



**Journeying with  
Compassion**

## **Subject Information Handbook**

**Year 11 and Year 12 Courses  
for the Higher School Certificate  
2022 – 2023**

*Issued July 2021*

# CONTENTS

<b>Introduction</b>	4
<hr/>	
<b>PART A MAKING SUBJECT CHOICES</b>	5
Guidelines and regulations for the award of the Higher School Certificate	7
Information to help you with senior subject selection	8
Course unit values	9
Year 11 and Year 12 Courses	10
Australian Tertiary Admissions Rank (ATAR)	13
Glossary	15
<hr/>	
<b>COURSE SUMMARIES FOR SUBJECTS OFFERED AT GOOD SAMARITAN CATHOLIC COLLEGE</b>	17
<b>PART B BOARD DEVELOPED COURSES – CATEGORY A</b>	18
Ancient History	19
Biology	20
Business Studies	21
Chemistry	22
Community and Family Studies	23
Drama	24
Earth and Environmental Science	25
Economics	26
English (Advanced)	27
English (Standard)	28
English (Studies)*	29
English Extension I	30
Food Technology	31
Geography	32
Industrial Technology – Graphics	33
Industrial Technology – Timber Products & Furniture Technologies	34
Information Processes and Technology	35
Investigating Science	36
Legal Studies	37
Mathematics Standard 1* (Year 12 only)	38
Mathematics Standard 2	39
Mathematics Advanced	40
Mathematics Extension I (Year 12 only)	41
Modern History	42

Music 1	43
Personal Development, Health and Physical Education	44
Physics	45
Studies of Religion I	46
Studies of Religion II	47
Visual Arts	48
<b>PART C VOCATIONAL EDUCATION &amp; TRAINING (VET), BOARD DEVELOPED COURSES – CATEGORY B</b>	49
Automotive	50
Business Services	52
Construction	54
Electrotechnology	56
Events	58
Hospitality	60
Human Services	62
Retail Services	64
<b>PART D 3 UNIT BOARD ENDORSED COURSES</b> (Training and Workplace Pathway only)	65
Early Childhood Education and Care	67
Hairdressing	69
<b>2 UNIT BOARD ENDORSED COURSES</b> (Training and Workplace Pathway only)	71
Beauty	72
Exploring Early Childhood	74
Fitness	75
Sport, Lifestyle and Recreation Studies	77
<b>1 UNIT BOARD ENDORSED COURSES</b>	78
Ceramics	79
Exploring Early Childhood	80
Photography, Video and Digital Imaging	81
Sport, Lifestyle and Recreation Studies	82
Studies in Catholic Thought	83
Visual Design	84
<b>PART E VOCATIONAL PATHWAYS AND PACKAGES</b>	85
Vocational Pathways Packages	86
TVET Information	90
<b>PART F SUBJECT SELECTION PROCESS</b>	91



## INTRODUCTION

Dear Students,

This handbook is designed to help you make wise decisions about your pattern of study for Year 11 2022. Choosing how to continue with schooling past Year 10 is a significant milestone in your life journey. It is important that you take the time to consider your options. Listen carefully to the advice you will be given and make realistic assessments of your abilities and interests. Senior study requires increased commitment and application. All senior courses are demanding, but by choosing courses that match your abilities and interests you will be able to minimise stress and to maximise your chances of an enjoyable, successful two years.

This handbook is divided into sections. Part A contains general information that you are advised to read carefully. The information contained in Parts B to E of the handbook is from the NSW Education Standards Authority and it provides guidelines to assist you in your subject selection. Part F outlines the subject selection process. It is recommended that you consult the Universities Admission Centre Guide if you are planning to apply for University. Through the subject selection process, your teachers at Good Samaritan Catholic College will also be happy to discuss options with you.

The staff members at Good Samaritan Catholic College are looking forward to continuing to work with you during the next two years. We hope to challenge you to strive for personal excellence and to become independent, self-motivated learners. The next two years will be a time for us to work together as we help and support one another to successfully complete Years 11 and 12. We are looking forward to having young women and men who can leave Good Samaritan Catholic College well qualified and prepared to live full Christian lives in which they continue to live out our school motto “Journeying with Compassion”.

Yours faithfully,

James Corcoran  
Principal

Adrian Vannan  
Curriculum Coordinator

# PART A

## MAKING SUBJECT CHOICES

# MAKING SUBJECT CHOICES

This Handbook describes and explains the Stage 6 Curriculum and provides information about choosing subjects. Part A of this handbook will assist students and parents in understanding the general nature of the Higher School Certificate. Part B will guide students in subject selection and includes a description of the range of courses to be possibly offered at the College.

The choice of subjects for Year 11 and Year 12 is a very important one. When making subject choices students should consider the following:

## What type of Higher School Certificate do you want? *What combinations of subjects do you need?*

- **A Higher School Certificate that will enable you to enter University straight from school, ATAR is required. (ATAR – Australian Tertiary Admission Rank)**  
You need to choose a pattern of study that will count towards an ATAR, and must include:
  - 2 units of English with either English Standard or Advanced strongly recommended
  - Category A 2 Unit courses
  
- **A combined University and Training & Workplace Higher School Certificate**  
This Higher School Certificate is for students who want to enter University but want the additional workplace accreditation.  
  
You will need to choose a pattern of study that includes:
  - Category A 2 Unit Courses – 2 units must be either English Standard or Advanced
  - ONE Category B / VET Course
  
- **A Training & Workplace Higher School Certificate (Non ATAR)**  
This Higher School Certificate is for students who on leaving school plan to:
  - Enter a traineeship or apprenticeship
  - Continue with TAFE study
  - Enter full time employment

You will need to choose a pattern of study that includes:

- 2 unit English Studies
- 1 Unit Studies in Catholic Thought
- Other subjects which could include vocational subjects that you have an interest and ability in.

## How should you choose your subjects?

- Demonstrated **ABILITY** in the junior school
- **INTEREST AND ENJOYMENT** in a particular subject
- Subject linked to future **CAREER** options
- Following the advice of teachers
- Be realistic

# GUIDELINES AND REGULATIONS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

## **To be eligible for the Higher School Certificate students must:**

- be enrolled in a NSW Government school, a registered and accredited non-government school or a TAFE institution.
- study a permitted combination of courses.
- complete the requirements for each course, including any necessary practical or project work.
- complete all tasks in the school's internal assessment program.
- sit for and make a genuine attempt for the Higher School Certificate examinations.
- satisfactorily complete at least 12 units in the Year 11 study pattern and at least 10 units in the Year 12 study pattern.
- study at least six units of Board Developed Courses.
- study at least two units of English.
- study at least three courses of 2 unit value or greater.
- study at least four subjects.

## **In addition to the above rules, students at Good Samaritan Catholic College must:**

- take 12 units for Year 11, including at least one unit of Studies of Religion or Studies in Catholic Thought.
- study either 1 unit of Studies of Religion or Studies in Catholic Thought in their Year 12 program.
- display a *positive attitude to the school*, its ethos and school activities and regulations.
- show a serious attitude to study.
- have demonstrated that they would benefit from senior studies.

Students who choose to study for their Higher School Certificate must make a commitment to their studies. A commitment means that students will undertake to complete homework tasks when required and follow a daily program of study and revision. This should involve at least three hours of study time at home each day. Unless a student makes this effort they may not reach their full potential. If a student's attendance is poor then the attainment of the outcomes of courses studied would be in question. If a student fails to meet the outcomes of a course then that course will not count towards study for the Higher School Certificate, thus placing the student's Higher School Certificate in jeopardy.

The College recognises that some students may need to be engaged in part-time work. However if a student is engaged in working long hours, this can only be to the detriment of their study for the Higher School Certificate. For the benefit of the student's education we strongly recommend that a student work at their part time job for no more than 10 hours per week.

**The demands of both the Year 11 and Year 12 courses are significantly greater than Year 10 courses. There will need to be increased commitment to homework, assignments, reading and examination preparation. Students will certainly find it easier to make this commitment if they have chosen subjects wisely.**

# INFORMATION TO HELP YOU WITH SENIOR SUBJECT SELECTION

## NSW Education Standards Authority (NESA) Requirements for the Higher School Certificate

Courses studied by students for the Higher School Certificate are generally divided into two components

- a) **Year 11 Course**
- b) **Year 12 Course**

Students must satisfactorily complete the Year 11 course before they can enter a Year 12 course in a subject.

- The **Year 11 Course** is to be regarded as "assumed knowledge" which has been covered by all candidates. Except for Mathematics and English, the Year 11 Course must be completed before the Extension component in any course can be commenced. All Year 11 course work in a subject is to be completed to gain a Year 11 **Record of School Achievement (ROSA)**.
- All courses that are studied as Year 11 courses will contribute to the Year 11 units of study and will appear on the **Year 11 Record of School Achievement**. All courses studied as Year 12 courses will contribute to the Higher School Certificate units of study and will appear on the Higher School Certificate Record of Achievement. The **Higher School Certificate Record of Achievement** will also have listed all the Year 11 courses previously completed.

### **PATTERN OF STUDY - NESA Minimum Requirements.**

You must study a minimum of **12 units in the Year 11 course** and a minimum of **10 units in the Year 12 course**. Both the Year 11 course and the Year 12 course must include the following:

- at least 6 units from Board Developed Courses **including** at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- at least four subjects

On the NESA website you will find a section dedicated to Years 11 and 12 which contains all the Higher School Certificate rules, requirements and advice you will need to know. The NESA website also has detailed information on the Higher School Certificate, courses, syllabuses, and assessment and past examination papers.

**Internet: <http://educationstandards.nsw.edu.au>**

## COURSE UNIT VALUES

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit, 2 units or 3 units. Most courses are 2 unit. The number of units indicates the length of time for which a course is taught each week, and the number of marks it counts for in the Higher School Certificate. Each unit of a course is equivalent to approximately 60 hours of study per year and marked out of 50. The following is a guideline to help you understand the pattern of courses.

**2 UNIT COURSE** This is the basic structure for all courses. The course is studied for approximately 120 hours per year and marked out of 100 for the Higher School Certificate. Two unit Board Developed Courses offer suitable preparation for the study of that subject at tertiary level.

**3 UNIT COURSE** These courses are studied for approximately 180 hours per year. These are available in some VET subjects.

**EXTENSION COURSE** Extension study is available in a number of subjects. Extension courses offer suitable preparation for the study of that subject at tertiary level and build on the content of the 2 unit course carrying an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, Science and some Languages.

English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

Year 12 extension courses in subjects other than English and Mathematics are made available to students after completion of the Year 11 course if the student shows exceptional ability in the subject area.

**1 UNIT COURSE** A 1 unit course is equivalent to approximately 60 hours of study per year and marked out of 50. Studies of Religion may be undertaken as either a 1 unit or 2 unit courses.

## YEAR 11 and YEAR 12 COURSES

Senior courses are divided into Year 11 and Year 12 components. Year 11 courses begin Term 1, Year 11 and conclude at the end of Term 3, Year 11. Year 12 courses begin when students have satisfactorily completed the requirements of the Year 11 course (generally Term 4 Year 11).

### 1. Board Developed Courses (BDC)

These courses are developed by the NSW Education Standards Authority. There is a syllabus for each course, which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination questions and marking guidelines
- the performance scale

All students entered for the Higher School Certificate who are studying these courses follow these syllabuses. These courses are examined externally at the end of the Year 12 course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR). Board developed courses are given a category for the purpose of calculating the Australian Tertiary Admission Rank. No more than 2 units of Category B Courses can be used in the calculation of the ATAR.

### Category A courses offered at Good Samaritan Catholic College are:

Ancient History	Information Processes & Technology
Biology	Investigating Science
Business Studies	Italian Beginners
Chemistry	Legal Studies
Community and Family Studies	Mathematics Advanced
Drama	Mathematics Standard
Earth and Environmental Science	Mathematics Extension I
Economics	Modern History
English Advanced	Music 1
English Standard	Personal Development, Health & Physical Education
English Extension I	Physics
Food Technology	Studies of Religion I
Geography	Studies of Religion II
Industrial Technology (Graphics)	Visual Arts
Industrial Technology (Timber & Furniture Products)	

### Category B Board Developed Courses that may be offered at Good Samaritan Catholic College are:

English Studies

Mathematics Standard 1 (Year 12 only)

Automotive \*

Business Services \*

Construction Pathways\*

Electrotechnology\*

Events\*

Hospitality Kitchen Operations \*

Human Services \*

Retail Services \*

**\*These courses are also Vocational Education and Training (VET) Curriculum Framework Courses, which mean they have accreditation from industry. Details can be found later in the handbook.**

## 2. Board Endorsed Courses (BEC)

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

- Content Endorsed Courses (CEC) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design special courses to meet student needs. NESA must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Board Endorsed Courses, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

Board Endorsed Courses studied in Year 12 are recorded on the Higher School Certificate, with a single school assessment mark being given. There are assessment tasks throughout the course, but students do not sit for the Higher School Certificate Examination. Board Endorsed Courses do not count towards the calculation of the Australian Tertiary Admissions Rank (ATAR).

### The following Board Endorsed Courses offered at Good Samaritan Catholic College are:

Studies in Catholic Thought (1 Unit)

Ceramics (1 Unit)

Exploring Early Childhood (1 Unit) and (2 Unit)

Photography, Video and Digital Imaging (1 Unit)

Sport, Lifestyle and Recreation Studies (1 Unit) and (2 Unit)

Visual Design (1 Unit)

VET: Early Childhood Education and Care (3 Unit)

VET: Fitness (2 unit)

VET: Hairdressing (3 unit) in Year 11 followed by VET: Beauty (2 unit) in Year 12

## 3. Vocational Education Courses (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses, which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain Higher School Certificate qualifications, an ATAR and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours that students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

All Vocational Education is designed to lead to employment and further study, including university study. Courses are module based and each module contains a number of competencies to be achieved. Courses studied at school will lead to either a Statement of Attainment or Certificate II or III. Certificate IV leads on to a Diploma level from which students can access Degree qualifications at a University. If you require more information on these courses you will need to see the Pathways Planner Mrs Kay.

There are **two** forms of Vocational Education available at the College.

#### **A. School-based Vocational Educational and Training (VET) Courses:**

- Certificate II Automotive Vocational Preparation
- Certificate II Business
- Certificate II Construction Pathways
- Certificate II Electrotechnology – Career Start
- Certificate II Hospitality Kitchen Operations
- Statement of Attainment towards a Certificate III Individual Support–Ageing,
- Certificate II Hairdressing – Salon Assistant in Year 11 only, followed by Certificate III Beauty - Makeup in Year 12
- Certificate III Events
- Certificate III Retail Services
- Statement of Attainment towards a Certificate III Early Childhood and Care
- Statement of Attainment towards a Certificate III Fitness

All these courses are 2 or 3 unit, one or two year courses and some can contribute to the ATAR if a student selects to sit for the Higher School Certificate Examination in the courses that offer this option. See course descriptions later in this book. In addition students completing modules in these courses receive a Statement of Attainment. **Each course requires students to complete a set number of hours of work placement each year.**

Students undertaking these courses will leave school with additional industry accreditation, no matter what option they choose in relation to the Higher School Certificate examination. The Courses can provide a strong foundation for further study in these areas either at TAFE or at University.

#### **B. TAFE - VET Courses**

These are selected Board Developed or Board Endorsed Vocational Education and Training (VET) courses delivered by TAFE at TAFE. They are one or two year, 2 unit courses designed to allow Year 11 and 12 students to participate in established TAFE courses. The courses count as 2 units towards the Higher School Certificate when done in the Higher School Certificate year and are also given accreditation by TAFE. Students undertaking Board Endorsed Vocational Education and Training courses do not sit for the Higher School Certificate examination and they do not count towards the Australian Tertiary Admission Rank (ATAR).

Currently these courses run on a number of afternoons at various TAFE colleges from 1:30 pm to 5:30 pm. The funding of places at TAFE is in excess of \$1000 per student. However, some of this fee is paid by Sydney Catholic Schools with students paying the difference. Sydney Catholic Schools through a school driven process, allocates TAFE positions.

#### **4. Saturday School of Community Languages**

The **Saturday School of Community Languages** is a Department of Education secondary school that offers language courses to students wishing to study their background language. Students are eligible to enrol if the language requested is their **background community language** and the language is not available in their home school in the year requested.

More detailed information on locations of schools and languages available for study can be found at the following address: <http://www.sscl.schools.nsw.edu.au>

Application forms will be available from Mr. Vannan in late November and will need to be completed and submitted to Saturday School, Darlinghurst before the end of Term 4.

# AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is as the name states a rank. It is used by the Universities to rank students for entry to a course. Students only need to opt for an ATAR if they are intending to go to University straight from school. The ATAR provides a measure of a student's overall academic achievements in the Higher School Certificate in relation to that of other students. The ATAR is calculated solely for use by universities and is not used for any other purpose. Universities use the ATAR either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to university. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

## Who calculates the ATAR?

The ATAR is calculated on behalf of the universities, is confidential and released by the Universities Admissions Centre (UAC) to

- Students who have requested an ATAR; and
- Universities to which the students have applied.

The ATAR is not provided to NESAs or individual schools.

## Why are marks scaled in determining the ATAR?

As the purpose of the ATAR is to provide a measure of overall academic achievement in the Higher School Certificate, it is based on marks gained in Higher School Certificate courses. The NSW Higher School Certificate offers students a wide choice of courses, taken by different groups of students. The ATAR needs to be determined in such a way as to enable the comparison of students who may have taken different combinations of Higher School Certificate courses.

It is not possible to use the marks reported by NESAs to compute a measure of overall Higher School Certificate performance such as the ATAR, as the criteria used to define a student's achievement differs across courses. So, while it will be possible to compare achievement in a particular course from year to year, it will not be possible to compare achievement across courses.

For example, because the standards set for English, Mathematics, Geography and Visual Arts are different, the Higher School Certificate marks in these courses cannot be simply added together. The marks need to be adjusted before an overall measure can be calculated.

This process of adjustment is called scaling, and the adjusted marks are called scaled marks. Scaled marks are not reported to students. They are determined during an interim phase in the calculation of the ATAR.

Scaling adjusts the marks for different courses so that they are comparable and can then be added together. In the absence of scaling, students might be encouraged to take courses that were perceived as easier in order to gain higher marks at the Higher School Certificate and hence a better ATAR.

The scaling process enables fair comparisons to be made, allowing for variations in student choice, by determining what the marks in each course would have been if all students had enrolled in each course. Scaling therefore gives students freedom to choose courses they enjoy, and courses that will be useful for their future careers, knowing that their results will be treated fairly. The principle underlying the scaling procedure is that a student should neither be advantaged nor disadvantaged by choosing one course rather than another. The scaling procedure modifies the mean, the standard deviation and the maximum mark in a course using as a criterion the overall demonstrated academic attainment of the course candidature.

## How does scaling work?

The scaling process is carried out afresh each year. It makes no assumptions about how difficult a course is or what type of students enrol in that course in a particular year; the results of scaling depend only on the calculations for that year.

The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. An ATAR of 50.00 indicates that the student is half-way up the cohort for that year. An ATAR of 75.00 indicates that a student is three-quarters of the way up the cohort for that year. An ATAR of 99.95 indicates that the student is ahead of 99.95% of their cohort that year.

Remember: The ATAR is a measure of overall academic achievement in the Higher School Certificate. It enables universities to rank applicants for tertiary selection in a fair and equitable way. **The ATAR is designed only for use in tertiary selection as a possible indicator of readiness for university study. There is no notion of pass or fail.**

### In summary:

- What scaling does is to put a student's marks in different courses on the same scale.
- Generally, students' marks are scaled up if the average academic ability of a course candidature is high and scaled down if the average academic ability of a course candidature is low.
- For most students their scaled marks will be different from their Higher School Certificate marks, so their best scaled marks may not be the same as their best Higher School Certificate marks.
- Students with similar Higher School Certificate marks, but in different courses, may receive a very different ATAR.

## FREQUENTLY ASKED QUESTIONS

*Are some subjects more difficult than others? Are students better off taking subjects that are easier so they can get higher marks?*

All courses in the Higher School Certificate will be rigorous in terms of the standard of knowledge, skills and understanding expected of the students undertaking them.

The process of setting standards for each Higher School Certificate course has involved:

- an evaluation of the content and outcomes of existing courses
- an analysis of the standards of performance that students are currently demonstrating through Higher School Certificate examinations. This involved experienced Higher School Certificate markers analysing student responses to questions in recent Higher School Certificate examinations including written answers, major works, projects and performances.

The learning outcomes and content for each Higher School Certificate course is set at an appropriate standard.

**It is most likely that students will perform best in subjects in which they have an interest and ability and that will best suit their future needs.**

## GLOSSARY

<b>Assessments</b>	Schools provide an assessment of students' achievements in each course. Assessment Tasks measure performance in the whole course, but do not take into account interests, attitudes or conduct.
<b>ASQA</b>	Australian Skills Quality Authority
<b>AQF</b>	Australian Qualification Framework – the AQF is a comprehensive policy framework defining all qualifications recognized nationally in post-compulsory education and training within Australia. The qualification level depends on the depth, complexity and degree of autonomy involved in the work. The Australian Qualifications Framework comprises guidelines that define each qualification, together with principles and protocols covering articulation, issuing of a qualification and transition arrangements.
<b>ATAR</b>	Australian Tertiary Admissions Rank used to gain entry into a University course.
<b>BDC</b>	Board Developed Courses are developed by NESA. Courses are externally examined at the Higher School Certificate examination. (A list of these courses appears on the Entry Form).
<b>BEC/CEC</b>	Board Endorsed Courses are developed and administered by schools and/or colleges. NESA does not set external examinations for these courses. These courses are also referred to as Content Endorsed Courses (CEC).
<b>Competency/ standards/units of competency</b>	<p>The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace, expressed as a competency standard. They provide a description of the skills, knowledge and attitudes required to perform particular kinds of work. Competency standards also define the outcomes for training delivery, assessment and the issue of qualifications and Statements of Attainment under the Australian Recognition Framework.</p> <p>Units of competency are composed of elements of competency. They include performance criteria (which specify the required level of performance), the range of variables (which indicates the context for performance) and the evidence guide (which indicates the context for assessment).</p> <p>Competencies are developed nationally as an endorsed component of training packages or, where no relevant training package exists, as the basis for defining the learning outcomes of an accredited course.</p>
<b>Components and Weighting</b>	For each course NESA produces a syllabus, a statement of course rules, an Assessment Guide and a list of prescribed texts, works and projects (where applicable). These documents can be accessed on the NESA website. In the Assessment Guide for each course the syllabus objectives have been divided into groups called components. The importance of each component, relative to the whole course, is indicated by a weighting expressed in percentage form.
<b>Courses</b>	Courses are of 3 types – Board Developed Courses, Board Endorsed Courses (ie Other Endorsed Studies Courses which include Content Endorsed Courses) and Curriculum Framework courses.
<b>HSC Course</b>	A course studied in Year 12 or when a student has met Year 11 Course requirements.

<b>Moderation of Assessments</b>	A school's spread of marks in the external examination forms a pattern which is used to adjust the student's assessment marks. This adjustment is called moderation and it ensures that a student's assessment marks in any course can be compared to those marks gained by students at other schools in the State. The school's determination of the rank of its students in each course, and the relative differences between them will be retained throughout this process. The moderated assessment mark appears on the top of the subject report near to the external examination mark.
<b>NTF</b>	National Training Framework
<b>Pathways</b>	Alternative patterns of study which can be followed to attain the HSC.
<b>Year 11 Course</b>	A course studied in Year 11. These courses are a prerequisite for Year 12 course study
<b>Tertiary</b>	Any further education pursued after secondary school.
<b>Unit Value</b>	<p>Each course is divided into units of study. The number of units is based on the amount of school time spent studying the course.</p> <p>1 Unit: A course of study that involves a teaching time equivalent to approximately 60 hours minimum duration.</p> <p>2 Unit: A course of study that involves a teaching time equivalent to approximately 120 hours minimum duration.</p> <p>Extension 1: A course of study that involves a teaching time equivalent to approximately 60 hours minimum duration.</p> <p>Extension 2: A course of study that involves a teaching time equivalent to approximately 60 hours minimum duration.</p> <p>1 unit of study is equivalent to a possible 50 marks and 60 hours minimum duration</p>
<b>VET</b>	Vocational Education and Training

**COURSE SUMMARIES FOR**

**SUBJECTS OFFERED AT**

**GOOD SAMARITAN**

**CATHOLIC COLLEGE**

**2022 - 2023**

*Students and parents are advised that the viability of all Year 11 courses is subject to student numbers choosing the course to ensure that it can be timetabled for 2022.*

# **PART B**

## **BOARD DEVELOPED COURSES**

### **CATEGORY A**

# Ancient History

**Status:** 2 Unit Board Developed, Category A

**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.

## Main Topics Covered

<b>Year 11 Course</b> Investigating Ancient History  The Nature of Ancient History  Case Studies  Features of Ancient Societies  Historical Investigation	<b>Year 12 Course</b> Core Study: Cities of Vesuvius – Pompeii and Herculaneum  Ancient Societies  Personalities in their Times  Historical Periods
<b>Particular Course Requirements:</b>  <b>Year 11</b>  In the Year 11 course, students undertake at least two case studies. ONE case study must be from Egypt, Greece, Rome or Celtic Europe. ONE case study must be from Australia, Asia, the Near East or the Americas.  <b>Year 12</b>  The course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece, Rome.  In the Year 11 course, the investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.	

# Biology

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Nil

**Course Description:** The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

## Main Topics Covered

<b>Year 11 Course:</b> Working Scientifically Skills <b>Core Modules:</b> Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics	<b>Year 12 Course:</b> Working Scientifically Skills <b>Core Modules:</b> Heredity Genetic Change Infectious Disease Non-infectious Disease and Disorders
<b>Particular Course Requirements:</b> Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.  A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.  Fieldwork is also mandated in Year 11 and is an integral part of the learning process.	

# Business Studies

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Nil

**Course Description:** Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

## Main Topics Covered

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"><li>▪ <b>Nature of Business</b> (20%) the role and nature of business</li><li>▪ <b>Business management</b> (40%) the nature and responsibilities of management</li><li>▪ <b>Business Planning</b> (40%) establishing and planning a small to medium enterprise</li></ul>	<ul style="list-style-type: none"><li>▪ <b>Operations</b> (25%) strategies for effective operations management</li><li>▪ <b>Marketing</b> (25%) development and implementation of successful marketing strategies</li><li>▪ <b>Finance</b> (25%) financial information in the planning and management of business</li><li>▪ <b>Human Resources</b> (25%) human resource management and business performance</li></ul>

# Chemistry

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Nil

**Course Description:** The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

## Main Topics Covered

<b>Year 11 Course</b> Working Scientifically Skills <b>Core Modules:</b> Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of Reactions	<b>Year 12 Course</b> Working Scientifically Skills <b>Core Modules:</b> Equilibrium and Acid Reactions Acid/base Reactions Organic Chemistry Applying Chemical Ideas
<b>Particular Course Requirements:</b>  Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.  A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.  Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.	

# Community and Family Studies

**Status:** 2 Unit Board Developed, Category A  
**Exclusions:** Nil

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

## Main Topics Covered

### Year 11 Course:

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

### Year 12 Course:

- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).
- **Higher School Certificate Option Modules** Select **one** of the following (approximately 25% of course time):
  - **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
  - **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
  - **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

### Particular Course Requirements:

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

## Drama

**Status:** 2 Unit Board Developed, Category A

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

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

**Year 11** 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.

**Year 12** Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

### Main Topics Covered

<b>Year 11 Course</b> <ul style="list-style-type: none"><li>▪ Improvisation, Playbuilding and Acting</li><li>▪ Elements of Production in Performance</li><li>▪ Theatrical Traditions and Performance Styles</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>▪ Australian Drama and Theatre (Core content)</li><li>▪ Studies in Drama and Theatre</li><li>▪ Group Performance (Core content)</li><li>▪ Individual Project</li></ul>
<b>Particular Course Requirements:</b> <p>The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list, which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.</p>	

# Earth and Environmental Science

**Status:** 2 Unit Board Developed, Category A  
**Exclusions:** Nil

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

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it

## Main Topics Covered

<b>Year 11 Course</b> Working Scientifically Skills <b>Core Modules:</b> Earth's Resources Plate Tectonics Energy Transformations Human Impacts	<b>Year 12 Course</b> Working Scientifically Skills <b>Core Modules:</b> Earth's Processes Hazards Climate Science Resource Management
<b>Particular Course Requirements:</b> Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the course, 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.	

# Economics

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Nil

**Course Description:** Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economies. 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.

## Main Topics Covered

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"><li>▪ <b>Introduction to Economics:</b> the nature of economics and the operation of an economy</li><li>▪ <b>Consumers and Business:</b> the role of consumers and business in the economy</li><li>▪ <b>Markets:</b> the role of markets, demand, supply and competition</li><li>▪ <b>Labour Markets:</b> the workforce and role of labour in the economy</li><li>▪ <b>Financial Markets:</b> the financial market in Australia including the share market</li><li>▪ <b>Government in the Economy:</b> the role of government in the Australian economy.</li></ul>	<ul style="list-style-type: none"><li>▪ <b>The Global Economy:</b> Features of the global economy and globalization</li><li>▪ <b>Australia's Place in the Global Economy:</b> Australia's trade and finance, exchange rates, free trade and protection</li><li>▪ <b>Economic Issues:</b> issues including economic growth, unemployment, inflation, distribution of income, external stability, and environmental sustainability.</li><li>▪ <b>Economic Policies and Management:</b> the range of policies to manage the economy.</li></ul>

## English (Advanced)

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** English (Standard); English (Studies); English (EAL/D);

**Course Description:** In the Year 11 English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. In the Year 12 English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or poetry; nonfiction or media or film; and a wide range of additional related texts and textual forms.

### Main Topics Covered

<p><b>Main Topics Covered Year 11 Course</b> The course has three modules:</p> <ul style="list-style-type: none"> <li>▪ Content common to the Standard and Advanced courses is undertaken through a unit of work called: Reading to Write. Students explore texts and develop skills in synthesis. The common content comprises 1/3 of the course content.</li> <li>▪ Modules in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Modules comprise 2/3 of the content.</li> </ul>	<p><b>Year 12 Course</b> The course has four modules:</p> <ul style="list-style-type: none"> <li>▪ The Higher School Certificate Common Content consists of one module: Texts and Human Experience</li> <li>▪ 3 additional modules are studied: Textual Conversations Critical Study of Literature The Craft of Writing</li> <li>▪ All 4 modules are of equal weighting</li> </ul>
<p><b>Particular Course Requirements in the Year 11 English (Advanced) Course means students need to study:</b></p> <ul style="list-style-type: none"> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• a wide range of additional related texts and textual forms.</li> </ul>	<p><b>Particular Course Requirements in the Year 12 English (Advanced) Course requires the close study of:</b></p> <ul style="list-style-type: none"> <li>• at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry <b>or</b> drama. The remaining text may be film <b>or</b> media <b>or</b> a nonfiction text <b>or</b> may be selected from one of the categories already used</li> <li>• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>• at least one related text in the <i>Common module: Texts and Human Experiences</i>.</li> </ul>

## English (Standard)

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** English (Advanced); English (EAL/D); English (Extension) English (Studies)

**Course Description:** In the Year 11 English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. In the Year 12 English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.

### Main Topics Covered

<p><b>Main Topics Covered Year 11 Course</b> The course has three modules:</p> <ul style="list-style-type: none"> <li>▪ content common to the Standard and Advanced courses is undertaken in the module: Reading to Write. Students explore texts and develop skills in synthesis. The common content comprises 1/3 of the course content.</li> <li>▪ Students undertake at least two additional modules: Contemporary Possibilities; Close study of Literature. The modules comprise 2/3 of the course content.</li> </ul>	<p><b>Year 12 Course</b> The course has four modules:</p> <ul style="list-style-type: none"> <li>▪ The Higher School Certificate Common Content consists of one module: Texts and Human Experience</li> <li>▪ 3 additional modules are studied: Language, Identity, and Culture Close Study of Literature The Craft of Writing</li> <li>▪ All 4 modules are of equal weighting</li> </ul>
<p><b>Particular Course Requirements in the Year 11 English (Standard) Course means students need to experience of the following:</b></p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> </ul>	<p><b>Particular Course Requirements in the Year 12 English (Standard) Course:</b> Students are required to closely study:</p> <ul style="list-style-type: none"> <li>• at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>• at least one related text in the <i>Common module: Texts and Human Experiences</i>.</li> </ul>

## English (Studies)

**Status:** 2 Unit Board Developed Course, Category B

**Exclusions:** English (Standard); English (Advanced); English (EAL/D); English (Extension)

**Course Description:** In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

### Main Topics Covered

#### Year 11 and Year 12

Students are required to:

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

#### Year 12

**In addition** to the above requirements, students in Year 12 **only** are required to:

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

#### Particular Course Requirements:

Across the English Studies Stage 6 Course students are required to study:

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

# English Extension I

**Status:** 1 Unit Board Developed, Category A  
**Exclusions:** English (Standard); English (EAL/D); English (Studies)

**Course Description:** In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

## Main Topics Covered

<p><b>Main Topics Covered Year 11 English (Extension) Course</b></p> <p>The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</p>	<p><b>Year 12 English Extension 1 Course</b></p> <p>The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are</p> <ul style="list-style-type: none"> <li>Literary homelands</li> <li>Worlds of upheaval</li> <li>Reimagined worlds</li> <li>Literary mindscapes</li> <li>Intersecting worlds</li> </ul>
<p><b>Year 11 English (Extension) Course</b> students are required to:</p> <ul style="list-style-type: none"> <li>• examine a key text from the past and its manifestations in one or more recent cultures</li> <li>• explore, analyse and critically evaluate different examples of such texts in a range of contexts and media</li> <li>• undertake a related research project.</li> </ul>	<p><b>Year 12 English Extension 1 Course</b> required to:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)</li> <li>• at least TWO related texts.</li> </ul>

# Food Technology

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Nil

**Course Description:** The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

## Main Topics Covered

<b>Year 11 Course</b> <ul style="list-style-type: none"><li>▪ Food Availability and Selection (30%)</li><li>▪ Food Quality (40%)</li><li>▪ Nutrition (30%)</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>▪ The Australian Food Industry (25%)</li><li>▪ Food Manufacture (25%)</li><li>▪ Food Product Development (25%)</li><li>▪ Contemporary Nutrition Issues (25%)</li></ul>
<b>Particular Course Requirements:</b> <p>There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

# Geography

**Status:** 2 Unit Board Developed, Category A  
**Exclusions:** Nil

**Course Description:** The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

## Main Topics Covered

<b>Year 11 Course</b> <ul style="list-style-type: none"><li>▪ <b>Biophysical Interactions:</b> how biophysical processes contribute to sustainable management.</li><li>▪ <b>Global Challenges:</b> geographical study of issues at a global scale.</li><li>▪ <b>Senior Geography Project:</b> a geographical study of student's own choosing.</li><li>▪ <b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>▪ <b>Ecosystems at Risk:</b> the functioning of ecosystems, their management and protection.</li><li>▪ <b>Urban Places:</b> study of cities and urban dynamics.</li><li>▪ <b>People and Economic Activity:</b> geographic study of economic activity in a local and global context.</li><li>▪ <b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</li></ul>
<b>Particular Course Requirements:</b> Students complete a Senior Geography Project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.	

## Industrial Technology – Graphics

<b>Status:</b>	2 Unit Board Developed, Category A
<b>Exclusions:</b>	Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

**Course Description:** Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

### Main Topics Covered

#### Year 11 Course

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

#### Year 12 Course

The following sections are taught in relation to the relevant focus area through the development of a major project and a study of the relevant industry:

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

#### Particular Course Requirements:

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 course, students design, develop and construct a Major Project with a management folio.

## Industrial Technology – Timber Products & Furniture Technologies

<b>Status:</b>	2 Unit Board Developed, Category A
<b>Exclusions:</b>	Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

**Course Description:** Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

### Main Topics Covered

<p><b>Year 11 Course</b></p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"><li>▪ Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li><li>▪ Design – elements and principles, types of design, quality, influences affecting design (10%)</li><li>▪ Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)</li><li>▪ Production – display a range of skills through the construction of a number of projects (40%)</li><li>▪ Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li></ul>	<p><b>Year 12 Course</b></p> <p>The following sections are taught in relation to the relevant focus area through the development of a major project and a study of the relevant industry:</p> <ul style="list-style-type: none"><li>▪ Development of a Major Project (60%) – Design, Management and Communication – Production</li><li>▪ Industry Study (15%)</li><li>▪ Industry Related Manufacturing Technology (25%)</li></ul>
<p><b>Particular Course Requirements:</b></p> <p>In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 course, students' design, develop and construct a Major Project with a management folio.</p>	

# Information Processes and Technology

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Computing Applications CEC

**Course Description:** Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

## Main Topics Covered

### Year 11 Course

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

### Year 12 Course

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)

### Option Strands (40%)

- Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

### Particular Course Requirements:

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Year 11 and Year 12 courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

# Investigating Science

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Nil

## **Course Description**

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

## **Main Topics Covered**

<b>Year 11 Course</b> <b>Core Modules:</b> <ul style="list-style-type: none"><li>▪ Cause and Effect - Observing</li><li>▪ Cause and Effect – Inferences and Generalisations</li><li>▪ Scientific Models</li><li>▪ Theories and Laws</li></ul>	<b>Year 12 Course</b> <b>Core modules:</b> <ul style="list-style-type: none"><li>▪ Scientific Investigations</li><li>▪ Technologies</li><li>▪ Fact or Fallacy?</li><li>▪ Science and Society</li></ul>
<b>Particular Course Requirements:</b> <p>Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	

## Legal Studies

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Nil

**Course Description:** The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

### Main Topics Covered

<b>Year 11 Course</b> <ul style="list-style-type: none"><li>▪ <b>Part I:</b> The Legal System (40% of course time)</li><li>▪ <b>Part II:</b> The Individual and the Law (30% of course time)</li><li>▪ <b>Part III:</b> The Law in Practice (30% of course time) The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>▪ <b>Core Part I:</b> Crime (30% of course time)</li><li>▪ <b>Core Part II:</b> Human Rights (20% of course time)</li><li>▪ <b>Part III:</b> Two options (50% of course time) chosen from: Consumers; Global environment and protection; Family; Indigenous peoples; Shelter Workplace; World order. Each topic's <b>themes and challenges</b> should be integrated into the study of the topic.</li></ul>
<b>Particular Course Requirements:</b> Nil	

## Mathematics Standard 1 (HSC year only)

**Status:** 2 Unit Board Developed, Category B

**Prerequisites:** Year 11 Mathematics Standard.

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 1.

### **Course Description:**

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

### **Main Topics Covered**

<b>Year 11 Course:</b> <ul style="list-style-type: none"><li>• Formulae and Equations</li><li>• Linear Relationships</li><li>• Applications of Measurement</li><li>• Working with Time</li><li>• Money Matters</li><li>• Data Analysis</li><li>• Relative Frequency and Probability</li></ul>	<b>Year 12 Course:</b> <ul style="list-style-type: none"><li>• Types of Relationships</li><li>• Right-angled Triangles</li><li>• Rates</li><li>• Scale Drawings</li><li>• Investment</li><li>• Depreciation and Loans</li><li>• Further Statistical Analysis</li><li>• Networks and Paths</li></ul>
---	---

# Mathematics Standard 2

- Status:** 2 Unit Board Developed, Category A
- Prerequisites:** For students who intend to study the Mathematics Standard 2 course, it is recommended that they study at least some of the Stage 5.2 content of *Mathematics Years 7–10 Syllabus*, particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.
- Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2.

## Course Description:

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

## The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

## Main Topics Covered

<b>Year 11 Course:</b> <ul style="list-style-type: none"><li>• Formulae and Equations</li><li>• Linear Relationships</li><li>• Applications of Measurement</li><li>• Working with Time</li><li>• Money Matters</li><li>• Data Analysis</li><li>• Relative Frequency and Probability</li></ul>	<b>Year 12 Course:</b> <ul style="list-style-type: none"><li>• Types of Relationships</li><li>• Non - Right-angled Triangles</li><li>• Rates and Ratio</li><li>• Investment and Loans</li><li>• Annuities</li><li>• Bivariate Data Analysis</li><li>• Networks Concepts</li><li>• Critical Path Analysis</li></ul>
---	--

# Mathematics Advanced

- Status:** 2 Unit Board Developed, Category A
- Prerequisites:** For students who intend to study the Mathematics course, it is recommended that they study the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content.
- Exclusions:** Standard Mathematics

**Course Description:** The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

## Main Topics Covered

<b>Year 11 Course:</b> <ul style="list-style-type: none"><li>• Working with Functions</li><li>• Trigonometry and Measure of Angles</li><li>• Trigonometric Functions and Identities</li><li>• Introduction to Differentiation</li><li>• Logarithms and Exponentials Functions</li><li>• Probability and Discrete Probability Distributions</li></ul>	<b>Year 12 Course:</b> <ul style="list-style-type: none"><li>• Graphing Techniques</li><li>• Trigonometric Functions and Graphs</li><li>• Differential Calculus</li><li>• The Second Derivative</li><li>• Integral Calculus</li><li>• Modelling Financial Situations</li><li>• Descriptive Statistics and Bivariate Data Analysis</li><li>• Random Variables</li></ul>
--	--

# Mathematics Extension I

- Status:** 1 Unit Board Developed, Category A
- Prerequisites:** For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) *Curve Sketching and Polynomials*, *Functions and Logarithms*, and *Circle Geometry of Mathematics Years 7–10 Syllabus*.
- Exclusions:** Standard Mathematics

## **Course Description:**

The study of Mathematics Extension 1 in Stage 6:

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

## **Main Topics Covered**

<b>Year 11 Course:</b> <ul style="list-style-type: none"><li>• Further Work with Functions</li><li>• Polynomials</li><li>• Inverse Trigonometric Functions</li><li>• Further Trigonometric Identities</li><li>• Rates of Change</li><li>• Working with Combinatorics</li></ul>	<b>Year 12 Course:</b> <ul style="list-style-type: none"><li>• Proof by Mathematical Induction</li><li>• Introduction to Vectors</li><li>• Trigonometric Equations</li><li>• Further Calculus Skills</li><li>• Applications of Calculus</li><li>• The Binomial Distribution</li></ul>
--	---

## Modern History

**Status:** 2 Unit Board Developed, Category A

**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 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.

### Main Topics Covered

<b>Year 11 Course is in three sections</b> Investigating Modern History <ul style="list-style-type: none"><li>▪ The Nature of Modern History</li><li>▪ Case Studies</li></ul> Historical Investigation The Shaping of the Modern World	<b>Year 12 Course is in four sections</b> Core Study: Power and Authority in the Modern World 1919–1946 National Studies Peace and Conflict Change in the Modern World
<b>Particular Course Requirements:</b>  <b>Year 11</b> 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.  <b>Year 12</b> Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.  In the Year 11 course, the investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.	

# Music 1

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Music 2

**Course Description:** In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

## Main Topics Covered

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

### Year 11 Course

1. Music for Small Ensembles
2. Jazz Music
3. Music of a Culture

### Year 12 Course

1. Music for TV, Film, Radio and Multimedia
2. An Instrument and its Repertoire
3. Own Topic Choice

### Particular Course Requirements:

#### For the Year 12 course

In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the Year 12 course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority to validate authorship of the submitted work.

# Personal Development, Health and Physical Education

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Nil

**Course Description:** The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

## Main Topics Covered

<b>Year 11 Course</b> <b>Core Topics: (60%)</b> Better Health for Individuals; The Body in Motion. <b>Optional Component: (40%)</b> Students select <b>two</b> of the following options: First Aid; Composition and Performance; Fitness Choices; Outdoor Recreation.	<b>Year 12 Course</b> <b>Core Topics: (60%)</b> Health Priorities in Australia; Factors Affecting Performance <b>Optional Component: (40%)</b> Students select <b>two</b> of the following options: The Health of Young People; Sport and Physical Activity in Australian Society; Sports Medicine; Improving Performance; Equity and Health.
<b>Particular Course Requirements:</b> In addition to core studies, students select <b>two</b> options in each of the Year 11 and Year 12 courses.	

# Physics

**Status:** 2 Unit Board Developed, Category A

**Exclusions:** Nil

**Course Description:** The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

## Main Topics Covered

<b>Year 11 Course</b> Working Scientifically Skills  <b>Core Modules:</b> <ul style="list-style-type: none"><li>▪ Kinematics</li><li>▪ Dynamics</li><li>▪ Waves and Thermodynamics</li><li>▪ Electricity and Magnetism</li></ul>	<b>Year 12 Course</b> Working Scientifically Skills  <b>Core Modules:</b> <ul style="list-style-type: none"><li>▪ Advanced Mechanics</li><li>▪ Electromagnetism</li><li>▪ The Nature of Light</li><li>▪ From the Universe to the Atom</li></ul>
<b>Particular Course Requirements:</b>  Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.  A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.  Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.	

# Studies of Religion I

**Status:** 1 Unit Board Developed, Category A  
**Exclusions:** Studies of Religion II, Studies in Catholic Thought

**Course Description:** Studies of Religion I unit promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society. Students in this course need to have extensive writing skills and a genuine interest in this subject.

## Main Topics Covered

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"><li>▪ <i>Nature of Religion and Beliefs</i><ul style="list-style-type: none"><li>- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li></ul></li><li>▪ <i>Two Religious Traditions Studies from:</i> Buddhism, Christianity, Hinduism, Islam, Judaism.<ul style="list-style-type: none"><li>- Origins - Principal beliefs</li><li>- Sacred texts and writings</li><li>- Core ethical teachings</li><li>- Personal devotion/expression of faith/observance.</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Religion and Belief Systems in Australia post-1945<ul style="list-style-type: none"><li>- Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li></ul></li><li>▪ <i>Two Religious Tradition Depth Studies from:</i> Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none"><li>- Significant people and ideas</li><li>- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics</li><li>- Significant practices in the life of adherents.</li></ul></li></ul>

## Studies of Religion II

**Status:** 2 Unit Board Developed, Category A  
**Exclusions:** Studies of Religion I, Studies in Catholic Thought

**Course Description:** Studies of Religion II unit promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society. Students in this course need to have extensive writing skills and a genuine interest in this subject.

### Main Topics Covered

#### Year 11 Course

- *Nature of Religion and Beliefs*
  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- *Three Religious Traditions Studies from:* Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance.
- *Religions of Ancient Origin*
  - The response to the human search for ultimate meaning in two religions of ancient origin from: -Aztec or Inca or Mayan -Celtic -Nordic -Shinto -Taoism -an Indigenous religion from outside Australia
- *Religion in Australia pre-1945*
  - The arrival, establishment and development of religious traditions in Australia prior to 1945.

#### Year 12 Course

- *Religion and Belief Systems in Australia post-1945*
  - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- *Three Religious Tradition Depth Studies from:* Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents.
- *Religion and Peace*
  - The distinctive response of religious traditions to the issue of peace.
- *Religion and Non-Religion*
  - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

# Visual Arts

**Status:** 2 Unit Board Developed, Category A

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

**Course Description:** Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

## Main Topics Covered

<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"><li>▪ the nature of practice in art making, art criticism and art history through different investigations</li><li>▪ the role and function of artists, artworks, the world and audiences in the art world</li><li>▪ the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li><li>▪ how students may develop meaning and focus and interest in their work</li><li>▪ building understandings over time through various investigations and working in different forms.</li></ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"><li>▪ how students may develop their practice in art making, art criticism, and art history</li><li>▪ how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li><li>▪ how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations</li><li>▪ how students may further develop meaning and focus in their work.</li><li>▪</li></ul>
<p><b>Particular Course Requirements Year 11 Course:</b></p> <ul style="list-style-type: none"><li>▪ artworks in at least two expressive forms and use of a process diary</li><li>▪ a broad investigation of ideas in art making, art criticism and art history.</li></ul>	<p><b>Particular Course Requirements Year 12 Course:</b></p> <ul style="list-style-type: none"><li>▪ development of a body of work and use of a process diary</li><li>▪ a minimum of five Case Studies (4–10 hours each)</li><li>▪ deeper and more complex investigations in art making, art criticism and art history.</li></ul>

# **PART C**

## **VOCATIONAL EDUCATION & TRAINING (VET)**

### **BOARD DEVELOPED COURSES**

#### **CATEGORY B**

## Automotive

**This course is for students** who wish to gain introductory knowledge and skills required to work towards a career in the automotive industry. This qualification covers the content required to perform a range of tasks related to inspecting and performing minor repairs on mechanical and electrical components and systems of cars.

**Qualifications:** This course is based on the Automotive Industry Retail, Service and Repair Training Package (AUR). Depending on the achievement of units of competency, the possible qualification outcome (for the 240hr course) is a **Certificate II in Automotive Vocational Preparation (AUR20716)**. Students may be able to undertake the Specialisation Study (another 120hr) to contribute towards the possible qualification outcome of the Certificate II in Automotive Servicing Technology (AUR20516). The qualifications are nationally recognised and can lead to further training with other Registered Training Organisations.

*From 2022 Year11 will be enrolled in the updated qualification AUR20720*

**Pathways:** This course is a commencement opportunity for careers that include occupations such as an automotive trades assistant, vehicle service assistant or automotive service person.

Further training at Certificate III level allows a student to specialise in aspects of the automotive industry such as electrical, diesel, engines, manufacturing, sales, administration, etc.

Certificate IV progression includes a possible career outcome as an automotive technician while a Diploma in Automotive Technology is for those wanting to be a design technician.

### HSC Details

\* School Based Apprenticeship / Traineeship

Course	120 hour: 2 units x 1 year or 240 hour: 2 units x 2 years
Additional possibility	2 unit Specialisation Study: HSC Year for *SBAT
Course Type	Category B - Curriculum Framework
ATAR	If student completes 240 hour course and sits for optional HSC Exam.
Work Placement	70 hours over 2 years for 240 hour course

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded a Certificate II in Automotive Vocational Preparation competency must be achieved in seven (7) core units of competency and five (5) elective units of competency. The NSW Educational Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. Below is a table showing the range of competencies available to be delivered during this course.

## Competencies:

### CORE UNITS

AURAEA002 Follow environmental and sustainability best practice in an automotive workplace

AURASA002 Follow safe working practices in an automotive workplace

AURAF003 Communicate effectively in an automotive workplace

AURTTK002 Use and maintain tools and equipment in an automotive workplace

AURLTA001 Identify automotive mechanical systems and components

AURETR003 Identify automotive electrical systems and components

AURAF004 Resolve routine problems in an automotive workplace

### ELECTIVE UNITS

AURAF001 Use numbers in an automotive workplace

AURAF002 Read and respond to automotive workplace information

AURETR015 Inspect, test and service batteries

AURTTE004 Inspect and service engines

AURTTA003 Use and maintain basic mechanical measuring devices

AURTT001 Inspect and service cooling systems

AURTTA027 Carry out basic vehicle servicing operations

AURTTJ003 Remove and replace wheel and tyre assemblies

AURETK001 Inspect, select and use low voltage electrical test equipment

AURETR006 Solder electrical wiring and circuit

## Business Services



**This course is for students** who wish to gain the knowledge and skills required to work towards a career in a business environment. It provides students with the opportunity to perform a range of routine tasks used in an office. Students will be able to gain skills in working effectively including learning how to deliver a service to customers, handle mail, communication with colleagues, using information technology (IT) as an effective tool and processing financial transactions.

**Qualifications:** This course is based on the National Business Services Training Package (BSB). Depending on the achievement of units of competencies, the possible qualification outcome is a **Certificate III in Business (BSB30120)**. The qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

**Pathways:** This course is a commencement opportunity for careers that include an administrative assistant, clerical worker, data entry operator, information desk clerk, office junior or receptionist.

Further Training Pathways can include possible careers that include payroll clerk, accounts clerk or administration assistant. A Certificate IV in Business can lead to being a team leader, accounts supervisor or an entry level manager. Someone with a Diploma in Business may attain jobs such as office managers, business managers, executive assistants and customer service managers. University related progression may include a Bachelor of Business or a Bachelor of Business Administration.

### HSC Details

Course	240 hour: 2 units x 2 years
Course Type	Category B - Curriculum Framework
ATAR	If student completes 240 hour course and sit for optional HSC Exam.
Work Placement	70 hours over 2 years for 240 hour course

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded the Certificate II in Business Services competency must be achieved in twelve (12) units of competency. This consists of one(1) core unit of competency and eleven (11) elective units of competency. As well as this, the NSW Educational Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. The following table shows the most likely combination of competencies to be delivered during the course.

## Competencies:

### CORE UNITS

BSBCRT311	Apply critical thinking skills in a team environment
BSBWHS311	Assist with maintaining workplace safety
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication

### ELECTIVE UNITS

BSBTEC201	Use business software applications
BSBPEF301	Organise personal work priorities
BSBOPS301	Maintain business resources
BSBOPS301	Design and produce business documents
BSBOPS304	Deliver and monitor a service to customers
BSBTEC202	Use digital technologies to communicate in a work environment
BSBOPS201	Work effectively in business environments

## Construction

**This course is for students** who wish to gain the knowledge and skills required to work towards a career in the construction industry. It provides students with the opportunity to perform a range of general construction skills in the building industry. Students will be able to gain skills in carpentry, bricklaying and concreting. Students complete the construction induction course (White Card) for Work, Health and Safety on a construction site. Other topics include planning, communicating, using tools, equipment and machinery, interpreting plans and work preparation.

**Qualifications:** This course is based on the National Construction, Plumbing & Services Training Package (CPC08). Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Construction Pathways (CPC20211)**. These units can also contribute towards a Certificate III in Carpentry (CPC30211) or a Certificate III in Carpentry and Joinery (CPC30211). The qualifications are nationally recognised and can lead to further training with other Registered Training Organisations.

*From 2022 Year11 will be enrolled in the updated qualification CPC20220*

**Pathways:** This course is a commencement opportunity for careers that include carpenters, joiners, roof tillers, plasterers, bricklayers, painters and decorators and floor finishers.

Further Training Pathways can include the Certificate III in Carpentry (CPC30211) or a Certificate III in Carpentry and Joinery (CPC32011). There is also the opportunity to gain a Certificate IV in Building & Construction (CPC40110) to enjoy possible careers such as a construction manager, administrator or estimator, a site supervisor or a self-employed builder. A Diploma of Building & Construction (CPC50210) can lead to being a project manager or WH&S manager.

University related progression may include a Bachelor of Construction Management.

### HSC Details

Course	120 hour: 2 units x 1 year 240 hour: 2 units x 2 years
Course Type	Category B - Curriculum Framework
ATAR	If student completes 240 hour course and sits for optional HSC Exam
Work Placement	70 hours over 2 years

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded the Certificate II in Construction Pathways, competency must be achieved in twelve (12) units of competency. This consists of six (6) core units of competency and six (6) elective units of competency. The NSW Educational Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. Also, under National Health and Safety laws, any person doing construction work in Australia must have successfully completed a general WHS Construction Induction Course (CIC Card) often known as a White Card

before they start work in any construction industry. Below is a table showing the most likely combination of competencies to be delivered during this course.

**Competencies:**

**UNITS REQUIRED FOR THE HSC:**

CPCCOHS1001A Work safely in the construction industry - Construction Induction Card

CPCCCM2005B Use construction tools and equipment

**CORE UNITS**

CPCCCM1012A Work effectively and sustainably in the construction industry

CPCCCM1013A Plan and organise work

CPCCCM1014A Conduct workplace communication

CPCCCM1015A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

**ELECTIVE UNITS**

CPCCCA2011A Handle carpentry materials

CPCCCA2002B Use carpentry tools and equipment

CPCCBL2001A Handle and prepare bricklaying and blocklaying materials

CPCCBL2002A Use bricklaying and blocklaying tools and equipment

CPCCCM2004A Handle construction materials

CPCCCM2006B Apply basic levelling procedures

CPCCCO2013A Carry out concreting to simple forms

## Electrotechnology

**This course is for students** who wish to gain the knowledge and skills required to work towards a career in the electrotechnology industry. It provides students with foundation safety, skills and knowledge while working with electrical equipment. Students will be able to gain skills in occupational work safety, dismantling, assembly and fabrication of electrotechnology components, solving problems with low voltage circuits, fixing and securing equipment, tools used and procedures for carrying out routine work activities.

**Qualifications:** This course is based on the National Electrotechnology Training Package (UEE11). Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Electrotechnology - Career Start (UEE22011)**. These units can also contribute towards a Certificate III in Electrotechnology - Electrician (UEE30811). The qualifications are nationally recognised and can lead to further training with other Registered Training Organisations.

*From 2022 Year11 will be enrolled in the updated qualification UEE2202.*

**Pathways:** This course is a commencement opportunity for careers that include becoming an electrician, data communication worker, computer servicing/assembly worker, electronics repairer, antennae installer, renewable energy servicer, refrigeration and air-conditioning affixer, electrical wholesaler, lineworker assistant and utilities worker.

Further Training Pathways can include the Certificate III in Electrotechnology to be an electrical technician, electrical fitter, electrical mechanic or instruments electrical tradesperson. An Electrician with a Certificate IV is a special class electrician. Someone with a Diploma in Electrical Engineering can be an engineering officer or an engineering technologist.

University related progression may include a Bachelor of Electrical Engineering , Bachelor of Electrical Power Engineering, or Bachelor of Electronic Engineering.

### HSC Details

\* School Based Apprenticeship / Traineeship

Course	120 hour: 2 units x 1 year 240 hour: 2 units x 2 years
Additional possibility	School Based Traineeship
Course Type	Category B - Curriculum Framework
ATAR	If student completes 240 hour course and sits for optional HSC Exam
Work Placement	35 hours for 120 hour course 70 hours over 2 years for 240 hour course

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks

**Course Requirements:** To be awarded the Certificate II in Electrotechnology (Career Start) competency must be achieved in twelve (12) units of Competency. This consists of six (6) core units and six (6) elective units of competency. The NSW Educational Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. Below is a table showing the most likely combination of competencies to be delivered during this course.

**Competencies:**

**CORE UNITS**

UEENEEE101A	Apply Occupational, Health and Safety regulations, codes and practices in the workplace
UEENEEE104A	Solve problems in D.C. circuits
UEENEEE141A	Use routine equipment/plant/technologies in an energy sector environment
UEENEEE148A	Carry out routine work activities in an energy sector environment
UEENEEE179A	Identify and select components, accessories and materials for energy sector work activities
UEENEEK142A	Apply environmentally and sustainable energy procedures in the energy sector

**ELECTIVE UNITS**

CPCCOHSI001A	Work safely in the construction industry
HLTAID001	Provide cardiopulmonary resuscitation
UEENEEE105A	Fix and secure electrotechnology equipment
UEENEEED101A	Use computer applications relevant to a workplace
UEENEEE102A	Fabricate, assemble and dismantle utilities industry components
UEENEEE107A	Use drawings, diagrams, schedules, standards, codes and specifications
UEENEEP024A	Attach cords and plugs to electrical equipment for connection to a single

## Events



**This course is for students** who wish to gain the knowledge and skills required to work towards a career in the events industry. It provides students with the opportunity to perform a range of routine tasks used in the tourism and travel, hospitality, sport, cultural and community sectors. These may be event management companies, event venues, or organisations which organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

**Qualifications:** This course is based on the Tourism, Hospitality and Events Training Package (SIT). Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Events (SIT30516)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

**Pathways:** Conference and event organisers plan and design all kinds of events, from exhibitions and business conferences to weddings and celebratory functions. They work for hotels, function centres, catering businesses and increasingly also for wineries. They are responsible for every detail of a function, conference or other event, from finding and booking the venue and getting quotes for appropriate external services, to organising the order and presentation of the formal proceedings, to the small details like decorations and ensuring all participant's dietary needs are catered. Event organisers need to be confident, creative, innovative, have an eye for detail, ability to keep to deadlines, great communicators and have good organisational skills.

Further Training Pathways can include the Diploma or Advanced Diploma of Event Management, a Bachelor of Event Management or a Bachelor of Business (Event Management). These higher levels of training prepare people to manage larger teams of people in overseeing more complex events.

### **HSC Details**

Course	120 hour: 2 units x 1 year 240 hour: 2 units x 2 years
Course Type	Category B - Curriculum Framework
ATAR	If student completes 240 hr course and sits for optional HSC Exam.
Work Placement	70 hours over 2 years for 240 hour course

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded the Certificate III in Events competency must be achieved in thirteen (13) units of competency. This consists of six (6) core units of competency and seven (7) elective units of competency. As well as this, the NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. Below is a table showing the range of competencies available to be delivered during this course.

**Competencies:**

**CORE UNITS**

SITXWHS001	Participate in safe work practices
SITXEVT001	Source and use information on the events industry
SITXEVT002	Process and monitor event registrations
SITXCCS006	Provide services to customers
SITXCOM002	Show social and cultural sensitivity
BSBWOR203	Work effectively with others

**ELECTIVE UNITS**

SITTIND001	Source and use information on the tourism and travel industry
SITTTSL004	Provide advice on Australian destinations
SITXCOM004	Address protocol requirements
BSBITU306	Design and produce business documents
BSBINN201	Create and use spreadsheets
SITXEVT004	Provide event staging support
BSBSUS201	Participate in environmentally sustainable work practices
SITXEVT003	Co-ordinate onsite event registrations
SITTTSL008	Book supplier products and services
SITXCCS004	Provide lost and found services

## Hospitality

**This course is for students** who wish to gain the knowledge and skills required to work towards a career in a commercial kitchen. It provides students with the opportunity to perform a range of defined tasks used in food preparation and cookery. Students will be able to gain skills in working effectively in a restaurant, hotel, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools. It includes learning how to prepare food under direct supervision and includes repetitive and routine tasks.

**Qualifications:** This course is based on the National Tourism, Travel and Hospitality Training Package (SIT). Depending on the achievement of units of competencies, the possible qualification outcome is a **Certificate II in Kitchen Operations (SIT20416)**. These units can also contribute towards a Certificate III in Commercial Cookery (SIT30816), Certificate III in Patisserie (SIT31016) or Certificate III in Catering Operations (SIT30916). The qualifications are nationally recognised and can lead to further training with other Registered Training Organisations.

**Pathways:** This course is a commencement opportunity for careers that include breakfast cook, catering assistant, fast food cook, sandwich hand or take-away cook.

Further Training Pathways can include the Certificate III to be a qualified cook or Certificate IV in Commercial Cookery to be a chef. A Diploma in Hospitality leads to careers such as kitchen, restaurant or catering managers. Some people at this level open their own cafe or restaurant.

University related progression may include a Bachelor of Food and Nutrition or a Bachelor of Hospitality Management.

### HSC Details

\* School Based Apprenticeship / Traineeship

Course	120 hour: 2 units x 1 year 240 hour: 2 units x 2 years
Additional possibility	2 unit Specialisation Study - HSC Year for *SBAT
Course Type	Category B - Curriculum Framework
ATAR	If student completes 240 hour course and sits for optional HSC Exam
Work Placement	35 hours for 120 hour Course 70 hours over 2 years for 240 hour course

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded the Certificate II in Kitchen Operations competency must be achieved in thirteen (13) units of competency. This consists of eight (8) core units of competency and five (5) elective units of competency. As well as this, the NSW Educational Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. The following table shows the most likely combination of competencies to be delivered during the course

## Competencies:

### CORE UNITS

BSBWOR203	Work effectively with others
SITHCCC101	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

### ELECTIVE UNITS

SITHIND002	Source and use information on the hospitality industry
SITXFSA002	Participate in safe food handling practices
SITHCCC003	Prepare and present sandwiches
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads
SITHFAB005	Prepare and serve espresso coffee

## Human Services

**This course is for students** who wish to gain the knowledge and skills required to work towards a career in the Community Services and Health industry. The qualification covers a range of work roles that provide assistance to health professional staff with care of clients. It involves learning about the human body and the health care industry and being in direct contact (under supervision) with clients.

**Qualifications:** This course is based on the HLT Health training Package (Release 3.1). Depending on the achievement of units of competency, the possible qualification outcome for the 2 unit course in Year 11 and 4 units in Year 12 is a **Certificate III in Individual Support - Ageing (CHC33015)**. The qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

**Pathways:** This course is a commencement opportunity for careers that include occupations such as nursing assistant, nursing support worker, patient service attendant, patient support assistance, patient care assistance, orderly, operating theatre technician, theatre support, ward assistant and ward support.

Further training pathways can include a Certificate III in Allied Health Assistance, Certificate IV/Diploma in Ageing Support or a Diploma in Nursing (Enrolled division 2 Nursing).

University progression may include a Bachelor of Nursing.

### HSC Details

Course	240 hour: 2 units x 2 years (Yr 11 and Yr 12) + 120 hour: 2 units x 1 year (additional in Yr 12)
Course Type	Category B - Curriculum Framework
ATAR	If student completes 240 hour course and sits for optional HSC Exam.
Work Placement	120 hours over 2 years for 360 hour course

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded a Certificate III in Individual Assistance, competency must be achieved in thirteen (13) units of competency. This consists of seven (7) core units and eight (6) elective units of competency. The NSW Educational Standards Authority requires units of competency to total at least 360 hours. Below is a table showing the most likely combination of competencies to be delivered during this course.

## **Competencies:**

### **CORE UNITS**

HLTWHS002 Follow safe work practices for direct client care

HLTAAP001 Recognise healthy body systems

CHCDIV001 Work with diverse people

CHCCOM005 Communicate and work in health or community services

CHCCCS023 Support independence and wellbeing

HLTINF001 Comply with infection prevention and control policies and procedures

HLTAID003 Provide first aid

### **ELECTIVE UNITS**

CHCCCS011 Meet personal support needs

CHCAGE005 Provide support to people living with dementia

CHCCCS015 Provide individualized support

CHCLEG001 Work legally and ethically

CHCAGE001 Facilitate the empowerment of older people

CHCCCS026 Transport Individuals



## Retail Services

**This course is for students** who wish to gain the knowledge and skills required to be competent in a range of activities and functions requiring basic retail operational knowledge and some practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail outlets. Individuals may work with some autonomy or in a team but usually under supervision.

**Qualifications:** This course is based on the SIR National Retail Services Training Package (Release 2.0). Depending on the achievement of units of competencies, the possible qualification outcome is a **Certificate III in Retail (SIR30216)**. The qualifications are nationally recognised and can lead to further training with other Registered Training Organisations.

**Pathways:** This course is a commencement opportunity for a career as a Sales Assistant. Individuals with this qualification are able to perform roles such as; provide product and service advice in a retail store, sell products and services in a variety of retail settings, work as a checkout operator, check stock and replenish shelves, organise and maintain work areas and displays.

Further training pathways can include a Certificate III in Retail Operations with possible career roles as a team leader, crew leader, shift manager, merchandise coordinator or senior sales assistant.

A Certificate IV or Diploma in Retail Management can lead to being a store manager, merchandise manager, buyer, sales manager or area/regional manager.

University related progression may include a Bachelor of Commerce, Bachelor of Business or Bachelor of Business Administration.

### HSC Details

Course	240 hour: 2 units x 2 years
Course Type	Category B - Curriculum Framework
ATAR	If student completes 240 hour course and sits for optional HSC Exam.
Work Placement	70 hours over 2 years for 240 hour course

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded the Certificate III in Retail Services competency must be achieved in thirteen (13) units of competency. This consists of seven (8) core units and five (5) elective units of competency. As well as this the NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. The following table shows the most likely combination of competencies to be delivered during the course.

## Competencies:

### CORE UNITS

SIRXWHS002 Contribute to workplace health and safety

SIRXCEG001 Engage the customer

SIRXIND001 Work effectively in a service environment

SIRXCOM002 Work effectively in a team

SIRXCEG002 Assist with customer difficulties

SIRXCEG003 Build customer relationships and loyalties

SIRXRSK001 Identify and respond to security risks

SIRXSLS001 Sell to the retail customer

### ELECTIVE UNITS

SIRXIND002 Organise and maintain the store environment

SIRRMER001 Produce visual merchandise displays

SIRXPDK001 Advise on products and services

SIRRINV001 Receive and handle retail stock

SIRXSLS002 Follow point-of-sale procedures

SIRRRTF001 Balance and secure point-of-sale terminal

# PART D

## 3 UNIT BOARD ENDORSED COURSES

## Early Childhood Education and Care

**This course is for students** who wish to gain the knowledge and skills required to work towards a career in a range of early childhood education settings. It provides students with the opportunity to perform a range of tasks associated with the well being, learning and development of babies and toddlers. Students will be able to gain skills in workplace health and safety of children, healthy diets, children’s play and learning, culture, identifying children at risk and how to work within legal and ethical frameworks.

**Qualifications:** This course is based on the National CHC Community Services Training Package (Release 3). Depending on the achievement of units of competency, the possible qualification outcome for the 3 unit course is a **Statement of Attainment towards Certificate III in Early Childhood Education and Care (CHC30113)**. Students may undertake the Specialisation Study (another 2 units) to attain the Certificate III in Early Childhood Education and Care (CHC30113). This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

**Pathways:** This course is a commencement opportunity for careers that include occupations in an Early Childhood Education Centre. Depending on the setting, educators may work under direct supervision or autonomously.

Further training pathways can include the Diploma of Early Childhood Education and Care (CHC50113). This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum.

University related progression may include a Bachelor of Education (Early Childhood).

### HSC Details

Course	360 hour: 3 units x 2 years
Additional possibility	2 unit Specialisation Study: Another 120 hours (2units) Post HSC
Course Type	Board Endorsed Course
ATAR	No
Work Placement	120 hours over 2 years

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either ‘competent’ or ‘not yet competent’. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded the Certificate III in Early Childhood Education and Care, competency must be achieved in eighteen (18) units of competency. This consists of fifteen (15) core units of competency and three (3) elective units of competency. The NSW Education Standards Authority requires units of competency to total at least 360 hours for the 3 unit course. Below is a table showing the most likely combination of competencies to be delivered during this course.

## Competencies:

### CORE UNITS

CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children (120 hrs in work place)
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS001	Participate in workplace health and safety

### ELECTIVE UNITS

CHCECE012	Support children to connect with their world
CHCECE026	Work in partnership with families to provide appropriate education and care for children

## Hairdressing



**NOTE: THIS COURSE IS FOR YEAR 11 ONLY. IF STUDENTS SUCCESSFULLY COMPLETE THIS COURSE THEY WILL BE OFFERED A PLACE IN BEAUTY FOR YEAR 12**

**This course is for students** who wish to gain the knowledge and skills required to work towards a career in a hairdressing salon. This qualification reflects the role of individuals who work as assistants and are competent in communicating in the workplace, interacting with and providing service to clients and assistance to colleagues. They perform routine functions under direct supervision as part of a hairdressing team.

**Qualifications:** This course is based on the National Hairdressing and Beauty Services Training Package (SHB). Depending on the achievement of units of competency, the possible qualification outcome for the 2 unit course is a **Certificate II in Salon Assistant (SHB20216)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

**Pathways:** This course is a commencement opportunity for a career in a hairdressing salon, working as a salon assistant.

Further Training pathways can include a Certificate III in Hairdressing (SHB30416) for those training as an apprentice hairdresser.

A Certificate IV (SHB40216) is for those wanting to be a hairdresser, salon supervisor or session stylist and a Diploma of Salon Management (SHB50216) is for those wanting to own or manage a salon.

University related progression for those wishing to operate a chain of Hairdressing salon's may include a Bachelor of Business or Bachelor of Business Administration.

### HSC Details

\* School Based Apprenticeship / Traineeship

Course	180 hours: 3 units x 1 year
Additional possibility	120 hours 2 units x 1 year (HSC year *SBAT )
Course Type	Board Endorsed Course
ATAR	No
Work Placement	35 hours for 180 hour course

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include

observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded the Certificate II in Salon Assistance, competency must be achieved in twelve (12) units of competency. This consists of eight (8) core units of competency and four (4) elective units of competency. The NSW Education Standards Authority requires units of competency to total at least 180 hours for the 3 unit x 1 year course. Below is a table showing the most likely combination of competencies to be delivered during this course.

**Competencies:**

**CORE UNITS**

BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team

**ELECTIVE UNITS**

SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SHBHDES002	Braid hair
SHBHIND002	Research and use hairdressing industry information



# 2 UNIT BOARD ENDORSED COURSES

**NOTE: IF STUDENTS SUCCESSFULLY COMPLETE THE HAIRDRESSING COURSE IN YEAR 11 THEY WILL BE OFFERED A PLACE IN BEAUTY FOR YEAR 12**

**This course is for students** who wish to gain the knowledge and skills required to work towards a career in the beauty industry. This qualification reflects the role of individuals who work as beauty therapists or makeup artists and are competent in communicating in the workplace, have a friendly and caring demeanour, a well groomed appearance, an eye for detail and good stamina (standing for long periods).

**Qualifications:** This course is based on the National Hairdressing and Beauty Services Training Package (SHB). Depending on the achievement of units of competency, the possible qualification outcome for the 4 unit course is a **Certificate III in Makeup (SHB30215)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

**Pathways:** This course is a commencement opportunity for a career as a make-up artist to design and apply make-up for a range of purposes and occasions across the beauty, fashion, media and entertainment industries.

Further Training pathways can include the Certificate III in Nail Technology (SHB30315).

A Certificate IV (SHB40115) in Beauty Therapy is for those wanting to work independently, a Diploma in Beauty Therapy (SHB50115) is for those wanting to work relatively autonomously, and be accountable for personal outputs.

University related progression for those wishing to operate a beauty salon may include a Bachelor of Business or Bachelor of Business Administration.

## HSC Details

Course	240 hour <b>4 units</b> x 1 year
Course Type	Board Endorsed Course
ATAR	No
Work Placement	35 hours

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded the Certificate III in Makeup, competency must be achieved in fifteen (15) units of competency. This consists of nine (9) core units of competency and (6) elective units of

competency. The NSW Education Standards Authority requires units of competency to total at least 240 hours for the 4 unit x 1 year course. Below is a table showing the most likely combination of competencies to be delivered during this course.

### Competencies:

#### CORE UNITS

SHBXWHS001	Apply safe hygiene, health and work practices
SHBBMUP006	Design and apply creative makeup
SHBXIND001	Comply with organisational requirements in a personal services environment
SHBBRES001	Research and apply beauty industry information
SHBBMUP002	Design and apply makeup
SHBBMUP003	Design and apply makeup for photography
SHBBMUP004	Design and apply remedial camouflage makeup
SHBXCCS002	Provide salon services to clients
SHBBMUP005	Apply air brushed makeup

#### ELECTIVE UNITS

SHBBFAS001	Provide lash and brow services
SHBBCCS001	Advise on beauty products and services
SHBBNLS001	Provide manicure and pedicure services
SHBBMUP007	Work collaboratively on makeup productions
SIRRMER001	Produce visual merchandising displays
SHBXCCS001	Conduct salon financial transactions

## Exploring Early Childhood

**Status:** 2 Unit Content Endorsed Course

**Exclusions:** Nil

The 2-Unit pathway of Exploring Early Childhood is suited to students who have a keen interest in the health, wellbeing and development of children and who are typically undertaking a non-university study pathway. The Exploring Early Childhood syllabus acknowledges childhood as a unique period for growth, development and learning. Through this course, students are provided with knowledge about childhood development and as a result they are able to support and encourage this development when interacting with children.

The 2-Unit pathway of Exploring Early Childhood gives students the opportunity to engage in meaningful and practical learning to support their journey into post school education and employment opportunities related to the field of child development and child care.

**Course Description:** Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. The study of this course will enable students to:

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

### Course Structure

Course	Hours	Year 11	Structure	
			45 hour Core	Number of Optional Modules
2 unit/ 2 year	240	120 hours Year 11 and 120 hours Year 12	Yes	6-12

## Fitness

**This course is for students** who wish to gain the knowledge and skills required to work towards a career in the fitness industry. It provides students with the opportunity to experience a range of exercise instruction situations and activities. Students learn how to plan, provide and monitor quality exercise programs with individuals and groups. Other topics include first aid, healthy eating, maintaining equipment and undertaking risk analysis of activities.

**Qualifications:** This course is based on the SIS National Sport, Fitness & Recreation Training Package (Release 2.0). Depending on the achievement of units of competency, the possible qualification outcome for the 2 unit course is a **Statement of Attainment towards Certificate III in Fitness (SIS30315)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

**Pathways:** This course is a commencement opportunity for careers that include occupations as an exercise instructor in a gym with groups or individuals.

Further Training Pathways can include the Certificate IV in Fitness (SIS40210), for those wanting to be a personal trainer or a Diploma of Fitness (SIS50210), to be a specialised exercise trainer, catering to individual clients with specific needs. There is also the opportunity to branch out into a variety of sporting areas.

University related progression may include a Bachelor of Applied Fitness or other degrees such as Sports Science, Sports Nutrition, Sports Coaching or Sports Management.

### HSC Details

\* School Based Apprenticeship / Traineeship

Course	240 hour: 2 units x 2 years
Additional Possibility	360 hours: 3 units x 2 years -must be in an *SBAT
Course Type	Board Endorsed Course
ATAR	No
Work Placement	30 hours over 2 years for 240 hour course

**Assessment:** This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

**Course Requirements:** To be awarded a statement of Attainment towards the Certificate III in Fitness, twelve (12) units of competency are undertaken at St Joseph TSC. This consists of six (6) core units of competency and six (6) elective units of competency. The NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. Below is a table showing the most likely combination of competencies to be delivered during the 240 hour course.

SBAT students may undertake a further four (4) units of competency to achieve the Certificate III in Fitness.

## Competencies:

### CORE UNITS

SISFFIT001	Provide health screening and fitness orientation
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISFFIT005	Provide healthy eating information
SISXCCS001	Provide quality service
SISXFAC001	Maintain equipment for activities
SISXIND001	Work effectively in sport, fitness and recreation environments

### ELECTIVE UNITS

BSBRK401	Identify risk and apply risk management processes
HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISXCAI004	Plan and conduct programs
SISXCAI006	Facilitate groups
SISXFAC002	Maintain sport, fitness and recreation facilities

## Sport, Lifestyle and Recreation Studies

**Status:** 2 Unit Content Endorsed Course (CEC)

**Exclusions:** Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

**Course Description:** Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. Through the course students will develop:

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: • Aquatics • Athletics • First Aid • Fitness • Specific Sports • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyle.

### Course Structure

Course	Hours	Year 11/Year 12	Structure
			Number of Modules
2 unit/ 2 year	240	120 hours Year 11 and 120 hours Year 12	6-12

# 1 UNIT BOARD ENDORSED COURSES

## Ceramics

**Status:** 1 Unit Content Endorsed Course

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

**Course Description:** Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces. Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design. This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

### Main Topics Covered

Modules include: • Handbuilding • Throwing • Sculptural Forms • Kilns • Glaze Technology • Casting • Surface Treatment • Mixed Media. The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

#### Particular Course Requirements

Students are required to keep a diary throughout the course.

## Exploring Early Childhood

**Status:** 1 Unit Content Endorsed Course

**Exclusions:** Nil

**Course Description:** Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. The study of this course will enable students to:

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

### Course Structure

Course	Hours	Year 11	Structure	
			45 hour Core	Number of Optional Modules
1 unit/ 1 year	60	60 hours Year 11	yes	1 x 15 hour

## Photography, Video and Digital Imaging

**Status:** 1 Unit Content Endorsed Course

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

**Course Description:** Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

### Main Topics Covered

Modules may be selected in any of the three broad fields of: • Wet Photography • Video • Digital Imaging. Modules include: • Introduction to the Field • Developing a Point of View • Traditions, Conventions, Styles and Genres • Manipulated Forms • The Arranged Image • Temporal Accounts. An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

**Particular Course Requirements:**

Students are required to keep a diary throughout the course.

## Sport, Lifestyle and Recreation Studies

**Status:** 1 Unit Content Endorsed Course

**Exclusions:** Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

**Course Description:** Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. Through the course students will develop:

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: • Aquatics • Athletics • First Aid • Fitness • Specific Sports • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyle.

### Course Structure

Course	Hours	Year 11	Structure
			Number of Modules
1 unit/ 1 year	60	60 hours Year 11	2-3

## Studies in Catholic Thought

**Status:** 1 Unit Content Endorsed Course  
**Exclusions:** Studies of Religion I, Studies of Religion II

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

### Main Topics Covered

<b>Year 11 The Human Person</b>	<b>Year 12 The Good Life</b>
<p><b>Who is a Human Person?</b></p> <p>Students break open the Catholic Church’s understanding of what it is to be human through an exploration of Scriptural texts and the work of early philosophers.</p>	<p><b>Virtue, Vice, Salvation</b></p> <p>Students investigate the challenge of evil and suffering in the world. Students consider where God is in both ‘the good’ and ‘the evil’.</p>
<p><b>The Trinitarian God and Humanity</b></p> <p>Students begin to explore the emerging understanding of the nature of the Trinitarian God and the nature of Jesus as being both human and divine.</p>	<p><b>The Good Works</b></p> <p>Students engage with the ethical principles that underpin the Catholic tradition and inform the Catholic decision making process, and look to the understanding of the redemptive power of faith in Christ.</p>
<p><b>The Re-imagining of Creation</b></p> <p>Students begin to explore how the Catholic understanding of the human person has shaped an understanding of the universe, creation, the human relationship with God, self and others, and how this led to early scientific thought.</p>	<p><b>The Common Good</b></p> <p>Students explore the understanding of the gospel demands of Christian living, and develop an understanding of the moral life as a part of the life of Catholics.</p>

## Visual Design

**Status:** 1 Unit Content Endorsed Course

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

**Course Description:** This course provides students with opportunities to explore the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture. Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

### Main Topics Covered

Modules may be selected in any of the four broad fields of: • graphic design • wearable design • product design • interior/exterior design. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

**Particular Course Requirements** Students are required to keep a diary throughout the course.

# **PART E**

## **VOCATIONAL PATHWAYS AND PACKAGES**

# INTRODUCTION

To assist students in choosing subjects for a Vocational Pathway, the following packages which match specific career aspirations have been designed. Each package includes grouped subjects of those most relevant to the careers indicated based on the courses offered in Stage 6 at Good Samaritan Catholic College. In addition, students may wish to choose a two unit TVET Subject. Please note that these packages are suggestions for Year 11 Course selections.

## Package 1 - Food

This package would benefit those students interested in a career in the **food industry** such as a:

- Chef
- Kitchen Hand
- Barista
- Food Service Manager

### **Suggested Subjects:**

VET: Hospitality (Kitchen Operations)	2 Units
Food Technology	2 Units
VET: Business Services	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit
Total Units	12 Units

## Package 2 – Construction Industry including Electrical

This package would benefit those students interested in a career in the **construction industry** such as a:

- Carpenter
- Plumber
- Construction Manager
- Builder
- Electrician

### **Suggested Subjects:**

VET: Construction Pathways	2 Units
Industrial Technology: Timber Products	2 Units
VET: Electrotechnology	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit
Total Units	12 Units

### **Package 3 – Fitness Industry**

This package would benefit those students interested in a career in **fitness and personal training** such as a:

- Coach
- Gym Assistant
- Aerobics Instructor
- Personal Trainer

#### **Suggested Subjects:**

VET: Fitness	2 Units
VET: Retail and/or	2 Units
VET: Business Services and/or	2 Units
VET: Events	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit
Total Units	12 Units

### **Package 4 – Retail**

This package would benefit those students interested in a career in the **retail industry** such as a:

- Receptionist
- Shop Assistant
- Salesperson
- Custom Service Manager
- Promotion Representative

#### **Suggested Subjects:**

VET: Retail Services	2 Units
VET: Business Services and/or	2 Units
VET: Events	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit
Total Units	12 Units

## Package 5 – Office Employment

This package would benefit those students interested in a career in **business/office employment** such as a:

- Training Officer
- Clerk
- Self Proprietor
- Manager

### **Suggested Subjects:**

VET: Business Services	2 Units
VET: Retail	2 Units
VET: Events	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit
Total Units	12 Units

## Package 6 – Children’s Services

This package would benefit those students interested in a career in **Children’s Services** such as a:

- Child care worker
- Youth worker
- Preschool assistant
- Case worker

### **Suggested Subjects:**

VET: Business Services or VET: Events	2 Units
English Studies	2 Units
Exploring Early Childhood	2 Units
Mathematics Standard	2 Units
VET: Early Childhood Education and Care	3 Units
Studies in Catholic Thought	1 Unit
Total Units	12 Units

## Package 7 – Hairdressing and Beauty Industry

This package would benefit those students interested in a career in **Hairdressing and/or Beauty Therapy**.

### **Suggested Subjects:**

VET: Hairdressing in Yr 11, followed by VET Beauty 2 units in Yr 12	3 Units
VET: Business Services	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
VET Retail Services	2 Units
Studies in Catholic Thought	1 Unit
Total Units:	Year 11 : 12 units. Year 12 : 11units

## **Package 8 – Health Services (ATAR possible)**

This package would benefit those students interested in a career in **Nursing Assistant, Patient Care Assistance, Ward Assistant.**

### **Suggested Subjects:**

VET: Human Services	2 Units
Biology	2 Units
English Standard	2 Units
Mathematics Standard	2 Units
Food Technology	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit
Total Units	12 Units

## **Package 9 – Automotive**

This package would benefit those students interested in a career in **Automotive Trades Assistant, Vehicle Service Assistant.**

### **Suggested Subjects:**

VET: Automotive	2 Units
VET: Retail	2 Units
VET: Business Services	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit
Total Units	12 Units

## TVET INFORMATION

TVET is TAFE delivered Vocational Education and Training. These TVET courses count as units of study towards the HSC, and may or may not count to the ATAR. It involves students attending TAFE to undertake a course that is then included as part of their HSC study.

TVET courses provide students with advance standing and credit towards TAFE NSW courses. Continuing student status. This allows students, within a 2 year period, to be given a priority for entry into further courses in the area in which they completed as a TVET student.

Students wishing to complete a TVET Course **must select 14 units of study in Year 11**. These are subjects that may be added to any one of the ten packages listed in the previous section.

# PART F

## SUBJECT SELECTION PROCESSES

Students have been involved in an intensive program during Term Two to investigate interests and attributes, possible career pathways and post school opportunities to fulfill possible career goals.

The following process needs to be followed by all students to complete final Subject Selection.

1. Engage with the subject information available on the College Website.
2. Complete the online Subject Selection Form through the link emailed to students.
3. Attend a Subject Selection Interview with a member of the College Executive in Week 3 of Term Three. You will be advised of your interview time on the basis of your indicated preference in the information and application package issued in late Term Two.  
As part of the subject selection process you must bring a hard copy of your subject choices printout and with your parents and the College Executive member, review your requested choices/pathway to ensure that choices are appropriate and reflect KLA Coordinator recommendations and data such as your grades in recent school reports and any other information the College has on your current progress. Your Subject selection choices will need to be approved by the College Executive member.
4. Year 11 2022 Subject Lines will then be constructed.
5. Notification of Subjects for Year 11 2022 will be sent to parents in before the end of Term Three 2021.