



ST JOSEPH'S COLLEGE COURSE SELECTION HANDBOOK

PRELIMINARY COURSES - 2022
HIGHER SCHOOL CERTIFICATE COURSES - 2023

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ST JOSEPH'S COLLEGE

HUNTERS HILL

From the Headmaster

Dear Parent and Students

The College offers a range of courses for senior study. Selection of subjects should be determined by the interest of the student and his capability in given areas. Consideration when choosing should also be given to likely career options.

A senior secondary education at St Joseph's allows personal and well-rounded opportunities in study and co-curricular endeavours.

It is important that subject selection is made carefully, taking into consideration that NESA requirements for a given pathway will need to be met. In making selections, students are agreeing to meet the requirements of the respective courses.

I wish every student success in their selections and studies going forward.

Mr Ross Tarlinton OAM

Headmaster

1. THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) is the highest educational award you can attain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

Study for the Higher School Certificate is broken into two courses: **Preliminary Course (Year 11)** and the **HSC course (Year 12)**. Both courses must be completed to obtain the Higher School Certificate.

Eligibility for the Higher School Certificate

The Higher School Certificate is governed by the *Education Act 1990* (NSW), which sets out the general requirements a student needs to meet to be awarded the Higher School Certificate. To be eligible for the award of the Higher School Certificate a student must:

- ◆ meet the requirements set down by the NSW Education Standards Authority for prior learning and achievement;
- ◆ be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE institute;
- ◆ complete the *All My Own Work* program in ethical scholarship;
- ◆ study a permitted combination of courses;
- ◆ complete the requirements for each course, including any necessary oral, practical or project work;
- ◆ complete tasks designed for the internal assessment program in each course at the school;
- ◆ sit for, and make a genuine attempt at, the Higher School Certificate examinations.

2. NESA REQUIREMENTS FOR THE AWARD OF THE HSC

PRELIMINARY AND HSC YEARS

Years 11 and 12 comprise Stage 6 of schooling in New South Wales. 2 unit courses in Stage 6 have two components - a Preliminary and an HSC course. Satisfactory completion of the Preliminary course is a prerequisite for entry into an HSC course.

All Preliminary course work in a subject is to be completed in order to attain an HSC Record of Achievement indicating successful completion of that course. The Record of Achievement will indicate a grade for each Preliminary course. The major focus of the HSC examination will be on HSC content, with the Preliminary content comprising *assumed knowledge*. The *Assessment* component of the HSC is to be conducted in relation to the HSC course only, except for Mathematics courses. Eligible students will also receive an *HSC Testamur*.

□ **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 are 2 units.

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.

2 units = 4 hours per week (approximately 120 hours per year)
 = 100 marks

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

2 UNIT COURSE

- This is the basic structure for all courses.

EXTENSION COURSE

- Extension courses are 1 unit courses that build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, Science and some Languages.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. The Extension 2 course requires students to work beyond the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

- Studies of Religion can be undertaken as either a 1 unit or a 2 unit course. There are additional 1 unit courses offered, mostly in the Preliminary course.

□ IF YOU WISH TO BE AWARDED THE HSC:

- A student must have satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project work required for specific courses and the assessment requirements for each course;
- A student must have undertaken, and made a serious attempt at the Higher School Certificate examinations;
- The NSW Education Standards Authority publication, *Studying for the New South Wales Higher School Certificate Brochure*, contains all the HSC rules and requirements a student will need to know.
- If a student wishes to receive an Australian Tertiary Admission Rank (ATAR), he must study a minimum of 10 Board Developed Units in the HSC course. The UAC site contains important information about entry to university courses, course prerequisites and other information to assist the choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If a student does not wish to receive an ATAR, the remainder of their courses may be made up from Board Endorsed Courses once he has studied six units from Board Developed Courses.

□ SUBJECTS

A subject is the general name given to an area of study and a subject may offer one or more courses. There is a wide variety of subjects to choose from for the Higher School Certificate, and a range of Board Endorsed Courses. English, Mathematics, History, Studies of Religion, Music and some Languages are subjects which offer more than one course.

□ ACCUMULATION OF THE HSC

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. The five year period will commence in the first year the student attempts an HSC course examination or completes an HSC TAFE Delivered VET course. It will apply regardless of whether the student defers his studies for one or more years during the five year period.

Students who are accumulating the HSC will receive a Result Notice for each calendar year of study. These cumulative transcripts will record all Preliminary and HSC courses satisfactorily completed, including repeat attempts.

Accumulating students will need to take account of any syllabus changes that occur.

A candidate may repeat one or more HSC courses but must do so within the five year accumulation period. It is the mark of the final attempt on a particular subject/course that is counted towards the ATAR.

□ **ACCELERATION**

Students may undertake Preliminary and/or HSC courses in advance of their usual cohort. Decisions about acceleration of HSC students will be made by the Headmaster within NESAs guidelines. Acceleration must be based on the principle of compression of work, not omission of work.

Acceleration gives more able students the opportunity to progress through their study requirements at a faster rate than usual by completing the course content in a shorter time and accumulating results. Students who have completed a course of study at the highest level ahead of their year group may be able to undertake further study at university or TAFE, or take additional units for the Higher School Certificate.

□ **SATISFACTORY COMPLETION OF A COURSE**

The following course completion criteria refer to both Preliminary and HSC courses.

Course completion criteria:

A student will be considered to have satisfactorily completed a course if, in the Headmaster's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board;
- b) applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school. Set tasks and experiences could mean such activities as tests, examinations, compulsory excursions, major works, personal interest projects, interest study projects, research assignments, field work, practical work, homework, orals and other classroom activities;
- c) achieved some or all of the course outcomes;
- d) attended school in a pattern and manner that is deemed satisfactory by the Headmaster.

□ **RECORD OF SCHOOL ACHIEVEMENT**

Any student who leaves school after Year 10 and before they receive their Higher School Certificate will be eligible to receive a credential known as a *Record of School Achievement (RoSA)*. The RoSA will provide grades for all Stage 5 and Stage 6 courses completed during secondary education. This credential will not automatically be provided to students at the end of Year 10.

3. THE HIGHER SCHOOL CERTIFICATE CURRICULUM

□ **TYPES OF COURSES**

There are two broad categories of courses: *Board Developed Courses* and *Board Endorsed Courses*.

Board Developed Courses

Board Developed Courses are the courses for which the NSW Education Standards Authority develops a syllabus, setting out the objectives, outcomes, structure and content. These are the courses for which the Board also develops Higher School Certificate examinations.

Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). Board Developed Courses are classified by the universities as Category A or Category B courses. The criteria for Category A courses are academic rigour, depth of knowledge, and the degree to which the course contributes to assumed knowledge for tertiary studies. Further detail on Category A and B courses can be found on page 24.

Board Endorsed Courses

There are two types of Board Endorsed Courses:

- *School-designed Courses* - These are courses developed by individual schools in response to local interest or need and endorsed by the Board.
- *Content Endorsed Courses (CECs)* - These fall into two categories: general CECs and TAFE Delivered CECs.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, **Board Endorsed Courses do not count towards the calculation of the ATAR.**

- ***VOCATIONAL EDUCATION AND TRAINING COURSES***

Vocational Education and Training (VET) Courses are courses which teach students skills that are relevant to future study and employment. These courses allow students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation.

The AQF qualifications are recognised by industry and employers throughout Australia. These courses require students to spend a minimum number of hours in the workplace. Candidates receive documents that report the competencies they have achieved as well as an AQF Certificate or Statement of Attainment.

- ◆ ***Primary Industries***

Each framework is made up of combinations of units of competency. These units are the same as those contained in the National Industry Training Packages. Each industry framework identifies the units of competency which make up the 120 and 240 hour courses for the HSC in that industry, and any extension courses that are available.

4. BOARD DEVELOPED PRELIMINARY COURSES FOR YEAR 11 2019 AND HSC COURSES FOR YEAR 12 2020 AT ST JOSEPH'S COLLEGE

The availability of the following subjects divided between Category A or Category B subjects (see section 11 – ATAR) is dependent upon the number of responses and demand for each subject at St Joseph's. It needs to be remembered that while it is intended to offer these subjects, they will only definitely be offered if numbers are sufficient to establish a class.

Subject (Category A Courses)	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Agriculture	Agriculture		
Ancient History	Ancient History ¹		HSC History Extension ¹
Biology	Biology ²		Extension Science
Business Studies	Business Studies		
Chemistry	Chemistry ²		Extension Science
Chinese	Chinese Continuers		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	# EALD English Standard English Advanced	Preliminary English Extension 1	HSC English Extension 1 HSC English Extension 2
French	French Continuers		HSC French Extension
Geography	Geography		
Industrial Technology	# Industrial Technology (Metals) ⁶ Industrial Technology (Timber) ⁶ Industrial Technology (Multimedia)		
Investigating Science	Investigating Science		Extension Science
Japanese	Japanese Continuers		HSC Japanese Extension
Latin	Latin Continuers		HSC Latin Extension
Legal Studies	Legal Studies		
Mathematics	# Mathematics Standard Mathematics Advanced	Preliminary Mathematics Extension 1	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History ¹		HSC History Extension ¹
Music	# Music 1 Music 2 ³		HSC Music Extension ³
PD/Health/PE	PD/Health/PE		
Physics	Physics ²		Extension Science
Software Design and Development	Software Design and Development		
Studies of Religion	# Studies of Religion I (1 Unit) ⁴ Studies of Religion II (2 Unit) ⁴		
Visual Arts	Visual Arts		

Category B Courses

- English Studies
- Mathematics Standard 1 (HSC year only)

VET Curriculum Frameworks (Category B Courses)		
Primary Industries	Primary Industries (240 hours)*	

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC courses.

240-hour courses in each framework have a written examination which students can choose to undertake so that the result can be included in the calculation of their ATAR. These courses are marked *. Only one Category B course (2 units) can be included in the calculation of the ATAR.

Content Endorsed Courses (No Category – Do not count towards ATAR)
Studies in Catholic Thought (1 Unit)
Sport, Lifestyle & Recreation (1 Unit)
Work Studies (1 Unit)

PRELIMINARY & HSC COURSE NOTES

These notes and footnotes refer to the list of courses on the previous two pages:

- # A student may select one course only from each of these subject groups.
 - A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Industrial Technology, Music and Design and Technology. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is only one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
 2. Of the 12 Preliminary and 10 HSC units required by the NESA for the Higher School Certificate, no more than 6 Preliminary units and 7 HSC units of Science, with the Extension Science course, can be included.
 3. Students must study Music Course 2 if they wish to study HSC Music Extension.
 4. Students may study only ONE course from Studies of Religion 1, Studies of Religion 2 or Studies in Catholic Thought.
 5. Students may only study ONE of Industrial Technology (Timber), Industrial Technology (Metals) or Industrial Technology (Multimedia).

Additional information about courses and the new HSC is available on the NSW Education Standards Authority website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

5. STANDARDS REFERENCING

The Higher School Certificate uses a standards-referenced approach to assessment and reporting.

What is a standards-referenced approach?

In a standards-referenced approach, the achievements of a student are assessed and reported against specified standards of performance that are established for each course. Once established these standards remain constant. The benefits to students of a standards-referenced approach to the HSC are:

- *the marks students gain in a subject are aligned with descriptions of what they know, understand and can do*
- *marks reflect the standards actually achieved by students rather than just indicating a position in a predetermined distribution*
- *there are meaningful and detailed reports with clear descriptions of the different standards of performance*
- *students who meet or exceed the minimum standard of performance expected will receive a mark of 50 or more.*

What are standards?

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learnt and how well it is to be achieved.

Syllabus standards specify what students are expected to know and be able to do as a result of studying a course. Teacher understanding *of syllabus standards* comes from their consideration of the aims, objectives, outcomes and content of the syllabus.

Performance standards are the different levels of achievement in a course. These different levels of achievement demonstrated by students are summarised in performance descriptions in the bands in the performance scale.

UNDERSTANDING HSC RESULTS

The internal assessment and the external HSC examination carry an equal weighting in the determination of the student's HSC performance in the course.

The internal assessment marks and the marks on the external examination will be treated as follows:

- the course assessment marks submitted by the school will be moderated by the exam performance of the school group. Moderation is the process of adjusting the assessment marks submitted by the school for each course to match the performance of that group of students in the external examination. This ensures that no students are advantaged or disadvantaged by the actual marks used by the school when reporting the assessment;
- the moderated assessment and the examination mark will be averaged to provide a composite course HSC mark;
- experienced markers will follow a structured procedure employing professional judgement to determine what composite marks will correspond to the borderline between each performance band. This step provides a set of 'mapping points' that enable student marks to be aligned with the performance scale;

- each student's moderated assessment mark and examination mark are then separately aligned to the performance scale;
- the average of student's assessment mark and examination mark, after alignment to the performance scale, is then reported as the students' HSC course mark.

How will the HSC mark be reported?

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2 unit course, Band 6 indicates the highest level of performance and the minimum standard expected is 50.

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks
- Extension courses will have a maximum possible mark of 50, will be reported in relation to 4 performance bands E1, E2, E3, E4 and will have band cut-off marks of 45, 35 and 25; [an exception to this is the scale to be used for HSC Mathematics Extension]

Each Band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

6. HSC DOCUMENTATION

On satisfactory completion of the HSC, students receive a portfolio containing:

* **The HSC Testamur**

(The official certificate confirming achievement of all requirements for the award.)

* **The Record of Achievement**

(This document lists the courses students have studied and reports the marks and bands they have achieved.)

* **Course Reports**

(For every HSC Board Developed Course, students receive a Course Report showing their marks, (HSC Exam Mark, Moderated Assessment Mark and HSC Mark) the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.)

7. INTERNAL ASSESSMENT

The College is required by the NSW Education Standards Authority to develop and implement Assessment Policies (Preliminary Course and HSC Course) for all subjects studied in Years 11 and 12. Full details of the school policy and the assessment guidelines for each subject in the Preliminary Course will be distributed to Year 11 students at the beginning of Term 1, and for the HSC year, at the commencement of the HSC course in Term 4.

The Assessment Handbooks will detail:

- a) For Board Developed Courses (those with a statewide HSC examination at the end of Year 12) the total of the marks obtained in formal Assessment Tasks for HSC courses (not Preliminary courses) that will contribute 50% of the final HSC result in each course.
- b) For Board Endorsed Courses, the total Assessment Mark that will provide the final and only mark appearing on the actual Higher School Certificate.
- c) Formal assessment of the Preliminary courses will occur throughout Year 11. Assessment for the HSC course will be separate. The exact details of the assessment program will be provided to students at the commencement of each course.
- d) Assessment Tasks (Preliminary and HSC) will include examinations, tests, essays, research projects, practical projects and speaking tasks.
- e) Students will also be required to complete and submit many other tasks, other than the formal Assessment Tasks during Preliminary and HSC courses. These tasks are necessary:
 - as a formal requirement for satisfactory completion of the appropriate course; *and*
 - to show the students and their teachers what the students know and can do or do not know and can't do.
- f) Non-completion of formal Assessment Tasks or other tasks required in a course could lead to a student:
 - not having satisfactorily completed the Preliminary Course, thus being prevented from attempting the HSC course in that subject, and/or being deemed ineligible to present that course for the HSC.

At the completion of the Preliminary course, a student will receive a grade for each course. This grade will appear on their HSC Record of Achievement.

8. CHOOSING SUBJECTS FOR YEAR 11

The subjects which a student selects for senior study may have considerable bearing on the career opportunities that will be available to that student when schooling has been completed. It is essential that students be aware of the consequences of their choices and that they take every opportunity to seek advice and guidance from their parents, teachers, Heads of Department, Academic Coordinator, the Careers Counsellor, and members of the Teaching & Learning Team (Director of Teaching & Learning, Dean of Studies).

In selecting subjects, students should give careful consideration to the following:

- **Their interest in particular subjects.** It is important that students choose subjects that they will enjoy.
- **Their individual capabilities and talents. It is essential that students are realistic. There is little point in choosing subjects that cannot be handled with a reasonable degree of success.** The standard of performance in Year 10 is generally a sound guide in this regard.
- **Their future aims and career interests.** This is of particular importance in selecting subjects that will enable entry to a tertiary institution (University, TAFE). Although it is wise to keep options open, it is unrealistic to think that all students can enter or cope with all careers. It is essential to select the programme of study that is most appropriate.
- **The inherent value of individual subjects.** A broad education is an asset to any individual. It is important that students do not focus exclusively on career oriented subjects but also note the value of a wider range of subjects.

At St Joseph's College,

- each student in Year 11 and 12 must study at least 2 units of an English course
- each student in Year 11 and 12 must study at least 1 unit of a Religion course
- each student in Year 11 must complete 12 units
- at a designated time after the completion of the Preliminary Course students may elect to discontinue a subject (other than English and Religion) for their HSC year in order to meet the minimum requirement of 10 units for the HSC.

Religious Education: All students must do at least 1 Unit of either Religious Education (Studies in Catholic Thought) or Studies of Religion. The three courses to choose from are Studies in Catholic Thought 1 Unit, Studies of Religion 1 Unit, or Studies of Religion 2 Unit. In selecting a course, a student needs to consider his capabilities, interests and whether or not he is planning to receive an ATAR. The Studies in Catholic Thought course is a Board Endorsed Course with internal assessments. The student will gain a mark which will appear on the HSC, however it cannot be counted towards an ATAR. Both Studies of Religion courses can be used as units to obtain an ATAR. Both are academically demanding and require students to complete extended responses. Only a student with strong writing and analytical skills should consider the 2 Unit course. The final allocation to a course in Religious Education will be determined by the Head of Religious Education.

English: When completing a subject selection form, all students must select either English Advanced OR English Standard or English Studies or EAL/D. Entry into English Advanced is restricted. The Advanced Course is conceptually challenging and by the end of Year 10 students need to have demonstrated above average interest, application and skills to gain a place in that course at the start of the Preliminary year. The final allocation to either Advanced or Standard will be determined by the Head of English. Extension 1 English is for those students who are passionate about English and have the require skills.

Mathematics: The Mathematics Extension Courses (Preliminary and HSC) should be taken only by those students who excel at Mathematics and have obtained a high grade in the Mathematics Stage 5.3 course. There are two other courses in Mathematics in Year 11, Mathematics Advanced and Mathematics Standard. Students who have completed 5.3 level Mathematics in Year 10 are eligible to study Mathematics (2 Unit); students who have completed 5.2 level Mathematics in Year 10 are advised to study Mathematics Standard (2 Unit) in the senior years. The final allocation to a Mathematics course is determined by the Head of Mathematics.

Science: Only students who have demonstrated ability in Science and are interested in studying a science related course after school should choose to do two or more of these courses. Students who do not perform in Science, or who are not interested in Science, should omit the subject altogether. If no Science subject is chosen, advice should be obtained regarding possible combinations of other subjects.

Students who are hoping to study Engineering or Science or other Science-based courses at a tertiary institution, should be very careful in their choice of Science courses. Four units of Science including Physics and/or Chemistry is strongly recommended for those aiming at tertiary study in Science-based faculties although other combinations are accepted. The final allocation to Science courses is determined by the Head of Science.

French, Chinese, Japanese or Latin: Students who have studied a language successfully in the junior secondary are strongly urged to continue with one, or more of these languages in Year 11.

Agriculture, Ancient History, Business Studies, Design and Technology, Economics, Engineering Studies, Geography, Industrial Technology, Legal Studies, Modern History and Software Design and Development: Students doing these courses are not required to have studied an elective course in these subjects in Stage 5.

Music: There are two music courses available for the HSC - Music 1 and Music 2. The former focuses on modern music styles (like Rock, Jazz, Music of the Media), while the latter has an emphasis on Western Classical Music. In both courses, students can elect to weight performance, composition and musicology in various combinations so as to suit their particular strengths.

The Year 9 and 10 elective music course is a prerequisite for the HSC Music 2. There is no prerequisite for the Music 1 course (though it is preferred that students can demonstrate developed performance skills and have some knowledge of musicianship). Both courses enable students to continue music at a tertiary level.

Visual Arts provides the opportunity for students to participate in learning experiences which integrate making art works with the study of their world and the world of Art.

To undertake the 2 Unit Visual Arts course, it is not necessary for students to have studied Visual Arts in Year 9 and 10.

Non ATAR courses offered at St Joseph's College include Studies in Catholic Thought, Sport, Lifestyle and Recreation, and Work Studies.

9. CHOOSING A PROGRAM OF STUDY FOR THE PRELIMINARY AND HIGHER SCHOOL CERTIFICATE COURSES AT ST JOSEPH'S COLLEGE

When choosing a program of study for the senior school a student needs to consider the following:

- *What are my goals for the future - whilst at school and beyond school?*
- *Is it my intention to attend university after school?*
- *Is it my intention to move into the workforce as soon as possible or directly after school?*
- *Are there subject requirements for my possible future university study which I need to consider?*
- *Are there qualifications I can gain whilst at school which will assist me in my further education at TAFE or other education provider?*

These are important questions which need thought and subsequent decisions. The answers to these questions will play a large part in determining the program of study chosen for the senior school.

10. IMPORTANT TERTIARY EDUCATION TERMS YOU SHOULD KNOW BEFORE CHOOSING YOUR SUBJECTS FOR THE HSC COURSE

THE NEXT 2 YEARS

During Years 11 and 12 your career ideas and goals may change – don't panic – this happens to a lot of students. The aim is to choose suitable HSC subjects so you can keep your career best options open. Your selection of subjects will depend on your interests, the level of your ability, and for many students the subjects that will allow entry to a range of university courses or further study.

COURSE PREREQUISITE (see *UAC / QTAC / VTAC Booklets)

You must pass this subject (often at a specific level) in your HSC to get into a particular university course. Even if your ATAR is high enough for a course, if you haven't completed the prerequisite subject(s) you may not be offered a place. A number of universities have strict prerequisite subjects for entry into their undergraduate courses. Check the University websites, UAC and "Steps to Uni for Year 10 Students"

ASSUMED KNOWLEDGE (see *UAC / QTAC / VTAC Booklets)

Universities often assume you have studied certain HSC subjects. For example, if Mathematics Extension 1 is 'assumed knowledge' for a particular course and you have only studied Mathematics then you may find some subjects in your degree quite hard. To overcome this, some universities offer bridging courses to bring you up to the required standard before classes commence.

RECOMMENDED KNOWLEDGE (see *UAC / QTAC / VTAC Booklets)

If you have successfully completed recommended HSC subjects, you will find subjects in your degree easier to follow.

UNDERGRADUATE

A university student who is studying for their first degree, i.e. a bachelor's degree.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

This score measures your academic rank in the NSW HSC against all other students in your year. Universities across Australia then use this to rank applicants for selection. Universities in Queensland convert ATAR Rankings into OP (Overall Position) scores for entry purposes.

FULL-TIME (FT) OR PART-TIME (PT)

Many courses are offered either full-time or part-time. Part-time study means fewer hours per week, however, it takes longer to complete the course. For example, the part-time equivalent of a 3-year full-time degree might be 6 years.

WHERE CAN I FIND OUT MORE INFORMATION BEFORE I DECIDE?

- Universities Admission Centre (UAC) *'Steps to Uni for Year 10 Students'*

Available at <https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2023.pdf>

In this book you can find all the details about prerequisites and assumed knowledge for all university courses in NSW/ACT. It also contains a general summary of the broad areas of study and the subjects recommended.

* UAC = Universities Admissions Centre (NSW)

* QTAC = Queensland Tertiary Admissions Centre

* VTAC = Victorian Tertiary Admissions Centre

11. AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

ATAR Courses

There are many HSC courses but not all will contribute to an ATAR. Courses that do contribute to the ATAR are Board Developed courses for which there are formal examinations that yield graded assessments. These are termed ATAR courses.

ATAR courses are classified as either Category A or Category B courses. The criteria for Category A courses are academic rigor, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies, and the coherence with other courses included in the ATAR calculations.

Category B courses are those whose level of cognitive and performance demands are not regarded as satisfactory in themselves, though their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding.

Currently, the Category B courses are:

- Accounting¹
- Automotive – Mechanical Technology²
- Business Services²
- Construction²
- Electrotechnology²
- Entertainment Industry²
- Hospitality²
- Information & Digital Technology²
- Metal and Engineering²
- Primary Industries²
- Retail Services²
- Tourism and Events²

¹ This is a Board Developed course delivered by TAFE.

²These are 240-hour Vocational Education and Training (VET) courses. An optional HSC examination is offered for these subjects for students who want their results to be available for inclusion in the calculation of their ATAR.

a) What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a rank between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists institutions to rank applicants for tertiary selection. It is calculated and released by UAC.

It is important to note that the ATAR is a rank, not a mark, and it is designed only to be used for tertiary selection.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR.

Other criteria such as a portfolio, interview, audition, or questionnaire may also be considered in conjunction with the ATAR for certain courses. Some universities will also consider applications through alternative entry pathways that measure other non-ATAR factors.

b) Who receives an ATAR?

HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notification from UAC at about the same time they receive their HSC results from NESA

An ATAR, however, is not shown on all ATAR Advice notices. This could be because:

- Students achieve an ATAR between 0.00 and 30.00 – in this case, your ATAR will be reported as '30.00 or less' or
- Students who do not meet the ATAR rules (see c. below) – in this case, the statement 'Not eligible' will appear on your ATAR Advice.

c) ATAR rules

Rule 1 – eligibility

Eligibility for an ATAR is as follows:

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses including at least eight units of Category A courses. Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects.

Rule 2 – calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- The best two units of English; and
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

The calculation of the ATAR is subject to the following restrictions and conditions:

- Students must satisfactorily complete English
- Students must satisfactorily complete at least eight units of Category A subjects
- Students may accumulate courses over a period of no more than five years
- If students repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR
- If students enroll in a repeat course and subsequently withdraw, either officially by advising the Headmaster or the NESA or unofficially by non-attendance at the appropriate examination, students

will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt – in this case, the mark from the previous satisfactory attempt in the course will be available for inclusion in the ATAR.

d) What is satisfactory completion?

Students will be considered to have satisfactorily completed a course if, in the school principal’s view, there is sufficient evidence that they have:

- i) followed the course developed by the Board;
- ii) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- iii) achieved some or all of the course outcomes.

Receiving a mark for a course on a Record of Achievement issued by NESA is an indication that students have satisfactorily completed that course.

e) Can I receive an ATAR if I study more than two units of Category B courses?

Yes. Students can receive an ATAR if they study more than two units of Category B courses. However, no more than two units of Category B courses will be included in the calculation of their ATAR (10 units of Board Developed courses, including 2 units of an English course).

CALCULATION OF THE ATAR						
The marks used in the calculation of the ATAR are scaled marks, not the marks reported by the NESA						
Course Name	Unit Value	Scaled marks	Scaled marks per unit	Compulsory 2 units included in ATAR	Next best 8 units	
English Advanced	2	74/100	37	74		
Physics	2	80/100	40		80	(2 units)
Mathematics	2	66/100	33		66	(2 units)
HSC Mathematics Extension 1	1	30/50	30		30	(1 unit)
Geography	2	92/100	46		92	(2 units)
Modern History	2	56/100	28		28	(1 unit)
Total units = 11					(2 units)	(8 units)

f). How is the ATAR determined?

- HSC students who are eligible for an ATAR (see c.) are ranked on the basis of their aggregate of scaled marks. For detailed information about the scaling process refer to the *Report on the Scaling of the NSW Higher School Certificate* prepared by the Technical Committee on Scaling. (Available below).

g) Further information

Universities Admissions Centre (NSW & ACT)

Web Site: www.uac.edu.au

Useful Resources & Publications:

- *Frequently asked questions:* <https://www.uac.edu.au/future-applicants/faqs/atar>
- *Steps to Uni for Year 10 Students:* <https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2023.pdf>

- *Report on the Scaling of the NSW Higher School Certificate:*
<https://www.uac.edu.au/assets/documents/scaling-reports/scaling-report-2020-nsw-hsc.pdf>
- UAC web site – <http://www.uac.edu.au/publications/atar.shtml>

A student should choose his courses because they suit his ability, interests or career requirements. The priority in considerations for selection of subjects **should not be scaling** but should be the **student's ability to cope with the course chosen**. If a candidate does poorly in a subject, scaling will not remedy his poor performance.

You must remember that the **ATAR is only a rank - not a mark**.

12. VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training Curriculum Frameworks have been developed to meet the needs of all students. Courses have also been developed to align with industry standards.

Students undertake either a 120 or 240 hour VET framework course which provides them with an opportunity to achieve either an AQF Cert I or Cert II qualification.

Students exiting earlier will receive a Statement of Attainment outlining competencies achieved.

Vocational Education and Training Curriculum Framework courses:

- are accredited by NESA for the purpose of meeting HSC requirements
- are designed to meet industry training needs
- have industry support in curriculum design and course delivery
- are derived from national industry standards
- are based on national AQF training curriculum
- are written and assessed in competency-based terms
- provide a clearly defined pathway(s) through recognition by TAFE and/or industry

FURTHER VOCATIONAL TRAINING

All vocational training courses lead onto further vocational courses at TAFE or other Registered Training Organisations. Students will not be required to repeat any training in which they are already competent.

EMPLOYMENT

Vocational Training HSC courses are only offered in industry areas where there are real post-school employment prospects. Students completing these courses develop skills, knowledge and qualifications which industry and the economy require.

The Vocational Education and Training (VET) Curriculum Framework offered to students at St Joseph's is as follows:

Primary Industries-Cert II Agric AHC 20116

Other VET Framework courses are offered to students through local TAFE Colleges or St Joseph's College partner RTOs.

Students are assessed by competency-based skills, attend work placements during school holidays, and have accredited teachers delivering the course. These courses also provide increased opportunities for students who do not intend on furthering their study at University. Vocational Education and Training courses may assist students in gaining employment in a Traineeship or an Apprenticeship. ***Studying a TAFE TVET course does not exclude the opportunity to study at university.***

Most VET courses have a **Mandatory Work Placement** of 35 hours/year per 2 Unit course. These courses may require an additional fee for consumable goods, hire of equipment, uniforms and work placement insurance.

Student log-books are used to report learning outcomes achieved by students. These will form a permanent record of all learning outcomes completed in the course.

ASSESSMENT

Courses are Competency-Based. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed as standard in the industry in all competencies. There is no 50% pass mark.

OPTIONAL HSC EXAMINATION

Students may sit an optional HSC examination to use these courses in the calculation of their ATAR for Framework VET courses. Students who do not choose to sit the relevant HSC exam will not be eligible for that subject to count towards an ATAR.

Whether or not students gain an ATAR, they can proceed to higher level studies at TAFE or other Registered Training Organisation. Upon completion of a Diploma qualification at TAFE, they are able to apply for entry to a **related** University course with advanced standing. Students who receive an ATAR may also apply directly to university following Year 12.

13. TAFE-DELIVERED VOCATIONAL EDUCATION AND TRAINING (TVET) COURSES

Some courses can only be delivered by TAFE (Technical and Further Education) or a Registered Training Organisation. All students successfully completing a **TAFE Delivered VET course** will receive a nationally recognised TAFE certificate in addition to their HSC credentials from the NSW Education Standards Authority. In 2022, the school may also facilitate VET programs that are delivered through Southern Cross Catholic Vocational College.

These courses are delivered under agreements with the NSW Education Standards Authority and Department of Education and Training. They incur additional costs above the normal College tuition fees. Costs for these courses have not been determined, but in 2020 ranged from \$2500 – \$3500. Courses in Health may be higher. While the school does apply for additional funding from Sydney Catholic Schools to subsidise and reduce fees charged to parents and carers, this cannot be guaranteed at the time of enrolment. All fees are payable to the College at the time of enrolment in the course.

Students should be aware that TAFE does not refund course fees after course commencement should the student withdraw from the course. Parents should also be aware that there is no State Government subsidy for TVET courses at St Joseph's College.

Classes are conducted at either Meadowbank or Ryde TAFE Colleges on Tuesday afternoons between 2pm and 6pm. Travel to TAFE is organised by the College. Students attending TAFE leave class at the end of

lunch and miss Periods 5 and 6. Students arrive back at the College following their TAFE course and are provided with dinner.

A TVET Information Package outlining all courses will be given to Year 10 students on request. An Application Form will be enclosed in the package and a selection process will take place to determine the student's suitability.

Additional Application Forms will be available from the Careers Counsellor. A strict deadline by TAFE requires that the Application Form should be submitted at the time of the Year 11 Subject Selection Interview. Students' names will be added to waiting lists should the classes be over-subscribed.

Students are also able to enroll in external TVET courses at **Southern Cross Catholic Vocational College** at Burwood. Further information can be found at <https://scs-vet.org/courses/sccvc-evet/>

TVET courses may be included in a student's Preliminary and HSC pattern of study. Each year of a TVET course counts for 2 NESA units.

A list of TVET courses is provided at: <https://www.tafensw.edu.au/study/types-courses/tvet>

For 2022 offerings, the college Head of Careers, Mr Cousins, will be providing further information regarding enrolment, costs and pathways. The school will facilitate classes based on student demand, TAFE capacity and also transport.

In 2020 & 2021, Year 11 & 12 students from St Joseph's College were enrolled in the following TAFE TVET Programs:

HSC TVET Industry Framework Courses

Automotive – Mechanical Technology
Construction
Electrotechnology
Entertainment Industry
Financial Services
Hospitality – Food & Beverage
Human Services (Nursing)
Information & Digital Technology

Non-Industry Framework Courses (Non-ATAR)

Students can also enroll in VET-non Industry Framework courses. These are TVET courses that do not count towards an ATAR, but count to an HSC. It is important when enrolling in a TAFE TVET program to ensure that courses are HSC Examinable and can be counted towards an ATAR, if students wish to receive an ATAR.

Course: Religious Education (Studies in Catholic Thought) (Year 11 and Year 12)

Contact Person: Mrs Anna Nasr

Course Category: N/A – Board Endorsed Course

- 1 Unit for each of Preliminary and HSC
- Exclusions: Studies of Religion I & 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, reason through engagement with Catholic teachings and literature

Main Topics Covered:

Year 11

The Human Person

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

Year 12

The Good Life

Virtue, Vice and Salvation
The Good Works
The Common Good

Particular Course Requirements:

Completion of Assessment Tasks

Assessment:

Preliminary

Internal Assessment	Weighting
ICT Research and Presentation	17.5
Research Report	17.5
Class Test (multiple choice and short answers)	15
Total:	50

HSC

Internal Assessment	Weighting
INCURSION Short Answer Questions	15
ICT Research and eLearning Project	15
INCURSION Extended Response	20
Total:	50

Who should study this course?

Studies in Catholic Thought is a Board Endorsed Religious Course for Year 11 and Year 12 students seeking an experiential development of their faith. Students seeking to use Religion as part of their units for the HSC, will choose Studies of Religion at either 1 Unit or 2 Unit level. Studies in Catholic Thought compliments Church knowledge learnt in previous years and offers students an opportunity to develop skills which can be used in an effective way to promote mission, leadership, justice and compassion within the context of the local and global community. Students new to the College and Catholic teachings will find the units of work both challenging and rewarding through the experiences offered in this course.

Where does the course lead to?

Students keen to strengthen their faith and/or maintain a sense of mission in their tertiary life will benefit from this course. Students contemplating a life of Vocation will gain a depth of knowledge complimentary to this calling. All students will find the concepts unfolded in Studies in Catholic Thought to be beneficial in supporting tertiary courses in humanities, ecumenical and interfaith dialogue and international studies where multicultural and multi-faith issues abound.

MOVEMENT BETWEEN RELIGION COURSES IN YEARS 11 & 12

In Preliminary and HSC Years there are only limited opportunities for movement between the different courses available through the Religious Education Department. The different situations are outlined below:

PRELIMINARY YEAR AND HSC YEAR

STUDIES OF RELIGION I to STUDIES IN CATHOLIC THOUGHT

(movement is allowed during the following time slots):

The two week period after the Preliminary Mid-Year Reports

The two week period after the Yearly Preliminary Reports

The two week period after the HSC Mid-Year Reports

STUDIES OF RELIGION II to STUDIES OF RELIGION I

The two week period after the Preliminary Mid-Year Reports

The two week period after the Yearly Preliminary Reports

The two week period after the HSC Mid-Year Reports

STUDIES IN CATHOLIC THOUGHT to STUDIES OF RELIGION I

The two week period after Assessment Task One in the Preliminary Course

No movement after this time in the Preliminary or HSC Year

STUDIES IN CATHOLIC THOUGHT to STUDIES OF RELIGION II

Movement is not permitted

STUDIES OF RELIGION I to STUDIES OF RELIGION II

Movement is not permitted

Course: Studies of Religion I (Year 11 and Year 12)

Contact Person: Mrs Anna Nasr

Course Category: A

- 1 unit for each of Preliminary and HSC - Board Developed Course
- Exclusions: Studies of Religion II;

Course Description:

Studies of Religion 1 provides an understanding of the nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. Students also gain an appreciation of the historical development of religion in Australian and its implications within a changing Australian society. Christianity and Islam being the two prime areas of study. Students gain a valuable insight into the nature of religious world views along with an understanding of the importance of religion in the life of adherents. Work covered in the Preliminary year underpins all areas of study at HSC level.

Main Topics Covered:

Year 11

Nature of Religion and Beliefs
Two Religious Traditions, Christianity and Islam

Year 12

Religion and Belief Systems in Australia post-1945
Two Religious Tradition Depth Studies, Christianity and Islam.

Particular Course Requirements:

Completion of Assessment Tasks and Examinations

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 90 minute written examination			
Section I: Religion and Belief Systems in Australia post-1945	15	Religion and Belief Systems in Australia post-1945	15
Section II: Religious Tradition Depth Study 1	15	Religious Tradition Depth Studies	35
Section III: Religious Tradition Depth Study 2	20		
	50		50

Who should study this course?

Studies of Religion is an elective subject for the HSC. Students seriously seeking to use Religion as part of their units for the HSC, will choose Studies of Religion at I Unit level. SOR I Unit is a comprehensive academic course of study requiring commitment to excellent achievement. Senior students will be

motivated to learn content material thoroughly and keen to pursue independent study for greater understanding.

Where does this course lead?

Students will find the syllabus concepts covered in Studies of Religion I to be beneficial in supporting tertiary courses in humanities, education, ecumenical and interfaith dialogue and international studies where multicultural and multi-faith issues abound. Students keen to strengthen their faith and/or maintain a sense of mission in their tertiary life will benefit from this course. Students contemplating a life of Vocation will also gain a depth of knowledge complimentary to this calling.

Course: Studies of Religion II (Year 11 and Year 12)

Contact Person: Mrs Anna Nasr

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Studies of Religion I; Catholic Studies

Course Description:

Studies of Religion II provides an understanding of the nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. Students also gain an appreciation of the historical development of religion and non-religion in Australia and its implications within a changing Australian society. With a conscientious aim of fostering understanding, tolerance and peace, the three major world religions are reviewed in this course. Christianity, Islam and Judaism being the prime areas of study. Students gain a valuable insight into the contribution of religious world views along with an understanding of the continuity of religion in the life of present-day adherents. Work covered in the Preliminary year underpins all areas of study at HSC level

Main Topics Covered:

Year 11

Nature of Religion and Beliefs

Religions of Ancient Origin

Religion in Australia pre-1945

Three Religious Tradition Depth Studies, Christianity, Islam and Judaism.

Year 12

Religion and Belief Systems in Australia post-1945

Religion and Non Religion

Religion and Peace

Three Religious Tradition Depth Studies, Christianity, Islam and Judaism.

Particular Course Requirements:

Completion of Assessment Tasks and Examinations

Assessment: HSC course only

External Assessment

A 180 minute written examination

Section I:

Religion and Belief Systems in Australia Post-1945 & Religion and

30

Non Religion

Religion and Belief Systems in Australia post-1945 & Religion and Non Religion

30

Section II:

2 Religious Tradition Depth Studies

30

Religious Tradition Depth Studies

50

Section III & Section IV:

Religious Tradition Depth Study & Religion and Peace

40

Religion and Peace

20

100

100

Who should study this course?

Studies of Religion is an elective subject for the HSC. Students seriously seeking to use Religion as part of their units for the HSC at Band 5 or 6 level, will choose Studies of Religion at II Unit level. SOR II Unit is a comprehensive academic course of study requiring commitment to excellent achievement. Senior students will be motivated to learn content material thoroughly and keen to pursue independent study for greater understanding.

Where does this course lead?

Students will find the syllabus concepts covered in Studies of Religion II to be beneficial in supporting tertiary courses in humanities, education, ecumenical and interfaith dialogue and international studies where multicultural and multi-faith issues abound. Students keen to strengthen their faith and/or maintain a sense of mission in their tertiary life will benefit from this course. Students contemplating a life of Vocation will also gain a depth of knowledge complimentary to this calling.

Course: English Standard

Contact Person: Ms Donna Curtis

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: English (Advanced); English (EAL/D); English (Extension)

Course Description:

- In the Preliminary English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts.
- In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Main Topics Covered:

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a common module. Students explore texts and develop skills in synthesis.
- Electives in which students explore, examine and analyse meaning within texts.

HSC Course

The course has two sections:

- The HSC Common Content where students analyse and explore texts and apply skills in synthesis
Three Modules in which students explore particular aspects of how meaning is shaped in a range of texts

Particular Course Requirements:

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

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

HSC English (Standard) course requires:

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

Who should study this course?

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

Where does the course lead?

The study of English is central to the learning and development of all students in NSW and is ***the only mandatory subject*** in the HSC. The importance of English in the curriculum is recognition of its role in Australian society and increasingly as the language of international communication.

Proficiency in English enables students to be confident, articulate communicators, critical and imaginative thinkers and active participants in society. It is a valuable skill to possess in all areas of the workplace. The use of persuasive language in all fields of business, economics, politics and social affairs empowers individuals to express their views articulately and with clarity to their audience. Students who excel at English might choose to be a marketer, human resource officer, youth worker, announcer, lawyer, advertising manager, film or television editor, real estate agent, academic, solicitor, sports editor, journalist, teacher or management executive. The list of possible career paths for students with skills in English crosses all boundaries!

Quotes from students studying this course:

Year 11 – *The skills that I have gained in Standard English will be very helpful in my future career in Real Estate. A strong command of the English language, learning how to use speech persuasively and the ability to be able to speak confidently in front of people effectively will be very useful in my chosen career.*

Year 12 - *Standard English has given me communication skills that I will take into the work place. These skills will help me interact with clients and co-workers, and help form strong relationships within the industry. It is an essential part of a construction site and team.*

Course: English Advanced

Contact Person: Ms Donna Curtis

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: English (Standard); Fundamentals of English; English (EAL/D)

Course Description:

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

In the HSC English (Advanced) course, students analyse and evaluate how meaning is made in texts and the ways that texts are valued in their contexts.

Main Topics Covered:

Preliminary Course

The course has two sections:

- content common to the Standard and Advanced courses is undertaken through a common module. Students explore texts and develop skills in synthesis.
- Electives in which students explore, examine and analyse aspects involved in shaping meaning. The students also explore how texts and contexts shape and are shaped by different attitudes and values.

HSC Course

The course has two sections:

- the HSC Common Content where students analyse and explore texts and apply skills in synthesis
- Three Modules in which students explore particular aspects of how meaning is shaped, questions of textual integrity, and ways in which texts are valued.

Particular Course Requirements:

Preliminary English (Advanced) course requires:

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

HSC English (Advanced) course requires:

- the close study of at least **four** types of prescribed text, one drawn from **each** of the following categories: Shakespearian drama; prose fiction; drama **or** film; poetry; non-fiction **or** media **or** multimedia texts

a wide range of additional related texts and textual forms.

Who should study this course?

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

Where does the course lead?

The study of English is central to the learning and development of all students in NSW and is **the only mandatory subject** in the HSC. The importance of English in the curriculum is recognition of its role in Australian society and increasingly as the language of international communication.

Proficiency in English enables students to be confident, articulate communicators, critical and imaginative thinkers and active participants in society. It is a valuable skill to possess in all areas of the workplace. The use of persuasive language in all fields of business, economics, politics and social affairs empowers individuals to express their views articulately and with clarity to their audience. Students who excel at English might choose to be a marketer, human resource officer, youth worker, announcer, lawyer, advertising manager, film or television editor, real estate agent, academic, solicitor, sports editor, journalist, teacher or management executive. The list of possible career paths for students with skills in English crosses all boundaries!

Quotes from students studying this course:

Year 11 – As a student planning to enter a career in law, Advanced English helps to significantly improve my oral and written communication, as well as analytical skills and my ability to garner a range of interpretations from different texts. Additionally, Advanced English encourages me to become a more independent learner and worker.

Year 12 - Advanced English has provided me with important analytical skills and improved the quality of my writing which I believe will greatly benefit me in my tertiary education - particularly with the courses in business, commerce and law. The things I learn in English don't just stay in English, but help me with other aspects of my life, such as depth of meaning and viewing things from other peoples' perspectives.

**Courses: Preliminary English Extension 1
HSC English Extension 1
HSC English Extension 2
Contact Person: Ms Donna Curtis**

Course Category: A

- 1 unit of study for Preliminary, (Preliminary English Extension 1) and HSC (HSC English Extension 1 & 2)
- Prerequisites:
 - (a) English (Advanced) course
 - (b) Preliminary English Extension Course is prerequisite for Extension Course 1
 - (c) Extension Course 1 is prerequisite for Extension Course 2
- Exclusions: English (Standard); Fundamentals of English; English (EAL/D)

Course Description:

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

Main Topics Covered:

Preliminary Extension Course

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

HSC Extension Course 1

The course has one section. Students must complete one elective chosen from the common module offered for study.

HSC Extension Course 2

The course requires students to complete a Major Work.

Particular Course Requirements:

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

The HSC English (Extension) course 1 requires the study of at least two prescribed texts and two other texts.

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

Who should study this course?

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

Where does the course lead?

The study of English is central to the learning and development of all students in NSW and is **the only mandatory subject** in the HSC. The importance of English in the curriculum is recognition of its role in Australian society and increasingly as the language of international communication.

Proficiency in English enables students to be confident, articulate communicators, critical and imaginative thinkers and active participants in society. It is a valuable skill to possess in all areas of the workplace. The use of persuasive language in all fields of business, economics, politics and social affairs empowers individuals to express their views articulately and with clarity to their audience. Students who excel at English might choose to be a marketer, human resource officer, youth worker, announcer, lawyer, advertising manager, film or television editor, real estate agent, academic, solicitor, sports editor, journalist, teacher or management executive. The list of possible career paths for students with skills in English crosses all boundaries!

Quotes from students studying this course:

Year 11 - Extension English is designed for students undertaking Advanced English who choose to study at a more intensive level in diverse but specific areas. These students enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Year 12 - Extension English enables me to take what I have learnt beyond the classroom. It is vital for a career such as law, and generally any type of information or service sector employment.

Course: English Studies

Contact Person: Ms Donna Curtis

Course Category: B

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

Course Description:

- The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English.
- English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

Main Topics Covered:

Preliminary Course

The course has two sections:

- Mandatory module 'Achieving through English – English in education, work and community'
- Additional modules considering factors such as students' needs, interests, abilities, choices of other Year 11 courses.

HSC Course

The course has two sections:

- Mandatory common module 'Texts and Human Experiences'
- 2-4 additional modules considering factors such as students' needs, interests, abilities, choices of other Year 12 courses, career aspirations and personal circumstances

Particular Course Requirements:

Preliminary English Studies course requires:

- 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.

HSC English Studies course requires:

- study of ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.
- 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.

Who should study this course?

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

Where does the course lead?

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

Students strengthen their ability to access and comprehend information, to assess its reliability, and to synthesise knowledge gained from a variety of sources. Through its structured and focused approach to responding to and composing texts, the English Studies course also provides students with opportunities to develop in and to appreciate the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.

The English Studies course also provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. It also encourages the continued development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education

Course: Agriculture

Contact person: Mr Mark Bokenham

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

Agriculture Stage 6 is an investigative science based course which offers students the opportunity to explore the production of the food we eat and the fibre we wear.

It has been designed to allow students to develop a deep knowledge and understanding of the interaction between the component parts of agriculture and the stakeholders directly or indirectly involved in the Sector.

It caters for a diverse range of students and ability levels. It has the facility to challenge students academically as well as providing them with a range of practical skills and an awareness of technologies integral to modern production techniques.

The course is designed to increase student understanding and capabilities in a continuum from the farm level through benchmarking industry practices to marketing global commodities.

It consists of two parts:

The Preliminary course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system.

The HSC course examines the complexity and science principals of the components of agricultural production. It examines the place of agriculture in the wider economic, environmental and social environment. The Farm Product/Study is used as a basis for analysing and addressing these issues as they relate to long term sustainable practices.

Main Topics Covered:

Preliminary Course

- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course

Core Topics (80%)

- Plant/Animal Production (50%)
- Farm/Product Study (30%)
- Optional components (20%)

Elective (20% each)

Choose ONE elective only

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements:

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
ONE Paper		Farm/Product Study	30
One 3 hour Paper	100		
Section I – Core	80 marks	Plant/Animal Production	50
Section II – Elective	20 marks	Enterprise	
		Elective	20
	100		100

Who should study this course?

- Anyone interested in Agriculture, Agribusiness, Marketing, Environmental and Earth Sciences, Biology, Where our food and fibre comes from and how it is processed.
- It is a varied and interesting course containing the basics of crop and animal science and also many of the complementary skills required to run an agricultural based business whilst also providing teaching of sustainable land management as a crucial element.
- Any students wishing to obtain a career in Agriculture or associated businesses as the course provides the background knowledge for further tertiary courses.

Where does the course lead to?

Agriculture is an interesting career also being an international industry your career can be as flexible and extensive as you allow it. These many outlets including:

- Farming
- Government departments
- Contracting
- Importing/Exporting commodities
- Scientist
- Agronomist
- Veterinarian
- Ecologist
- Management Positions

Quotes from students studying this course:

Year 11 - Students should study this course if they wish to pursue a career in Agriculture practices or wish to study some sort of Environmental sciences.

The study of this course will lead to a career in farming or agriculture related service industries and to a degree in the sciences from a university.

Year 12 - Agriculture is an interesting course with both practical and theoretical elements including experience with top producers in their industries. The course allows you to expand on knowledge in regard to farming systems and related industries providing a foundation for further study and/or the workforce. The operation of Joeys Angus offers students an outstanding facility that allows specialization in livestock management.

Course: Ancient History

Contact Person: Mr Michael Lane

Course No: TBC

- 2 units for Year 11 (Preliminary) and Year 12 (HSC).
- Board Developed Course

Exclusions: Nil

Course Description:

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Ancient History and Case Studies (60 indicative hours) topics include: **Homer, the Trojan War and Persepolis.**
- Features of Ancient Societies (40 indicative hours) topics include: **Persia; Weapons and Warfare, Rome; Power and Image.**
- Historical Investigation (20 indicative hours) **Spartacus a study of Critical Thinking: Independent Research Task.**

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections.

- Core Study: **Cities of Vesuvius – Pompeii and Herculaneum** (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours) **Sparta**
- One 'Personalities in their Times' topic (30 indicative hours) **Julius Caesar or Agrippina the Younger**
- One 'Historical Periods' topic (30 indicative hours) **The Augustan Age or Rome and the Late Republic**

Course Requirements

Year 11

In the Year 11 course, students undertake at least two case studies.

- One case study is from either Greece or Rome and
- One case study is from the Near East

Year 12

The course requires study from two areas:

- Greece
- Rome

Assessment: Preliminary and HSC courses

External Assessment	Weighting	Internal Assessment	Weighting
A written examination, including short answer document questions, two and four part questions and extended responses	100	Communication	20
		Research	20
		Source Analysis	20
		Knowledge and Understanding	40
	100		100

Who should study this course?

History at SJC is welcoming to all students. However students should have an inherent interest in the subject for its own sake: an interest in the adventures and tragedies that time and place have dealt mankind. Students must also be prepared to work and critically evaluate what they read. Regardless of ability no student can achieve in History without effort and application. Student should be able to apply the latest technological advances to their study of the subject.

Where does the course lead?

History is a life-long education but it is also relevant to a number of potential careers including the following: solicitor/barrister, medicine, politician, university lecturer, teacher, foreign diplomat, international relations, university lecturer, teacher, archaeologist, political scientist, journalist, editor, historian, writer, criminologist, archivist, librarian, museum curator, anthropologist, industrial relations, industrial liason, and army officer.

Quotes from students studying this course:

Past Student 2020: Ancient History is relevant. It has helped in my study of Law at Sydney University. The guided readings given to me by my Ancient History teachers helped me with annotating, analysing and critically assessing the documents given to us by our lecturers. This has been of huge benefit in succeeding in my first year of Law.

Year 11 Student 2019: The topics are varied, interesting and different from anything I studied in Year 10. I chose Ancient History because there is still so much mystery and so many interesting areas of History that have not been explored.

Year 12 Student 2019 – I look forward to my Ancient History class every day as I am taken into a world that is different to anything else. It gives me the opportunity to have my own voice, argue my point of view in class and be a critical thinker.

Course: Biology

Contact Person: Mr Shaun Lambden

Course Category: A

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

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.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

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

Who should study Biology?

Biology is the scientific exploration of the vast and diverse world of living organisms; an exploration that has expanded enormously within the last four decades revealing a wealth of knowledge about ourselves and about the millions of other organisms with whom we share this planet Earth.

Biology will interest you if you:

- Are intrigued with the incredible variety of organisms that inhabit our planet.
- Have wondered about the origin of life on Earth and how life has evolved.
- Want to know how plants and the human body function.
- Are interested as to how we may manage the capacity of our global-life support system to continue sustaining a rapidly increasing human population.
- Want to reverse the destruction and erosion that threaten the world's most productive soils.
- Wonder why cells divide, the genetics of inheritance and disease.
- Are intrigued as to what lies ahead for the future in genetic engineering and gene therapy.
- Want to understand about clones, transgenic animals and their use now and in the future.

Main Topics Covered:

Preliminary Course

Modules	Knowledge and Understanding	Depth studies
Module 1 Cells as the Basis of Life	BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes	*15 hours in Modules 1-4
Module 2 Organisation of Living Things	BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms	
Module 3 Biological Diversity	BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species	
Module 4 Ecosystem Dynamics	BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem	

***15 hours must be allocated to depth studies within the 120 indicative course hours.**

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

Assessment: Preliminary Course Sample only

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study Presentation	Yearly Examination	
	Term 2	Term 3	Term 3	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

HSC Course

Objectives	Knowledge and Understanding	Depth studies
Module 5 Heredity	BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species	*15 hours in Modules 5–8
Module 6 Genetic Change	BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change	
Module 7 Infectious Disease	BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism’s response, including the human immune system	
Module 8 Non-infectious Disease and Disorders	BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease	

***15 hours must be allocated to depth studies within the 120 indicative course hours.**

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 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. Assessment: HSC Course Sample only

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Model Building	Depth Study	Practical Investigation	Trial HSC Examination	
	Term 4	Term 1	Term 3	Term 3	
Skills in Working Scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	20	30	30	100

Where does the course lead to?

The study of biology has an immediate relevance to our daily lives. It is important for everyone to develop an informed sense of how we may individually and collectively continue to fit into the complex ecology of our planet with harmony. Some of the greatest engineering feats of the future are likely to involve bioengineering projects, genetic engineering agricultural organisms and gene therapy to treat disease in humans.

Students considering biology are often interested in serving the medical needs of people; working with fish and wildlife; conserving and restoring habitat; teaching biology; or discovering new facts through research or writing about biological aspects of plants, animals and microbes.

Because of the variety of specialties, students with varying aptitudes, backgrounds and career objectives can succeed in biology.

Biology is an exceptional foundation for **careers** in:

- | | |
|-------------------------|-------------------------------|
| Agricultural scientist | Marine biologist |
| Animal scientist - zoos | Medical related careers |
| Aquaculture scientist | Nurse |
| Aquaculture technician | Paleontology |
| Chiropractor | Pathologist (diseases) |
| Dentist | Pharmacist |
| Dietitian | Physiology (Animal and Plant) |
| Ecologist | Physiotherapist |
| Environmental scientist | Sports coach |
| Fisheries officer | Sports scientist |
| Fitness instructor | Teacher - biology |
| Forensic scientist | Veterinarian |
| Forestry officer | Viniculturist |

Landscape architect

Wildlife manager (zoos)

Zoologist

Quotes from boys currently studying Biology

Year 11 - *Biology is hands-on, a fun way of learning new things that will help me later in life. I like studying Biology because I like learning about the interaction of humans and other organisms in our environment. It is a hands-on topic with many interesting experiments that make learning easier. Biology is relevant to life, whether for you this involves a career, or simply knowing how your body works.*

Year 12 - *Helps/assists with other subjects like PD/H/PE & Agriculture. Practical's and excursions are interesting. It is interesting the stuff that you learn in biology. It is not just for people who want to study science in the future. Biology is an interesting subject that relates to everyday life and influences the way I view day-to-day activities. It allows me to broaden my understanding of the way life works/evolves, and will give me a reference for my future endeavours.*

Course: Business Studies

Contact Person: Ms Vanessa Purnell

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

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

Main Topics Covered:

Preliminary Course

- Nature of Business
- Business Management
- Business Planning

HSC Course

- Operations
- Marketing
- Finance
- Human Resources

Assessment : HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Section I Objective response questions	20	Knowledge	40
Section II Short-answer questions	40	Stimulus-based Skills	20
Section III Candidates answer one extended response question in the form of a business report	20	Inquiry and Research	20
Section IV Candidates answer one extended response question	20	Communication	20
	100		100

Who should study this course?

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business that offers valuable and unique experiences for students of all ability levels. It can assist in preparing for tertiary study in Business or Economics as well as TAFE and running their own business. There is no assumed prior learning before studying this course and having not studied Commerce in years nine and ten is not a disadvantage. HSC success is possible for those who are willing to work and develop the necessary commercial skills.

Where does the course lead?

Business Studies provides an excellent foundation for students either in tertiary study or in future employment. This includes, tertiary studies in business, accounting and finance, media, law, marketing and employment relations. In fact, many Joeys Business Studies students have gone on to pursue a variety of business careers, after university study, in banking, web site development, share, finance and commodities markets.

Quotes from students studying this course:

Year 11 - *Business Studies has a really practical element. I do know that a couple of boys at Joeys did start a business in year 11 and their business plan is really interesting. I think I could run a business by the time I finish year eleven. Already, I can see this subject is helping me to fine tune my entrepreneurial skills.*

Year 12 - *I enjoy my Business Studies and the course is well resourced and with the case study approach you develop a better understanding of how the business world really operates, as well it has helped shape my career aspirations.*

Course: Chemistry

Contact Person: Mr Shaun Lambden

Course Category: A

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

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.

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

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

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

Who should study Chemistry?

Chemistry is the science of matter, that is, anything that can be seen, touched, smelled, tasted or felt has to do with chemistry. Students who are keen to learn more about how everyday objects in their lives function and are made, and want to explore and be part of future advances in technology and improve not only their way of life but the future of life on this planet are ideal chemistry students. Questions such as:

- What causes acid rain and global warming?
- What will society do when oil runs out?
- What is corrosion and how does it happen?
- Where do plastics come from?
- What makes a battery work?
- What are radioisotopes and what role do they play in industry and medicine?
- What role does Chemistry have in Forensic Investigations?
- Who is responsible for monitoring air and water quality?
- How does an antacid settle an upset stomach?
- How are food flavourings made?
- What is a DNA profile?

Main Topics Covered:

Preliminary Course

Modules	Knowledge and Understanding	Depth studies
Module 1 Properties and Structure of Matter	CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter	*15 hours in Modules 1–4
Module 2 Introduction to Quantitative Chemistry	CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships	
Module 3 Reactive Chemistry	CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions	
Module 4 Drivers of Reactions	CH11-11 analyses the energy considerations in the driving force for chemical reactions	

*15 hours must be allocated to depth studies within the 120 indicative course hours.

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.

Assessment: Preliminary Course Sample only

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study Modelling Task	Depth Study	Yearly Examination	
	Term 1	Term 2	Term 3	
Skills in Working Scientifically	15	25	20	60
Knowledge and Understanding	10	10	20	40
Total %	25	35	40	100

HSC Course

Modules	Knowledge and Understanding	Depth studies
Module 5 Equilibrium and Acid Reactions	CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems	*15 hours in Modules 5–8
Module 6 Acid/base Reactions	CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models	
Module 7 Organic Chemistry	CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds	
Module 8 Applying Chemical Ideas	CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes	

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 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.

Assessment: HSC Course Sample only

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Model Building	Depth Study	Practical Investigation	Trial HSC Examination	
	Term 4	Term 1	Term 3	Term 3	
Skills in Working Scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	20	30	30	100

Where does the course lead?

Chemical science graduates successfully enter all sorts of career areas including:

Anaesthetist	Pharmacist
Medical practitioner	Pharmacologist
Industrial engineer	Chemical engineer
Petroleum engineer	Marine scientist
Veterinarian	Radiologist
Forensic scientist	Pharmacologist
Ecologist	Optometrist
Environmental scientist	Agricultural scientist
Sports medicine practitioner	Microbiologist
Sports scientist	Zoologist
Geochemist	Colloid and surface chemist
Materials scientist	Environmental engineer
Biotechnologist	Metallurgist
Environmental Law	Astronaut/Space exploration & analysis

Quotes from students studying this course:

Year 11 - *Chemistry is a subject which has allowed me to explore the world around me. Apart from the experiments (which occur often and are always interesting), the best part about Chemistry is that I can combine all different parts of the scientific world, mathematical world and business world in one subject and I am able to get a feel for many different topics. The wide range of study areas and topics make the work more enjoyable and varied, and it is a really practical strand of science, so that I understand and I am involved more than just simply reading a textbook and doing exercises.*

Year 12 - *Chemistry is a structured subject whose areas of study are practical and relevant to issues in today's modern world. It provides many opportunities to do experimental work. It is a subject immersed in scientific issues that are essential to the function and development of our world – an interesting subject.*

Course: Chinese Continuers

Contact Persons: Ms Samantha Chadwick (Teacher of Mandarin); Miss Courtney Berriman (Head of Department)

Course Category: A

- 2 units for each of Preliminary and HSC – Board Developed Course
- Exclusions: Chinese Beginners; Chinese in Context; Chinese & Literature.
- You must have studied *Chinese as a second language* to Year 10 or equivalent to enroll in this course.

Course Description:

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, literacy, cross-cultural understanding and general knowledge.

This course develops literacy in all four language skills through the study of prescribed themes. These are:

- the individual – exploring students' own personal world and experiences
- the Chinese-speaking communities – exploring popular and customary culture of the Chinese-speaking communities
- the changing world – exploring contemporary phenomena through Chinese

Particular Course Requirements:

Completion of Stage 5 *Chinese as a second language* or equivalent knowledge is assumed prerequisite for the course. Students intending to study Chinese Continuers will be required to complete a Statutory Declaration form, indicating that they do not come from a Chinese Speaking background (including dialects other than Mandarin) and have not completed schooling in Chinese-medium school.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 10 minute oral examination: Conversation	20	Speaking	20
A three hour written examination: Listening and responding	25	Listening and responding	30
Reading and responding		Reading and responding	30
– Part A (comprehension)	25	Writing in Chinese	20
– Part B (written response in Chinese to stimulus text)	15		
Writing in Chinese	15		
	100		100

Who should study this course?

The Continuers course is designed for students who fulfil the above requirements with a significant interest in the Chinese language, traditional and popular culture, as well as a desire to be able to communicate effectively in a range of contexts in another language.

Students who have demonstrated self-motivation and a desire to make progress throughout their language study in Years 7-10 are strongly encouraged to pursue senior study.

Candidates who are prepared to develop their knowledge and skills in Speaking, Listening, Reading and Writing and those who wish to further enhance their cross-cultural understanding are best suited to this course.

Where does the course lead?

Significant numbers of universities and other institutions provide opportunities for further study of Chinese, including the opportunity to study in Japan through established exchange programs. Many also provide this experience even whilst undertaking non-language based degrees.

The ability to communicate in a second language is a professional asset that enhances career opportunities. Substantial knowledge of Chinese may provide an advantage in seeking employment in areas such as the arts, banking/finance, trade, diplomacy, education and research, government, hospitality/tourism, law, media/advertising, science and technology, particularly within the various companies and organisations with which Australia deals with strong ties to or involvement with China.

In addition, the study of Chinese opens doors to the appreciation of areas of interests and culture such as film, literature, music, cuisine, art and sport.

Course: Design and Technology

Contact Person: Mr Andrew Drewitt Smith

- **Course Category:** A 2 units, Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

Design and Technology develops conceptual understanding, which enables students to creatively apply these to specific technological endeavors through design projects. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment. Students develop a unique focus on creativity, innovation and the successful implementation of innovative ideas.

Students studying Design & Technology will;

- Investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies.
- Develop quality design projects in areas of personal interest allowing students to aspire greater self-expression of creativity with the opportunity to develop related production and manufacturing skills.
- Explore and develop technologies and demonstrate insight into the future uses of technology and equity in society.
- Articulate arguments on issues and consequences including environmental and social impacts.
- Develop skills that are transferable and which lead to lifelong learning and lead into related careers of interest including the fields of design and manufacturing.

Main Topics Covered:

Preliminary Course

Designing and Producing, including the study of design theory, the work of designers, periods of design, design processes, creativity, innovation, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, environmental issues, analysis, evaluation, and manipulation of materials, tools and techniques. Students will complete at least two projects, one through a collaborative design approach.

HSC Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing, related industry, marketing and issues of intellectual property. The HSC course focuses mainly on the Major Design Project where students select their own area of study in the form of a Product, System or an Environment; with guidance the student will self-manage the research and development of a project and develop a comprehensive design folio as an expression of their own principles of design

Assessment HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
HSC – Written Examination	40	Project Proposal	20
Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.		Innovation Case Study	20
		Major Project & Folio	35
		Trial HSC Examination	25
Major Design Project Folio and Project (Product, system or environment)	60		
	100		100

Assessment in this course encompasses both practical and theoretical elements of design in society. External assessment from the NESA includes a one and a half examination 40% and the Major Design Project 60% developed over three terms. Internal assessment is spread across five assessment tasks covering aspects of the MDP, innovation and examinations.

Who should study this course: A motivated independent learner who is naturally driven to find solutions to a problem and is inspired to discover creative alternatives to design situations. Someone who is capable with his hands across a range of materials draws artistically and has good communication skills.

Where does the course lead?: Good for students interested in developing entrepreneurial skills associated with decision making when undertaking personal Endeavour's. The focus is student centered and career directions may be trialed in the school context at the HSC.

Careers lie in a range of design situations such as:

- Industrial design
- Graphic design
- Fashion design
- Architecture
- Multimedia design
- Web design
- Advertising
- Computer games development
- Communication design

Quotes from students studying this course:

Design & Technology has improved my ability to solve design situations and evaluate solutions. The cohesion between practical work and theory has made this subject enjoyable. It has also been a major turning point in deciding where my future career path may lead. Design & Technology, while providing a practical break from more academic studies, has given me the basis upon which I will attempt to further aspects of my learning aimed at the study of Architecture which I plan to study at a tertiary level.

Course: Drama

Contact Person: Mr Patrick O'Shea

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

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

Preliminary course content

comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course content

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

The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For **the Individual Project**, students demonstrate their expertise in a particular area. They 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, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

External Assessment	Weighting	Internal Assessment	Weighting
Group Performance	30	Making	40
Individual Project	30	Performing	40
A one and a half hour written Examination comprising two compulsory sections:		Critically Studying	20
• Australian Drama and Theatre (Core)	20		
• Studies in Drama and Theatre	20		
	100		100

The importance of Drama in Boys' Education

Why should a boy do Drama? He may have dreams of being a performer and that would be fine. We have to have dreams and seek out ways to fulfill them. However, one could say that it is Drama, the learning methodology, which is truly important for boys' education at St. Joseph's College.

It challenges boys, which is good. It challenges them to 'engage' with their own learning: to record what they have done and to reflect, to evaluate, on what they have learned. They learn, as Dorothy Heathcote the English leader in Drama Education theory post World War II, once put it by 'doing'. And that is crucial for boys. They see the example set by their teacher, the performances of their peers, the performances of professionals and others and then develop the strategies to refine and improve their own work in 'real life situations' where they are watched, critiqued and assessed in an integrated learning environment which is at once protective and supportive, yet challenging and demanding as well. It is no wonder that many school leaders are often found tucked away in a Drama class.

Drama challenges the boys to work independently and prepare appropriately. It challenges them to work in groups, not just with their friends, but with everyone so that genuine group work skills are refined and expanded. It challenges them to produce work which affects how an audience 'feels' and 'thinks' about the content material and, in effect, communicate truly about matters that actually concern them to a variety of audiences which allows them to develop the appropriate drama essay writing skills, individual performance skills and group performance skills in order to perform to their potential in the HSC, and indeed in later years. They are higher order learning, social and cultural issues.

Enrichment Programs

Programs such as the theatre subscription season at Company B, Belvoir St Theatre and school holiday HSC enrichment programs aim to 'value add' to the outcomes achieved by the boys in their HSC year. Also the extensive performance assessment program for Years 9-12 aims to increase the sense of partnership between students, parents and teachers as we meet in the 'real world' of performance and actively engage the students in this educational journey.

Our hope for the Future

Hopefully, the boys studying Drama at St Joseph's College will:

- engage in their learning
- develop appropriate and professional learning relationships with their Drama teachers and facilitators in partnership with their parents
- actively utilize the well-resourced learning environments and programs available to them
- develop their verbal and physical performing skills, their creativity and ability to approach material with an open mind
- develop their individual, independent and group skills

- succeed in maximizing their HSC mark potential in the course so that they both achieve to high standard in their HSC, but are also more flexible, engaged and caring young men for the experience.

Who should study this course?

Students who do well in this course are typically creative, energetic and self-disciplined. They enjoy learning through a series of challenging, interactive activities, and they work well in group situations. Their skills in analysis and writing are well developed. They enjoy performance but have not necessarily done Drama before. They are keen to explore their own potential through the medium of performance.

Where does the course lead?

The 2 Unit Drama Course can lead to any of the following career options:

- Acting – Stage/Film/Television/Radio
- Directing – Stage/Film/Television/Radio
- Design – Set/Costume/Light
- Stage Management
- Performing Arts Technician
- Theatre Production/Presentation
- Media Production/Presentation
- Advertising/Marketing
- Writing for Stage/Film/Television
- Teaching
- Confidence in all work related presentations

Quotes from students studying this course:

HSC Drama Reflection 2020

“Imagination is the source of all achievement. What you’re doing now, or may have done in the past, need not determine what you can do next and in the future.”

Sir Kenneth Robinson 4 March 1950 – 21 August 2020.

Our boys words...

“thankfulness for the opportunity as well as the hardship that came with it...people who provided memorable and personal experiences which I will treasure...community...democracy...family...chivalry...compassion...acceptance...truth...bravery...truth and the ability to ‘let go’...it taught me what passion truly is...it provided me with the opportunity to give, extend, exalt, drive my positivity and finish with joy and kindness towards others...a place where I can be myself without the judgement of others...it allowed me to relinquish regret, fear, anxiety and enabled me to see the world around me in someone else’s shoes...to play the truth in an intimate and sacred space.”

“Letting go...where I may embrace whoever I choose to be...the ability to FEEL for other people...to have empathy...layered in individual and collaborative work...acknowledging ambition...it’s allowed me to gain a deeper insight into myself and my everyday life...I reaped many rewarding experiences without cost or detriment.”

“Being proud about my passions...self-belief...how to handle nerves...understanding what it takes...it has given me a clear understanding of what I want to gain from my life...it is about passion, joy, and striving for excellence...”

“I learned how to stay confident, calm and collected under immense stress...it requires vulnerability...it has affected me...and ultimately my emotional intelligence...from collective experiences...it has actually changed my perception of the world...I now have a plan for excellence..”

“a place to be set free...it brought joy, confidence, purpose, motivation, using my body to evoke emotion”

“The most seminal moment was learning to let go of my inhibitions...noticing...the insurmountable value of presence in building relationships and rapport with others...the importance of finding new ways of expressing ideas and culture lest we be rusted on to traditional expressions...it has been intriguing/explorative/intimate/compassionate/fantastical/transcending/generous...and very different...I would like to come back...to be a mentor.”

Course: Earth and Environmental Science

Contact Person: Mr Shaun Lambden

Course Category: A

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

Course Description

Earth and Environmental Science builds upon the knowledge and working scientifically skills gained from the Earth and Space strand taught in science K-10. Students engage with the processes that have come to shape and influence the physical and biological worlds.

Earth and Environmental Science lies at the intersection between the Earth's four spheres. As such, it has a unique opportunity to give students an ability to become aware of, and better understand, the interconnectedness of the natural sciences that may otherwise be missed.

The syllabus maintains an equal focus on earth science and environmental science. Throughout the course, an emphasis is placed on the processes that bring about natural phenomena that can be observed all over the earth, including a student's local environment creating a sense of relevance and connectedness with the subject. There are opportunities for students to engage in contemporary earth science, including human impacts, climate science and resource management

Who should study Earth and Environmental Science?

Students who elect Earth and Environmental Science for study in Year 11 should have achieved an above average mark in their Year 10 Science assessments.

They would benefit from having an interest in some of the following topics:

- Processes linked to the natural world such as plate tectonics, earthquakes and volcanoes.
- Earth's resources such as water management, mining activities, sustainable practices.
- Human impacts on ecological balance, waste and pollution management
- Climate change, the contributing practices and mitigation strategies
- The transition towards renewable energy sources and technologies.

Students who have a passion for understanding and appreciating how the Earth's spheres interact and have an interest in the environment would find this course engaging.

Students electing other subjects such as Geography, Biology, Agriculture, Ancient History and Design and Technology will find benefits of cross curricular links and content within the modules covered in Earth and Environmental Science.

Main Topics Covered:

Preliminary Course

Modules	Knowledge and Understanding	Depth studies
Module 1 Earth's Resources	EES11-8 – Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated	*15 hours in Modules 1-4
Module 2 Plate Tectonics	EES11-9 – Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries	
Module 3 Energy Transformations	EES11-10 – Describes the factors that influence how energy is transferred and transformed in the Earth's systems	
Module 4 Human Impacts	EES11-11 – Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes	

***15 hours must be allocated to depth studies within the 120 indicative course hours.**

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

Assessment: Preliminary Course Sample only

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study Presentation	Yearly Examination	
	Term 2	Term 3	Term 3	
Skills in Working Scientifically	20	20	20	60

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study Presentation	Yearly Examination	
	Term 2	Term 3	Term 3	
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

HSC Course

Objectives	Knowledge and Understanding	Depth studies
Module 5 Earth's Processes	EES12-12 – Describes and evaluates the models that show the structure and development of the Earth over its history	*15 hours in Modules 5–8
Module 6 Hazards	EES12-13 – Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems	
Module 7 Climate Science	EES12-14 – Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate	
Module 8 Resource Management	EES12-15 – Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems	

***15 hours must be allocated to depth studies within the 120 indicative course hours.**

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 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

Assessment: HSC Course Sample only

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Model	Depth Study	Practical Investigation	Trial HSC Examination	
	Term 4	Term 1	Term 3	Term 3	
Skills in Working Scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	20	30	30	100

Where does the course lead?

The study of Earth and Environmental Science has an immediate relevance to our daily lives. It is important for everyone to develop an appreciation of how our activities impact the delicate balance of the living and non-living environment.

Careers in Environmental Science are so varied it is difficult to consider them as one category. You could end up working from home most of the time or traveling around the world on an annual basis. You could be doing desk work, field work, or some combination thereof. Your focus could be mathematical, physical, or written. Of course, the majority careers in Environmental Science are some blend in-between.

Because of the variety of specialties, students with varying aptitudes, backgrounds and career objectives can succeed in Earth and Environmental Science.

Biology is an exceptional foundation for careers in:

- | | |
|-------------------------|-------------------------------|
| Agricultural scientist | Marine biologist |
| Animal scientist - zoos | Medical related careers |
| Aquaculture scientist | Meteorologist |
| Aquaculture technician | Mineralogist |
| Chemist | Mining |
| Data analyst | Oceanographer |
| Ecologist | Paleontology |
| Environmental scientist | Pharmacist |
| Fisheries officer | Physiology (Animal and Plant) |
| Forensic scientist | Teacher |
| Forestry officer | Viniculturist |
| Geologist | Vulcanologist |
| Geographer | Wildlife manager (zoos) |
| Landscape architect | Zoologist |

Course: Economics

Contact Person: Ms Vanessa Purnell

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

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

Main Topics Covered:

Preliminary Course

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

HSC Course

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

Assessment : HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
<i>Section I</i>	20	Knowledge	40
<ul style="list-style-type: none">• Objective response questions		Stimulus-based Skills	20
<i>Section II</i>	40	Inquiry and Research	20
<ul style="list-style-type: none">• Short-answer questions		Communication	20
<i>Section III</i>	20		
<ul style="list-style-type: none">• Two stimulus-based extended response questions• Students answer one question with an expected length of response of around six examination writing booklet pages (approximately 800 words)			
<i>Section IV</i>	20		
<ul style="list-style-type: none">• Two extended response questions• Students answer one question with an expected length of response of around six examination writing booklet pages (approximately 800 words)			
	100		100

Who should study this course?

Post GFC and Eurozone crisis, it could be suggested that everyone should study Economics. However, Economics is not a study that should be taken by someone who is not prepared to be challenged conceptually from the start of the course. As John Maynard Keynes, the founder of modern economic theory, said "Economics is an apparatus of the mind!" Consequently, a student who chooses to do Economics would be expected to have an enquiring mind, be engaged, possess a reasonable ability in mathematics and good literacy skills.

The reward for those who do study Economics is that it provides a dimension to their understanding that will enhance their study in all subjects. Undoubtedly, economic decisions have a crucial influence on the behaviour of people and governments around the world.

Where does the course lead?

NESA nominates that there are numerous possibilities arising from the study of Economics. Students will benefit from Economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies. If selected as a specialisation at university, economics can lead to variety of careers in business, government and environmental fields.

Quotes from students studying this course:

I wasn't sure what I was getting myself into when I chose Economics as it was a bit of an unknown. Already I know that I am thinking and seeing things differently from an economic perspective. Economics challenges me and I am enjoying the challenge. Also, I am developing a range of skills, particularly literacy skills that are helping me with all my subjects.

Course: Engineering Studies

Contact Person: Mr Andrew Drewitt Smith

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

Both Preliminary and HSC courses offer student's knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered:

Preliminary Course

Students undertake the study and develop an engineering report for each of 3 modules:

- Three application modules (based on engineered products). At least one product is studied from each of the following categories:
 - Engineering Fundamentals
 - Engineering Products
 - Braking Systems
 - Bio Engineering
- One focus module relating to the field of Bio-Engineering.

HSC Course

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

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

Particular Course Requirements:

Students develop an engineering report for each module studied.

At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		Civil Structures Report	25
Section I – Multiple-choice	20	Aeronautical Report	25
– Application Modules		Telecommunication Assignment	25
Section II – Short structured responses	80	Trial HSC Examination	25
– Application and Focus Modules			
	100		100

The external assessment from the NESA is a three hour examination focusing on mathematical based mechanics problem solving, material science, drawing interpretation and the engineers report. Internal assessment is spread across five assessment tasks covering engineering reports and examinations.

Who should study this course: This course is well suited to the more academic type student who excels in the areas of mathematics, material science and communications. Students who are analytical in their approach, pose a mechanical understanding of the way things work and can apply this knowledge to a broad range of situations will achieve well. This course is sure to challenge the most gifted learner who seeks ongoing enrichment in their studies in the pursuit of higher knowledge.

Where does the course lead?: Students who complete studies in Engineering Studies may continue into an engineering course of interest; the range is broad, enabling individuals to focus on areas of personal interest and strengths.

Careers in engineering include:

- Mechanical
- Civil
- Chemical
- Electrical
- Aeronautical
- Telecommunications

Associated careers include:

- Architecture
- Design
- Pilot
- Construction
- Drafting

Quotes from students studying this course:

Engineering Studies has allowed me to apply knowledge from other subjects to real life situations. It has helped me to understand what an engineer might do in his work. This has helped me to choose engineering based studies at a tertiary level which I intent to follow.

Engineering Studies has provided me with the knowledge to continue at a university level. Throughout this course I have practiced applied maths and basic physics to be able to solve real life situations. The course has provided me with the knowledge which I have developed a passion and enjoyment for and hope to continue at university. Engineering allows me to further explore engineering mechanics and therefore how things in the world work and my understanding of these systems. These are areas I have developed a passion for studying and hope to continue in my studies after school.

Course: French Continuers

Contact Person: Miss Courtney Berriman

Course Category: A

- 2 units for each of Preliminary and HSC courses - Board Developed Course
- Exclusions: French Beginners
- You must have studied French to Year 10 (or equivalent) to enroll in this course

Course Description:

The study of French at HSC level equips students to communicate with a high degree of fluency in spoken and written language, whilst also fostering cross-cultural competencies and general knowledge.

This course develops literacy in all four communicative skills through the study of prescribed themes.

These are:

- the individual – exploring student’s own personal world and experiences
- the French-speaking communities – exploring popular and customary culture of the French-speaking communities
- the changing world – exploring contemporary phenomena and issues through French

Particular Course Requirements:

Completion of Stage 5 French or equivalent knowledge is a prerequisite for the course.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A ten minute oral examination: Conversation	20	Speaking	20
		Listening and Responding	30
		Reading and Responding	30
A three hour written examination: Listening and Responding	25	Writing in French	20
Reading and Responding – Part A (comprehension)	40		
– Part B (written response in French to stimulus text)	15		
Writing in French	100		100

Who should study this course?

The Continuers course is designed for students with a significant interest in the French language, as well as a desire to be able to communicate effectively in a range of contexts in another language.

Students who have demonstrated self-motivation and a desire to make progress throughout their language study in Years 7-10 are strongly encouraged to pursue senior study. Candidates who are prepared to develop their knowledge and skills in Speaking, Listening, Reading and Writing and those who wish to further enhance their cross-cultural understanding are best suited to this course.

Where does the course lead

The ability to communicate in a second language is a professional asset that enhances career opportunities. Substantial knowledge of French may provide an advantage in accessing educational opportunities and seeking employment in areas such as the arts, banking/finance, trade, diplomacy, research, government, hospitality/tourism, law, media/advertising, science and technology, particularly within the various high-profile companies and international organisations who use French for communication or are headquartered in the French-Speaking World.

In addition, the study of French opens doors to the appreciation of areas of interests and culture such as film, literature, music, cuisine, art and sport.

Significant numbers of universities and other institutions provide opportunities for further study of French, including the opportunity to study in a French-speaking country through established exchange programs. Many also provide this experience even whilst undertaking non-language based degrees for those with language competencies.

Quotes from students studying this course:

Year 11 - French is more personal than other subjects – I like the fact that we are able to focus on speaking about our own interests and experiences. I also like the variety of topics that we cover in class and the range of cultural experiences both inside and outside the classroom in which we have been involved. It is completely different to any other subject I study, and it helps me to find a balance between my interests. Whilst it is a real challenge to study a language at senior level, as you improve, you really feel a sense of satisfaction as you are learning skills that you can take with you when you travel or even techniques which can be used for other subject areas such as English and History. I would strongly recommend French if you have enjoyed this subject in the younger years because it gives you a different way of thinking and opens doors for so many jobs.

Year 12 – By studying French in the senior years I am furthering my development of the language and feel more and more confident in expressing my opinions. Working with our tutor Valerie on my speaking has been very rewarding – I can get a real French person to understand me! I do equally enjoy learning about and experiencing a new culture, be it through music, film or politics and my trip to France at the end of Year 11 was an unforgettable experience. Learning a language other than English is a life skill and I intend in some way to keep using it after school, even though I do not yet know exactly how that will be. The workload in senior years is demanding, but if you have enjoyed working through the challenges in Year 9 and 10, the rewards you reap through your hard work and the sense of satisfaction you get makes the hours you will put into your HSC worthwhile.

Course: HSC French Extension

Contact Person: Miss Courtney Berriman

Course Category: A

- 1 unit for the HSC – Board Developed Course – Year 12
- Exclusions: French Beginners. Other eligibility rules may apply to the study of this subject.

Course Description:

- In the Extension course, students will further develop their knowledge and understanding of French through the study of prescribed film (A new prescription, *Les Intouchables*, begins in 2020) and related contemporary issues. The proposed issues for 2020 and beyond are:

Acceptance

- Tolerance
- Stereotypes / Outcasts
- Dealing with disability

Resilience

- Responsibility & dependence
- Social mobility
- Friendship

Identity

- Social inequality
- Cultural difference
- Self-worth

Particular Course Requirements:

French Continuers Preliminary is a prerequisite for the co-requisite French Continuers HSC course.

Assessment: HSC course only

External Assessment

A two hour written examination:

Analysis of prescribed text

15

Response to prescribed text

10

Writing skills

15

Oral Examination - Monologue

10

TOTAL

50

Internal Assessment

Text Analysis

Weighting

20

Writing skills

20

Speaking skills

10

50

Who should study this course?

Students who wish to:

- enhance their learning French by broadening and deepening their language experience
- gain insight into the literary culture of French-speaking communities and the communities' perspectives on contemporary issues
- gain an appreciation of the French language through the study of contemporary texts
- use French as an adjunct to their career path.

Where does the course lead to?

The study of French Extension provides students with knowledge, understanding and skills that form a valuable foundation for further of study through French – a valuable asset when students are frequently looking to complete part of their degrees abroad, as well as a range of critical-thinking style courses at university and other tertiary institutions. In addition, the study of French Extension assists students to prepare for employment, and full and active participation as global citizens.

Quotes from students studying this course:

Year 12 – *This course is very demanding – it is really a step up from Continuers – and you must be willing to dedicate the same amount of time as you would a 2 Unit subject. It is competitive at State level (around 200 people each year attempt the course). The prescribed text is an enjoyable film – which is a great advantage as you must know it “inside out”. You really need to have a passion for French and for deeper thinking about contemporary societal issues to engage in this course: it is not simply more French, but requires a personal response to broad contemporary issues.*

Course: Geography

Contact Person: Mr Keiran Wallace

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

The Preliminary course in Geography investigates a variety of biophysical landscapes and a range of global challenges such as global population increases, differences in living standards and a range of political conflicts. It develops students' knowledge and understanding about issues surrounding the areas of study including environmental considerations. 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. Specifically we examine agricultural systems including rice growing, we look at coral reef, rainforest and/or dune ecosystems and examine a range of urban environments in different parts of the world. Fieldwork and a variety of case studies help students to gain a more meaningful appreciation of the changing world we live in.

Main Topics Covered:

Preliminary Course

Biophysical Interactions	(45% of course time)
Global Challenges	(45% of course time)
Senior Geography Project	(10% of course time)

HSC Course

Ecosystems at Risk	(33% of course time)
Urban Places	(33% of course time)
People and Economic Activity	(33% of course time)

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

Particular Course Requirements:

Students need to complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students are required to submit a variety of reports based on the various areas of study.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Fieldwork	10
		Geographical Research	20
		Analysis of stimulus material	30
		Geographical writing	40
			100

Who should study this course?

If you are interested in expanding your horizons and achieving a better understanding of world events, other cultures and how people affect our environment, Geography may be the subject for you.

Geography is what is happening in the world right now and the reasons as to why. It is about using the latest technology and trying to peer into the future.

A range of learning methods are used to assist most students to achieve their best.

Where does the course lead?

Well for a start, you will probably visit lots more countries than your parents and travel to areas of the world only normally seen on television. Geography links into countless jobs from travel agent to ambassador. Career opportunities exist in such varied occupations as environmental scientists, engineers, teachers, agricultural scientist and journalists.

Quotes from students studying this course:

Year 11 - Geography is different to most subjects because the content that is learnt can be applied directly to everyday life. It increases your knowledge of contemporary issues such as Global Warming and beach erosion. Even if you do not wish to continue on a career path involved with Geography, the skills acquired will prove to be useful in later life e.g. map reading and an understanding of the land.

Geography is a rewarding subject to take and whilst natural talent will benefit you, if you are willing to put in the hard work you will be rewarded.

Year 12 - Geography appeals to me because it is one of the most practical subjects you can choose and it also provides me with a solid base of general knowledge. This will help me with traveling in the future.

Geography is not boring, you are always doing something that is associated with your life.

The other reason I studied Geography is because I found out in Year 10 that many of the students got good results like Ed McGrath who came fourth in the state a few years ago and I thought I can do that as well.

Course: HSC History Extension

Contact Person: Mr Michael Lane

Course Category: TBC

- 1 unit for Year 12 (HSC)
- Board Developed Course

Prerequisites:

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

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Exclusions: Nil

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

Content:

The course comprises two sections.

- Constructing History (Minimum 40 indicative hours)
 - Key Questions:
 - Who are historians?
 - What are the purposes of history?
 - How has history been constructed, recorded and presented over time?
 - Why have approaches to history changed over time?
 - Case Studies:
 - Option 15: **John Fitzgerald Kennedy** - students develop their understanding of significant historiographical ideas and methodologies by exploring this case study, with reference to three identified areas of debate and the key questions.
 - History Project (Maximum 20 indicative hours)
 - Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Course Requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination comprised of TWO questions, both compulsory.		Assessment tasks	10
Question 1: one compulsory essay question based on an unseen passage as stimulus.	25	History Project made up of:	40
Question 2: one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.	25	Proposal	
		Essay	
		Bibliography	
		Process Log	
	50		50

Who should study this course?

History Extension is only available in Year 12 and is only suitable to those students who have a particularly keen interest in the subject, have demonstrated a mastery of the fundamental skills and are capable of learning and researching outside the formal structure of the classroom.

Where does the course lead?

History is a life-long education but it is also relevant to a number of potential careers including the following: solicitor/barrister, university lecturer, teacher, diplomat, archaeologist, political scientist, army officer, industrial relations officer, editor, historian, writer, criminologist, archivist, journalist, librarian, museum curator, anthropologist.

Quotes from a student studying this course:

Year 12 – In studying the nature of History as a subjective construct, History Extension allows us to question and criticize the “facts” and assumptions asserted to us about the past. In gifting these skills to students it provides the cornerstone for anyone to be knowledgeable about the past and the democratic and political processes that have shaped it and the way it has been presented.

Course: Industrial Technology - Metal and Engineering Technologies

Contact Person: Mr Andrew Drewitt Smith

Course Category: A

- 2 units for both Preliminary and HSC - Board Developed Course
- Exclusions: Industrial Technology (Any other strands)

Course Description:

Metal focused Industrial Technology offers students the opportunity to study the interrelationships of technologies, equipment and materials used by the metal industries and to develop skills through the processes of design, planning and production. Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organization of industry. It also caters for students who wish to undertake further study in a related area at university level or to pursue further industry training.

Main Topics Covered:

Preliminary Course

Students will engage in the study of Metal and Engineering Industries including the production of quality individual practical projects focusing on skills and workmanship through the use of metal techniques supported by management folios. An industry study will cover commercial production technologies, company structure, environmental, sociological, personnel and occupational health and safety issues. Students will develop skills in the application of design, drafting, project management, calculations, computer applications and industry specific content and production.

HSC Course

Students have the opportunity to research, develop, construct and manage their own major project with an emphasis on a broad range of high quality practical skills, with an associated management folio detailing the processes. Students will complete further study of commercial enterprises building awareness and developing future opportunities and appreciation within the metal machining, fitting and machining, tool making, welding and metal fabrication occupations.

Particular Course Requirements:

Students complete a field study of a metal machining/manufacturing company and develop an industry report, construct individual practical projects, one on mass production methods in the preliminary year, produce a major project for the HSC and complete related assessment tasks and examinations.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
HSC Examination, one and a half hours.		Project Management	20
	40	Industry Report	20
Major Project and Management Folio.		Major Project & Folio	40
	60	Trial HSC Examination	20
	100		100

Assessment in this course is largely based on practical experiences. External assessment from the NESA includes a one and a half hour examination 40% and the Major Project 60% developed over three terms. Internal assessment is spread across five assessment tasks covering aspects of the MP, workshop processes, industry study and examinations.

Who should study this course: Students who may benefit with a change from the traditional classroom environment and who like working with their hands are able to excel in practical based courses such as this. This course provides specific experiences for those interested in the metal industry and leads them through related activities, developing essential skills towards future career possibilities.

Where does the course lead?: Industrial Technology Metal leads to a broad range of careers both local and abroad. Commonly a student will enter an apprenticeship after school as a starting point to the industry and continue over time into careers of leading hand, production manager and engineer depending on interests and opportunities as they present.

Careers include:

- Fitting and machining
- Tool making
- Fabrication
- Welding
- Engineering fields
- Mechanics
- Robotics
- Mass production and automation
- Industrial engineers

Quotes from students studying this course:

Industrial Technology Metal has helped me gain experience with the use of tools such as a welder, Grinder and cold cut off saw and more. These skills that I have gained and further developed I will be able to take into the workforce or a job gained once I have left Joey's. Industrial Technology is good fun when you're making projects, especially because you are able to choose what to make in yr12. Also it helps improving your metalwork skills which will be helpful after school.

Course: Industrial Technology - Timber Products and Furniture Technologies

Contact Person: Mr Andrew Drewitt Smith

Course Category: A

- 2 units for both Preliminary and HSC - Board Developed Courses
- Exclusions: Industrial Technology (Any other strands)

Course Description:

Timber focused Industrial Technology offers students the opportunity to study the interrelationships of technologies, equipment and materials used by the timber industries and to develop skills through the processes of design, planning and production. Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organization of industry. It also caters for students who wish to undertake further study in a related area at university level or to pursue further industry training.

Main Topics Covered:

Preliminary Course

Students will engage in the study of Timber Products and Furniture Industries including the production of quality individual practical projects focusing on skills and craftsmanship in cabinet making techniques supported by management folios. An industry study will cover commercial production technologies, company structure, environmental, sociological, personnel and occupational health and safety issues. Students will develop skills in the application of design, drafting, project management, calculations, computer applications and industry specific content and production.

HSC Course

Students have the opportunity to research, develop, construct and manage their own major project with an emphasis on a broad range of high quality practical skills, with an associated management folio detailing the process. Students will complete further study of commercial enterprises building awareness and developing future opportunities and appreciation of carpentry & joinery, cabinet making, wood machining and wood turning occupations.

Particular Course Requirements:

Students complete a field study of a furniture manufacturing company and develop an industry report, construct individual practical projects, one on mass production methods in the preliminary year, produce a major project and complete related assessment tasks and examinations for the HSC.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
HSC Examination, one and a half hours.		Project Management	20
	40	Industry Report	20
Major Project and Management Folio.		Major Project & Folio	40
	60	Trial HSC Examination	20
	100		100

Assessment in this course is largely based on practical experiences. External assessment from the NESA includes a one and a half hour examination 40% and the Major Project 60% developed over three terms. Internal assessment is spread across five assessment tasks covering aspects of the MP, workshop processes, industry study and examinations.

Who should study this course: Students wishing to gain skills in traditional and contemporary cabinet making techniques, someone who appreciates the natural beauty of timber, working with their hands and creating quality furniture pieces that will last a lifetime.

Where does the course lead: Industrial Technology Timber provides an appreciation of the industry with a broad range of future career directions. Commonly a student may gain an apprenticeship after school as an entry into the career of choice and leading into positions such as Leading Hand, Forman, Project Manager or Builder with further study.

Careers include:

- Cabinet Making
- French Polishing
- Furniture Restoration
- Upholstery
- Wood Machining
- Shop Fitting
- Carpentry & Joinery
- Building

Quotes from students studying this course:

Industrial Technology Timber allows me to further explore furniture making. This is an area I have developed a passion for studying and hope to continue my studies after school. Industrial Tech allows me to extend my skills in woodwork that will help me apply similar techniques in my construction apprenticeship after school.

Course: Industrial Technology (Multimedia)

Contact Person: Mr Jeremy Lane

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

Multimedia focused Industrial Technology enables students to develop marketable skills in the area electronic media. Working with video, audio, animation and still images, students will develop multiple ways to be able to communicate their ideas. Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

Main topics covered:

Preliminary Course:

Students will be given an opportunity to develop their skills across a range of multimedia skills and software. They will work with multiple media forms to communicate ideas and concepts. An industry study will cover commercial applications of multimedia production technologies, company structure, environmental, sociological, personnel and work place safety. Students will develop skills in the application and design of multimedia products for marketing, education, information and entertainment purposes.

Specific skills covered will include:

- Advanced Photoshop Techniques
- Vector graphics creation
- Video editing
- Video special effects
- Computer and touch screen interaction
- 3D Modeling
- Animation in both 2D and 3D

HSC Course

Students have the opportunity to research, develop, construct and manage their own major project with an emphasis on a broad range of high quality skills, with an associated management folio detailing the process. Students will complete further studies of commercial enterprises building awareness and developing future opportunities and appreciation within the multimedia development industry.

Particular Course Requirements:

Students will complete a major project that is marked externally to the college. The college will provide access to a broad range of software and hardware to complete most projects. Specialist hardware or software that the student may require to complete their project will be the individual student's responsibility.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
HSC Examination, one and a half hours.	40	Project Management	20
		Industry Report	20
Major Project and Management Folio.	60	Major Project & Folio	40
		Trial HSC Examination	20
	100		100

Assessment in this course is largely based on practical experiences. External assessment from the NESA includes a one and a half hour examination 40% and the Major Project 60% developed over three terms. Internal assessment is spread across five assessment tasks covering aspects of the MP, workshop processes, industry study and examinations.

Who should study this course?

Multimedia is a great field of study for a variety of reasons. Anyone with a personal interest in any of the skills covered in this course is encouraged to select this course. This course also provides a set of skills that are directly marketable for future employment opportunities

Where does the course lead?

Studies in Multimedia have direct application in careers in:

- Marketing
- Film and video production
- Journalism
- Educational resource development
- Computer game development
- Photography

Course: Investigating Science

Contact Person: Mr Shaun Lambden

Course Category: A

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

Course Description

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.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

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

Who should study this course?

- A student who is interested or has shown aptitude for skills and investigations in Science.
- A student who wants to further develop his investigative skills to complement his other science course(s) of choice.
- A student who has enjoyed Year 10 Science.
- A student who may not be particularly interested in specialising in any one branch of Science e.g. Chemistry, but he has enjoyed the study of all branches. That is to say, he enjoyed all or most of, the Year 10 topics and enjoys doing investigations.
- A student who is interested in improving their scientific literacy to engage better with the evolving issues facing society and the environment.

Main Topics Covered:

Preliminary Course

Modules	Knowledge and Understanding	Depth studies
Module 1 Cause and Effect – Observing	INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations	*30 hours in Modules 1–
Module 2 Cause and Effect – Inferences and Generalisations	NS11-9 examines the use of inferences and generalisations in scientific investigations	
Module 3 Scientific Models	INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes	

Module Theories and Laws	INS11-11 describes and assesses how scientific explanations, laws and theories have developed	
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*30 hours must be allocated to depth studies within the 120 indicative course hours.

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.

Assessment: Preliminary Course Sample only

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study	Yearly Examination	
	Term 1	Term 2	Term 3	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	20	10	40
Total %	30	40	30	100

HSC Course

Modules	Knowledge and Understanding	Depth Studies
Module 5 Scientific Investigations	INS12-12 develops and evaluates the process of undertaking scientific investigations	*30 hours in Modules 5–8
Module 6 Technologies	INS12-13 describes and explains how science drives the development of technologies	
Module 7 Fact or Fallacy?	INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis	
Module 8 Science and Society	INS12-15 evaluates the implications of ethical, social, economic and political influences on science	

*30 hours must be allocated to depth studies within the 120 indicative course hours.

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 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.

Assessment: HSC Course Sample only

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study	Data Analysis	Depth Study	Trial HSC Examination	
	Term 4	Term 1	Term 2	Term 3	
Knowledge and Understanding	5	10	5	20	40
Skills in Working Scientifically	10	10	20	20	60
Total %	15	20	25	40	100

Where does the course lead?

- Investigating Science is designed to complement and further develop the scientific method and investigative skills required at university and after
- Because Investigating Science is a non-specific science course, it is very good for a student who wishes to continue studying Science at school but may not wish to study Science at tertiary level (e.g. medicine or engineering).
- Because we live in a technological world, knowledge of Science is needed to understand and appreciate what is happening around us.
- Because the course is applied rather than theoretical, students learn about the practical application of Science to their lives

Investigating Science is an exceptional foundation for **careers** in

Agricultural scientist
 Animal scientist - zoos
 Aquaculture scientist
 Aquaculture technician
 Chiropractor
 Dentist
 Dietitian
 Ecologist
 Environmental scientist
 Environmental Law
 Fisheries officer
 Fitness instructor
 Forensic scientist
 Forestry officer

Geochemist
Materials scientist
Biotechnologist
Industrial engineer
Petroleum engineer

Landscape architect

Marine biologist
 Medical related careers
 Nurse
 Paleontology
 Pathologist (diseases)
 Pharmacist
 Physiology (Animal and Plant)
 Physiotherapist
 Sports coach
 Sports scientist
 Teacher - biology
 Veterinarian
 Viniculturist
 Wildlife manager (zoos)
 Zoologist

Metallurgist
 Astronaut/Space exploration & analysis

Course: Japanese Continuers

Contact Persons: Ms Yukiko Watanabe (Teacher of Japanese); Miss Courtney Berriman (Head of Department)

Course Category: A

- 2 units for each of Preliminary and HSC – Board Developed Course
- Exclusions: Japanese Beginners; Japanese in Context; Japanese & Literature.
- You must have studied Japanese as a second language to Year 10 or equivalent to enroll in this course.

Course Description:

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, literacy, cross-cultural understanding and general knowledge.

This course develops literacy in all four language skills through the study of prescribed themes. These are:

- the individual – exploring students' own personal world and experiences
- the Japanese-speaking communities – exploring popular and customary culture of the Japanese-speaking communities
- the changing world – exploring contemporary phenomena through Japanese

Particular Course Requirements:

Completion of Stage 5 Japanese as a second language or equivalent knowledge is assumed prerequisite for the course. Students intending to study Japanese Continuers will be required to complete a Statutory Declaration form, indicating that they do not come from a Japanese Speaking background and have not completed schooling in Japan.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 10 minute oral examination: Conversation	20	Speaking	20
		Listening and responding	30
		Reading and responding	30
A three hour written examination: Listening and responding	25	Writing in Japanese	20
Reading and responding			
– Part A (comprehension)	25		
– Part B (written response in Japanese to stimulus text)	15		
Writing in Japanese	15		
	100		100

Who should study this course?

The Continuers course is designed for students who fulfil the above requirements with a significant interest in the Japanese language, traditional and popular culture, as well as a desire to be able to communicate effectively in a range of contexts in another language.

Students who have demonstrated self-motivation and a desire to make progress throughout their language study in Years 7-10 are strongly encouraged to pursue senior study.

Candidates who are prepared to develop their knowledge and skills in Speaking, Listening, Reading and Writing and those who wish to further enhance their cross-cultural understanding are best suited to this course.

Where does the course lead?

Significant numbers of universities and other institutions provide opportunities for further study of Japanese, including the opportunity to study in Japan through established exchange programs. Many also provide this experience even whilst undertaking non-language based degrees.

The ability to communicate in a second language is a professional asset that enhances career opportunities. Substantial knowledge of Japanese may provide an advantage in seeking employment in areas such as the arts, banking/finance, trade, diplomacy, education and research, government, hospitality/tourism, law, media/advertising, science and technology, particularly within the various companies and organisations with which Australia deals with strong ties to or involvement with Japan.

In addition, the study of Japanese opens doors to the appreciation of areas of interests and culture such as film, literature, music, cuisine, art and sport.

Quotes from students studying this course:

Year 11 - The Japanese Continuers course is more than learning a language. The course allows for a sound knowledge and understanding of Japanese culture as well. These skills encourage a clearer and more confident understanding of English and broaden your international horizons. It is a thoroughly enjoyable course. Japanese has given me an in depth understanding of Japanese culture and way of life. Learning the language has opened a variety of career opportunities and university degrees.

Year 12 – Japanese provides a knowledge basis and a rich experience of another culture. This will benefit me in my understanding of the world, as well as enhance my communication skills and my future career prospects.

Course: HSC Japanese Extension

Contact Person: Ms Yukiko Watanabe/Miss Courtney Berriman

Course Category: A

- 1 unit for the HSC - Board Developed Course – Year 12 only
- Exclusions: Japanese Beginners, Japanese in Context, Japanese & Literature. Other eligibility rules may apply to the study of this subject.

Course Description:

The Extension course builds upon the body of knowledge and skills acquired in the Japanese Continuers course. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues in Japanese.

Main Topics Covered:

Students further develop their knowledge and understanding of Japanese through their study of:

- A contemporary Japanese text (from 2020, the film *Kimi no Na wa* (Your Name))
- Connectedness
- Journeys
- Impact of the past

Particular Course Requirements:

- Japanese Continuers concurrently is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination:			
Analysis of prescribed text	15	Text Analysis	20
Response to prescribed text	10	Writing skills	20
Writing skills	15	Speaking skills	10
Oral Examination - Monologue	10		
	50		50

Who should study this course?

Students who wish to:

- enhance their learning of Japanese by broadening and deepening their language experience
- gain insight into the culture of Japanese-speaking communities and the communities' perspectives on contemporary issues
- gain an appreciation of the Japanese language through the study of contemporary film
- use Japanese as an adjunct to their career path.

Where does the course lead?

The study of Japanese Extension provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Japanese Extension assists students to prepare for employment, and full and active participation as global citizens.

Quote from a student studying this course:

Year 12 – *Studying Japanese at Extension level has broadened my appreciation and understanding of contemporary cultural issues and the influence of history on the day-to-day customs.*

Course: Latin Continuers

Contact Person: Mrs Allyson Schofield

Course Category: A

- 2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC - Board Developed Course
- **Exclusions:** Students must have studied Latin in Years 8-10 (or equivalent) to enroll in this course.

Course Description:

The study of Latin provides students with access to the culture, thought and literature of Ancient Rome. It also allows students to study the influences of Latin on the languages, cultures, literatures and traditions which have derived from them.

Main Topics Covered:

Preliminary Course

Study of a range of extracts of texts from Roman writers of the 1st Century BC and 1st Century AD. Students develop skills of translation, grammatical understanding and literary analysis, and enrich their understanding of the political and social history of ancient Rome.

HSC Course

Study of a prescribed prose and a prescribed verse text from the authors Cicero and Virgil. Students study extracts in the original Latin and the work as a whole in translation.

Students study:

- literary features
- context
- historical, religious and cultural references
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts
- translation and analysis of unseen texts.

Particular Course Requirements:

The School Certificate Latin or equivalent knowledge is assumed prerequisite for the HSC course.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination consisting of:		Skills in translating	30
Translation and grammatical analysis of and critical comment on prose text		Skills in grammar analysis	10
Translation and grammatical analysis of and critical comment on verse text	35	Understanding prescribed texts	30
Translation and analysis of unseen text	35	Understanding and translating unseen texts	30
	30		
TOTAL	100		100

Who should study this course?

Students with academic ability who have done well in Years 8-10 Latin and who have a strong interest in language and antiquity will find this course very rewarding.

Where does the course lead to?

Latin provides a broadly educational, linguistic and cultural experience that can lead to a clearer understanding of grammatical structures, an improved comprehension and appreciation of the English language, as well as of related European languages, and a more refined appreciation of political, social and cultural features that are common to societies, ancient and modern. It challenges a student to think of language in a different way, and can provide the basis for better understanding of language and culture in such career pursuits as Medicine, Arts/Law, Diplomatic Corps, Journalism, Philosophy and the like.

Quote from a current student studying this course:

Year 11 – Latin is like doing three subjects in one: Ancient History, English and a foreign language. Therefore, it has helped me to excel in all these three areas to a level where I couldn't have imagined myself being before I'd begun Latin. In translating passages from Roman historians, orators, poets and military men, we learn about the fascinating Roman world from first-hand sources and thus gain a taste of the Roman psyche and conventions of the time. In learning the often complex yet logical grammatical systems of Latin, one learns how to classify not only one's own language grammatically, but also any other foreign language; hence skills learned in Latin also transfer to other language disciplines, including English. In no way should Latin be questioned as a relevant subject. It is always my most rewarding subject.

Course: Latin Extension

Contact Person: Mrs Allyson Schofield

Course Category: A

- 1 unit for HSC - Board Developed Course – Year 12 only

Particular Course Requirements

The Latin Continuers Preliminary course is a prerequisite for the HSC course. The Latin Continuers HSC course is a co-requisite.

Course Description:

The Extension course extends a student's knowledge and understanding of Latin literature and language through the study of a prescribed genre, such as satire, lyric, love elegy or philosophy. It develops a student's ability to analyse and respond critically to Latin texts.

Main Topics Covered:

Prescribed text

Students study extracts of texts in the original Latin, and, for some texts, the work as a whole in translation. The genre for study in the 2022 HSC is Lyric

Non-prescribed text

Translation of texts into English and translation of English texts into Latin (the latter optional in the examination).

Students' knowledge and understanding are developed through analysis of:

- literary features
- context
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts

External Assessment	Weighting	Internal Assessment	Weighting
<u>A two-hour written examination:</u>			
Prescribed text		Skills in understanding, analyzing and translating complex prescribed texts	35
– translation	10		
– analysis	20		
Translation or prose composition	20	Skills in understanding, analyzing and translating complex non-prescribed texts	15
TOTAL	50		50

Who should study this course?

Students with strong linguistic ability who have performed very well in the Preliminary Course will find this further Unit very enjoyable.

Where does the course lead?

It enjoys the same vision as the Continuers Course, in the traditions of a liberal education.

Quote from a current student studying this course:

Year 12 – I find that studying Extension Latin helps develop my mind's ability to engage in high-level thinking, reasoning and deduction. Whilst it is useful in this regard, it also opens my mind to a whole other culture, history, religion and way of life, one experienced by a people who grew to become one of the most powerful national groups in history. By learning their language in my study of their history, politics, culture and social customs, I find it comes alive. In this way, Latin for me is not a dead language.

Course: Legal Studies

Contact Person: Ms Vanessa Purnell

Course Category: A

- 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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider the effectiveness of the legal system and how changes in society influences law reform.

Main Topics Covered:

Preliminary Course

- The Legal System
- The Individual and the law
 - Your rights & Responsibilities
 - Resolving disputes
 - Individuals and Technology
- The Law in Practice
 - Organised Crime
 - Young Offenders and the law
 - Contemporary Criminal cases

HSC Course

- Core: Crime
- Core: Human Rights
- Additional Focus Studies (2)

Two Focus Studies are chosen from consumers, family, global environment, Indigenous people, shelter, workplace, world order.

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
Section I: objective response questions	20	Knowledge	40
Section II: short answer response (core)	15	Analysis & Evaluation	20
Section III: essay (core)	15	Inquiry & Research	20
Section IV: students answer one extended response from each option studied	50	Communication	20
	100		100

Who should study this course?

Legal Studies should be studied by those interested in the law. In a modern society that is becoming very litigious, an understanding of the law is critical. It will help you if you are thinking about a career in

private enterprise, government, policing, equal opportunities, social work, law firms, journalism or any job that is affected by law. Students who choose Legal Studies would be expected to have an enquiring mind, be engaged and possess good literacy skills.

Where does the course lead?

The Legal Studies course provides learning that prepares students for further education and training, employment and full and active participation as citizens in Australia and in the global society. Students gain the skills of critical analysis, independent research, collaboration, and effective communication.

- **University** – Provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions
- **TAFE NSW or other Registered Training Organisations (RTO's)** – The course is recognised by industry and training organisations. Recognition maybe available to certain TAFE courses.
- **Employment** – Employment skills are embedded in the course. Such skills include: planning and organising, learning and communication, self-management, use of technology, initiative and enterprise, and problem-solving.

Quote from past student

Legal Studies provided me the opportunity to learn about our legal system, laws and procedures. I developed an appreciation for the important role the law plays in our society. Legal Studies is a dynamic and fascinating subject where the issues arising from current legal events and situations are investigated and discussed. Legal Studies is a subject for students who wish to become better informed about their basic rights and obligations.

Course: **Mathematics Standard 2**

Contact Person: Mr Brandon Pettis or Mrs Louise FitzGerald

Course Category: A

- The Mathematics Standard 2 course is a Board Developed Course which counts as 2 units for the Year 11 and the Year 12 course.
- In Year 11 students study Mathematics Standard and in Year 12 HSC Mathematics Standard 2 or Year 12 HSC Mathematics Standard 1.
- Prerequisites: The course is constructed on the assumption that students have successfully achieved the outcomes in the core of the **Mathematics Stage 5.2** course, although **Mathematics Stage 5.3** would be beneficial.

Course Description:

The Mathematics Standard course is focused on enabling students to use mathematics effectively, efficiently, and critically to make informed decisions in their daily lives. It provides students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications.

Who should study this course?

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 (and have done the 5.2 or 5.3 level in Years 9 and 10) but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course does not adequately prepare students to take science, economics or engineering at university.

Where does the course lead?

The course is fully prescribed and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level.

Main Topics Covered:

Year 11 Course	
Algebra	Formulae and Equations, Linear Relationships
Measurement	Applications of Measurement, Working with Time
Financial Mathematics	Money Matters
Statistical Analysis	Data Analysis, Relative Frequency and Probability
Year 12 Course	
Algebra	Types of Relationships
Measurement	Non-right-angled Trigonometry, Rates and Ratios
Financial Mathematics	Investments and Loans, Annuities
Statistical	Bivariate Data Analysis, The Normal Distribution
Networks	Network Concepts, Critical Path Analysis

Formal Assessment:

External Assessment

A single written HSC examination of 2.5 hours duration (+ 10 minutes reading time) worth 100 marks.

The examination will comprise 15 multiple choice questions followed by 85 marks worth of free response questions.

There will be some common content with Mathematics Advanced.

NESA-approved calculators may be used.

The Year 11 course is assumed knowledge and as such can be assessed but will not be the main focus.

Total Weighting is 100

Internal Assessment

The course will have 3 assessment tasks in Year 11 (not counted towards final aggregate) and 4 assessment tasks in Year 12.

In Year 11 and Year 12, one of the tasks will be an assignment or investigation-style task.

The examination at the end of Year 11 will have a 40% weighting. The Trial HSC Examination at the end of Year 12 will have a 30% weighting.

The assessments will be comprised of:

- 50% understanding, fluency and communication
- 50% problem solving, reasoning and justification

Total Weighting is 100

Course: **Mathematics Advanced**

Contact Person: Mr Brandon Pettis or Mrs Louise FitzGerald

Course Category: A

- The Mathematics Advanced course is a Board Developed Course which counts as 2 units for the Year 11 and the Year 12 course.
- Prerequisites: The course is constructed on the assumption that students have successfully achieved the outcomes in the core of the **Mathematics Stage 5.3 course**.

Course Description:

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

Who should study this course?

Students who enjoy mathematics and may require it at a tertiary level should take Mathematics Advanced. Students should have completed the Stage 5.3 Course in Year 9 and Year 10 and have a solid understanding of the content of these courses. The Stage 5.2 Course does not adequately prepare students algebraically.

Where does the course lead?

Mathematics Advanced is a prerequisite for the study of economics, science or engineering at the University of Sydney (see university website for the full list of courses). While other universities do not yet have it as a prerequisite, research shows that those who studied a non-calculus based course cannot cope with tertiary level study of mathematics.

Main Topics Covered:

Year 11 Course	
Functions	Working with Functions
Trigonometric Functions	Trigonometry and Measure of Angles, Trigonometric Functions and Identities
Calculus	Introduction to Differentiation
Exponential and Logarithmic Functions	Logarithms and Exponentials
Statistical Analysis	Probability and Discrete Probability Distributions
Year 12 Course	
Functions	Graphing Techniques
Trigonometric Functions	Trigonometric Functions and Graphs
Calculus	Differential Calculus, Applications of Differentiation, Integral Calculus
Financial Mathematics	Modelling Financial Situations
Statistical Analysis	Descriptive Statistics and Bivariate Data Analysis, Random Variables

Formal Assessment:

External Assessment

A single written HSC examination of 3 hours duration (+ 10 minutes reading time) worth 100 marks.

The examination will comprise 10 multiple choice questions followed by 90 marks worth of free response questions.

There will be some common content with Mathematics Standard.

NESA-approved calculators may be used.

The Year 11 course is assumed knowledge and as such can be assessed but will not be the main focus.

Total Weighting is 100

Internal Assessment

The course will have 3 assessment tasks in Year 11 (not counted towards final aggregate) and 4 assessment tasks in Year 12.

In Year 11 and Year 12, one of the tasks will be an assignment or investigation-style task.

The examination at the end of Year 11 will have a 40% weighting. The Trial HSC Examination at the end of Year 12 will have a 30% weighting.

The assessments will be comprised of:

- 50% understanding, fluency and communication
- 50% problem solving, reasoning and justification

Total Weighting is 100

Course: **Mathematics Extension 1**

Contact Person: Mr Brandon Pettis or Mrs Louise FitzGerald

Course Category: A

- The Mathematics Extension 1 course is a Board Developed Course which counts as 1 unit for Year 11 and Year 12 (but cannot be done without the 2 units of Mathematics Advanced – making 3 units in total).
- Prerequisites: The course is constructed on the assumption that students have successfully achieved the outcomes, and have mastery of the skills, in the **Mathematics Stage 5.3 course**.
- Corequisite: Mathematics Extension 1 must be done in conjunction with Mathematics Advanced.

Course Description:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Who should study this course?

Students opting for this course in Year 11 will have been particularly successful in their study of the Mathematics 5.3 Course, demonstrating a comprehensive understanding of the course content, or will be in the Accelerated stream in Year 10.

Where does this course lead?

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Main Topics Covered:

Year 11 Course	
Functions	Further Work with Functions , Polynomials
Trigonometric Functions	Inverse Trigonometric Functions, Further Trigonometric Identities
Calculus	Rates of Change
Combinatorics	Working with Combinatorics
Year 12 Course	
Proof	Proof by Mathematical Induction
Vectors	Introduction to Vectors
Trigonometric Functions	Trigonometric Equations
Calculus	Further Calculus Skills, Applications of Calculus
Statistical Analysis	The Binomial Distribution

Formal Assessment:

External Assessment

A written HSC examination paper, containing a mixture of multiple choice and free response questions. Students must also sit either the Mathematics Advanced or Mathematics Extension 2 HSC Examination.

The Year 11 course is assumed knowledge and as such can be assessed but will not be the main focus.

NESA-approved calculators, geometrical instruments and approved templates may be used.

Total Weighting is 50 (100 for Ext 2)

Internal Assessment

The course will have 3 assessment tasks in Year 11 (not counted towards final aggregate) and 4 assessment tasks in Year 12.

In Year 11 and Year 12, one of the tasks will be an assignment or investigation-style task.

The examination at the end of Year 11 will have a 40% weighting. The Trial HSC Examination at the end of Year 12 will have a 30% weighting.

The assessments will be comprised of:

- 50% understanding, fluency and communication
- 50% problem solving, reasoning and justification

Total Weighting is 50 (100 for Ext 2)

Course: Mathematics Extension 2

Contact Person: Mr Brandon Pettis

Course Category: A

- The Mathematics Extension 2 course is a Board Developed Course which counts as 2 units in Year 12 (only). It can only be chosen by students who have undertaken Mathematics Extension 1 (and Mathematics Advanced) in Year 11 (or through equivalent acceleration). Opting for this course in Year 12, means your Mathematics Extension 1 also counts as 2 units for a combined total of 4 units.
- Prerequisites: The course is constructed on the assumption that students have successfully achieved all outcomes, and have mastery of all the skills, in the **Mathematics Stage 5.3 course**.
- Pre-requisite/co-requisite: Students must have completed the Mathematics Advanced and Mathematics Extension 1 Courses in Year 11 (accelerated), or be completing the Mathematics Extension 1 course simultaneously.

Course Description:

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Who should study this course?

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. Only students who have shown exceptional ability in the Mathematics Extension 1 course in our Year 11 accelerated stream, or students who are achieving mastery in the Year 11 Mathematics Extension 1 course (non-accelerated stream), should consider undertaking this course.

Where does the course lead?

Any course at tertiary level that requires competence at an elite level of mathematics. The Extension 2 course will give access to any course that requires competence at an elite level of mathematics such as mathematical and engineering sciences, finance, economics and medicine.

Main Topics Covered:

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

Formal Assessment:

External Assessment

A single written HSC examination of 3 hours duration (+ 10 minutes reading time) worth 100 marks.

The examination will comprise 10 multiple choice questions followed by 90 marks worth of free response questions.

NESA-approved calculators may be used.

Total Weighting is 100

Internal Assessment

The course will have 4 assessment tasks in Year 12. One of these tasks will be an assignment or investigation-style task.

The Trial HSC Examination at the end of Year 12 will have a 30% weighting.

The assessments will be comprised of:

- 50% understanding, fluency and communication
- 50% problem solving, reasoning and justification

Total Weighting is 100

Course: Modern History

Contact Person: Mr Michael Lane

Course Category: TBC

- 2 units for Year 11 (Preliminary) and Year 12 (HSC)
- Board Developed Course

Course Description:

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Modern History: includes The Nature of Modern History and two Case Studies (60 indicative hours)
 - Case Study One: The American Civil War
 - Case Study Two: Meiji Japan
 - The Nature of Modern History: The Contestability of the Past – this study is incorporated into the two case studies
- Historical Investigation: Europe 1848-1914 (20 indicative hours)
- The Shaping of the Modern World: World War One (40 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- National Studies: Japan 1904-1937 (30 indicative hours)
- Peace and Conflict: Conflict in Europe 1935-1945 (30 indicative hours)
- Change in the Modern World: Civil Rights in the USA 1945-1968 (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course Requirements:

Year 11

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Europe, North America or Australia, and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Year 12

Students are required to study at least one non-European/Western topic, for example: Japan 1904–1937, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966-1989.

Assessment: Preliminary and HSC courses

External Assessment	Weighting	Internal Assessment	Weighting
A written examination, including short answer, structured and extended response questions	100	Source Analysis	20
		Communication	20
		Research	20
		Knowledge and Understanding	40
	100		100

Who should study this course?

History at SJC is welcoming of all students. However students should have an inherent interest in the subject for its own sake: an interest in the adventures and tragedies that time and place have dealt mankind. Students must also be prepared to work. Regardless of ability no student can achieve in History without effort and application.

Where does the course lead?

History is a life-long education but it is also relevant to a number of potential careers including the following: solicitor/barrister, university lecturer, teacher, diplomat, archaeologist, political scientist, army officer, industrial relations officer, editor, historian, writer, criminologist, archivist, journalist, librarian, museum curator, anthropologist.

Quotes from students studying this course:

Year 11 – Modern History is a subject that is both interesting and relevant to today’s world. It is a subject that deals with a variety of countries, cultures, people and events that have changed mankind. Modern History has something for everyone: violence, confrontation and human success and failure. It is a thoroughly enjoyable subject and I would recommend it to anyone.

Year 12 – Most of us knew the stories already but, of course, we didn’t know the arguments and contentions, had no idea what intriguing shades of red and grey might underwrite our most basic assumptions of the “good” and the “bad” guys. Contrary to all of that subversion, which was fun, I found that Modern History boasts answers almost all the time and if they were not apparent on the pages and the slides that simply meant the onus was on us.

Course: Music 1

Contact Person: Mr Paul Howe

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Music 2

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 analysis 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 representative of a range of styles, periods and genres. In previous years, topics have included Popular Music, Method of Notation, Music for Film and Television, Music of other Cultures, Music for small Ensembles and an Instrument and its repertoire.

Particular course requirements:

HSC course

In addition to core studies in performance, composition, musicology and aural work, students select **three** electives from any combination of performance, composition and musicology. That is, all three electives could be performance electives, making your HSC course work very practical. 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.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance	20	Core performance	10
Three Electives from any combination of:		Core composition	10
Performance (one piece)		Core musicology	10
Composition (one submitted work)		Core aural	25
Musicology (one viva voce)		Elective 1	15
Elective 1	20	Elective 2	15
Elective 2	20	Elective 3	15
Elective 3	20		
Mark out of 80 from the total of electives and core performance converted to weighting out of	<u>20</u>		
70.	70		
A 1 hour written aural exam	30		
	100		100

Who should study this course?

The Music 1 Course is designed for those who enjoy contemporary music styles and play contemporary instruments. There is also scope for those who play orchestral or classical instruments within the course due to the wide range of topics available within the syllabus.

Where does this course lead?

When it comes to the arts, the sky is the limit. Combine your love for music and your strength for any number of subjects, and with the right tertiary experience you could become any of the following –

Music Editor, Foley Sound Stage Recordist, Film Score Composer, Jingle writer, Event Manager, Music Management/Promoter, Boom Mic Operator, Location Sound Engineer, Critic/Reviewer, Music Copyright Lawyer, Teacher, Arranger, Private Studio Teacher, Producer, Performer, Band Manager, Media Advertising Executive, Radio Announcer, Composer, Music Business Retailer, MIDI/Computer Programming, Instrument Building/Maintenance, Music Librarian/Archivist, Technician, Arts Administrator, Music Therapist

Quotes from students studying this course:

Year 11 - *Music 1 is a good subject for someone who really enjoys music, and likes to play their instrument. However it's not a subject you should do just for the sake of it as you still need to apply yourself.*

Year 12 - *Music 1 has given me the opportunity to learn about, and build my confidence in performing, composing and analysing music. Music is something I have great interest in and by doing Music 1 at school, it has given me the background I need to pursue music studies in the future.*

Course: Music 2

Contact Person: Mr Paul Howe

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Music 1

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 analysis within the context of a range of styles, periods and genres.

Main Topics Covered:

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600 – 1900. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Particular Course Requirements:

In addition to core studies in performance, composition, musicology and aural work, students nominate **one** elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A 90min written examination paper		Aural	20
– Musicology/aural skills	35	One Elective from:	20
		– Performance or	
One Elective representing the Additional Topic	30	– Composition or	
Performance (2 pieces) or		– Musicology	
One Submitted composition or			
One Submitted essay			
	100		100

Who should study this course?

The Music 2 Course is designed for candidates with some formal classical studies under their belt. If you've been doing externally graded AMEB or Trinity College exams, then this course is right up your alley. Whilst performance material can be a natural focus, the course work requires candidates to hone their musical abilities in other areas such as composition and aural skills.

Where does the course lead?

When it comes to the arts, the sky is the limit. Combine your love for music and your strength for any number of subjects, and with the right tertiary experience you could become any of the following –

Music Editor, Foley Sound Stage Recordist, Film Score Composer, Jingle writer, Event Manager, Music Management/Promoter, Boom Mic Operator, Location Sound Engineer, Critic/Reviewer, Music Copyright Lawyer, Teacher, Arranger, Private Studio Teacher, Producer, Performer, Band Manager, Media Advertising Executive, Radio Announcer, Composer, Music Business Retailer, MIDI/Computer Programming, Instrument Building/Maintenance, Music Librarian/Archivist, Technician, Arts Administrator, Music Therapist

Course: HSC Music Extension Course

Contact Person: Mr Paul Howe

Course Category: A

- 1 unit/60 hour HSC - Board Developed Course
- Prerequisites: Music 2 (studied concurrently with HSC course in Music 2)
- Exclusions: Music 1
- By application

Course Description:

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

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

Particular Course Requirements:

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Performance (50)		Performance (50)	
Three contrasting pieces, one of which must be an ensemble		Two assessment tasks	
Ensemble	20	Task 1	25
Solo 1	15	Task 2	25
Solo 2	15		
OR		OR	
Composition (50)		Composition (50)	
Two original compositions (to be submitted to NESAs)		Two assessment tasks	
Piece 1	25	Task 1	25
Piece 2	25	Task 2	25
OR		OR	
Musicology (50)		Musicology (50)	
One extended essay (to be submitted to NESAs)	50	Two assessment tasks	
		Task 1	25
		Task 2	25
	50		50

Who should study this course?

The NESAs Music Extension Course is designed for the Music 2 student who wants to be further extended in their field of strength be it Composition, Musicology or Performance. This is a great way to earn that extra unit needed towards your ATAR.

Where does the course lead?

When it comes to the arts, the sky is the limit. Combine your love for music and your strength for any number of subjects, and with the right tertiary experience you could become any of the following –

Music Editor, Foley Sound Stage Recordist, Film Score Composer, Jingle writer, Event Manager, Music Management/Promoter, Boom Mic Operator, Location Sound Engineer, Critic/Reviewer, Music Copyright Lawyer, Teacher, Arranger, Private Studio Teacher, Producer, Performer, Band Manager, Media Advertising Executive, Radio Announcer, Composer, Music Business Retailer, MIDI/Computer Programming, Instrument Building/Maintenance, Music Librarian/Archivist, Technician, Arts Administrator, Music Therapist

Course: Personal Development, Health and Physical Education

Contact Person: Mr Craig Sharpley

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

The course examines a range of areas that underpin health and physical activity. These include:

- how people think about health and physical activity
- the management of personal health and
- the basis for how the body moves.

The practical options studied at SJC are First Aid and Outdoor Education.

In the HSC course, students focus on major issues related to Australia's health status. They also critically analyse factors that affect physical performance. In the options, students focus on improved performance and safe participation by learning about advanced approaches to training and/or sports medicine concepts

Main Topics Covered:

Preliminary Course

Core Topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Optional Components (40%)

The options studied are:

- First Aid
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

The options studied are:

- Sports Medicine
- Improving Performance

Particular Course Requirements:

In addition to core studies, there are two options in each of the Preliminary and HSC courses.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper	100	Core	60
		Options	40
	100		100

Who should study this course?

Personal Development, Health and Physical Education (PDHPE) involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

This course also includes a detailed study of movement and physical activity. The emphasis is on understanding how the body moves and the socio-cultural influences that regulate movement. Scientific aspects to be studied include anatomy, physiology, biomechanics and skill acquisition. These areas of study prepare students to be informed participants in movement culture, skilled, intelligent performers and analysts of movement.

Where does the course lead?

The course provides a direct link with study and vocational pathways in the areas of recreational, paramedical, movement and health sciences. Related career opportunities are expanding and gaining recognition throughout the community as legitimate fields of endeavour.

Careers in areas such as Chiropractor, Dietitian/nutritionist, Fitness instructor or counsellor, Health promotion officer, Sports psychologist, Sports medicine practitioner/ Sports scientist, Sports journalist, Sports coach, Sports administrator, Physiotherapist, Physiologist, Physical education teacher, Army officer, Acupuncturist and registered Nurses.

Quotes from students studying this course:

Year 11 - *Although there is a lot more work than what I first thought, I can really relate the topics we have covered to my own health and the sports that I am interested in. I will be able to use the information we are learning to be a healthier person for the rest of my life.*

Year 12 - *Learning the detailed aspects about improving performance in sport has been really enjoyable. Also doing this subject has made studying more interesting and I know I have the opportunity to get good marks that will help me get into my university course*

Course: Physics

Contact Person: Mr Shaun Lambden

Course Category: A

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

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.

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

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

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

Who should study this course?

Boys who elect Physics as one of their selections for study in Year 11 should have achieved well above an average mark in their Year 10 Science and Mathematics assessments. They would be expected to have a real interest in science and technology generally and in particular fields such as mechanics, electricity, space, communications and applying technological discoveries to new areas.

There is a need to be competent at mathematics, in particular skills and competences associated with algebra, trigonometry and patterns. Students should be organised and capable of making brief summaries of textbook material and able to work constructively alone in study time to complete practical assignments done in class.

Universities have very few pre-requisites – subjects that are essential to gain entry to a degree course. There are a lot of 'assumed knowledge subjects' which means students should consider doing these subjects to prepare for their courses.

Main Topics Covered:**Preliminary Course**

Modules	Knowledge and Understanding	Depth studies
Module 1 Kinematics	PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration	*15 hours in Modules 1–4
Module 2 Dynamics	PH11-9 describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy	
Module 3 Waves and Thermodynamics	PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles	
Module 4 Electricity and Magnetism	PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism	

*15 hours must be allocated to depth studies within the 120 indicative course hours.

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.

Assessment: Preliminary Course Sample only

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study	Yearly Examination	
	Term 1	Term 2	Term 3	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

HSC Course

Modules	Knowledge and Understanding	Depth studies
Module 5 Advanced Mechanics	PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles	*15 hours in Modules 5–8
Module 6 Electromagnetism	PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.	
Module 7 The Nature of Light	PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world	
Module 8 From the Universe to the Atom	PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom	

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 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.

Assessment: HSC Course only

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Task	Processing/Modelling Task	Depth Study	Trial HSC Examination	
	Term 4,	Term 1	Term 2	Term 3	
Knowledge and Understanding	20	15	15	10	40
Skills in Working Scientifically	20	15	15	10	60
Total %	25	25	25	25	100

Where does the course lead?

Physics is an integral part of all scientific and technological courses taught at the tertiary level. Courses and professions where physics is essential are:-

- | | | |
|-------------------------|--|------------------------|
| Engineering (all types) | Science (all aspects) | Information Technology |
| Medicine | Forensic Science | Materials Science |
| Optometry | Architecture | Physiotherapy |
| Teaching | Medical Sciences including radiology, nuclear medicine etc | Agriculture |
| Nursing | Veterinary Science | |

Physics Graduates can also find work in other professional areas such as:-

- | | | |
|--|---|--|
| Business Analysis | Market Analysis | Futures Markets |
| Banking and Commercial Fields where analytical skills are required | National Security such as ASIO and Police Force | Film and Theatre technical production including sound and visual |
| Archives and Museums | Australian Defence Force | Astronomy |
| | Aviation | |

Quotes from boys currently studying this course:

Year 11 - Physics is an opportunity to learn new things about the world, in terms of motion, forces, space and energy - it provides a logical understanding of physical interactions. It is a very challenging subject at times, as it requires a substantial level of mathematics, and an open mind when confronted with complex concepts. To be able to undertake Physics, a good work ethic is instrumental in succeeding rather than being at the top of the aggregate.'

Year 12 - The preliminary and HSC Physics course presents an opportunity for capable students to further their science studies. The Physics course, whilst providing a basis for tertiary studies in many fields, also gives students an opportunity to study topics that are relevant to daily life, such as learning how electric motors function. Whilst being challenging at times, the Physics course and its practical component allow it to be enjoyable to all involved.

Course: Science Extension

Contact Person: Mr Shaun Lambden

Course Category: A

- 1 unit HSC course - Board Developed 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. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific 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 datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

Who should study Science Extension?

Gifted and talented students, who wish to go onto tertiary education, and who have a desire to explore and seek answers to a particular point of interest. The study of Science Extension Stage 6 enables students with a passion for science to explore the development of the scientific process over time, undertake high-level authentic scientific research, communicate findings and propose further research. Students need to be intrinsically motivated if they are to complete the course successfully.

The course runs like a research honours year, in that there is a small amount of coursework that supports the running of a major research project. This subject rewards students with a passion for a particular research area and is adaptable and driven.

Main Topics Covered:

HSC Course

Year 12 Course 1 Unit (60 hours)	Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the disciplines of Science		
	Modules	Indicative hours	Scientific Research Project
	Module 1 The Foundations of Scientific Thinking	10	Establish an area for scientific research ↓ Formulate the hypothesis for research ↓
	Module 2 The Scientific Research Proposal	10	Find or generate the data Apply methodologies to analyse the data ↓
	Module 3 The Data, Evidence and Decisions	20	Develop the Scientific Research Report and respond to the hypothesis ↓
	Module 4 The Scientific Research Report	20	
Mandatory Scientific Research Report and Portfolio			

Particular Course Requirements

Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the *HSC: All My Own Work* course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results

The Scientific Research Report and Portfolio produced in this course may be an extension of, but must not overlap with or significantly duplicate, any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics courses

Assessment: HSC Course Sample only

Component	Task 1	Task 2	Task 3	Weighting %
	Research Proposal	Statistical case Study	Scientific Research Report	
	Term 4	Term 1	Term 3	
Communicating Skills	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	10	10	40	40
Total %	30	30	40	100

Scientific Research Project

The Scientific Research Project comprises the creation and maintenance of a Scientific Research Portfolio evidencing the development of a Scientific Research Report. These documents are developed concurrently with the study of Modules 1 to 4.

Content Focus

Scientific research is not conducted in isolation. The fields and disciplines of the sciences overlap during scientific research and in many cases, where complex problems exist, are dependent on each other and often involve global collaboration for solutions to be found.

Students are introduced to current models of scientific research to assist them to extend their knowledge of a specific area of science. Students will access relevant publicly available data sets associated with their research and apply authentic scientific research skills developed throughout the modules.

Data sets nowadays include 'big data' which relates to large volumes of data that can only be computationally analysed to reveal patterns, trends and associations. Scientific research is producing vast amounts of data that relate to current phenomena and world issues, especially health and wellbeing. These data sets require analysis and interpretation to create ideas that lead to solutions or further scientific research.

Students will have the opportunity to carry out a Scientific Research Project to explore contemporary issues, problems and potential new discoveries in depth while extending their skills and knowledge. The project requires the compilation of a Scientific Research Portfolio that supports and provides a record of the relevant processes used to produce a Scientific Research Report.

Course: **Software Design and Development**

Contact Person: Mr Jeremy Lane

Course Category: A

- 2 units for each of Preliminary and HSC - Board Developed Course
- Exclusions: Nil

Course Description:

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and hardware.

The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems

Main Topics Covered:

Preliminary Course

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

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

Introduction to Software Development (50%)

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

Developing Software Solutions (20%)

HSC Course

Development and Impact of Software Solutions (15%)

- Social and ethical issues
- Application of software development approaches

Software Development Cycle (40%)

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

Developing a Solution Package (25%)

Options (20%)

One option chosen from:

- Programming paradigms
- The interrelationship between software and hardware

Particular Course Requirements:

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. There are software specifications and methods of algorithm description prescribed.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> • Case Study – Issues and Development Approaches • Development Cycle Project • Major Programming Task • Trial HSC Examination 	15 25 30 30
	100		100

Who should study this course?

Students interested in the fields of software development and computer science will find this subject of value. The subject is not only for those who seek further study or careers in this field, but also for those who wish to understand the underlying principles of software design and development.

This course is for students who wish to:

- learn how to solve problems using algorithms and problem solving skills
- gain employment in the IT Industry
- undertake further study at TAFE or University
- find employment in a career where computing skills are desirable
- gain a ATAR and improve their computing skills and knowledge

Where does the course lead?

On successful completion of this course, students will be able to:

- design a software solution to solve a real world problem
- design and implement algorithms using a creative and methodical approach

These skills are valuable in a wide variety of disciplines that require the use of computing software to solve problems.

This course leads to a career in the IT industry, employment in industries / businesses that desire IT skills or further study (e.g. University Degree).

Quotes from students studying this course:

Year 12 - The Software Design & Development course has taught me a significant number of skills that I have been able to apply to each of my subjects. The ability to solve problems in a logical manner, the skills to model complex systems using flowcharts and other diagrams, an ability to solve problems by looking at a number of solutions and selecting the most suitable answer to meet objectives. I also have enjoyed the project management and the completion of a complete software solution including the documentation coding and testing. It is a hands on course that I really think will help with my group work skills and problem solving skills beyond high school.

Course: Sport, Lifestyle and Recreation

Contact Person: Mr Craig Sharpley

Course Category:

N/A – Board Endorsed Course

- 1 unit for each of Preliminary and HSC

Course Description:

Overview

Sport, Lifestyle and Recreation is a Board Endorsed Course that enables Stage 6 students to build upon their learning in Years 7-10 PDHPE. Specifically, it focuses on the knowledge and skills outcomes linked to participation in sport and physical activity. The course provides an opportunity for students that still have a genuine interest in PDHPE, but are not interested in the more rigorous 2 Unit PDHPE course.

At St Joseph's College, we offer the full range of options indicated below.

1 Unit equates to 5 lessons per cycle

Units and Years of Study	Hours	Preliminary / HSC	Number of Modules (see options below)
1 unit / 1 year	60	60 hours Preliminary or 60 hours HSC	2–3
1 unit / 2 years	120	60 hours Preliminary plus 60 hours HSC	3–6

Aims

The aim of the Sport, Lifestyle and Recreation Course is to for students to develop the knowledge, understandings and skills needed to adopt active and health-promoting lifestyles

Objectives

Through the study of Sport, Lifestyle and Recreation students will develop :

- understanding of the factors that influence health and participation in physical activity
- understanding of the principles and processes that impact on movement potential
- the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
- a capacity to influence the performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

Main Topics Covered:

Content

The Sport, Lifestyle and Recreation course is comprised of a number of modules. The modules studied at SJC will include a range from :

Aquatics	Kayaking	Swimming
Fitness	Outdoor Recreation	Paddle Boarding
Games and Sport Applications I	Resistance Training	Golf
Games and Sport Applications II	Sports Administration	
Healthy Lifestyles	Sports Coaching and Training	

Assessment

There is no external examination of students in Stage 6 Content Endorsed Courses.

The Sport, Lifestyle and Recreation assessment allocates 50% to knowledge and understanding outcomes and 50% to skills outcomes and content.

Who should study this course?

Sport, Lifestyle and Recreation focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

Sport, Lifestyle and Recreation will make a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

It is a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

Where does the course lead?

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

SLR will be of benefit to any career where people are physically active and are engaging in activities where individuals are actively moving. Occupations such as a Personal trainer, Fitness instructor, Health promotion officer, Sports medicine practitioner, sports coach, Sports administrator, Physical education teacher, Army officer and registered Nurses are but a few of the jobs that may benefit from the study of this course.

Quotes from students studying this course:

Year 11 - The practical aspects of this course are really enjoyable. We have completed fitness tests and compared our results to elite athletes, had the chance to go Kayaking on the harbour and plan ways to have fun with outdoor recreation and now we are in the gym looking at advanced training with weights.

Year 12 - There are not many chances to get active in Years 11 and 12 during normal school days, so I really enjoy this aspect of the course. I was going to not carry on in this subject, but now I find it gives me a good release and balance with all the work in my other subjects.

Course: **Visual Arts**

Contact Person: Ms Michelle Tinta

Course Category: A

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

Course Description:

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

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

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

Main Topics Covered:

Preliminary Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations of artists and their work
- The role and function of artists, artworks, the world and audiences in the artworld
- **The frames and how students might develop their own informed points of view. Within each practice the four frames which operate are:**
 - ◆ **The Structural Frame emphasises the conventions and formal character of art**
 - ◆ **The Subjective Frame gives prominence to personal and psychological experience**
 - ◆ **The Cultural Frame emphasises art as a product of environment (social, political, religious etc)**
 - ◆ **The Postmodern Frame traces the emergence of images and ideas which challenge mainstream values of histories and ideas.**
- **How students may develop meaning, focus and interest in the making of their own artwork**
- **Building understandings over time through various investigations and working in different forms. These forms include:**
 - ◆ **2D Painting, Drawing, Photography and Printmaking**
 - ◆ **3D Studies (Sculpture/Ceramics)**
 - ◆ **4D Film and Video, Digital Animation, Documented Forms and Interactives**

HSC Course learning opportunities focus on:

- **How students may develop their own practice of artmaking, art criticism, and art history, applied to selected areas of interest**
- **How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations**
- **How students may learn about the relationships between artists, artworks, the world and audiences within the artworld**

- How students may further develop meaning and focus on the production of their own artwork

Particular Course Requirements:

Preliminary Course:

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

HSC Course:

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

Who should study this course?

Art can offer something different for every student. Art involves critical thinking, making judgements and problem solving. The study of Visual Arts offers skills and knowledge that are simultaneously personal and culturally shared. Students should have a genuine interest in and enjoyment of art and importantly, a passion for art. The course offers experiences in art making and becomes increasingly specialised allowing students the unique opportunity to work within a media area that they are passionate about. Students should be open to new and different materials, technologies and learning experiences that may challenge some of their preconceived ideas about the art world. Students who are curious about history and culture and willing to engage in a rigorous exploration of the fascinating world of artists will be drawn to this subject. Visual Arts suits all types of learners; visual, audio and particularly kinesthetic learners. The course stimulates inquiring minds and develops perception, technical skills and critical thinking.

Where does the course lead to?

Critical thinking, writing and artmaking skills prepare students for tertiary study in a variety of courses. Many past and current students of Visual Arts seek further study in career paths at tertiary level that are associated with the arts, utilising their theoretical and practical knowledge of Visual Arts. The process of innovation through problem solving and design stem from skills of curiosity, inquiry and collaboration. These skills are also valued in 21st century leadership positions. Visual Arts assists students seeking entry into courses in areas of Media and Communications, Fine Arts, Architecture, Interior Design, Industrial Design, Fashion and Textiles Design, Web Design, Animation, Filmmaking, Multimedia and Museum Studies. Universities and Colleges will offer Bachelor Degrees, Honors and Masters Courses. Students have also studied degrees in business, law and medical fields after studying Visual Arts.

Past students have pursued careers as practicing artists, architects, industrial designers, civil engineers, fashion designers, photographers and arts related areas of advertising, media communication, photography, galleries and museums.

Some links to specialised courses in Visual Arts:

- National Art School - <http://www.nas.edu.au/Courses.htm>
- UNSW Art & Design – <https://www.artdesign.unsw.edu.au/>
- The University of Sydney, Sydney College of the Arts - <http://www.usyd.edu.au/sca/>
- UTS – Bachelor of Communications & Creative Intelligence – <http://www.uts.edu.au>

Quotes from students studying this course:

Year 11 - *Visual Arts in Year 11 is a technically challenging subject and very different to Year 10. Students are given opportunities to select our own art media where we are able to experiment and explore the use of materials to create our own unique artworks. The teachers assist us to develop our ideas to create final works which are technically and conceptually interesting and artwork which we are proud of. The critical study of historical and modern artists and their artwork and concepts is very interesting and enjoyable.*

Year 12 –

Student 1:

Visual Arts provides an opportunity to explore how you and others perceive the world. The freedom and scope of the course allows for the development of skills and concepts which is an aspect offered by only a limited number of courses. Studying Visual Arts allows for a different way of learning which is not only interesting, but enjoyable and rewarding.

Student 2:

Visual Arts allows you to work on a highly conceptual level in a way other subjects do not. You are tested to see how far you can push an idea; it is equally as challenging as it is rewarding.

Student 3:

Studying Senior Visual Arts is a challenging task, however, it is also simultaneously fulfilling and rewarding, as you are able to set your own parameters on what you want to, and what you can achieve: there are no limits. As senior students with intensive schedules between class, sport, study and social commitments, it is important to explore where our minds might wander during Mathematics or English and representing them in an art form – whether it be through a printing press or through a camera's lens – is the ultimate method to do so. You are able to explore what you want, of course in the realms of rationality. But a concept you create grows into a multitude of complex layers enhancing your capability to challenge and extend your own thought processes.

Studying Visual Arts constantly takes you out of your comfort zone in terms of pushing, not only your creative boundaries, but also your intellectual boundaries as Visual Arts is also about the critical and historical study of art. And through this investigation into traditional, modern and contemporary art forms, you can gain a profound understanding of the world around you. I, myself, enjoy continually being taken out of my comfort zone as it helps refine, both my artistic practice and my ability to produce sophisticated discussion throughout exams. And personally, I have gained the ability to enhance my conceptual and artistic practices studying Visual Arts, of course, with the assistance and guidance of the Visual Arts Department Staff.

Course: **Work Studies**

Contact Person: Mr Rob Cousins

Course Category: N/A – Board Endorsed Course

- 1 unit for each of Preliminary and HSC

NESA web link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies>

Course Description:

Overview

The Work Studies course was developed to provide opportunities for students in Years 11 and 12 to gain knowledge, skills, values and attitudes which will facilitate school to work transition.

Work plays a central role in our lives. The acquisition of work-related skills is valuable for students entering the workforce after Year 12. Work Studies will develop students' skills in preparing for and planning their post-school training and career. Work Studies provides a framework within which students may explore areas of vocational interest.

This practical course supports students in developing individual career portfolios and the knowledge and interpersonal skills to access career opportunities in the real world context.

Aims

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

Objectives

Studies will develop knowledge, understanding and skills:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups

Values and Attitudes

Studies will value and appreciate:

- opportunities to build self-belief, motivation, persistence and resilience
- achieving positive results in school, work, family and community activities
- personal attributes that contribute to success in the workplace

access to employment opportunities and further education and training

Main Topics Covered:**Content**

The content is organized into one core module plus elective modules. It is a flexible structure designed to support the diverse needs of students.

The 30-hour core must be completed.

Student can select their elective module(s) as follows:

- one or two elective modules for times ranging between 15 and 30 indicative hours
- in the order or pattern best suited to the student's needs

Due to the flexibility in the number of hours for each elective module, the emphasis given to particular 'Key Issues' and the selection of 'Learning Experiences' is a matter for school decision.

Course	Unit	Indicative Hours	Structure	
			30 Hour Core	Modules
1 or 2 years (Preliminary and HSC)	1	60 in each year	yes	plus 1 x 30 hour module or 2 x 15 hour modules per year

Assessment

The following components and weightings apply:

Component	Weighting (%)
Knowledge and Understanding	30
Skills	70

Who should study this course?

Year 11 and 12 students preparing to enter the workforce as apprentices and trainees will follow a structured path supporting their preparation for competitive opportunities in the workplace.

Where does the course lead?

The Work Studies course assists students in defining and securing their training and career goals and objectives.

Course: Primary Industries (240 indicative hours)
AQF Certificate II Agriculture (AHC 20116)

Contact Person: Mr Mark Bokenham

Course Category: B

Vocational Education and Training (VET) Courses

PROVIDER: SYDNEY CATHOLIC SCHOOLS – RTO CODE 90478

SJC students are restricted to a maximum of 2 VET courses in Years 11 and 12

- Prerequisites: Nil
- Board Developed Course
- A 2 unit Board Developed Course based on an Industry Curriculum Framework
- Exclusions: Primary Industries (120 hours)

Sydney Catholic Schools VET support:

St Joseph's College delivers Primary Industries under the guidance of Sydney Catholic Schools as a Registered Training Organisation-for all support and documentation see

<https://scs-vet.org/st-josephs-college-hunters-hill/>

Course Description

This course provides students with general skills and knowledge as part of their preparation for entry-level employment in a primary industries environment.

It is based on units of competency which have been developed for primary industries to describe the competencies, skills and knowledge needed by workers in these industries. The presentation of this course aims at treating the units of competency in a holistic as well as an individual manner.

Main Topics Covered

The new Primary Industries curriculum framework offers mandatory units, similar to previous frameworks, Livestock Health and Welfare and Plant Productions streams of study. The Mandatory units consist of study in the following areas: Chemicals, Safety, Sustainability, Weather and Working in the Industry.

The successful completion of this 240 hour course leads to the achievement of a national and portable VET qualification. Students can build on this by external study from TAFE or University at a later stage.

Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement.

Who should study this course?

- Anyone looking towards a career in Agriculture.
- It has many advantages including AQF Certificate 2.

- This course can help in all areas of the practical side of farming e.g. jobs include Jackaroo, farmer, farm hand, rural service provider, agronomist etc.

Where does the course lead?

To many different businesses within the Agriculture sector. The course has topics that are vital to be able to work on farms and properties, such as animal management, chemical application, tractor operation, workforce communication and more.

For further information: scs-vet.org/2016/01/15/primary-industries/

Quotes from students studying this course:

Year 11 - *Students who should study this subject might be country people, people who wish to gain a certificate II in Agriculture so they can work in the industry, those who are interested in Agriculture and outdoor work, people who want to try something new, people who wish to get out of their comfort zone and people who wish to do a subject that's fun and interesting.*

This course leads to a Certificate II in agriculture, which will allow you to work on farms and properties once leaving school. The subject presents a basic knowledge of rural jobs and employment possibilities and it can count towards your ATAR.

Year 12 - *Primary Industries provides a hands on approach to the practical elements of Agriculture and similar Industries. Many of the skills you learn in the course cannot be learnt in the classroom which the associated theory aspect appropriately complements. Provides a head start into the rural workforce by providing AQF Certificate II in Agriculture and also other certificates such as Chemical Safety Course. Students can take advantage of the management procedures presented through the operation of Joeys Angus.*