This Handbook has been compiled to assist you to understand Higher School Certificate requirements and guide you in your selection of courses. This selection of courses should take into account your interest, abilities and skills, and your intended career or study path beyond the Higher School Certificate.

It is recommended that the discussion about the selection of courses involve students, their parents, teachers and other significant adults.
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FOREWORD

A school is more than what transpires in a classroom. It is a community embarked on a journey that enables the individual to grow in an environment that both challenges and provides hope. This is especially true of a Catholic school and Loyola seeks to be a community not only in word but also in action. The Ignatian stress on education seeks to engage both the head and the heart.

To this end, Loyola is committed to excellence in every area of our students' formation. The campus endeavours to provide opportunities within and beyond the classroom to draw out the full potential and talents of each student.

Loyola strives for the freedom of liberal education, of Christian humanism, engaging and nurturing the whole person. Consequently, in addition to English, Mathematics and the Sciences, there is an emphasis on Art and Music (which develop the imagination and aesthetic sense), on Public Speaking, Debating and Drama (cultivating eloquence and confidence), Community Service (teaching leadership through service), and Sport (for individual discipline and to build a strong sense of belonging).

To view the curriculum at Loyola, then, in specific subject terms alone is to lose the richness and diversity of the total educational package. Programs like Faith Serving Others and social responsibility and justice groups like Safety House, Saint Vincent De Paul and Amnesty International are as much as an integral part of a Loyola student's curriculum as Mathematics, English or Science. Furthermore, the work done by the campus in the area of work placements and helping all students to secure their futures has been a significant part of the Loyola story.

Since 1993 there has been a steady growth and development in the package of courses offered at Loyola. The TAFE courses, the Pathways Project courses shared with Emmaus Catholic College, and the on site developing links with the Australian Catholic University, as well as the range of HSC Board of Studies courses offered at Loyola, cater for a very broad range of students with differing needs and interests.

Brendan J Kelly SJ
Principal
CURRICULUM STRUCTURE FOR 2005

The Curriculum structure to be adopted at Loyola in 2005 is designed to accommodate the needs and aspirations of all students who attend Loyola Senior High School.

The structure will be broad, flexible and reflective of the numerous pathways that students can now undertake to complete the Higher School Certificate.

Many students will come to Loyola Campus seeking a Higher School Certificate that will gain them entrance to a university. These students will seek a HSC pathway and course of study that will make them eligible to receive a UAI (University Admissions Index).

If students are unsure as to whether they will require a UAI or not in the future, it is advisable that at least during the Preliminary stage of the HSC (Year 11) they adopt a pattern of study that will make them eligible for the UAI.

Others will seek a HSC but will elect not to go down the pathway of obtaining a UAI as their future lies in career paths that do not require entrance to a university.

Some students will adopt a pattern of study that will include a number of courses taught at TAFE (TAFE delivered vocational education courses). These courses have a strong vocational basis and will provide students with the possibility of gaining nationally recognised industry credentials. Moreover, many of these TAFE delivered courses can be studied in conjunction with other more traditional courses at Loyola, and provide students with advanced standing in TAFE courses undertaken after a student completes the Higher School Certificate.

TAFE delivered vocational education courses are not the only avenue available to those students enrolled at Loyola who wish to undertake a Higher School Certificate with a strong vocational basis. The Pathways Project Courses (see pages 13-15) allow students enrolling at Loyola to take advantage of a cluster arrangement between Emmaus Catholic College (Kemps Creek) and Loyola Senior High School that sees a variety of vocational framework courses such as Hospitality, Entertainment, Tourism, Construction, Business Services and Information Technology being offered to students from both schools. These courses have proven extremely popular and add a new dimension to senior study at both schools.

The study of other languages is offered at Loyola through the Saturday Schools of Community Languages. Currently students at Loyola study Arabic, Indonesian, Tamil, Croatian and Turkish through the Saturday School. These courses are included as part of a student's study pattern with appropriate allowances made in those students' timetables.

There are many pathways and patterns of study possible at Loyola. Each student can tailor a pattern of study that reflects their interests, needs and aspirations for the future. No one pathway is better or more important than another. Rather, students need to consider carefully all possible options and to seek advice so that the pattern of study they choose provides them with the necessary foundation for success in their senior studies.
THE HIGHER SCHOOL CERTIFICATE CURRICULUM AT LOYOLA SENIOR HIGH SCHOOL

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. The Award of the HSC to a student recognises 13 years of schooling. It is an internationally recognised credential that provides a strong foundation for the future whether you wish to pursue university qualifications, vocational training or employment.

REQUIREMENTS FOR THE AWARD OF THE HSC

A. THE BOARD OF STUDIES REQUIREMENTS

If you wish to be awarded the HSC by the Board of Studies:

• you must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

• you must have sat for and made a serious attempt at the Higher School Certificate examinations.

• you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC 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 unit value or greater
  • at least four subjects.

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

B. REQUIREMENTS FOR STUDENTS AT LOYOLA CAMPUS

In addition to the guidelines set out above in A, your pattern of study at Loyola Senior High School must comply with the following requirements:

• 13 units of study in the Preliminary Year;
• at least one unit of Religious Education studied in both the Preliminary and HSC Years;
• it is expected that at least two units of a course in Mathematics will be attempted in the Preliminary year UNLESS you have received counselling and approval in writing from the Campus for an exemption from Mathematics; and
• completion of at least 20 hours of the school's Faith Serving Others Program.
REQUIREMENTS FOR UAI ELIGIBILITY (UNIVERSITY ENTRANCE)

If you wish to receive the University's Admission Index (UAI) you must study a minimum of 10 Board Developed units in your HSC pattern of study.

Board Developed courses are classified by the universities as Category A or Category B. The criteria for Category A courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributed to foundation knowledge required for university study. All Category A courses units can be included in the calculation of the UAI.

Very few HSC Board Developed courses have been classified as Category B courses. Most are courses offered by TAFE or delivered as part of the Board of Studies Vocational Education Frameworks.

Only the best two units from all Category B courses studied by a student are available for inclusion in the calculation for the UAI.

The Category B courses are:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNIT VALUE</th>
</tr>
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<tbody>
<tr>
<td>Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Business Services (240 hours)</td>
<td>2</td>
</tr>
<tr>
<td>Construction (240 hours)</td>
<td>2</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>2</td>
</tr>
<tr>
<td>Entertainment (240 hours)</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>2</td>
</tr>
<tr>
<td>Information Technology (240 hours)</td>
<td>2</td>
</tr>
<tr>
<td>Metal and Engineering (240 hours)</td>
<td>2</td>
</tr>
<tr>
<td>Primary Industries (240 hours)</td>
<td>2</td>
</tr>
<tr>
<td>Retail Operations (240 hours)</td>
<td>2</td>
</tr>
<tr>
<td>Hospitality Operations (240 hours)</td>
<td>2</td>
</tr>
</tbody>
</table>

Students wishing to include a category B course for the calculation of the UAI must undertake the optional written HSC examination offered by the Board of Studies in each course. Only students undertaking the optional written examination can have one of these course results available for inclusion in the UAI.

SAMPLE UAI and NON UAI STUDY PROGRAMS

John: 10 HSC Units - Eligible for the UAI

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CATEGORY</th>
<th>UNIT VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Standard</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>Modern History</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>Ancient History</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>Retail Operations</td>
<td>B</td>
<td>2</td>
</tr>
</tbody>
</table>

(John undertook the optional HSC written examination as part of his Retail assessment).

As a Loyola student, John also undertook a 1 Unit Catholic Studies Course - a Non UAI course. John did not do Mathematics in his HSC year; however, he did complete two units of Mathematics in his Preliminary Year (Year 11).
Yola: 10 HSC Units - Not eligible for the UAI

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CATEGORY</th>
<th>UNIT VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English ESL</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>Business Services –</td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>(No optional exam taken by Yola)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourism</td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>(No optional exam taken by Yola)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics General</td>
<td>A</td>
<td>2</td>
</tr>
</tbody>
</table>

At Loyola, Yola also undertook 1 Unit Catholic Studies - a non UAI course. As Yola only has 6 units of Category A courses, she is not eligible for a UAI. However, she fulfils the requirements for award of an HSC.

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

\[
2 \text{ units} = 4 \text{ hours per week (120 hours per year)} \\
= 100 \text{ marks}
\]

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

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

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

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

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

1 UNIT COURSE
- 1 unit equals approximately 2 hours of class time each week or 60 hours per year.

- Studies of Religion can be undertaken as either a 1 unit or 2 unit course.
WHAT TYPES OF SUBJECTS AND COURSES CAN I SELECT AT LOYOLA SENIOR HIGH SCHOOL?

There are different types of courses that you can select in Years 11 and 12.

• **Board Developed Courses**

These courses are developed by the Board of Studies. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Universities Admission Index (UAI).

• **Board Endorsed Courses**

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

- Content Endorsed Courses (CECs) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.

- Schools may also design special courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer the selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses do not count in the calculation of the UAI.**
THE NICHOLAS OWEN PROJECT – AN ACCELERATED WORK/TAFE PROGRAM FOR YEAR 11 STUDENTS

What is the Nicholas Owen Project?

The Nicholas Owen Project is a new initiative of Loyola Senior High that provides selected Year 11 students with the experience of studying at a Senior School while they prepare for entry into an apprenticeship, traineeship or employment. Students are enrolled at Loyola for Year 11 and spend the year preparing for work and training for the following year (2006).

The Nicholas Owen Project is intended for students in the first instance, who don’t wish to undertake the demands of Year 12 study but feel they need to obtain additional skills and training before commencing their search for employment or an apprenticeship. However, progression to Year 12 and the HSC is possible if this pathway is deemed to be in the student’s best interests.

How many places are there in the Nicholas Owen Project?

The Nicholas Owen Project intake is restricted to a maximum of twenty-five students. Successful participants will have shown in Year 10 a willingness to work hard and make a positive contribution to their campus. Selection of the participants will be made only after consideration of Year 10 reports and School Certificate results.

What subjects will the Loyola Nicholas Owen Project students undertake in 2005?

All Nicholas Owen Project students will study a Core and an Elective Strand.

The Core Strand consists of the following Year 11 Board of Studies Preliminary Subjects - Standard English, Fundamentals of English, Sport Lifestyle & Recreation, General Mathematics, Work Studies and Catholic Studies.

The two elective strands to be offered are: The Construction Strand and the Business Services Strand. Both strands consist of the equivalent of 4 Units of Board of Studies Construction or Business Services. Both strands provide students with nationally recognised industry training that will greatly assist them in their attempts to find employment or secure a place in TAFE.

What about workplacement?

The project involves students in an extended workplacement of 4-6 weeks. It is hoped that at the end of this workplacement students will be offered employment or the prospect of additional training.
LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

Students with special education needs can meet the study requirements for both the Preliminary and HSC years using a combination of:

- Board Developed Life Skills courses and/or
- Board Developed courses and/or
- Board Endorsed courses (including content endorsed courses)

It is important that students with special education needs consult with the Special Education Co-ordinator to develop an appropriate program of study. This consultation will usually take the form of an individual transition planning meeting.

We can negotiate the number of units of study in both the Preliminary and HSC years and combine this with learning in the workplace.

A student will satisfactorily complete a Life Skills course if, in the Principal's view, he or she has:

- followed an appropriate pattern of study
- applied themselves with diligence and sustained effort to the set tasks and experiences of the program
- achieved some of the course outcomes.

Students with special education needs may also accumulate units towards an HSC. They may also be eligible for special provisions.

Life skills courses available at Loyola campus include the following:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health & Physical Education Life Skills
- Creative Arts Life Skills
- Science Life Skills
- Technological and Applied Studies Life Skills
- Preparation for Work and Training Life Skills

These courses are individually designed and implemented to meet the student's needs. Each Life Skills course is 120 hours in both the Preliminary and HSC years.

More information about these Life skills courses is available from Mrs Pamela Tomiczek, the Special Education Co-ordinator.
VOCATIONAL EDUCATION COURSES (VET) COURSES
– either Board Developed (Framework Courses) or Board Endorsed Courses.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This 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 students must spend in the workplace. At the end of their HSC students receive documentation showing the competencies gained during the course. Loyola will offer some of these courses, while others will be delivered by Emmaus Catholic College or by local colleges of TAFE.

- All VET Curriculum Framework courses are dual-accredited courses. This means that students will not only finish with a HSC but also an Industry recognised credential such as a Certificate Level II or a Statement of Attainment. These credentials are recognised by TAFE and by Industry. Students who go onto further education can use these credentials to gain credit transfer, which means they will not be required to re-sit these subjects at TAFE. This could mean they finish their course faster.

- These courses have been designed in conjunction with Industry and are taught to Industry standards. All teachers undertake additional training, which allows them to teach these courses.

- All Curriculum Framework courses are very practical and ‘hands on’. They are designed for students who may wish to build a career in these Industry areas.

- Most curriculum Framework courses are run by the Pathways Project. This means that classes are on Thursday afternoons between 1-4.30pm, and they are run in conjunction with Emmaus Catholic College.

- Some courses require students to purchase uniforms, textbooks or other equipment eg:
  - Hospitality - uniforms and knife kits – approx. $175
  - Construction – steel capped boots and protective clothing

- A mandatory part of all Curriculum Framework courses require students to undertake 70 hours of work placement in industry.

Further information about each VET course appears in the section listing the HSC courses available.
The Pathways Project is an initiative of the Catholic Education Office, Diocese of Parramatta. The Project involves co-operative endeavours in teaching and learning in the post compulsory years of schooling. The Pathways project is a partnership arrangement between Emmaus Catholic College - Kemps Creek and Loyola Senior High School - Mount druitt.

The Pathways Project involves "sharing" a number of Higher School Certificate and Vocational, Education & Training school based courses between the project partners.

The shared course model is designed to:

1. Expand the number of courses our students can access.
2. Ensure that the effect of introducing the new courses to our schools does not mean the loss of existing courses.
3. Make the best use of our "specialist" facilities and specialist teachers.

Pathways Project courses may involve students moving from their home school to the host school for their chosen course. This would occur in the following ways:

1. Students have a three hour block class once per week. All Pathways courses are run on the same day (for the year 2005 the day is yet to be confirmed).
2. Students are also required to undertake 1 hour per week of independent learning (additional to the 3 hour block class) in the Independent Research Centre of each school.
3. Students moving to the other school will travel by a Westbus shuttle or by an alternative method approved by the school and parents.

The location of the Pathways Project courses will be advised once student numbers are determined.

Example - the examples below are to illustrate how the Pathways Project shared course model will work. Days, arrival and departure times may vary.

*Pathways Project Case Studies*

**Krista**
Krista is from Loyola Senior High School and she is undertaking the Hospitality Vocational Education course.

**Marc**
Marc attends Emmaus Catholic College and has decided to study a language course (Spanish) at Christ Catholic College - Loyola Campus.
Each Thursday at 1 05 pm Krista catches the Westbus Shuttle bus from Loyola Senior High School to Emmaus College. At 12.50 pm on Thursday afternoon Marc joins other Emmaus students on the Westbus shuttle bus. On arrival at Loyola at 1.05 Marc joins the Spanish class for his 3 hour block class.

On arrival at Emmaus Catholic College, Krista joins her class and completes a 3 hour block class. This time includes theory and practical work delivered by the teacher.

Between 4.30 - 4.45 pm Krista will leave Emmaus College and return to Loyola by Westbus at approx. 5.00 pm.

At 4.15 pm Marc catches the return shuttle bus to Emmaus College.

*These case studies are to illustrate how the Pathways Project shared course model will work. Days and arrival and departure times may vary.

Questions and answers about the Pathways Project Shared Course model.

- Which courses are Pathways Project Shared Courses?

The Pathways Project offers predominantly Vocational Education and Training (VET) courses, however a range of Board courses such as Dance and some languages will be offered through the Pathways Project. The project also offers undergraduate courses for talented Year 12 students in conjunction with the Australian Catholic University.

The Pathways Project will offer the following VET courses: Construction, Retail Operations, Business Services, Entertainment, Hospitality Operations, Information Technology.

- What are some of the benefits of the Pathways Project shared courses?

Pathways project shared courses allow students to undertake courses of study which may not usually run at an individual school due to the lack of student numbers and/or the need for specialised resources such as industrial kitchens.

Please note: Just like individual school courses, the Pathways Project Shared Courses can only run if there is significant student interest drawing from both schools.

- How will students be supervised?

Students will be supervised in accordance with the student welfare policies of each school. Experienced and qualified staff will conduct classes. Each school will apply the expectation that senior students will conduct themselves in a responsible, mature and independent manner. Students will travel unsupervised on the shuttle bus.
• **Who will be responsible for issuing reports and assessing the students?**

The Pathways Project is responsible for issuing the students’ reports to the schools at which the course is being undertaken. The class teacher and host school will be responsible for the completion of all assessment requirements.

• **How will students move between campus?**

If students are required to travel between schools they will travel on the Westbus shuttle bus. Year 12 students, on application to their Principal, may receive approval to travel in their own motor vehicle. The schools and the Pathways Project cover the cost of the shuttle bus.

• **How much do Pathways Project Shared Courses cost?**

At this stage Pathways Project Shared Courses do not attract additional fees. In some VET courses students may be required to wear specialised uniforms, textbooks, and/or equipment. The cost of these items will be additional to school fees eg, the Hospitality uniform and knife set costs approximately $175.00. Students and parents are recommended to talk with the relevant subject co-ordinators or teachers in regard to course requirements and costs.

• **What if a student is absent from a Pathways Project Shared course?**

If a student is absent from one class they are in fact missing the equivalent of one week’s work. Students are strongly advised not to miss any classes. If students miss more than two classes (ie two weeks worth of classes) they may be in jeopardy of failing the HSC requirements. Absence from any Pathways Project class should be substantiated by a medical certificate.

• **How can I get more information about Pathways Project Shared Courses?**

Parents and students can gain more information by contacting:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Jeanette Camillos</td>
<td>Pathways Manager</td>
</tr>
<tr>
<td>Ph: 96706351</td>
<td>Mobile: 0401 056 614</td>
</tr>
<tr>
<td>Mr Rob Laidler</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Loyola Senior High School</td>
<td>Ph: 9832 4455</td>
</tr>
<tr>
<td>Mr Chris Welsh</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Emmaus Catholic College</td>
<td>Ph: 9670 4588</td>
</tr>
</tbody>
</table>

**THE TAFE DELIVERED VET PROGRAM (TVET)**

The TAFE delivered VET Program allows secondary school students to study Vocational Courses at TAFE as part of their school studies in the Preliminary and HSC Results in these courses contribute to the award of the Higher School Certificate and are taught by TAFE teachers at selected colleges of TAFE.

TAFE delivered vocational Courses offer dual accreditation - from the Board of Studies and TAFE NSW.
BOARD-DEVELOPED VOCATIONAL COURSES

Preliminary students at both government and non-government secondary schools may take Board-Developed TAFE Delivered Vocational Courses as part of their course of study for the award of the Higher School Certificate. All Board - Developed Vocational Courses include mandatory work placement.

The marks obtained in anyone Board-Developed Vocational Course can contribute to tertiary entrance (ie the UAI) only if students undertake the optional written exam. Although these courses can count towards your UAI, they are Category B courses (N.B. Only 2 units of Category B courses may count towards your UAI).

BOARD ENDORSED VOCATIONAL COURSES

Other Board Endorsed Courses will be offered to you through the TAFE Delivered VET Program in the Preliminary and HSC Years. These are 2 unit courses and do not count towards your UAI. They include:

- Child Studies - Development and Care of Children
- Marketing - Introductory Studies
- Nursing - Introductory Studies
- Property Services - Real Estate
- Vehicle industry - Autobody Repair

and many others. Full course details will be available to students in Term III 2004 when 2005 course offerings are finalised.

What are the Advantages?

These courses are nationally registered TAFE Certificate Courses. They have been designed to prepare students for immediate entry into the industry concerned at operator level or to progress to further education in related fields (These certificates are also offered by TAFE to students who have left school.)

Students who successfully complete these courses may receive advanced standing in other higher level TAFE courses via a process known as articulation. This process will allow students who have successfully completed a TAFE certificate to progress to higher level TAFE courses (such as an Advanced Certificate, Associate Diploma or Diploma) without duplicating the work already done.

Students able to participate in a Board-Developed TAFE delivered Vocational Course at a college of TAFE will be enrolled as regular TAFE students with the full rights and responsibilities of other TAFE students.

Assessment

The courses will be assessed by TAFE according to the Assessment Guide issued in writing to students at the commencement of the course. The TAFE Assessment Guide sets out the assessment methods used in each of the component subjects and the weightings given to each subject.
GENERAL INFORMATION

Attendance

Secondary students able to undertake a TAFE delivered VET course will be enrolled in TAFE as regular TAFE students. Students will be required to complete the course over seven terms for a Board Developed Course and three terms for a Board Endorsed Course. Students will need to attend the college of TAFE for approximately 4 hours each week in order to complete the course.

Participation in Board-Developed TAFE delivered VET Courses usually requires a considerable commitment of time, study and travel outside normal hours. It is strongly recommended that where a student elects to undertake a Board-developed TAFE delivered VET Course, this course be included in the student's 13 units of study.

Will This Course Cost Me Anything?

School Students should check with their school about costs associated with participation in a TAFE delivered VET Course. Text books and essential equipment or materials will be supplied. Generally, students will be expected to meet the cost of transport to and from the college of TAFE. The cost of TAFE delivered VET courses in 2004 was $90 per year.

Any student interested in undertaking- a TAFE delivered VET course while at Loyola Senior High School should ensure they complete the appropriate application forms. Mrs Camillos will speak to students at Clare & St Agnes about TAFE Delivered VET and distribute the appropriate application forms when they become available.

THE FAITH SERVING OTHERS PROGRAM

"Here am I among you, as one who serves." (Luke 22:27)

In the Preliminary year all students complete the Faith Serving Others program. One of the ideals of the College and of the Religious Education Faculty is to form women and men who show concern for others and who will venture into the community with a sense of commitment. This is a key component of Jesuit and Ignatian philosophy.

The Characteristics of Jesuit Education states:

Jesuit education helps students to realise that talents are gifts to be developed, not for self satisfaction or self gain, but rather, with the help of God, for the good of the human community.

To this end, a program has been devised which will require all Preliminary year students to participate in twenty (20) hours of service over a period of one school term. Each student is required to find his or her own placement and the voluntary work is done in the student's own time. However, lists of possible placements, and other help and guidance, are available from the campus.

(The Faith Serving Others - Action and Reflection Program) has been designed to help each student grow as a Christian person.

Christ calls us all to "service" and this involves using all aspects of our personality and talents and it involves challenges and risks.
Much of what the students do in this program is unfamiliar and some parts of it they may find difficult. But we encourage them in the difficult times to remember that while stretching to reach out hurts, it is also a sure sign of life and growth.

The campus provides a reflection book which is used by the student for commenting on each week's experience. This is a critical part of the process as it is through reflection that our experiences gain meaning.

Tutors regularly monitor students' progress and report to the Faith Serving Others Coordinator.

WHY SUBJECT CHOICES ARE IMPORTANT

- The subjects you study at school can often determine the type of career you follow.
- Taking subjects that you like and that interest you makes life at school enjoyable and fulfilling.
- You are more likely to do well at a subject if you enjoy it.

How to decide.....

Recognise this as an important decision and take time to consider all your options.

Ask yourself the following questions:

- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

In most cases, the best subjects to take are the ones you like the most. From these subjects you are more likely to do well and therefore gain higher marks. If you really do not like a subject, you probably will not do as well, and may even perform poorly.

Use these rules when choosing subjects:

- **ABILITY** - choose subjects you are good at.
- **INTEREST** - choose subjects you enjoy.
- **MOTIVATION** - choose subjects you really want to learn.

How NOT to decide....

Do not choose a subject because:

- **Your friends are taking it.** Your friends may have different abilities, interests and motivations to you.
- **Your favourite teacher is teaching it.** Teachers often change classes or even schools.
- **You want to go on a particular excursion.** You could endure years of misery for the sake of that excursion.
- **Boys / girls don't do that subject.** There are no separate subjects for boys and girls. If you are good at or interested in a subject, then do it for you.
- **You need to do it even though you hate it.** If you need to do a subject to get into a
particular course at university, there will be a lot of that subject within the university course. Why spend a lot of years studying something you don't enjoy to try for a job you might not get and would probably hate anyway.

CAREER CHOICES

When deciding what pattern of study to pursue at school, during the Preliminary and HSC years, students should consider:

- their areas of interest;
- what subjects are required as prerequisites for particular career courses; and
- their levels of ability (students should avoid sitting for subjects and levels of which they are not capable).

Students who select a pattern of studies without considering these three factors are doing themselves a disservice. They are creating a possible situation where they will be unable to follow a career path because of poor subject choice or poor performance in necessary pre-requisite subjects.

Owing to the timing of the changes to the HSC, specific information relating to university subject pre-requisites was not available at the time this handbook went to print. When choosing subjects for particular careers that require study at university students should consult their careers adviser and check the pre-requisites for study at the university of their choice. University Entry Requirements for 2005 will be published by the Universities Admissions Centre (NSW and ACT) in mid 2004.

Students who have any enquiries regarding subject choices for particular careers, should consult the Assistant Principal, their Careers Adviser, Preliminary Year Guidance Co-ordinator, or Tutor.

COURSE COSTING

Each student will pay an overall $60.00 to cover the cost of their subjects. With regard to Major Works, especially in the Visual Arts and Design & Technology areas, where students undertake special projects and require more selective and expensive materials, students will be required to cover the cost for these.

The above fee does not cover the cost of courses undertaken with TAFE. Generally, TAFE courses cost approximately $90.00 per year.

Students in Pathways Project Courses will have to purchase specialist uniforms (Hospitality) or other equipment (knife kit, work boots etc).

When exact costs are known students will be promptly informed.
COURSE DESCRIPTIONS

On the pages following, you will find descriptions of all courses.

The courses appear in alphabetical order

Please read widely and carefully.

Make sure you have a number of alternatives worked out, so you cover all possibilities.

Keep in mind:

Ability!

Interest!

Career Path!
PRELIMINARY COURSES

Aboriginal Studies
Ancient History
Biology
Business Services – VET
Business Studies
Chemistry
Community and Family Studies
Construction – VET
Dance
Design and Technology
(Drawing/Computing or Textiles)
Drama
Earth and Environmental Science
Economics
English
  • English Standard
  • English Advanced
  • English Extension 1
  • Fundamentals of English
  • English (ESL)
Engineering Studies
Entertainment (VET)
Exploring Early Childhood
Filipino
Food Technology
Geography
Hospitality Operations – VET
Industrial Technology - Timber
Information Processes and Technology
Information Technology – VET
Legal Studies
Mathematics
  • Mathematics 2 unit
  • Mathematics Extension 1
  • General Mathematics
Modern History
Music
  • Music 1
  • Music 2
Personal Development, Health & Physical Education
Photography
Physics
Religion
  • Studies of Religion 1
  • Studies of Religion 2
  • Catholic Studies
Retail Operations – VET
Senior Science
Society and Culture
Software Design and Development
Spanish
Sport, Lifestyle and Recreation
Textiles and Design
Visual Arts
Visual Design
ABORIGINAL STUDIES

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

CONTENT
Preliminary Course
• Aboriginality and the Land 30%
• Aboriginal Heritage and Identity 25%
• Colonialism, Racism and Prejudice 25% . Research and Enquiry Methods 20%

HSC Course
• Core Case Studies 50%
  A global perspective of Social Justice and Human Rights Issues across 2 topics chosen from: health, education, housing, employment, criminal justice and economic independence.
• Elective study 20% - Aboriginality and the Land or Aboriginal Heritage and Identity
• Major Project 30% - choice of project topic based on student interest.

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

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
Aboriginal Studies is designed for both Aboriginal and non-Aboriginal students. Its interdisciplinary nature would allow connections to be made with many other subjects studied. Considering the rich Aboriginal history of the Western Sydney area, and the presence of a relatively large Aboriginal community, supporting many dynamic Aboriginal organisations, it is a particularly appropriate study. A proper recognition of Aboriginal cultures remain one of the most pressing justice issues in Australia today. It would be invaluable background for anyone who might work as teachers, artists, social or health care workers in the future, for those seeking to work with or for Aboriginal organisations, and for students intending to undertake studies in history, social work, anthropology, economics and politics at tertiary level. No previous studies are required.

This subject is part of the learning area called Human Society and Its Environment (HSIE). All HSIE subjects including Aboriginal Studies assume a student has developed abilities in a number of key competencies or skills.

Any student undertaking a HSIE subject in Year 11 should have an ability and interest in collecting, analysing and organizing information; communicating ideas and information in both written and oral forms; planning and organizing activities; working with others in teams or groups; using mathematical ideas and techniques; solving problems and using technology, especially computer hardware and software such as Microsoft Word, Excel and PowerPoint.

For each of the HSIE subjects there are varying differences in the importance of some of the underlying key competencies but in general students choosing Aboriginal Studies should have developed abilities in most of the above competencies. Students must be prepared to work at developing and improving their abilities in the key competencies. This subject is a challenging Board Developed Course.
ANCIENT HISTORY

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

CONTENT
Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses. The Preliminary course is structured for students to investigate:
• people, groups, events, institutions, societies and historical sites;
• archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students' more specialised HSC studies. In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

Preliminary Course
• Part I
  (a) Investigating the Past: History, Archaeology and Science - 20%
  (b) Case Studies - at least one - 20%
• Part II Ancient Societies - at least two from two of the following areas: Egypt, Near East, Greece and Rome - 60%

HSC Course
• Part I: Ancient Personality in the Context of Their Time - one personality to be studied from the Personality options offered in the syllabus - 25%
• Part II: Ancient Societies - one Ancient Society to be studied from the Ancient Societies options offered in the syllabus - 25%
• Part III: Historical Periods - one Historical Period to be studied from the Historical Periods options offered in the syllabus - 25%
• Part IV: One other Ancient Society or one other Historical Period - to be studied from the relevant options offered in the syllabus - 25%

Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece and Rome.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
Ancient History is designed to help students understand themselves better by observing the affairs of others. It provides knowledge of ancient civilisations which have influenced the ideas, beliefs and values of modern society.

An interest in reading and experiencing history would be valuable to the student taking this course. A study of Ancient History develops interpretative, analytical, oral and literary skills. This course will also be of interest to those students who wish to undertake a variety of careers and future study options including: history; archaeology; public service; journalism; teaching.

Students who have achieved a high standard of historical inquiry and communication skills in the Preliminary Course may apply for entry into the 1 unit HSC Extension History course. This course is studied concurrently with 2 unit HSC Ancient History and/or 2 unit HSC Modern History.
This subject is part of the learning area called **Human Society and Its Environment (HSIE)**. All HSIE subjects including **Ancient History** assume a student has developed abilities in a number of **key competencies or skills**.

Any student undertaking a HSIE subject in **Year 11** should have an ability and interest in collecting, analysing and organizing information; communicating ideas and information in both written and oral forms; planning and organizing activities; working with others in teams or groups; using mathematical ideas and techniques; solving problems and using technology, especially computer hardware and software such as Microsoft Word, Excel and PowerPoint.

For each of the HSIE subjects there are varying differences in the importance of some of the underlying key competencies but in general students choosing **Ancient History** should have developed abilities in most of the above competencies. Students must be prepared to work at developing and improving their abilities in the key competencies. This subject is a challenging **Board Developed Course**.
BIOLOGY

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

CONTENT
The Preliminary course incorporates the study of the mechanisms and systems living things use to obtain, transport and use material for their own growth and repair; biotic and abiotic features of the environment and the relationships between and interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes that took place during the formation of modern Australia on the diversity of Australian biota.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

Preliminary Course
- Patterns in Nature
- A Local Ecosystem
- Life on Earth
- Evolution of Australian Biota

HSC Course
Core Topics
- Maintaining a Balance
- Blueprint of Life

One Option from the following:
- Communication
- Biotechnology
- Genetics: The Code Broken
- The Human Story Biochemistry

Particular Course Requirements
Practical experiences should occupy 30% of class time across Preliminary and HSC course time.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
Biology can be studied by all students who have an interest in the living world around them. This course involves a lot of reading and the detailed understanding of many concepts. Students who are competent at Year 10 Science will have a definite advantage. Chemistry and/or Geography are good subjects to study in combination with Biology.

The study and enjoyment of Biology leads to many varied careers including Forestry, National Parks, Nursing, Marine Biology, Veterinary Science, Botany, Zoology, Genetics and Laboratory Technician.

NOTE: You cannot choose Biology and 2 Unit Senior Science
**Business Services (240 hours)**

<table>
<thead>
<tr>
<th>2 units</th>
<th>Board Developed Course ’B’ Category with examination</th>
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</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>Business Services (120 hours)</td>
</tr>
<tr>
<td></td>
<td>Similar Units from the Information Technology Curriculum Framework</td>
</tr>
<tr>
<td></td>
<td>Similar Units from the Retail Curriculum Framework</td>
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</table>

**Course Description:**

This course is for students who wish to work in clerical and administrative occupations. It is based on Units of Competency, which have been drawn up by the business services industry to describe the competencies, skills and knowledge needed by clerical-administrative workers. It incorporates all Units of Competency in the AQF Certificate II in Business.

**Main Topics Covered**

Students concentrate on developing a range of skills required to work effectively and safely in a modern office environment. These include oral and written communication skills, information handling and record keeping, processing financial documents and operating office equipment including computers.

**Qualifications**

To be eligible to receive AQF qualifications, students must meet the assessment requirements of the Business Services Training Package. Assessment must be conducted by a qualified assessor. Students assessed as fulfilling the requirements for twelve or more units of competency in this course will be eligible for the AQF Certificate II in Business (BSB20101).

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

**Course Requirements:**

Work Placement. Students must complete a minimum of 70 hours work placement.

**Assessment**

**Competency Assessment**

This is a competency-based course. This means that students work to develop the competencies skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Competency Record Book. Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**

The Higher School Certificate examination in Business Services (240 hour) is optional *. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

This course may be offered as Cross Campus. *Students will nominate during the HSC year whether or not they will undertake the optional examination.*

**Students choosing to undertake the examination can have their mark contribute to the UAI.**
BUSINESS STUDIES

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

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

Preliminary Course
The Preliminary course consists of four compulsory topics:

1. Nature of Business
2. Key Business Functions
3. Establishing a Business
4. Developing a Business Plan

A Business Research Task worth 30% of Preliminary Course assessment is also a compulsory requirement. The Business Research Task is a project undertaken throughout the course to support course concepts.

HSC Course
The HSC Course consists of five compulsory topics, each topic given equal time in terms of classroom instruction. The topics are:

1. Business Management and Change
2. Financial Planning and Management
3. Marketing
4. Employment Relations
5. Global Business

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
Business Studies is designed for students with a continuing interest in commerce and the operation and organisation of businesses. A key component of the HSC Course is the Financial Analysis of businesses. Students should be proficient in basic mathematical skills (use of percentages, ratios). Students who elect Business Studies should also have competent essay writing skills (content writing) in a business format (or Business Report style). Students should be good readers and content writers to be successful. Ability to read business documents and write extended responses using business terminology and language is an important success factor.

Students who select Business Studies often study either Economics or Legal Studies in combination with Business Studies but this is not compulsory.
This subject is part of the learning area called Human Society and Its Environment (HSIE) All HSIE subjects including Business Studies assume a student has developed abilities in a number of key competencies or skills

Any student undertaking a HSIE subject in Year 11 should have an ability and interest in collecting, analysing and organizing information; communicating ideas and information in both written and oral forms; planning and organizing activities; working with others in teams or groups; using mathematical ideas and techniques; solving problems and using technology, especially computer hardware and software such as Microsoft Word, Excel and PowerPoint.

For each of the HSIE subjects there are varying differences in the importance of some of the underlying key competencies but in general students choosing Business Studies should have developed abilities in most of the above competencies. Students must be prepared to work at developing and improving their abilities in the key competencies. This subject is a challenging Board Developed Course.

Students may receive credit for studying this course at TAFE (NSW) and in Vocational Educational and Training (VET). A study of Business Studies could lead to many tertiary courses in business and be important for employment in both the private and public sectors.
CHEMISTRY

STATUS
2 units for each of Preliminary and HSC
Board Determined Course

CONTENT
Chemistry provides students with a contemporary understanding of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

Students investigate natural and man-made substances, their structures, changes and environmental importance; they learn about the history and philosophy of science as it relates to Chemistry; students work individually and with others in practical, field and interactive media experiences related to chemistry; they undertake experiments and decide between competing theories. They assess the impact of decisions based on an understanding of chemistry on society.

The course builds on the foundations laid in Stage 5 Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

Preliminary Course
- The Chemical Earth
- Metals
- Water
- Energy

HSC Course
Core Topics
- The Identification and Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following:
- Industrial Chemistry
- Shipwrecks and Salvage
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

Particular Course Requirements:
Practical experiences should occupy 30% of class time across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
Chemistry is a demanding course and should only be chosen by those students who have achieved an A or B in Science and either a good grade in Advanced Mathematics or an A in Intermediate Mathematics at School Certificate level.

Chemistry is generally needed for careers in the following areas: Agriculture, Chemical Engineering, Chemistry, Pharmacy, Ecology, Marine Science, Metallurgy, Zoology, Food Processing, Electroplating, Dentistry, Hairdressing and Refrigeration.

NOTE: You cannot choose Chemistry and 2 Unit Senior Science.
COMMUNITY AND FAMILY STUDIES

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

CONTENT
This course allows students to learn about the importance of satisfying appropriate needs in life to promote well-being. The course focuses on families, communities, groups resources and parenting. It is an excellent course for both HSC and life purposes.

Preliminary Course:
Resource Management
• Basic concepts of the resource management process (20% course time)

Individuals and Groups
• The individual's roles, relationships and tasks with groups. (40% course time)

Families and Communities
• Family structures and functions and the interaction between family and community. (40% course time)

HSC Course:
Research Methodology
Ethical research procedures culminating in the production of an Independent Research Project. (25% course time)

Groups in Context
• The needs of specific community groups. (25% course time)

Parenting and Caring
• Individuals and groups who adopt roles in parenting and caring in contemporary society (25% course time)

• HSC Option Modules (Select one of the following, 25% course time)

Family and Societal Interactions
• How government and community structures support and protect family members throughout the lifespan.

Social Impact of Technology
• The impact of evolving technologies on individuals, families, work and communities.

Individuals and Work
• Contemporary issues confronting families as they manage their roles within both their family and work environments.

Particular Course Requirements:
As part of the HSC, students are required to complete an Independent Research Project. 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.
STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is designed for those students who want to develop their knowledge and interests about psychology and sociology and how it is relevant to their lifestyle and community environment. Possible careers stemming from the study of Community and Family Studies include: Anthropologist, Solicitor, Social Worker, Psychologist, School Counsellor, Teacher - Early Childhood/Secondary, Industrial Relations Officer, Childcare Worker, Rehabilitation Counsellor, Market Researcher, and Recreational Worker.
**Construction (240 hours)**

2 Units  
Board Developed Course 'B' Category with examination  
**Exclusions:** Construction (120 hours)

**Course Description:**
This course is for students who wish to work in the construction industry. The course is based on Units of Competency developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry. This course incorporates nine core units plus a range of elective units from the General Construction and Civil Construction sectors.

Students may develop a program of study within one industry sector. Another possible program of study is available by selecting Units of Competency from across sectors.

**Main Topics Covered:**

The Core Units of Competency represent the basic skills, knowledge and attitudes required by all workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These Core Units of Competency focus on developing and refining the skills required to work effectively within the industry. The core Units of Competency specifically address industry awareness, communicating with others, planning for work, quality principles, working safely and introductory tools and techniques. The electives available in the course complement these competencies by providing a range of practical and technical skills.

**Qualifications:**

Students who are assessed as competent (through integrated competency assessment) in all of the prescribed Units of Competency in Construction (240 hours) will be eligible for a Statement of Attainment toward the AQF Certificate II in Construction (BCG20198).

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

**Particular Course Requirements:**

Work Placement. Students must complete a minimum of 70 hours work placement in a construction industry workplace.

**Assessment:**

**Competency Assessment**

This is a competency-based course. This requires students to develop the competencies skills and knowledge described by each Unit of Competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Competency Record Book.

Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**

The Higher School Certificate Examination for Construction (240 indicative hours) is
optional *.  
Exam questions will be drawn from the Core Units of Competency.  
The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

This course may be offered as Cross Campus.  *Students will nominate during the HSC year whether or not they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the UAI.
DANCE (Pathways Project)

2 units for each of Preliminary and HSC
Board Developed Course 'A' Category
Exclusions: Nil

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

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

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

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

Particular Course Requirements:
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.
DESIGN AND TECHNOLOGY
(Drawing/Computing Focus)

STATUS:
2 units for each of Preliminary and HSC
Board Developed Course

CONTENT:
Students study design processes, design theory and factors in relation to design projects.

Preliminary Course
Designing and Producing - including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

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

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is suitable for those who:
- are keen to participate in hands-on practical activities that are associated with the design process.
- Would like to further their studies in technical areas.
- Have suitable skills to prepare reports for case studies.
- Are able to work independently when researching relevant information for their design projects.
DRAMA

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

CONTENT
Preliminary Course
• Improvisation, Playbuilding, Acting
• Elements of Production in Performance
• Theatrical traditions and Performance styles

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

Either
- Critical analysis, or
- design, or
- performance, or
- script writing, or
- video drama

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
In Drama, students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.
EARTH AND ENVIRONMENTAL SCIENCE

STATUS
2 units for each of Preliminary and HSC
Board Determined Course

CONTENT
The Preliminary course incorporates the study of the formation of Earth and the evolution of its atmosphere, cryosphere, hydrosphere and lithosphere; the physical and chemical features of the environment; Australia as an island continent with a wide range of climates; the use of water as a chemical essential for life on Earth and its importance in the maintenance of Australian biomes; and the interplay of forces internal and external to the Earth.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time and pressures on the Australian environment and the indicators of environmental ill-health.

Preliminary Course
• Planet Earth and Environment - a five thousand million year journey.
• The Local Environment
• Water issues
• Dynamic Earth
• Earth and Environmental Science Skills

HSC Course
Core Topics
• Tectonic impacts
• Environments through time
• Caring for the country

One option from the following:
• Introduced Species and the Australian Environment
• Organic Geology - a non-renewable resource
• Oceanography
• Mining and the Australian Environment

Particular Course Requirements:
Practical experiences should occupy 30% of class time across Preliminary and HSC course time.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is very demanding especially in the areas of Chemistry, Biology and Geology. Students are expected and required to complete extensive readings of the subject matter in the course. They should also have a fundamental understanding of Junior Science concepts. Only students who gained an A or B in Science in Year 10 should consider choosing this course.

This course is designed to assist students in understanding their own environment, and how that can influence the world as a whole. This course will be of benefit to students interested in environmental issues, both in their local area, and globally.

NOTE: You cannot choose Earth and Environmental Science and 2 Unit Senior Science.
ECONOMICS

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

CONTENT

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

Preliminary Course

1. Introduction to Economics
2. Consumers and Business
3. Markets
4. Labour Markets
5. Financial Markets
6. Government in the Economy

HSC Course

1. The Global Economy
2. Australia's Place in the Global Economy
3. Economic Issues
4. Economic Policies and Management

STUDENTS FOR WHOM THIS COURSE IS DESIGNED

This course provides the necessary foundation for students who wish to pursue a career in Business, Economics, Accounting and Commercial related areas. The course is designed to provide knowledge and understanding of how the Australian economy operates and to appreciate the importance of Economics in our daily lives.

It is not necessary to have studied any other course to choose Economics. Often students combine a study of economics with either Business Studies or Legal Studies but this is not compulsory. Students who select Economics should have a sound knowledge of Mathematics and be proficient in essay writing skills (content writing). Students should have good analytical skills, and a well-developed ability to read and interpret both graphs and tables. Students should have the ability to apply economic theory and concepts to the current Australian economic environment. Ability to interpret graphs and tables of current economic indicators and data is important as well.
This subject is part of the learning area called **Human Society and Its Environment (HSIE)**. All HSIE subjects including **Economics** assume a student has developed **abilities** in a number of **key competencies or skills**.

Any student undertaking a HSIE subject in **Year 11** should have an ability and interest in collecting, analysing and organizing information; communicating ideas and information in both written and oral forms; planning and organizing activities; working with others in teams or groups; using mathematical ideas and techniques; solving problems and using technology, especially computer hardware and software such as Microsoft Word, Excel and PowerPoint.

For each of the HSIE subjects there are varying differences in the importance of some of the underlying key competencies but in general students choosing **Economics** should have developed abilities in most of the above competencies. Students must be prepared to work at developing and improving their abilities in the key competencies. This subject is a challenging **Board Developed Course**.
ENGINEERING STUDIES

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

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

Preliminary Course
Students undertake the study and develop an engineering report for each of 5 modules:
• three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems;
• one focus module relating to the field of Bio-Engineering;
• one elective module.

HSC Course
Students undertake the study and develop an engineering report for each of 5 modules:
• three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport; Lifting devices.
• two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is suitable for those who:
• Have strengths in the areas of Mathematics and Physics.
• Are capable of undertaking Mathematics Extension 1 and Physics.
• Are interested in pursuing a career in the field of Engineering.
• enjoy solving problems.
• are interested in how things work.
ENGLISH COURSES

English is the only compulsory HSC subject. All students must complete English for the award of the HSC. Students' best two units of English will be counted in their UAI.

In the new English courses for the Preliminary and HSC students will study a wide range of texts including film, websites, poetry, documentary, multi-media, non-fiction, CD-rom, fiction, drama and TV media.

All students will undertake a minimum of two units in English in each of the preliminary and HSC years. The compulsory English course is offered as an Advanced, Standard English or ESL course.

Extension English is offered as a 1 unit course in the Preliminary Year. In the HSC year students can choose to study Extension English as either a 1 unit or 2 unit course, including the option of a major work. This course enables students with a particular love of English to engage in further and more in-depth study.

Fundamentals of English is likewise a new addition to the range of English subjects. Students who study either the Standard English or ESL courses can also take Fundamentals of English. This course is enormously helpful for students. It will:

• Help students to improve their literacy skills across all subjects.
• Support students to develop an effective study program
• Allow students the opportunity to use this course to gain accreditation for communication skills in the workplace.

ENGLISH STANDARD

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

The English Standard Course will assist students to become confident and effective communicators in a variety of language modes - reading, writing, viewing, speaking, listening and representing. Students explore a variety of texts.

Preliminary Course

In the preliminary course students will respond to a novel, play, poet and film as well as other types of texts. They will also compose in a range of styles and modes for a range of audiences.

HSC Course

The HSC course is structured in the same way as the Preliminary course. Students will study a minimum of four prescribed texts drawn from the prescribed texts' list published by the Board of Studies.

The course has two sections:
1. Common content in which students undertake a unit of work called Area of Study. In this section students explore a range of texts. This section comprises 40% of the course and is common with the Advanced Course.
2. The Electives - students explore texts and analyse their meanings. Electives comprise 60% of this course.
ENGLISH ADVANCED

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

CONTENT
Preliminary Course
In the preliminary course students will respond to a novel, play, poet and film as well as other types of texts. They will also compose in a range of styles and modes for a range of audiences. Students will have the opportunity to study Shakespeare.

HSC Course
The HSC course is structured in the same way as the Preliminary course. Students will study a minimum of five prescribed texts drawn from the prescribed texts' list published by the Board of Studies. Students in the Advanced course must study a Shakespeare text. Students will also be required to read widely in addition to the set texts.

The course has two sections:
1. Common content in which students undertake a unit of work called Area of Study. In this section students explore a range of texts. This section comprises 40% of the Course and is common with the Standard Course.
2. The Electives - students explore the ways texts and contexts shape and are shaped by different attitudes and values. Electives comprise 60% of this course.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
The English advanced course is for students who are capable in English. This course is recommended for students who receive a Band 5 or 6 in English in the School Certificate.
In this course students will explore the ways ideas, experiences and values are represented in a wide range of texts.

ENGLISH (ESL)

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

CONTENT
Preliminary Course
The course has two sections:
1. Language study within an Area of Study. In this section students will improve their specific language skills. This section comprises 50% of the course.
2. The Electives - students explore texts and analyse their meanings. Electives comprise 50% of this course.

Students will study a minimum of three different types of text. Students will also be required to read widely in addition to the set texts.

HSC Course
The HSC course is structured similarly to the Preliminary course. Students will study a minimum of three prescribed texts drawn from the prescribed texts' list published by the Board of Studies.

For eligible students this course is beneficial as it generally allows them to gain a
higher UAI. This course is strongly recommended for students who are eligible.

**STUDENTS FOR WHOM THIS COURSE IS DESIGNED**
The English (ESL) course is for students who have been educated overseas or in an Australian educational institution using English as the language of instruction for five years or less prior to the beginning of the Preliminary year of study.

**EXTENSION ENGLISH**

**STATUS**
1 unit for each of Preliminary and HSC
Board Developed Course
Extension Course 1 is a pre-requisite for HSC Extension Course 2.

NB The two compulsory units which contribute to the UAI are the student's BEST two units of English (ie. if a student undertakes 3 or 4 units of English, the best two units will count towards the UAI).

Extension English is for students who have a love of English, read widely, write for pleasure and wish to do further, in-depth study. The Preliminary English Extension course explores the way a text from the past can be represented in popular culture today.
The HSC English Extension Course 1 requires students to study an elective drawn from genre, texts and ways of thinking, or language and values.

**EXTENSION 2**
The HSC English Extension Course 2 provides students the opportunity to create a major work, for example short story, critical study, CD Rom, film etc. Extensive experience in the chosen medium is essential.

**FUNDAMENTALS OF ENGLISH**

**STATUS**
2 units in total

This course may be taken as a 2 Unit Course completed in the Preliminary Year OR a 2 Unit Course taken over the Preliminary and HSC years of study (ie. one unit per year).

This course will improve students' literacy and language skills. It will support students so that they can maximise their potential in the compulsory Standard English course. It will also support them in the basic skills they require for success in senior school study. Students will study a minimum of three modules drawn from:

- Approaches to the Area of Study . Research Skills
- Writing for Study
- Oral Communication Skills
- Workplace Communication

**STUDENTS FOR WHOM THIS COURSE IS DESIGNED**
This course is strongly recommended for students who have:
- chosen courses in the vocational education area.
- received a grade D or E in the School Certificate.
Entertainment (240 hours)

2 units
Board Developed Course ‘B’ Category with examination

Exclusions: Entertainment (120 hours)

Course Description:
The Entertainment Curriculum Framework is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills valued both within and beyond the entertainment industry workplace as well as underpinning skills and knowledge that can be applied in a range of contexts.

It is based on Units of Competency, which have been drawn from the Entertainment Industry Training Package (CUE98). It incorporates all Units of Competency in the AQF Certificate II in Entertainment.

Main Topics Covered
The course will give students the opportunity to acquire knowledge and skills related to the collaborative nature of roles and structures in the various environments of the entertainment industry. The course will expose students to a variety of performances and events, styles, venues and audience expectations.

Qualifications
Students assessed as fulfilling the requirements for ten or more units of competency in this course will be eligible for the AQF Certificate II in Entertainment (CUE 20198).

Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of the Certificate.

Course Requirements:
Work Placement. Students must complete a minimum of 70 hours work placement.

Assessment
Competency Assessment
This is a competency-based course. This means that student’s work to develop the competencies skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Competency Record Book. Competency based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination
The Higher School Certificate examination in Entertainment is optional *. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

This course may be offered as Cross Campus. *Students will nominate during the HSC year whether or not they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the UAI.

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EXPLORING EARLY CHILDHOOD

STATUS
2 unit in either Preliminary or HSC, OR 2 unit for each of Preliminary and HSC
Content Endorsed Course
Non UAI

CONTENT
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.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is designed for any student who has an interest in children and who feels the course would assist them in caring for children in the future. It would be helpful for students who wish to continue at a tertiary level in such study areas as nursing, early childhood teaching, child care, social work or community work. Both male and female students are encouraged to study this course.
FILIPINO

STATUS
2 unit Continuers (Preliminary and HSC)
Board Developed Course
Eligibility criteria may apply

CONTENT
This course is organised on a set of themes, namely, the individual, the Filipino-speaking communities and the changing world.

Students continue to develop and enlarge their knowledge and understanding of the Filipino language by exchanging information, opinions and experiences in Filipino; expressing ideas through the production of original texts in Filipino; analysing, processing and responding to texts that are in Filipino; and reflecting upon significant aspects of the language and culture of Filipino-speaking communities through stories, poems, songs, dances, rituals and other works of literature.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
Those with previous experience in the language who wish to continue or extend their study.
FOOD TECHNOLOGY

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

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

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

HSC Course
• The Australian Food Industry (15%)
• Food Manufacture (30%)
• Food Product Development (30%)
• Options Contemporary Food Issues in Nutrition (25%) or Contemporary Food Issues in the Marketplace (25%)

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is suitable for those who:
• Are interested in studying an HSC subject which would help prepare them for food related courses at tertiary level.
• Would like to follow a career in the food industry such as Dietician, Home Economist, Food Technologist, Biochemist, Food Standards Officer, Teacher, Research and Development Officer, Chef, Environmental Health Officer and a variety of positions in the Marketing field.
GEOGRAPHY

STATUS

2 units for each of Preliminary and HSC
Board Developed Course

CONTENT

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues. The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

Preliminary Course

- Biophysical studies
- Global studies
- The Senior Geography Project

HSC Course

- Ecosystems at Risk
- Urban Places
- People and Resource Use

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

STUDENTS FOR WHOM THIS COURSE IS DESIGNED

- Those who are interested in understanding their environment and possible ways of managing the environment
- Students who wish to develop an understanding of the environments of others
- those who wish to understand geographical issues locally, Australia wide, and globally
- Students who are interested in environmental issues
- Geography is a valuable subject to have as a foundation for a wide variety of post-school courses
- Geography shares study areas with other subjects such as Biology and Science. Some students may benefit from studying both subjects.
This subject is part of the learning area called Human Society and Its Environment (HSIE). All HSIE subjects including Geography assume a student has developed abilities in a number of key competencies or skills.

Any student undertaking a HSIE subject in Year 11 should have an ability and interest in collecting, analysing and organizing information; communicating ideas and information in both written and oral forms; planning and organizing activities; working with others in teams or groups; using mathematical ideas and techniques; solving problems and using technology, especially computer hardware and software such as Microsoft Word, Excel and PowerPoint.

For each of the HSIE subjects there are varying differences in the importance of some of the underlying key competencies but in general students choosing Geography should have developed abilities in most of the above competencies. Students must be prepared to work at developing and improving their abilities in the key competencies. This subject is a challenging Board Developed Course.
## Hospitality Operations (240 hours)

2 units  Board Developed Course ‘B’ Category with examination

**Exclusions:**  Hospitality Operations (120 hour)
Tourism-Sales/Office Operations

### Course Description:
This course is for students who wish to work in the hospitality industry, either as a long-term career or in part time or temporary hospitality positions. The course is based on Units of Competency, which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry. This course incorporates five core units plus a range of units from various functional areas. These are presented as four elective strands: Cookery / Catering, Accommodation Services, Multi-Skilled Operations and Food and Beverage Service and Kitchen Operations.

### Main Topics Covered:
In the Core of the course student’s concentrate on developing the skills to work effectively in a hospitality environment including Hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.

The elective strand of the course builds on these skills. Students will be able to develop further competencies in a variety of functional areas such as:

- **Cookery / Catering.** Students attempt additional core units and concentrate on developing skills in dealing with the organisation and preparation of food and/or catering.

### Qualifications:
Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Hospitality Operations (240 hours) will be eligible for the AQF Certificate II in Hospitality Operations (THH21802).

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

### Particular Course Requirements:
Work placement. Students must complete a minimum of 70 hours work placement in a hospitality workplace.

### Assessment: Competency Assessment
This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Competency Record Book.

Competency based assessment determines the vocational qualification that a student will receive.
**External Assessment - HSC Examination**

The Higher School Certificate examination for Hospitality Operations (240 indicative hours) is optional *.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

This course may be offered as Cross Campus  

*Students will nominate during the HSC year whether or not they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the UAI.*
INDUSTRIAL TECHNOLOGY: TIMBER

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

CONTENT
Industrial Technology consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the furniture industry and an introduction to industrial processes and practices.

Preliminary Course
The following sections are taught in relation to the relevant focus area:
• Industry Study - structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
• Design and Management - designing, drawing, computer applications, project management.
• Workplace Communication - literacy, calculations, graphics.
• Furniture Industry Specific Content and Production.

HSC 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:
• Industry Study
• Design and Management
• Workplace Communication
• Furniture Industry Specific Content and Production

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is suitable for those who:
• are interested in working with materials such as timber.
• are keen to participate in hands-on practical activities that are associated with the design process.
• Would like to further their studies in technical areas.
• Have suitable skills to prepare reports for case studies.
• Are able to work independently when researching relevant information for their design projects
INFORMATION PROCESSES AND TECHNOLOGY

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

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

Preliminary Course
- Principles of Information Processes
- Tools for Information Processes
- Planning, Design and Implementation
- Project work

HSC Course
- Information systems that organise and analyse
- Communication based information systems
- Option strands, the study of two information systems
- Project work

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is suitable for those who:
- want to develop techniques to use information technology effectively. This will involve the use of various software packages such as word processors, databases, spreadsheets, drawing and communications programs.
- are interested in working in careers that involve the processes of collecting, organising, communicating and managing information as well as the technologies that support them.
- would like to be well placed to adapt to new technologies as they emerge.
**Information Technology (240 hours)**

2 units
Board Developed Course ‘B’ Category with examination

**Exclusions:** The Units of Competency achieved during completion of Information Technology Fundamentals (120 hours) course.

**Course Description:**
This course is for students wishing to achieve competencies leading to entry-level employment and/or further education and training in an industry where information technology is used and supported.
The course is based on Units of Competency which have been developed by the information technology industry to describe the competencies and skills and knowledge needed by workers who use information technology.

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

**Qualifications:**
Students who are assessed as competent in the Units of Competency in Information Technology Support (240 indicative hours) will be eligible for an AQF Certificate II in Information Technology (ICA20199).

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 70 hours work placement.

**Assessment:**

**Competency Assessment**
This is a competency-based course. This means that student's work to develop the competencies skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Competency Record Book.
Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**
The Higher School Certificate examination for Information Technology (240 hours) is optional. *The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

This course may be offered as Cross Campus: "**Students will nominate during the HSC year whether or not they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the UAI.**"
LEGAL STUDIES

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

CONTENT
The Preliminary course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Preliminary Course
• The Legal System 40% of course time
• The Individual and the State 20% of course time
• The Law in Focus 40% of course time

HSC Course
• Law and Society 25% of course time
• Focus Study: Crime 25% of course time
• Additional Focus Studies 50% of course time

Two chosen from consumers, families, global environments, shelter, technological change, workplace, world order.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is designed for those students who want to develop their knowledge and interests about law and how it is relevant to their life style. It is particularly relevant to those - students seeking to increase their knowledge and awareness of the relationships between the concepts of Justice, Law and Society. Also those students who are interested in exploring moral, social and political issues which are relevant to their own lives will find this course very worthwhile and enjoyable.

This subject is part of the learning area called Human Society and Its Environment (HSIE) All HSIE subjects including Legal Studies assume a student has developed abilities in a number of key competencies or skills

Any student undertaking a HSIE subject in Year 11 should have an ability and interest in collecting, analysing and organizing information; communicating ideas and information in both written and oral forms; planning and organizing activities; working with others in teams or groups; using mathematical ideas and techniques; solving problems and using technology, especially computer hardware and software such as Microsoft Word, Excel and PowerPoint.

For each of the HSIE subjects there are varying differences in the importance of some of the underlying key competencies but in general students choosing Legal Studies should have developed abilities in most of the above competencies. Students must be prepared to work at developing and improving their abilities in the key competencies. This subject is a challenging Board Developed Course.

Students who intend to complete tertiary or TAFE studies in Business, Office Skills, Legal Studies and Accounting will find this course useful.

Essay writing skills need to be well developed as essays are an essential part of both the Preliminary and HSC courses.
MATHEMATICS COURSES

Students have the following range of courses to select from, dependent upon their ability and interest, in the Preliminary Year:

- Mathematics (UAI)
- General Mathematics (UAI)
- General Mathematics leading to Applied Maths (Non UAI) for the HSC year.
- Mathematics Extension 1 (UAI)

It should be noted that the course "Mathematics" is equivalent to the old "Mathematics 2 unit" Course. Post Secondary courses that mention "Mathematics" as a prerequisite, mean this course and NOT any Mathematics course. In other words General Mathematics does not count as Mathematics for post secondary courses.

MATHEMATICS

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

CONTENT
This course is identical to the formerly named 2 Unit Mathematics course. It is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension courses. It is expected that students are competent at advanced level algebra and trigonometry in Year 10.

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

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

As a guide a School Certificate Advanced grade A, B, C or an A grade at Intermediate level would be expected. A minimum standard on a diagnostic test is also expected.
MATHEMATICS Extension 1

STATUS

1 unit for each of Preliminary and HSC
Board Developed Course

CONTENT

This course is identical to the formerly named 3 unit course. The content of this course, which includes the whole of the mathematics 2 unit course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general education merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the HSC Extension 2 course (formerly named 4 unit) in the HSC year.

Preliminary Course
- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Permutations and combinations
- Polynomials
- More difficult applications of the Preliminary 2 unit course.

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

A School Certificate Advanced level Grade A or B is required. A substantial standard on a diagnostic test is expected.
HSC MATHEMATICS Extension 2

STATUS
1 unit additional to the Extension 1 course, for the HSC Year only.
Board Developed Course
Prerequisites: Students must also study the HSC Extension 1 course. The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

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

Main Topics Covered:
The course content includes the entire 2 unit Mathematics course, the entire Extension 1 Mathematics course and, in addition, contains:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- More difficult Extension 1 Topics

STUDENTS FOR WHOM THE COURSE IS DESIGNED
This course is designed for students with exceptionally high levels of mathematical ability who need a strong mathematical background in order to study tertiary courses such as Mathematics, Science, Economics and Engineering Sciences. An excellent performance in Extension Mathematics is required in the Preliminary final examination.

GENERAL MATHEMATICS

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

CONTENT
This Course aims to improve students' basic skills and show them how mathematics can be used as a tool in solving problems. It is a practical course with an emphasis on applications. Areas of study include Algebra, Measurement, Statistics, Probability and Trigonometry.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
It is intended that this course be done by the majority of students doing senior Mathematics who have studied Intermediate Mathematics level School Certificate Grade A, B, C or D, although those with a grade D will find the course very challenging. Students who have not met these standards should choose General Mathematics leading to Applied Maths in the HSC year. This would include students who have studied Standard Maths for the school certificate.
APPLIED MATHEMATICS

STATUS
2 units for HSC (YEAR 12 ONLY)
Board Endorsed Course (School Developed)
(Non UAI)
Prerequisite: Students must have successfully completed at least General Mathematics in their Preliminary Year.

CONTENT
This course allows for the study of the applications of Mathematics by beginning with contexts rather than with mathematical topics. While mathematical knowledge and skills in areas such as number, statistics, geometry, measurement, algebra and problem solving are required to meet the course objectives, the application of the knowledge and skills is the focus of the modules which include:
- The Consumer
- Travel
- Accommodation and Building Social Issues
- Maths in the Workplace

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
The course is designed for students who have no need for Mathematics as part of a tertiary course or who find the theoretical nature of other mathematics courses not to their liking. They should not be interested in obtaining a UAI. For further information on any Maths courses contact the Acting Maths Coordinator Ms Cheryl Eather at the school.
MODERN HISTORY

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

CONTENT

Preliminary Course
1. Three Depth Studies chosen from a variety of 20th Century and pre 20th Century topics (80%)
2. Core Study - The World at the beginning of the 20th Century (20%)

HSC Course
1. A core study of World War I and its Aftermath (30%)
   In this part students use a range of sources to investigate the political, social, economic and technological impact of World War I.
2. A National Study (40%)
   In this part students apply historical inquiry methods to investigate significant events, people, groups, ideas and forces for change and continuity in the history of one country during a significant period of its twentieth century national history. Possible studies include China 1911-1949, USA 1898-1941 & Australia 1946-1996
3. International Studies in peace and conflict (30%)
   In this part the students will investigate the nature of conflict and the roles of people, groups, institutions, ideas and forces of change and continuity in attempts to resolve conflict in one modern world context.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
History is an enquiry into human past experiences. It is useful as it provides a background to the understanding of our world as it is today, and is a guide to the key issues in the development of society and the likely consequences of these developments. A keen interest in, and concern about what is going on in the world today is beneficial to students of Modern History. Modern History with its emphasis on the development of the skills of research, analysis, interpretation and decision-making provides useful skills and a knowledge foundation for people wishing to follow a business, legal, administrative or literary career. There is no need to have studied History in Years 7-10, but good writing skills are an asset.

This subject is part of the learning area called Human Society and Its Environment (HSIE) All HSIE subjects including Modern History assume a student has developed abilities in a number of key competencies or skills

Any student undertaking a HSIE subject in Year 11 should have an ability and interest in collecting, analysing and organizing information; communicating ideas and information in both written and oral forms; planning and organizing activities; working with others in teams or groups; using mathematical ideas and techniques; solving problems and using technology, especially computer hardware and software such as Microsoft Word, Excel and PowerPoint.

For each of the HSIE subjects there are varying differences in the importance of some of the underlying key competencies but in general students choosing Modern History should have developed abilities in most of the above competencies. Students must be prepared to work at developing and improving their abilities in the key competencies. This subject is a challenging Board Developed Course.

Students who have achieved a high standard of historical inquiry and communication skills in the Preliminary Course may apply for entry into the 1 unit HSC Extension History course. This course is studied concurrently with 2 unit HSC Modern History and/or 2 unit HSC Ancient History.
MUSIC 1

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

CONTENT
This course is designed to allow students to develop their performance, composition, aural and musicology skills. Students are required to complete activities in all four areas, and to develop their skills on one (or more) instruments over the two year period. During the two years, students will study six topics. These are selected from a possible twenty-one topics, some of which are:

- Rock music
- Australian music
- Music of the 18th century
- Theatre music
- Jazz
- Music of the 20th century
- Music for Radio, Film and Television

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
- students who wish to develop their skills beyond the mandatory music studied in Years 7 and 8
- those who have a little (or no) prior knowledge of the subject and wish to develop their musical knowledge and appreciation. Students who enjoy music and wish to study music further
- students thinking of studying post secondary school music courses, such as at TAFE, or audio engineering
- it is suitable to be teamed with a TAFE music subject taken through the TVET program.

MUSIC 2

STATUS:
2 units for each of Preliminary and HSC
Board Developed Course

CONTENT
Students develop their musical skills through performance, composition, aural and musicology. There is a greater emphasis on composition, musicology and prior musical knowledge in this course than in Music 1. Students will be required to study one mandatory and one elective topic each year. The mandatory topics are

- Music 1600 - 1900
- Music of the last 25 years

STUDENTS FOR WHOM THE COURSE IS DESIGNED
- those who have studied elective music in Years 9 and 10
- students with a more advanced level of performance skills
- students who wish to study music in greater detail
- students considering post secondary school music study, including university and TAFE.

Those students who wish to extend their knowledge beyond Music 2, with very high performance or composition skills, or aim to study music in a post school course may apply for entry, upon completion of Preliminary Music 2, into HSC Extension Music. (60 hours total)
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

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

CONTENT
This is a theoretical course which is very different from 7 - 10 PDHPE. It is very challenging and is best selected by students who enjoy health issues and who are able to write well.

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Main Topics Covered:

Preliminary Course
Core Topics (70%)
• Meanings of Health & Physical Activity
• Better Health for Individuals
• The Body in Motion

Optional Components (30%)
Students to select two options each from
• First Aid
• Composition and Performance
• Fitness Choices
• Outdoor Recreation

HSC Course
Core Topics (60%)
• Health Priorities in Australia
• Factors Affecting Performance

Optional Component (40%)
Students to select two options each from
• The Health of Young People
• Sport and Physical Activity in Australian Society
• Sports Medicine
• Improving Performance
• Equity and Health

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
The syllabus is intended for a wide range of student needs and interests. Through participation in PO, Health and PE, each student will become aware of the impact of their decisions on their health. Undertaking the course will also provide foundational studies for those students with a special or vocational interest in human movement, individual health and community health issues. PDHPE in senior school is highly theoretical and does contain the same practical elements as the Year 7-10 course.

PDHPE is designed for students who like to be challenged by hard work. Students who are interested in the study of health and physical activity are best suited. Students who are able to write well or are interested in improving their literacy skills should also consider PDHPE. This course is not suited to students who are looking to participate in practical sporting activities as there is very limited practical physical activity in class time.
PHOTOGRAPHY

STATUS
2 unit Content Endorsed Course
Non UAI Course

CONTENT
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 with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

The course in Photography will allow students to:

- increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- develop an understanding of the methods photographers use to build meanings;
- develop skills through the acquisition of the techniques of photography, video or digital imaging;
- use photography as a means of visual communications and a process to aid observation and analysis;
- gain an understanding of careers involving photography, video or digital imaging.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
For all students, interests may lie along a number of dimensions such as: vocation, (career skills in commercial/fashion/graphic arts, journalism, information technology) visual literacy (interpretive skills for the photographic content of print and other news media and advertising); technological (photography as a tool for observation analysis and discovery); art form (a means of creative expression); recreational.
PHYSICS

STATUS
2 units for each of Preliminary and HSC
Board Determined Course

CONTENT
The Preliminary and HSC courses are organised into a number of modules designed to
understand the physics concepts of kinematics and dynamics, energy, waves, fields
and matter in the context of the history of physics, the nature and practice of physics,
applications and uses of physics, the implications of physics for society and the
environment, current issues, research and developments in physics.

Preliminary Course
Core Modules
• Moving About
• Electrical Energy in the home
• The World Communicates
• The Cosmic Engine

HSC Course
Core Modules
• Space
• Motors and Generators
• From Ideas to Implementation

One Option from the following:
• Geophysics
• Medical Physics
• Astro Physics
• From Quanta to Quarks
• The Age of Silicon

Particular Course Requirements:
Practical experiences should occupy 30% of class time across Preliminary and HSC
course time. Practical experiences must include at least one open-ended investigation
integrating the knowledge and understanding, and skills outcomes in both the
Preliminary and HSC courses.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
Students contemplating studying Physics should have achieved an A or B in Science
and a good grade in Advanced Mathematics at School Certificate level.

Physics is generally needed for careers in the following areas:
Electronics, Metallurgy, Engineering, Architecture, Astronomy, Medicine, Meteorology,
Optometry, Dentistry, Environmental Sciences, Veterinary Medicine, Physics and
Radiography.

NOTE: You cannot choose Physics and 2 Unit Senior Science
RELIGIOUS EDUCATION COURSES

All students must complete a minimum of one unit of religious education in both the Preliminary and HSC Years. Students may choose from the following courses. (Note that both Studies of Religion I and II are Board Developed courses and thus may be counted in a student's UAI):

- Studies of Religion I (1 unit) (UAI)
- Studies of Religion II (2 units) (UAI)
- Catholic Studies (1 unit) (Non UAI)

STUDIES OF RELIGION I

STATUS
1 unit for each of Preliminary and HSC
Board Developed Course

CONTENT
The course aims to promote an awareness, understanding and acceptance of the nature of religion, and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context.
In the Preliminary Course, students explore the nature of religion and consider religion's influence in Australian society from 1788-1900. One depth Study is undertaken which enables students to investigate a particular tradition, Christianity.
In the HSC Course, students explore Aboriginal belief systems and spirituality; they consider religion's influence in Australian society from 1901 to the present, together with the history and implications of Australia's multi-faith context. In addition students undertake a Cross Religion Study and reflect on common religious phenomena (for example, religious ritual, sacred stories and writings, religion and women, ways of holiness, teachers and interpreters) across a number of traditions (Buddhism, Christianity, Hinduism, Islam, Judaism). Each student pursues an Interest Study (for example, religion and visual arts, ecology, music or a Polynesian or Melanesian tradition or an Asian tradition like Shinto or Taoism).

Studies of Religion I is taught with attention to Catholic Christian perspectives on themes and issues raised in the Syllabus.
In addition, the Campus provides retreats, reflection afternoons and other opportunities for liturgical and sacramental participation. All students are required to take part in the Faith Serving Others program.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is slightly more academic by nature than the Board Endorsed Course, Catholic Studies, offered at the Campus. The language of the course is more technical and the course requires students to read widely. It would complement the Aboriginal Studies, Society and Culture, Advanced and Standard English, Economics, Legal Studies and Visual Arts courses. Studies of Religion I would advantage any student interested in careers in the following areas: social work, public relations, advertising, theology, philosophy, teaching, journalism, behavioural sciences, history and politics.
STUDIES OF RELIGION II

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

CONTENT
The course aims to promote an awareness, understanding and acceptance of the nature of religion, and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context.

In the Preliminary Course, students explore the nature of religion and consider religion's influence in Australian society from 1788-1900. Three (3) Depth Studies are undertaken. This enables students to investigate three particular traditions (Christianity and two others from Buddhism, Hinduism, Islam or Judaism).

In the HSC Course, students explore Aboriginal belief systems and spirituality; they consider religion's influence in Australian society from 1901 to the present, together with the history and implications of Australia's multi-faith context; and they explore the relationship between Religion and Media together with belief systems other than religions in Australia. In addition students undertake three (3) Cross Religion Studies and reflect on common religious 'phenomena (for example, religious ritual, sacred stories and writings, religion and women, ways of holiness, teachers and interpreters) across a number of traditions (Buddhism, Christianity, Hinduism, Islam, Judaism). Each student pursues an Interest Study (for example, religion and visual arts ecology, music or a Polynesian or Melanesian tradition or an Asian tradition like Shinto or Taoism).

Studies of Religion II is taught with attention to Catholic Christian perspectives on themes and issues raised in the Syllabus. In addition, the Campus provides retreats, reflection afternoons and other opportunities for liturgical and sacramental participation. All students are required to take part in the Faith Serving Others program.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is more academic by nature than the Board Endorsed Course, Catholic Studies, offered at the Campus. The language of the course is more technical and the course requires students to read widely. It would complement the Aboriginal Studies, Society and Culture, Advanced and Standard English, Economics, Legal Studies and Visual Arts courses. Studies of Religion II would advantage any student interested in careers in the following areas: social work, public relations, advertising, theology, philosophy, teaching, journalism, behavioural sciences, history and politics.
CATHOLIC STUDIES

STATUS
1 unit for each of Preliminary and HSC
Board Endorsed Course
Non UAI

CONTENT
The course aims to help students actively and critically examine contemporary religious, social, ethical and moral issues. Students will be led to a deeper consideration of the Christian tradition, encouraged to reflect on the nature of Christian commitment and to examine closely the world in which they live.
In the Preliminary Course, students explore the human quest for meaning, the history and nature of Jesus Christ, Religion in Australia and a Christian vision of the word.

In the HSC Course, students explore various spiritual pathways, the Scriptures and their application to life, Aboriginal beliefs and spirituality and the Christian vocation, work and leisure.
Catholic Studies is taught with attention to Catholic Christian perspectives on themes and issues raised in the Syllabus.
In addition, the Campus provides retreats, reflection afternoons and other opportunities for liturgical and sacramental participation. All students are required to take part in the Faith Serving Others program.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is slightly less academic by nature than the Board Developed Courses, Studies of Religion I and Studies of Religion 11. The language of the course is less technical and there is more flexibility which allows students to engage at their own levels of understanding.
**Retail Operations (240 hours)**

2 units  Board Developed Course ‘B’ Category with examination  
**Exclusions:** Retail Operations (120 hours)

### Course Description:
This course is for students who wish to work in the retail industry, either as a long-term career or in part time or temporary retail jobs. It is based on Units of Competency, which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry. It incorporates all Units of Competency in Phases A and B of the AQF Certificate II in Retail Operations.

### Main Topics Covered:
In the Retail course students concentrate on developing the skills to work effectively in a retail environment including communicating with customers and staff, working safely and operating retail equipment. Students will be able to develop further competencies in operating point of sale equipment including cash registers and terminals, in stocktaking, in communicating with customers and in security procedures.

### Qualifications
Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Retail Operations (240 hours) will be eligible for a Statement of Attainment showing partial completion of the AQF Certificate II in Retail Operations (WRR20102).

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

### Particular Course Requirements:
Work placement. Students must complete a minimum of 70 hours work placement in a retail workplace.

### Assessment:
**Competency Assessment**
This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a retail store. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students undergo an integrated competency assessment for Phase A and an integrated competency assessment for Phase B. They will also be progressively assessed as ‘competent’ or ‘not yet competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Competency Record Book. Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment - HSC Examination**
The Higher School Certificate examination for Retail Operations (240 indicative hours) is optional *The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications. This course may be offered as cross campus. *Students will nominate during the HSC year whether or not they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the UAI.*
SENIOR SCIENCE

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

CONTENT
The Preliminary course incorporates the study of some aspects of human anatomy and discusses issues associated with the protection of the body in the workplace; the interactions between organisms in local ecosystems; the collection, storage and conservation of water resources; and the structure and function of plants with an emphasis on Australian native plants.

The HSC course examines the range and importance of biological molecules found in humans and other organisms; the physical and chemical properties of chemicals used by people on and in their bodies; the structure and function of organs of the human body and the physical features of these organs that can be detected by medical technology.

Preliminary Course
• Humans at Work
• Local Environment
• Water for Living
• Plants

HSC Course Core Topics
• Lifestyle Chemistry
• Medical Technology - Bionics
• Information Systems

One Option chosen from
• Polymers
• Preservatives and Additives
• Disasters
• Pharmaceuticals
• Space Science

Course Requirements:
30% of the Preliminary and HSC course time will be spent completing practical activities.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
The Senior Science course is designed to assist students in gaining a better understanding of the world around them. It is a good choice for students with a broad-interest in Science as it covers all aspects of Science.

NOTE: If you select the Senior Science course, you cannot choose Biology, Chemistry, Physics or Earth and Environmental Science.
SOCIETY AND CULTURE

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

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

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

Preliminary Course
• The Social and Cultural World: 20%
• Personal and Social Identity: 40%
• Intercultural Communication: 40%

HSC Course
Core:
• Social and Cultural Continuity and Change: 30%
• The Personal Interest Project: 30%

Depth Studies: 40%
Two to be chosen from:
• Popular Culture
• Belief Systems
• Equality and Difference
• Work and Leisure

The Personal Interest Project (P.I.P.) is a personal research project that students carry out over the duration of the HSC course. This project is worth 30% of the HSC mark and is marked externally.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is designed for students who are interested in the interaction of persons, society and culture; and to students who are comfortable in exploring their own thoughts, feelings, interests and experiences and relating them to traditions of knowledge and behaviour.

Society and Culture combines skills that students learn in subjects like English, History, Geography, Legal Studies and Religion. An ability to write clearly and logically and to read relatively easily is essential for this course. Personal research is also an important part of this subject. Students are required to show initiative in gaining information from a variety of sources.
This subject is part of the learning area called **Human Society and Its Environment (HSIE)**. All HSIE subjects including **Society & Culture** assume a student has developed abilities in a number of key competencies or skills.

Any student undertaking a HSIE subject in **Year 11** should have an ability and interest in collecting, analysing and organizing information; communicating ideas and information in both written and oral forms; planning and organizing activities; working with others in teams or groups; using mathematical ideas and techniques; solving problems and using technology, especially computer hardware and software such as Microsoft Word, Excel and PowerPoint.

For each of the HSIE subjects there are varying differences in the importance of some of the underlying key competencies but in general students choosing **Society & Culture** should have developed abilities in most of the above competencies. Students must be prepared to work at developing and improving their abilities in the key competencies. This subject is a challenging **Board Developed Course**.

This course would be a real advantage to any person interested in careers in the following areas: Teaching; Social Work; Psychology; Behavioural Sciences; Journalism or any areas in which social research is required.
SOFTWARE DESIGN and DEVELOPMENT

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

CONTENT
Software Design and Development involves students in the study of software development approaches and includes defining, planning, checking and modifying and implementing software solutions. Social and ethical issues that arise in the development and use of software are important components of the course. Students are involved in building software solutions, which involves them in a range of activities from modifying existing code to the development of new code. Programming is a major part of this subject and students will need to rapidly develop their skills in the use of a programming language, in order to deal effectively with the course. Through project work, students will create their own software solutions using Pascal and visual basic programming languages.

Preliminary Course
- Social and ethical issues
- Hardware and software
- Software development approaches
- Building, checking and modifying software solutions

HSC Course
- Social and ethical issues
- Application of software development approaches
- Software development cycle
- Planning, developing and designing software solutions
- Implementation of software solutions
- Testing and evaluating software solutions
- Maintenance of software solutions
- Option Topic. The Software Developer’s view of the Hardware

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is suitable for those who:
- want to develop techniques in the design, development, implementation and evaluation of software. This will involve students in the use of programming language(s), throughout the course.
- are interested in working in careers that involve the evaluating, designing, developing, testing and implementing of software applications.
- want to develop techniques to form a foundation for a range of courses at university and other tertiary institutions.
- would like to be well placed to adapt to new technologies as they emerge.
- enjoy solving problems.
SPANISH (Continuers and Beginners)

STATUS
2 units in each of Preliminary and HSC
Board Developed Course
Eligibility criteria may apply

CONTENT
This subject will be offered in two courses.

Spanish Beginners
Students develop their knowledge and understanding of Spanish across a range of topics, which will be explored through the integrated use of the four skills: listening, speaking and writing. In the HSC course, students will continue to develop their knowledge and understanding of Spanish through these skills. Study may cover new topics or more detailed treatment of topics previously studied.

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

STUDENTS FOR WHOM THIS COURSE IS DESIGNED:
• those with a wish to acquire a basic knowledge of the language;
• those with previous experience in the language who wish to continue or extend their study.
SPORT, LIFESTYLE AND RECREATION STUDIES

STATUS
2 units in each of the Preliminary and HSC Content Endorsed Course
Non UAI Course

CONTENT
Students spend a significant amount of time learning the skills, rules, safety procedures and opportunities of many sports.

Preliminary
Volleyball, Basketball, Touch, Softball, Athletics, Soccer, AFL, Netball and Union.

HSC
Outdoor Rec (2 day comp) fitness, cricket, tennis, table tennis, sports admin (running the Athletics carnival), Healthy Lifestyles.

Sport, Lifestyle and Recreation is designed as a course which is less academically challenging. It is designed for students who would like to do practical Phys Ed. type lessons nearly every day. It is designed for active people who are good at sports or would like to become good at sport.
TEXTILES AND DESIGN

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

CONTENT
The Preliminary course involves the study of design, communication methods, construction techniques, fibres, yarns, fabrics and the textile industry. Practical experiences are integral to the course. The HSC course builds upon the Preliminary course and involves the study of history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile items.

The Preliminary Course
Design (40%)
Properties and Performance of Textiles (50%)
The Australian Textiles, Clothing, Footwear and Allied Industries (10%)

HSC Course.
Design (20%)
Properties and Performance of Textiles (20%)
The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
Major Textiles Project (50%)

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This course is designed for any student interested in designing and producing textile items, and studying the textile and apparel industries. It is not essential to have studied Textiles and Design in previous years but a genuine interest and enthusiasm for Textiles is essential.
VISUAL ARTS

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

CONTENT

Preliminary Course
• The nature of practice in artmaking, art criticism and art history through different investigations
• The role and function of artist’s artwork, the world and audiences in the artworld
• The frames and how students might develop their own informed points of view
• How students may develop meaning and focus and interest in their work
• Building understandings over time through various investigations and working in different forms
• Artworks in at least 2 forms and use of a process diary
• A broad investigation of ideas in art criticism and art history

HSC Course
• How students may develop their own informed points of view in increasingly more independent ways using the frames
• How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
• How students may learn about the relationships between artist, artwork, world, audience within the artworld
• How students may further develop meaning and focus in their work
• Development of a body of work and use of a process diary
• A minimum of 5 Case Studies (4-10 hours each)
• Deeper and more complex investigations of ideas in art criticism and art history

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a ‘body of work’ in the HSC course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.
The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.
While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.
VISUAL DESIGN

STATUS
2 unit Content Endorsed Course
Non UAI course

CONTENT
Designed images and objects can communicate ideas about ourselves and our world. They use visual conventions to define and build social identity. They have utilitarian functions and may have aesthetic and spiritual dimensions.

The course enables students to:
• understand the nature of visual design and the ways in which designed images are created, categorised, interpreted, valued and used in our society;
• develop understandings and skills required to design and make works which fulfil a range of functions and express and communicate their own ideas and feelings;
• understand and value the contribution which designers make to our society;
• know the practices used by designers and the career options available in these fields.

STUDENTS FOR WHOM THIS COURSE IS DESIGNED
This Visual Design course encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary society and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.
This course provides useful skills and knowledge for further study and work opportunities in career areas such as graphic, product, interior, and exterior design.