Mathematics at a minimum is the recommended maths course in Year 11 and 12	
Course Description The Engineering Studies sysllabus has been developed into a modular format. Two module types have been developed in the Preliminary course and HSC course. These are application modules and focus modules. Application modules are base on engineering products or systems. While focus modules are based on the scope of the engineering profession. An engineering report is to be prepared by each of the course modules.	
Course overview **Preliminary** • Engineering Fundamentals • Engineering Products • Braking Systems • Biomedical Engineering	**HSC** • Civil Structures • Personal and Public Transport • Aeronautical Engineering • Telecommunications
Engineering Studies is an academic course *that* is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team. *Engineering Studies* is unique in that it develops knowledge and understanding of the profession of engineering. It is an academic subject and not practical based course. It is broken up into four disciplines – Mechanics, Material Science, Engineering drawing and Engineering Report Writing. Students will be required, as part of their course to attend excursions. Students undertaking Engineering Studies will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. Students entering into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.	
Assessment Examinations, engineering reports, experiment and oral presentations.	

Year 11 2022 Software Design and Development
St Edwards College

Course: Software design and development	**Category A** status for the ATAR
2 units for each of Preliminary and HSC Board Developed Courses	
Prerequisites: Nil	
Course Description This course is designed to provide students with a solid grounding in the processes involved in program design and development. You will be taught the principles of good software design and will be expected to apply those principles in software that you create. Students will learn Visual Basic primarily and this will be complemented with other programming languages to a lesser extent, such as ASP, HTML or Java. A major component of the course will be project work where students will be expected to create a software package, adhering to what they have learnt in the theory part of the course.	
Additional information This is a challenging course, and in many ways, it is similar to learning a new language. There is a lot of work that is to be done at home, so a home computer is essential. This is a very practical course and students have a number of projects to work on individually. It is therefore important that students can work independently. A good mathematics grade in Year 10 is important, but not essential.	
Assessment Practical examinations, written assignments, formal examinations, computer based assessment, project work.	

Year 11 2022 Industrial Technology – Graphics Technologies
St Edwards College

Course: Industrial Technology	**Category A** status for the ATAR

2 units for each of Preliminary and HSC Board Developed Courses

Prerequisites: Nil

Course Description Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers 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.

Increasing retention rates within NSW schools have resulted in a need to link the senior school curriculum more closely with post-school vocational education and work options. This syllabus acknowledges the need to strengthen such links. Through a process of observing and analysing industry practice and through personal practical experiences, students will gain knowledge and skills together with appropriate attitudes about technology and industry.

Additional information

- In the Preliminary study, the content is introductory and is related to a number of practical projects and the study of an individual business in the focus area. The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio.
- The HSC course requires the planning and production of a Major Project and Folio. The student will cover the associated cost of materials, components and finishes.
- The quality of the Major Project is largely associated with time spent in the workshop. Successfully managing production and taking advantage of the additional after school workshops greatly increases the overall quality of the finished project.

Assessment

Internal Assessment and Weightings (assessed at school) The Board requires schools to submit an assessment mark for each HSC candidate in Industrial Technology.

1. Project Proposal 20%
2. Industry Study 20%
3. Management and Communication 40%
4. Trial HSC 20%

External Assessment and Weightings (assessed externally by the Board of Studies). The Major Project and Major Folio will be submitted on the due date determined by the Board of Studies to external markers that visit the school and conduct marking on site. The HSC examination for Industrial Technology is undertaken for the focus area during the HSC examination period.

1. Major Project and Major Folio 60%
2. HSC Examination 40%

Year 11 2022 Industrial Technology – Multimedia
St Edwards College

Course: Industrial Technology - Multimedia	**Category A** status for the ATAR

2 units for each of Preliminary and HSC Board Developed Courses

Prerequisites: Nil

Course Description Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers 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.

Increasing retention rates within NSW schools have resulted in a need to link the senior school curriculum more closely with post-school vocational education and work options. This syllabus acknowledges the need to strengthen such links. Through a process of observing and analysing industry practice and through personal practical experiences, students will gain knowledge and skills together with appropriate attitudes about technology and industry.

Additional information

In the Preliminary study, the content is introductory and is related to a number of practical projects and the study of an individual business in the focus area. The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio.

The HSC course requires the planning and production of a Major Project and Folio. The student will cover the associated cost of materials, components and finishes.

The quality of the Major Project is largely associated with time spent in the workshop. Successfully managing production and taking advantage of the additional after school workshops greatly increases the overall quality of the finished project.

Assessment

Internal Assessment and Weightings (assessed at school) The Board requires schools to submit an assessment mark for each HSC candidate in Industrial Technology.

5. Project Proposal 20%
6. Industry Study 20%
7. Management and Communication 40%
8. Trial HSC 20%

External Assessment and Weightings (assessed externally by the Board of Studies). The Major Project and Major Folio will be submitted on the due date determined by the Board of Studies to external markers that visit the school and conduct marking on site. The HSC examination for Industrial Technology is undertaken for the focus area during the HSC examination period.

3. Major Project and Major Folio 60%
4. HSC Examination 40%

Year 11 2022 Entertainment (VET)
St Edwards College

Board Developed Course Minimum mandatory work placement – 70 hours A total of 4 units of credit – Preliminary and/or HSC	**Category B** status for the ATAR Exclusions with other Board Developed Courses – nil. * - see below

The VET Entertainment course is designed for students who wish to work, or are interested in, the Entertainment Industry. It is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the Entertainment workplace. The purpose of the course is to provide students with the opportunity to develop basic knowledge and skills for live production, theatre and event industries.

What are live Entertainment events? Live Entertainment events are presented in many types of venues, from clubs and pubs, to outdoor locations, to performing arts centres. The organisations may be commercial, they may receive government subsidies, or they may be metropolitan, regional or community-based. Just as there is a diversity of venues, so too there are numerous types of events.

The VET Entertainment course prepares students for a Statement of Attainment towards a Certificate III in Live Production and Services - CUA30415.

The Entertainment Course at St Edward's College includes the units below:

- Work effectively and safely in the creative arts
- Apply Work Health and Safety Practices
- Organise personal work priorities and development
- Participate in collaborative creative projects
- Operate basic lighting
- Assist with production operations for live performance
- Undertake live audio operations
- Operate vision systems
- Work effectively backstage during performances
- Assist with bump in and bump out of shows

Each of these activities involve the use of different forms of technology (both analogue and digital).

Additional information

Entertainment is a competency-based course and assessment includes group work, research tasks and demonstrating competencies in tasks such as setting up a PA system, creating a cue sheet, or programming and operating a digital lighting desk. Students must complete 70 hours of work placement within an Entertainment industry setting. There is also a two-hour written external examination.

Entertainment assumes NO prior knowledge of technical operations and there is NO performing in this course. Students work entirely backstage or in the front-of-house area on technical operations.

***Optional HSC examination**

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

Year 11 2022 Construction (VET)
St Edwards College

Board Developed Course Minimum mandatory work placement – 70 hours A total of 4 units of credit – Preliminary and/or HSC	**Category B** status for the ATAR Exclusions with other Board Developed Courses – nil. * - see below

Course Description

The Construction Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued in and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training in the construction industry. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

A variety of tasks are undertaken to successfully attain the Certificate II in Construction Pathways, including and not limited to:

- Sub-floor and Framing
- Interpreting plans and specifications
- Concreting
- Undertake measurements and calculations
- Bricklaying

This course comprises eight mandatory units of competency and an HSC elective pool. 240 indicative hour courses are accredited for four units at the Preliminary and/or HSC level.

Recognition of Prior Learning (RPL)

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Additional Information

Through the Registered Training Authority of the Broken Bay Diocese, we provide the AQF VET qualifications, CPC20211 Certificate II in Construction Pathways. WHS Induction Training will be delivered by an external provider for students to attain the WHS White Card required for them to complete Work placement. This will incur an additional cost, approximately $70. Students that successfully complete competencies will receive an external achievement, recognised by TAFE NSW.

Competency-based Assessment

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

***Optional HSC examination**

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N-Determinations

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Year 11 2022 Metals and Engineering (VET)
St Edwards College

Board Developed Course Minimum mandatory work placement – 70 hours A total of 4 units of credit – Preliminary and/or HSC	**Category B** status for the ATAR Exclusions with other Board Developed Courses – nil. * - see below

The Metal and Engineering Training Package (MEM05) offers qualifications from Certificate I to Advanced Diploma and specifies the competencies required for various specialised occupations. These include mechanical, fabrication, and electrical/electronic trade; production technology and production systems; jewellery manufacture; locksmithing; boating services; and marine craft construction.

A variety of tasks are undertaken to successfully attain the Certificate I Metals and Engineering Pathways, including and not limited to:

- Sheet and plate assembly
- Interpreting engineering drawings
- Welding
- Undertake measurements and calculations
- Machining

This course comprises eight mandatory units of competency and an HSC elective pool. 240 indicative hour courses are accredited for four units at the Preliminary and/or HSC level.

Recognition of Prior Learning (RPL)

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Additional Information

Through the Registered Training Authority of the Broken Bay Diocese, we provide the AQF VET qualifications, Certificate I Metals and Engineering. WHS Induction Training will be delivered by an external provider for students to attain the WHS White Card required for them to complete Work placement. This will incur an additional cost, approximately $70. Students that successfully complete competencies will receive an external achievement, recognised by TAFE NSW.

Competency-based Assessment

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

***Optional HSC examination**

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N-Determinations

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Year 11 2022 Financial Services (VET)
St Edwards College

Board Developed Course Minimum mandatory work placement – 70 hours A total of 4 units of credit – Preliminary and/or HSC	**Category B** status for the ATAR Exclusions with other Board Developed Courses – nil. * - see below

This is a Certificate III qualification in Financial Services. It is a NSW HSC and Nationally recognised qualification. It is designed to reflect the job role of entry level employees working across the entire financial services industry who perform duties relating to administrative, clerical and customer service roles in banking, credit management, insurance and retail financial services. Individuals at this level apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known situations under general supervision.

Assessment strategies may include:

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

Further pathways/study

- Certificate IV in Accounting
- Diploma of Accounting or entry into university

Recognition of Prior Learning (RPL)

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Competency-based Assessment

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

***Optional HSC examination**

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N-Determinations

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Year 11 2022 Screen and Media Industry (VET)*
St Edward's College

***Please note – Screen and Media Industry cannot be included in the units of study required for gaining an ATAR as it is a Board Endorsed Course.**

Board Developed Course Minimum mandatory work placement – 70 hours	**Exclusions:** Nil

The VET Screen and Media course is designed for students who wish to work, or are interested in, the film, television or digital media industries. If you see yourself working in TV, radio or film this course could be for you.

This course aims to provide students with the foundation knowledge and the elementary skills required to operate in the film, television or digital media industries, in a safe and efficient manner.
The qualification is recognised as an entry-level qualification for employment in the media industry and provides opportunities to:

- Apply knowledge and understanding of WHS requirements and the operations of the media industry
- Use a range of standard media industry tools and equipment
- Set up for basic camera and film shoots
- Learn about presentation techniques in front of the camera
- Engage in vision and sound editing
- Work independently and in teams
- Develop critical thinking and creativity skills

What will you be taught? The VET Screen and Media course prepares students for a Statement of Attainment towards a Certificate III in Screen and Media - CUA31015.

The Screen and Media Course at St Edward's College includes the units below:

- Contribute to health and safety of self and others Work safely in the construction Industry
- Work effectively in the screen and media industries
- Develop and extend critical and creative thinking skills
- Present programs on air
- Develop techniques for presenting to camera
- Shoot material for screen productions
- Operate basic lighting
- Perform basic vision and sound editing
- Write content for a range of media
- Write simple stories

Each of these activities involve the use of different forms of technology (both analogue and digital).

Assessment

Screen and Media is a competency-based course and assessment may include:

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

There is also a two-hour written external examination.

Year 11 2022 Sport, Lifestyle and Recreation*
Board Endorsed Course – St Edwards College

***Please note – Sport, Lifestyle and Recreation <u>cannot</u> be included in the units of study required for gaining an ATAR as it is a Board Endorsed Course.**

Course: Sport, Lifestyle and Recreation (Board Endorsed Course)	**Exclusions:** Nil
Course Information In studying Sport, Lifestyle and Recreation, students will acquire a range of skills and competencies that are valued and recognised in the sport and recreation industry. Students will cover topics that include: Sports Coaching styles and practices, Practical Skills that relate to a range of sports, Refereeing and Officiating qualifications, Potential Careers in sport, Communication in the workplace, Work Health and Safety, and First Aid.	
Assessment and Additional Information Work placement – students must complete a minimum of 70 hours compulsory work placement in a sport/recreation workplace – usually one week in Year 11 and another week in Year 12. When students achieve a unit of competency, it is signed off by the assessor in the student logbook. Students receive a certificate of attainment for all modules successfully completed, thus enabling them some exemptions from TAFE in their first year. This course is recommended for those interested in the Sport and Recreation Industry. There is a minimum mandatory work placement associated with this course.	

Year 11 2022 Photography*
Board Endorsed Course – St Edwards College

***Please note – Photography <u>cannot</u> be included in the units of study required for gaining an ATAR as it is a Board Endorsed Course.**

Course: Photography (Board Endorsed Course)	**Exclusions:** Nil

Course Information

- You will learn how to use the pinhole camera, 35mm SLR camera, digital and underwater cameras.
- You will learn how to develop negatives and produce artistic and technically precise prints of a high quality
- You will learn safe and professional darkroom procedures.
- You will learn how to use studio lighting and flash.
- You will learn how to photograph images with a particular focus, e.g. portrait, sport, still life, landscapes, environments.
- You will learn to develop and manipulate images using the photo-shop computer software.
- You will learn alternative photographic effects, e.g. sabittier, Lith, Cynotype, Liquid light, Van dyke brown.
- You will learn how to interpret and develop an informed point of view about photographs and photographers.
- You will learn how to present photographs for exhibition.

Assessment and Additional Information

Assessment may include presentation of photographic images, and the study of photographs and photographers. Your final HSC mark is determined wholly by your performance on school Assessment tasks

Students may be asked to fund the cost of presentation of a special personal body of work; otherwise costs are covered by the school-fees.

Students in Years 11 and 12 will attend photographic location shoots in Sydney and the Central Coast. Visits to exhibitions and photographer's studios will be offered throughout the course.

The costs of framing and mounting of photographs for presentation and exhibition are the responsibility of the student.

Year 11 2022 Furniture Making Pathways*
Board Endorsed Course – St Edwards College

***Please note – Furniture Making Pathways <u>cannot</u> be included in the units of study required for gaining an ATAR as it is a Board Endorsed Course.**

Course: Furniture Making Pathways (Board Endorsed Course)	**Exclusions:** Nil

Course Information

The Furniture Making course offers Certificate II pathway. This course is designed for students interested in the furniture making or related environments with a view to entering into employment in that area. The course provides broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the students' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

Job roles include assistant cabinet maker, assistant installer of built-in cabinets for kitchens, bathrooms and other fitted cabinets, and production operator within a cabinet making enterprise.

There is a minimum mandatory work placement associated with this course.

Assessment and Additional Information

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include: Observation, Student Demonstration, Questioning, Written tasks and Tests.

Personal Requirements

- Enjoy practical and manual activities
- Able to follow written instructions
- Able to work to a high level of accuracy
- Able to make mathematical calculations
- Good communication skills
- Good hand-eye coordination
- Able to work independently or as part of a team
- Free from allergies to dust.

Further Study

Cert II, III, IV and Diploma qualifications in the following areas:

- Cabinet Making
- Furniture Making
- Other relevant manufacturing qualifications.

Career Pathways

- Wood Machining Process Worker
- Furniture Making Process Worker
- Furniture Maker
- Cabinet Maker
- Wood Machinist
- Production Manager