



**YEAR 11
2022**

**SENIOR COURSES
HANDBOOK**

Key Dates

Date	Event
Monday 21 st June	<ul style="list-style-type: none">• Students emailed Subject Selection booklet through school email
Monday 21 st June	<ul style="list-style-type: none">• Penola Google site for Subject Selection Information live for students and families to watch in-lieu of Subject Selection Night
Wednesday 23 rd June	<ul style="list-style-type: none">• Subject live event 4:00 – 5:00pm
Friday 25 th June	<ul style="list-style-type: none">• Personalised subject link emailed to students to submit their selections
Monday 19 July Week 2	<ul style="list-style-type: none">• Respond to email from Mrs. McCully and follow link for subject preferences• Complete online subject preferences form
Wednesday 21 st July	<ul style="list-style-type: none">• Student interviews in regard to suitability of subjects chosen (Parents/Carers welcome)

INFORMATION FOR YEAR 11 2022

This handbook is intended to help Year 10 students in selecting their Year 11 courses. At Penola Catholic College we offer a large range of the Board Developed courses available in Year 11, together with an interesting selection of Board Endorsed courses. A number of Vocational Education courses are operating which enable students to gain Industry Accreditation in a wide variety of areas.

At Penola Catholic College our vision is to increase the opportunities for students to gain credentials throughout Stage 5 and 6 that enable opportunities for their future vocations. Students have a choice at Penola Catholic College and may choose from three different learning pathways:

1. A **Conventional Learning Pathway**, studying 12/13 units of Category A and/or one Category B subjects in Year 11 and dropping to studying 10/11/12 units of Category A and/or one Category B subjects in Year 12 over the two Stage 6 years.
2. There are two types of **Contemporary Learning Pathways** that we are proudly offering in 2021 (as a result of the continued success over the last two years) that enables students to finish a HSC course in Year 11, thereby gaining advantage by less subjects to study in Year 12.
 - A. **Early Start Vocational Education Commencement Course:** A student chooses a VET subject at the end of Year 11. The student gains industry approved VET credentials, as well as success in a HSC subject for the HSC award.
 - B. **Accelerated Program:** A student may study Mathematics or Studies of Religion 2 in Year 10, at a Year 11 level because they have been identified as having mastered Stage 5 outcome. Again, this allows the student to study over 2 years in Year 10 and Year 11, and therefore sit the Year 12 HSC examination at the end of Year 11.

Students are encouraged to choose your subjects based on your interests, passion and possible career aspirations. We also encourage you to discuss this important decision with key teachers, family and our Community and Business Partnerships Officer who may guide you and clarify any concerns.

The opportunity to engage in Early Start Vocational Course Commencement or the Accelerated Pathway is an incredible opportunity that is unique to Penola Catholic College in 2021. We are excited about the prospect of our students commencing Stage 6 at this time.

Please Note: Students may be identified and invited by teachers to commence an Accelerated Pathway or students/parents may also self-nominate if they would like to be considered for Mathematics or Studies of Religion 2 Acceleration.

Students can self-nominate for an Early Start Vocational Course Commencement.

However, for both Acceleration and Early Start Vocational Course Commencement, staff at Penola will judge suitability and have the final decision. In addition, students will need to make a commitment to this study for Year 10 and Year 11 at Penola Catholic College as the early commencement is not accepted at other schools as a conventional pathway.

Students need to ask:

- What learning pathway will you choose at Penola Catholic College?
- What are my reasons for attempting the Higher School Certificate?

- What are my career goals?
- What subjects will be needed to attain these goals?

It is essential that these issues are considered now, as the school program over the next two years will have a direct bearing on future career paths. Thorough investigation into possible careers will identify important information that will influence decisions.

a) Students

Each student has very different needs, interests and abilities.

- Do you want to fast track your HSC?
- Do you need a ATAR?
- What are your particular needs?
- What subjects do you find interesting?
- Which subjects do you excel in?
- What talents do you have?

An honest reply to these questions is very important when choosing your subjects. The most successful students are people who have chosen subjects which match their interests and abilities, work consistently and have 2, 3 or 4 career paths as options. All students are encouraged to consult our Careers Advisor Mr. Petit for career planning – email anytime mpetit@parra.catholic.edu.au Parents/Carers are also welcome.

b) Parents

Parents, family and family friends can be most helpful in this area. It is essential that discussion takes place within the family, parent/carers level to support your child. Knowledge and experience of life from family and family connections can assist greatly in planning a career path.

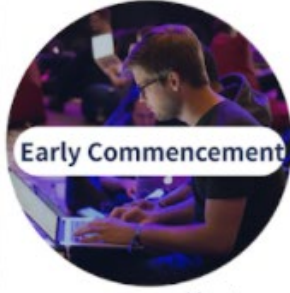
Penola Catholic College offers a unique and challenging range of study options for students. The options provide for students to obtain an ATAR (Australian Tertiary Admissions Rank) if they are contemplating university study or a non-ATAR course of study if their future plan does not include university study straight after the completion of Year 12.

▶ Stage 6 Pathways at Penola

Contemporary Pathways



Conventional Pathway



Early Commencement



Accelerated Program



Diploma Pathway

How to speed up the HSC

Penola Pathway

Complete at least 12 units in Yr 11 and at least 10 units in Yr 12

Exit Yr 12 with a portfolio of micro credentials

Fast track option in Maths or SOR. Sit HSC in Yr 11, reduced exams in Yr 12

Complete English, Religion & a Passion Subject

Receive the award of the HSC

Receive the award of the HSC

Selection on current performance in mainstream courses

Industry or University Ready

Exit Yr 12 with an ATAR

2 or more VET, E-VET or T-VET courses = Non ATAR

Exit Yr 12 with HSC award and ATAR

Exit Yr 12 with a full qualification



Students at Penola Catholic College also participate in a breadth of opportunities which enriches you personally. These experiences involve:

- Faith Formation which encompasses liturgies, prayer, reflection days, retreat and social justice initiatives which gives students a sense of the spiritual life of the college's Catholic identity
- Vocational Education and Training (VET) courses, External VET (EVET) courses or Traineeships are offered where students study a course at school, in a cluster of our CEDP schools or with an external provider for an extended period of time on one particular day each week or in designated blocks of time
- Traineeships which students can engage in are organised in conjunction with their part-time work
- Cluster VET subjects that may be offered across Penola Catholic College, Xavier College, Caroline Chisholm College and St Columba's Catholic College based upon if individual schools is unable to run particular subjects as a normal stand-alone classes due to the small number of students selecting the subjects.
- CEDP Virtual Schools Online Courses called 'School of Now': CEDP now offers the opportunity for students to study subjects that they are interested in but due to restrictions at their own school are offered elsewhere in the Diocese. This method involves access to Online and face to face teaching. See the end of the booklet for more information
- Contemporary Pathways which allow students to accumulate their study over a number of years that relieves the pressure of completing the Higher School Certificate in the common two year period

Record of School Achievement (RoSA)

Each student who successfully completes their senior study at Penola Catholic College, receives the Year 11 Preliminary RoSA HSC.

HIGHER SCHOOL CERTIFICATE

QUALIFICATIONS NEEDED TO PROCEED TO YEAR 11 AT PENOLA CATHOLIC COLLEGE

- A student must display a positive attitude to learning at our school, be respectful of our school ethos and follow school rules with a good behaviour record.
- Satisfactory completion of Year 10 course components and experiences to achieve the Year 10 RoSA award

STUDYING FOR THE HIGH SCHOOL CERTIFICATE

All students will receive the Record of Student Achievement (RoSA) at the completion of Year 12 (or at any time if leaving school after Year 10 or during the following two years).

THE HIGHER SCHOOL CERTIFICATE (HSC) IS THE HIGHEST EDUCATIONAL AWARD you can gain in New South Wales schools. This can be attained by achieving the minimum standard for Reading, Writing and Numeracy.

Literacy and Numeracy Standards

One of the key reforms will be that every student needs to meet a minimum standard for literacy (reading and writing) and numeracy to be eligible for the award of the Higher School Certificate (HSC).

The current system allows for students who leave school from the end of Year 10 through to before completing the HSC course to receive their Record of School Achievement (RoSA) and those students who complete the HSC course to receive their Higher School Certificate (HSC) and the RoSA. Currently, students who have completed the HSC course, but not met the minimum literacy and numeracy standards will only receive the RoSA.

There will be time allowed (five years after completing the HSC course) for students to meet the minimum standards if they wish to receive the Higher School Certificate.

The introduction of the minimum standards has come about from concerns raised by employer and tertiary groups who have noticed a decline in literacy and numeracy skills of students completing their schooling. The reform has been adopted to ensure the integrity of the Higher School Certificate as a recognised and valued credential.

It is expected that the majority of students will have achieved the minimum standard by the end of their schooling and, with the five year period after leaving school, most would have achieved the standard.

Students will be given opportunities to demonstrate that they have met the minimum standard through online tests throughout Years 10, 11 and 12 in order to qualify to receive the Higher School Certificate as well as the Record of School Achievement.

As mentioned before, there is also the opportunity after a student has completed Year 12 and left school for them to demonstrate they have met the minimum standard. Students in this situation will have up to five years after leaving school to reach the minimum standard. Once they have attained the standard they will then be awarded the Higher School Certificate.

The NSW HSC curriculum provides a solid platform from which to face the future and incorporates over 300 challenging and interesting courses. These courses encourage you to be receptive, critical and balanced in your approach to learning, to value achievement and to strive for excellence.

The Higher School Certificate is governed by the Education Reform Act 1990 (NSW) which sets out the general requirements you need to meet to be awarded the HSC.

ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

The rules and requirements for eligibility are set out in the New South Wales Higher School Certificate Rules and Procedures booklet and the Assessment, Certification and Examination Manual, which are kept in every secondary school and TAFE College as well as in many libraries.

The manual is also accessible through the New South Wales Education Standards Authority (NESA) website.

Essentially, you need to:

- Be enrolled at a NSW government school, or a registered and accredited non-government school, or a College of Technical and Further Education;
- Study a permitted combination of courses;
- Complete the requirements for each course, including any necessary oral, practical or project work;
- Complete tasks required for the assessment program in each HSC course;
- Sit for, and make a genuine attempt at, the HSC Examinations.
- Meet the minimum standard for reading, writing and numeracy.

THE HIGHER SCHOOL CERTIFICATE CURRICULUM

KEY LEARNING AREAS (KLAs)

The structure of the NSW curriculum means that subjects are arranged into eight Key Learning Areas, i.e. English, Mathematics, Science, Human Society and its Environment, Languages Other than English, Technology and other Applied Studies, Creative and Performing Arts, Personal Development, Health and Physical Education. Diocesan requirements include Religious Education as a Key Learning Area.

SUBJECTS

Students have a wide variety of subjects to choose from in the HSC studies.

A *subject*, e.g. English, is the general name given to an area of study which may have different courses. A course is a program of study within a subject area. For example, within the subject of English, there are different courses which can be studied for the HSC: English 2 unit Standard, English 2 unit Advanced, English Extension 1, English Extension 2 and English Studies.

TYPES OF COURSES

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, structures, content, and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance band (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 calculations of the Australian Tertiary Admission Rank (ATAR).

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Board Developed or Board Endorsed Courses

Vocational Education and Training (VET) courses can be classified as either Board Developed or Board Endorsed and are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both RoSA and/or Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between their various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies achieved. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other external providers.

Further information about VET courses appears in the section listing the HSC Courses available.

LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

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

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study. It will be based on an individual transition-planning process which will occur for both the Preliminary and HSC years.

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

The Board expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

CLUSTER COURSES

Penola Catholic College endeavours to provide as many opportunities for its students as possible; the school has found at times that it has been unable to offer some courses due to the small number of students selecting these courses. To address the needs of our students, the school has attempted to offer these courses through a cluster arrangement with other Catholic schools in the Penrith and Blue Mountains area. This model of delivery gives the students the opportunity to study courses that the College ordinarily would not be in a position to run.

The cluster arrangement involves Penola Catholic College, Caroline Chisholm College, St Columba's Catholic College and Xavier Catholic College. Some of the courses already offered through this arrangement are Primary Industries, Entertainment and Retail Services. These classes have students from the different schools in the cluster and operate one afternoon a week at a designated school, dependent upon the host school and students.

CEDP 'School of Now'

The Catholic Education Diocese of Parramatta is offering student the opportunity to study Stage 6 HSC courses within a blended learning environment (online at Penola and face to face with an expert teacher within our diocese)

(See last pages of this booklet for more information or click the link below.)

[SoN Subject Selection handbook 2022](#)

[Year 11 School of Now Application form](#)

[Year 12 School of Now Application form](#)

ALL MY OWN WORK

A program covering the importance of good scholarship principles has been developed by NESA for all students completing the HSC. This compulsory program will be conducted at the end of Year 10. This is to ensure that students are aware of the responsibilities they have as students to acknowledge sources used in their scholarship and research.

Students cannot commence Year 11 Preliminary Study of courses until the successful completion of the All My Own Work program. (Which is organised at the end of Year 10 all students).

UNITS OF STUDY

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

2 units = 8 periods per cycle (120 hours)

2 UNIT COURSE

This is the basic structure for most courses.

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, Science, History, Music, some Languages and VET.
- Undergraduate university courses will be available in some subjects.
- 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 4 periods of class time each cycle or 60 hours.
- Studies of Religion can be undertaken as either a 1 unit or a 2-unit course.
- There are a number of 1-unit Content Endorsed Courses. These courses do not count towards the ATAR.

REQUIREMENTS FOR THE AWARD OF THE HSC AND PATTERNS OF STUDY

If students wish to be awarded the HSC:

- Students must have satisfactorily completed courses that meet the pattern of study required by NESA 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.
- Students must have sat for and made a serious attempt at the Higher School Certificate examinations.
- Students must have achieved the minimum standard for reading, writing and numeracy

PATTERNS OF STUDY

Students 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 or English Studies
- At least three courses of 2 units value or greater
- At least four subjects
- At most 6 units of courses in Science can contribute to Higher School Certificate eligibility
- Units of English is the only compulsory HSC subject

Each course must be satisfactorily completed to count towards the HSC.

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Students, who wish to receive the Australian Tertiary Admission Rank (ATAR), must study a minimum of 10 Board Developed units in the HSC Course. The ATAR is based on an aggregate of scaled marks in ten (10) units of Board Developed Courses comprising:

- The best two units of English
- The best eight (8) units from the remaining units, subject to the provision that no more than two units of category B courses be included.
- The booklet, University Entry Requirements Year 10 Booklet, published by UAC will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- Students, who do not wish to receive an ATAR, can select a number of Endorsed Courses once they have studied six units from Board Developed Courses.

CHANGE OF SUBJECTS, COURSE OR UNIT VALUE

Most students will study each course over the whole of the Preliminary and HSC Course, however there may be cases where it is in the student's best interest to change courses either within or between subject areas.

CHANGE OF SUBJECTS/COURSES/UNITS

Students who wish to change subjects or courses need to apply to the school in writing and follow all set procedures.

Subject change forms can be found in the College office.

PRELIMINARY COURSES

In the case of Preliminary courses, the Principal Leader will be able to allow changes of subjects or courses provided they are satisfied that students can satisfactorily complete the new course before commencing study of the HSC course.

HSC COURSE

Students studying an HSC course may not change subjects or courses unless the Principal Leader is satisfied that they:

- Have satisfactorily completed the Preliminary course (or equivalent) of the subject/course they wish to enter
- Will be able to complete all HSC requirements, including assessment.

Students must contact the Head of Learning for a full explanation about changing subjects/courses.

COURSE INFORMATION AND RESOURCES

NESA publishes syllabuses for every Board Developed course and, for the new HSC courses, as well as specimen examinations for use as a guide. These specimen papers and previous year HSC examination papers along with the Examination Reports for each course help students prepare for the examinations.

Information on HSC Prescribed Texts, Topics, Projects and Works for all courses is published in a book of the same name.

HSC rules and requirements are covered in the Assessment, Certification and Examination Manual.

These publications are in each school.

ASSESSMENT AND REPORTING

Students will be required to complete a number of assessment tasks during the Preliminary and HSC courses. Assessment marks for each of the HSC courses, studied will be submitted to NESA. These marks will be based only on the tasks undertaken during the HSC course.

Students will receive a grade (A - E) for each Preliminary course which will be included in the Record of School Achievement (RoSA).

Assessment tasks are designed to measure performance in a wider range of outcomes, than may be tested in an examination. These may include tests, written or oral assignments, practical activities, fieldwork and projects. Each school develops an assessment policy.

Teachers will inform students of the types of assessment tasks, the importance of the tasks in comparison with others, the mark value of each task, when the tasks will be given, and their due date.

Assessments are required for both Board Developed and Content Endorsed courses. These apply to everyone entered for the HSC through school or college of TAFE regardless of the number of units attempted. The requirements for each Board Developed course are set out in the relevant Syllabus.

SATISFACTORY COMPLETION OF COURSE

To receive a result in any course, students must satisfactorily study that course.

SATISFACTORY COMPLETION OF A COURSE INVOLVES

A course of study will be added to your Record of School Achievement (RoSA) if, in the Principal Leader's view, there is sufficient evidence that you have:

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the teacher; and
- c) **achieved** some or all of the course outcomes.

If the pupil's attendance falls below 85% of lesson time for a course, it may be very difficult to satisfactorily complete the above course criteria. Attendance, whilst not a criterion in itself, is regarded as an important factor in learning success. Students and parents /carers will be notified in writing, if they are at risk.

HSC REPORTING

- The HSC reports will provide students with a detailed description of the knowledge, skills and understanding attained in each subject.
- The syllabuses, along with assessment and examination information and a performance band that will be used to describe the level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of achievements.
- School-based assessment tasks contribute 50% of the HSC mark.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Students may choose to leave school at the end of Year 10 or throughout Year 11 or Year 12. They can do so if they have turned 17 years old or, before this, if they have enrolled in TAFE, have secured an apprenticeship or full time work of more than 25 hours per week.

These students who leave are entitled to receive the Record of School Achievement (RoSA). For students leaving at the end of Year 10, RoSA includes the mandatory subjects studied by students at high school and the subjects studied in Year 10 with the students' grades. If a student leaves during the Preliminary Course, the RoSA also includes the list of subjects the student had commenced studying that year. For students who leave after completing the Preliminary Course, they will also receive a grade for each subject they studied in the Preliminary Course. There will be students who choose to leave during the HSC Course and their RoSA will also list the subjects commenced during this time.

All of those students listed above are able to sit for the online Literacy and Numeracy tests as part of their RoSA. The test is optional. Students intending to leave need to consult the Assistant Principal if they are interested in sitting the online Literacy and Numeracy test

Subject Code	SUBJECTS OFFERED	Page Number
	Creative and Performing Arts	
11 DRA	Drama	18
11 MUS	Music	19
11 VART	Visual Arts	20
	English	
11 ENGA	English Advanced	21
11 ENGS	English Standard	22
11 ENGST	English Studies	23
	Human Society and it's Environment	
11 ANH	Ancient History	24
11 BST	Business Studies	25
11 LST	Legal Studies	26
11 SOCC	Society and Culture	27
11 WOR	Work Studies	28
	Mathematics	
11 MAT	Mathematics Advanced	29
11 MAS	Mathematics Standard	30
11MNUM	Numeracy	31
	Personal Development Health and Physical Education	
11 PDH	Personal Development, Health and Physical Education	32
11 CFS	Community and Family Studies	33
	Science	
11 BIO	Biology	34
11 CHE	Chemistry	35
11 EES	Earth and Environmental Science	36
11 ISC	Investigating Science	37
	Studies of Religion	
11 ASOR2	Accelerated Studies of Religion II (Commenced June 2021)	38
11 SOR 1	Studies of Religion I	39
11 LFM	Learning for Mission	40
	Technological and Applied Studies	
11 AGR	Agriculture	41
11 FTE	Food Technology	42
11 ITM	Industrial Technology Multimedia	43
11 ITT	Industrial Technology Timber and Furnishing	44
	VET (VOCATIONAL EDUCATION AND TRAINING)	46
11 BSE	Business Services	49
11CON	Construction	50
11 ENT	Entertainment Industry	51
11 FIT	Fitness	52
11 HOS	Hospitality	53
11 IDT	P-TECH - Information and Digital Technology	54
11 PRI	Primary Industries	55
	EXTERNAL VET COURSES (such as Health Services, Design Fundamentals, Games Design & Animation and various TAFE courses).	56
	School Based Traineeships / IBL	62
	SHOOL of NOW Through Catholic Education Parramatta	63

Continued overleaf

Key: **Pink** = Category A courses **Blue** = Category B courses

SCHOOL OF NOW Subjects offered

Aboriginal Studies
Economics
Engineering Studies
English Extension I
English Extension II
History Extension
Industrial Technology Multimedia
Information Processes and Technology
Mathematics Extension I
Mathematics Extension II
Physics
Software Design and Development
Studies in Catholic Thought 1 Unit
Studies in Catholic Thought 2 Unit
VET Financial Services
VET Information and Digital Technology
VET Retail Services
School of Now other resources

Course: Course: Drama	Category: A		
2 Unit Board Developed Course			
<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. This course is rigorous with a practical component of 60% and a written component of 40%. Therefore, students need to be committed to each course area. The Preliminary course develops skills to approach the complexity of two texts areas, a group performance and individual project for the HSC Examination.</p> <p>Preliminary Course Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>HSC Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance (3-6 students) involves creating a piece of original theatre (8-12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project students demonstrate their expertise in a particular area. They choose a project for Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>			
<p>Main Topics Covered:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Preliminary Course</p> <p>Improvisation, Play building, Acting Element of Production in Performance Theatrical Traditions and Performance Styles</p> </td> <td style="width: 50%; vertical-align: top;"> <p>HSC Course</p> <p>Dramatic Traditions in Australia – two texts Norm and Ahmed and the Removalists. Studies In Drama and Theatre Approaches to Acting: Augusto Boal and Jacques Lecoq Group Performance (Core Content) Individual Project – script writing, performance, Lighting / set / costume / promotion and program design, critical analysis and video</p> </td> </tr> </table>		<p>Preliminary Course</p> <p>Improvisation, Play building, Acting Element of Production in Performance Theatrical Traditions and Performance Styles</p>	<p>HSC Course</p> <p>Dramatic Traditions in Australia – two texts Norm and Ahmed and the Removalists. Studies In Drama and Theatre Approaches to Acting: Augusto Boal and Jacques Lecoq Group Performance (Core Content) Individual Project – script writing, performance, Lighting / set / costume / promotion and program design, critical analysis and video</p>
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<p>External HSC Assessment: 1.5 hour external examination and external assessed performance</p>			
<p>Selection Criteria:</p> <ul style="list-style-type: none"> ● Beneficial if the student has completed Drama in either Year 9 or Year 10 ● Has in the past been involved with theatre sports as a school activity. 			
<p>Students for whom this course is suitable: The course is designed for students who are interested in drama and who are imaginative and enjoy creating and can work both collaboratively and individually.</p>			

Course: Music 1	Category: A
2 Unit Board Developed Course	
<p>Course Description In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres and it accommodates students' individual interests.</p>	
<p>Main Topics Covered: Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres. These include but are not limited to Jazz, Music for Radio, Films and Television, Popular Music, Theatre Music, Music and Technology, Rock Music etc.</p>	
<p>Particular Course Requirements(Restrictions/ Recommendations: HSC course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. There may be additional excursion costs as events or performances appropriate to the course cannot be predicted.</p> <p>Exclusions: Music 2</p>	
<p>External HSC Assessment: 1 hour external written examination and external performance.</p>	
<p>Selection Criteria:</p> <ul style="list-style-type: none"> ● Students are or have in the past taken musical lessons outside of the school context ● Students are or have been involved with music tutors organized by the College. 	
<p>Students for whom this course is suitable: This course is designed for students who are genuinely interested in music, who enjoy listening to music and are prepared to put time and effort into home practice. Private instrumental tuition is required; and is available at school, or students can choose to undertake outside tuition. The course is ideally suited to those individuals who have the desire and capacity for music to play a significant and continually developing role in their lives. It is important for students to have access to an instrument (unless they are a vocalist) and to have a basic knowledge of that instrument; however, beginners can be accommodated. Highly beneficial if Music was studied in Years 9 and /or 10.</p>	

Course: Visual Arts	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> ● The nature of practice in art making, art criticism and art history through different investigations ● The role and function of artists, art works, the world and audiences in the art world ● The different ways the visual arts may be interpreted and how students might develop their own informed points of view ● How students may develop meaning and focus and interest in their work ● Building understandings over time through various investigations and working in different forms. <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> ● How students may develop their practice in art making, art criticism and art history ● How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations ● How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations ● How students may further develop meaning and focus in their work. 	
<p>External HSC Assessment:</p> <p>1.5 hour external examination and major work project.</p>	
<p>Particular Course Requirements/Restrictions/Recommendations:</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> ● Art works in at least two expressive forms and use of a process diary. ● A broad investigation of ideas in art making, art criticism and art history. <p>HSC Course:</p> <ul style="list-style-type: none"> ● Development of a body of work and use of a process diary. ● A minimum of five Case Studies (4-10 hours each) ● Deeper and more complex investigations in art making, art criticism and art history. <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> <p>Selection Criteria:</p> <ul style="list-style-type: none"> ● Beneficial if the student is in English Standard or above. ● Beneficial if the student had completed Visual Arts and or Photographic and Digital Media in Years 9 and/or 10. 	
<p>Students for whom this course is suitable:</p> <ul style="list-style-type: none"> ● Students who have artistic ability and who wish to use this talent to achieve a good HSC result. ● Students who intend to undertake tertiary studies and careers in Visual Arts, Arts Education, Design, Architecture, Photography, Crafts, Graphic Communication, Advertising or Illustration. ● Students who demonstrate initiative and skills in time management. 	

Course: English Advanced	Category: A
2 Unit Board Developed Course	
<p>Course Description English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. Students study a variety of types of prescribed texts drawn from: prose fiction; drama; Shakespearean drama; poetry; nonfiction, film or media. Please note the study of Shakespeare is compulsory in the English Advanced course.</p>	
<p>Main Topics Covered: Preliminary Course: The course has three sections:</p> <ul style="list-style-type: none"> ● Common Module – Reading to Write: transition to Senior English (This module is common to students studying the Advanced and Standard courses) ● Module A: Narratives that Shape our World ● Module B: Critical Study of Literature <p>HSC Course The course has four sections:</p> <ul style="list-style-type: none"> ● Common Module: Texts and Human Experiences (This module is common to students studying the Advanced and Standard courses) ● Module A: Textual Conversations ● Module B: Critical Study of Literature ● Module C: The Craft of Writing 	
<p>External HSC Assessment: Paper 1 - 1.5 hour examination Paper 2 - 2 hour examination</p>	
<p>Selection Criteria: To be considered for English Advanced you must receive an A or high B in Year 10 English AND receive only 4s and 5s for all your SLPs. Teachers will be reviewing the student choices to ascertain if the subject is suitable for the student in light of the first semester report at the end of this term. The teachers will also review the choices after the second semester reports to ensure that the subject selected is appropriate to each student’s study pattern.</p>	
<p>Students for whom this course is suitable: Students who display expertise and interest in higher level English. Superior essay writing skills are essential. Students will be expected to come to Year 11 with independent learning skills and strong foundational knowledge.</p>	

Course: English Standard	Category: A
2 Unit Board Developed Course	
<p>Course Description English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators. Students study a variety of types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction, film or media.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course The course has three sections:</p> <ul style="list-style-type: none"> ● Common Module – Reading to Write; transition to Senior English (This module is common to students studying the Advanced and Standard courses) ● Module A: Contemporary Possibilities ● Module B: Close Study of Literature <p>HSC Course The course has four sections:</p> <ul style="list-style-type: none"> ● Common Module: Texts and Human Experiences (This module is common to students studying the Advanced and Standard courses) ● Module A: Language, Identity and Culture ● Module B: Close Study of Literature ● Module C: The Craft of Writing 	
<p>External HSC Assessment: Paper 1 - 1.5 hour examination Paper 2 - 2 hour examination</p>	
<p>Selection Criteria: To be considered for English Standard you must receive C or above in Year 10 English AND receive mainly 4s, 5s on your SLPs Teachers will be reviewing the student choices to ascertain if the subject is suitable for the student in light of the first semester report at the end of this term The teachers will also review the choices after the second semester reports to ensure that the subject selected is appropriate to each student’s study pattern.</p>	
<p>Students for whom this course is suitable: The majority of students will take this course. It is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations.</p>	

Course: English Studies	Category: B
2 Unit Board Developed Course	
<p>Course Description The English Studies course is distinctive in its focus on the development of students’ language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.</p>	
<p>External HSC Assessment: With the new HSC there is an option for students to sit the HSC exam which will qualify the candidate for an ATAR. This exam is not compulsory for all students. The examination is 2.5 hours long. If a student wants to get an ATAR with English Studies, this subject can be their only category B subject.</p>	
<p>Selection Criteria: The course is most suitable for but not limited to students who do not wish to receive an ATAR.</p>	
<p>Students for whom this course is suitable: English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who are seeking an alternative to the English Standard course.</p>	

Course: Ancient History	Category: A
2 Unit Board Developed Course	
<p>Course Description: The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● Part I: Investigating Ancient History <ul style="list-style-type: none"> - The Nature of Ancient History - Case Studies ● Part II: Features of Ancient Societies <ul style="list-style-type: none"> - Students study at least TWO ancient societies through an investigation of a key feature ● Part III: Historical Investigation <ul style="list-style-type: none"> - The investigation can be either integrated into any aspect of the Preliminary course of attempted as one project, individually or as part of a group. <p>HSC Course</p> <ul style="list-style-type: none"> ● Part I: Core Study: Cities of Vesuvius- Pompeii and Herculaneum (25%) ● Part II: Ancient Societies (25%) ● Part III: Personalities in their Times (25%) ● Part IV: Historical Periods (25%) 	
<p>External HSC Assessment: Three hour external examination</p>	
<p>Selection Criteria: The school strongly recommends that students choosing Ancient History should be working at a B grade or above in Australian History and/or English throughout Year 10. Teachers will be reviewing the student choices to ascertain if the subject is suitable for the students in light of the final semester reports at the end of this term and will be making recommendations based on the students' results and aptitude for academic study. The teachers will also review the choices after the second semester reports as well to ensure that the selected subjects are appropriate to each student's study pattern.</p>	
<p>Students for whom this course is suitable: Ancient History is designed for students who are enthusiastic about the ancient world and want to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. Ancient History helps develop research skills, lateral thinking and problem-solving skills. Students should be working at level A or B in their current HSIE subjects and English to choose this subject.</p>	

Course: Business Studies	Category: A
2 Unit Board Developed Course	
<p>Course Description Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p>Main Topics Covered: Preliminary Course Nature of business (20%) – the role and nature of business Business management (40%)– the nature and responsibilities of management Business planning (40%)– establishing and planning a small to medium enterprise</p> <p>HSC Course Operations (25%)– strategies for effective operations management Marketing (25%) – development and implementation of successful marketing strategies Finance (25%) – financial information in the planning and management of business Human resources (25%) – human resource management and business performance</p>	
<p>External HSC Assessment: 3 hour External examination</p>	
<p>Selection Criteria: There are no pre-requisites. However, students may not elect to do Business Management (2 Unit Board Endorsed Course) if electing to do Business Studies and vice versa. The school strongly recommends that students choosing Business Studies should be working at a B Grade level or above in History and/or Geography and/or Commerce throughout Year 10. Teachers will be reviewing the student choices to ascertain if the subject is suitable for the students in light of the first semester reports at the end of this term and will be making recommendations based on the students’ results and aptitude for academic study. The teachers will also review the choices after the second semester reports as well to ensure that the selected subjects are appropriate to each student’s study pattern.</p>	
<p>Students for whom this course is suitable: The course prepares students for the business world. It is an excellent foundation for students either in further tertiary study or in future employment. It is a course designed to enhance student’s confidence and ability to participate effectively in the world of business. This course should be of interest to a wide range of students who plan to enter the workforce immediately after the HSC, as well as being useful for those students planning to continue their education at university or TAFE in the areas of commerce, accounting, business, government and Law. Students should be working at a level A or B in their current HSIE subject and in English to choose this subject.</p>	

Course: Legal Studies	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and International legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating analysing and synthesizing 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.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● Part I – The Legal System ● Part II – The Individual and the Law ● Part III – The Law in Practice <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course</p> <ul style="list-style-type: none"> ● Core Part I: Crime ● Core Part II: Human Rights ● Part III: Two options - Family and Shelter <p>Each topic's themes and challenges are integrated into the study of the topic.</p>	
<p>External HSC Assessment:</p> <p>3 hour external examination</p>	
<p>Selection Criteria:</p> <p>The school strongly recommends that students choosing Legal Studies should be working at a B Grade level or above in History in Year 10. Teachers will be reviewing the student choices to ascertain if the subject is suitable for the students in light of the first semester reports at the end of this term and will be making recommendations based on the students' results and aptitude for academic study. The teachers will also review the choices after the second semester reports as well to ensure that the selected subjects are appropriate to each student's study pattern.</p>	
<p>Students for whom this course is suitable:</p> <ul style="list-style-type: none"> ● Students who intend to study Law, Government, Business or Economics at University are strongly advised to take this course. ● Any students who have an interest in Law or in the structure of society will find this course rewarding. Students will have an opportunity to examine many current and relevant issues that are affecting our society and will gain awareness of their basic legal rights. ● Students should be working at a A or B level in their current HISE subject and in English to choose this subject 	

Course: Society and Culture	Category: A
2 Unit Board Developed Course	
<p>Course Description Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behavior 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).</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● The Social and Cultural World ● Personal and Social identity ● Intercultural Communication <p>HSC Course</p> <p>Core</p> <ul style="list-style-type: none"> ● Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country. ● The Personal Interest Project – an individual research project, <p>Depth Studies</p> <ul style="list-style-type: none"> ● Popular Culture – the interconnection between individuals and popular culture ● Belief Systems and ideologies – role of belief systems in societies, cultures and personal life ● Or Social Inclusion/ Exclusion in Australia: /Australia’s Aboriginal and Torres Strait Islander people 	
<p>External HSC Assessment: 2 hour external examination and Personal Interest Project (PIP).</p>	
<p>Selection Criteria: The school strongly recommends that students choosing Society and Culture should be working at a B Grade level or above in History and /or English throughout Year 10. Teachers will be reviewing the student choices to ascertain if the subject is suitable for the students in light of the first semester reports at the end of this term and will be making recommendations based on the students’ results and aptitude for academic study. The teachers will also review the choices after the second semester reports as well to ensure that the selected subjects are appropriate to each student’s study pattern.</p>	
<p>Students for whom this course is suitable: Students who wish to understand their society and its culture. The course covers some aspects of sociology which link to future career areas such as teaching, communication, leisure and health industries and psychology. Students should be working at an A or B level in their current HSIE subject and in English to choose this subject.</p>	

Course: Work Studies

Category: B

1 Unit Content Endorsed Course

Course Description:

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practice these skills in appropriate work contexts.

The Work Studies course assists students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace

Stage 6 Course:

Core: My Working Life
Modules: Team Enterprise Project
Teamwork and enterprise skills

Particular Course Requirements/Restrictions/Recommendations:

None

Course: Mathematics Advanced

Category: A

2 Unit Board Developed Course

Course Description

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Main Topics Covered:

TOPICS	Year 11	Year 12
Functions	✓	✓
Trigonometric Functions	✓	✓
Calculus	✓	✓
Exponential and Logarithmic Functions	✓	X
Statistical Analysis	✓	✓
Financial Mathematics	X	✓

External HSC Assessment:

3 hour external examination

Selection Criteria:

The school strongly recommends that students choosing Mathematics should be in 5.3 Mathematics working at a C Grade or above or working at an A Grade level in 5.2 Mathematics throughout Year 10. Teachers will be reviewing the student choices to ascertain if the subject is suitable for the students in light of the first semester reports at the end of this term and will be making recommendations based on the students' results and aptitude for academic study. The teachers will also review the choices after the second semester reports as well to ensure that the selected subjects are appropriate to each student's study pattern.

Students for whom this course is suitable

Students who have completed the Stage 5.3 course to a solid standard and exceptional Stage 5.2 students

Course: Mathematics Standard**Category: A**

2 Unit Board Developed Course

Course Description

The mathematics standard courses are focused on enabling students to use their mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real world applications.

Main Topics Covered:

TOPICS	Year 11	Year 12
Algebra	✓	✓
Measurement	✓	✓
Financial Mathematics	✓	✓
Statistics Analysis	✓	✓
Networks	X	✓

At the conclusion of the Preliminary Course students can then select to complete the **Mathematics Standard 1** or **Mathematics Standard 2 Pathway**.

EXTERNAL HSC ASSESSMENT:

Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination may be used by the Universities Admission Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR) as a Category B subject. The examination will consist of a written paper worth 80 marks. The time allowed is 2 hours plus 5 minutes reading time. A NESAs reference sheet with appropriate formulas will be provided. The paper will consist of multiple choice and short answers.

All students studying Mathematics Standard 2 will sit for an HSC examination. The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes plus 5 minutes reading time. A reference sheet will be provided. The paper will consist of multiple choice and short answers.

Selection Criteria:

The school strongly recommends that students choosing Mathematics Standard should be in 5.2 Mathematics or above. Students are encouraged to seek advice from their current Mathematics teacher when selecting Mathematics courses.

Students for whom this course is suitable:

Those students who are currently studying 5.2 or 5.3 Pathways in Mathematics in Year 10.

Course: Mathematics - Numeracy**Category: B**

2 Unit Content Endorsed Course

Course Description

The Mathematics Numeracy Courses main aim is to develop functional numeracy and mathematics skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3. A nationally agreed level of functional numeracy.

Main Topics Covered

- Budgeting
- Earning and Spending Money
- Using probability in everyday situations
- Interpreting statistics in the media
- Understanding plans and maps

Selection Criteria:

The Numeracy course is a Content Endorsed Course (CEC) developed by NESA. These courses can be included in the achievement of the HSC but are not externally examined and do not contribute to the calculation of an ATAR. This course can be sat in Year 11 only or in Years 11 and 12.

Students for whom this course is suitable:

Students who are yet to demonstrate achievement of the HSC minimum standard in numeracy are encouraged to enrol in the Numeracy course.

Course: Personal Development, Health and Physical Education	Category: A
2 Unit Board Developed Course	
<p>Preliminary Course Description The course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, movement composition and performance, and fitness choices. This is an academically based theoretical course with minimal practical components.</p> <p>HSC Course Description 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 investigations of the health of young people and of groups experiencing inequities. In other options students focus on improved performance or sports medicine. There is also an opportunity to think critically about the factors that impact on sport and physical activity in the Australian society.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course:</p> <p>Core Topics</p> <ul style="list-style-type: none"> ● Better Health for Individuals, ● The Body in Motion <p>Option Topics studied</p> <ul style="list-style-type: none"> ● First Aid ● Fitness Choices <p>HSC Course:</p> <p>Core Topics</p> <ul style="list-style-type: none"> ● Health priorities in Australia ● Factors Affecting Performance <p>Option Topics studied</p> <ul style="list-style-type: none"> ● Sports Medicine ● Improving Performance 	
<p>External HSC Assessment: 3 hour external examination</p>	
<p>Selection Criteria: To do PDHPE you must receive an A or B in Year 10 PDHPE, Science, English and if PASS was an elective completed in Year 10. You will also need to receive 4 or 5’s in your SLP. Your second semester report will be reviewed to assess suitability.</p>	

Course: Community and Family Studies	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities. This course allows students to develop an insight into managing interpersonal relationships and the promotion of wellbeing in the home, educational settings, workplaces and the community.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● Research Methodology: Wellbeing; needs; resources; & personal management. ● Individuals and Groups: Types of groups; reasons for group formation; roles in groups; power bases; leadership; & conflict resolution. ● Families and Communities: Family and community structures and functions, roles and decision making in communities; change in communities; & socialisation. <p>HSC Course</p> <ul style="list-style-type: none"> ● Research Methodology: Research fundamentals; methodology and skills culminating in the production of an Independent Research Project. ● Groups in Context: The characteristics and needs of specific community groups; needs; access to services; issues of concern; & advocacy. ● Parenting and Caring: parenting; caring; roles; preparations; characteristics of the dependant; influences on parenting and caring; styles; rights and responsibilities; & support for parents and carers. <p>HSC Option Modules As a class we will select ONE of the following:</p> <ul style="list-style-type: none"> ● Family & Societal Interactions: Supporting and protecting individuals and families; protecting children; assisting young people to become young adults; being a responsible adult family member; & the aged. ● Social Impact of Technology: Defining technology; reasons for the development of technology; factors affecting access to and acceptance of technology; the impact of technology on lifestyle and wellbeing; issues related to technological development; and a selected piece of technology. ● Individuals and Work: Nature of work; work patterns; support structures; work life balance; & youth employment. 	
<p>External HSC Assessment:</p> <p>3 hour external examination</p>	
<p>Selection Criteria:</p> <p>There are no prerequisites for enrolment into Community and Family Studies. In terms of course content, Students in their HSC Year must complete an independent research project (IRP) on a topic of interest. The IRP is an assessment task where students must complete the full research process in order to produce a formal research report. In 2022, this task will have individual and collaborative components for the students to complete.</p>	
<p>Students for whom this course is suitable:</p> <p>This course is suitable for students who have an enthusiastic attitude and possess the ability to learn cooperatively with teachers and with peers. The course does have a strong literacy component and as a result, students need to be able to write confidently or be ready to work in order to develop that confidence. Community and Family Studies is a good course for people who wish to learn how to improve the way they manage situations in families, workplaces, and community groups. It also covers content that would be advantageous for further study at TAFE or university in business, marketing, nursing, education, psychology/social work, politics, policing and social sciences.</p>	

Course: Biology	Category: A
2 Unit Board Developed Course	
<p>Course Description Biology explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course The course has four sections:</p> <ul style="list-style-type: none"> ● Module 1: Cells as the Basis of Life ● Module 2: Organisation of Living Things ● Module 3: Biological Diversity ● Module 4: Ecosystem Dynamics <p>HSC Course The course has four sections:</p> <ul style="list-style-type: none"> ● Module 5: Heredity ● Module 6: Genetic Change ● Module 7: Infectious Disease ● Module 8: Non-infectious Disease and Disorders <p>Students will be involved in completing practical and secondary-sourced investigations as well as completing a fieldwork exercise</p>	
<p>External HSC Assessment: Currently it is a 3 hour examination</p>	

Course: Chemistry	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p>	
<p>Preliminary Course</p> <p>The course has four sections:</p> <ul style="list-style-type: none"> ● Module 1: Properties and Structure of Matter ● Module 2: Introduction to Quantitative Chemistry ● Module 3: Reactive Chemistry ● Module 4: Drivers of Reactions <p>HSC Course</p> <p>The course has four sections:</p> <ul style="list-style-type: none"> ● Module 5: Equilibrium and Acid Reactions ● Module 6: Acid/Base Reactions ● Module 7: Organic Chemistry ● Module 8: Applying Chemical Ideas <p>Students will be involved in completing practical and secondary-sourced investigations.</p>	
<p>External HSC Assessment:</p> <p>Currently a 3 hour examination</p>	
<p>Particular Course Requirements/Restrictions/Recommendations:</p> <p>The school strongly recommends that students choosing Chemistry should be working at a A or B Grade level or above in Science throughout Year 10. Students should also be choosing Advanced Mathematics as part of their senior studies. Teachers will be reviewing the student choices to ascertain if the subject is suitable for the students, in light of the first semester reports at the end of this term and will be making recommendations based on the students' results and aptitude for academic study. The teachers will also review the choices after the second semester reports as well to ensure that the selected subjects are appropriate to each student's study pattern. This class will not run if the students in the class are not capable of success in this course. Furthermore, this course requires group work and there is a minimum student number that is required to run this course.</p>	
<p>Students from whom this course is suitable:</p> <p>Students who wish to study Science based courses at tertiary level or those who have an interest in Chemistry and have shown an aptitude for it.</p>	

Course: Earth and Environmental Science	Category: A
2 Unit Board Developed Course	
<p>Course Description Earth and Environmental Science explores the Earth’s renewable and non-renewable resources and also environmental issues. An understanding of the Earth’s resources and the ability to live sustainably on the planet is a central purpose of the study of the course.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course The course has four sections:</p> <ul style="list-style-type: none"> ● Module 1: Earth’s Resources ● Module 2: Plate Tectonics ● Module 3: Energy Transformations ● Module 4: Human Impacts <p>HSC Course The course has four sections:</p> <ul style="list-style-type: none"> ● Module 5: Earth’s Processes ● Module 6: Hazards ● Module 7: Climate Science ● Module 8: Resource Management <p>Students will be involved in completing practical and secondary-sourced investigations as well as completing a fieldwork exercise</p>	
<p>External HSC Assessment: Currently a 3 hour examination</p>	
<p>Selection Criteria: The Earth and Environmental Science course is designed for those students of all achievement levels in Year 10 Science.</p>	
<p>Students from whom this course is suitable: Students who have a genuine interest in the environment, are interested in careers in agriculture, environmental science or law, ecotourism, town planning, resource management and teaching and studying Geography and/or Biology. This course has an overlap of content with both of these courses thereby increasing the depth of understanding and reducing the amount of content that needs to be remembered. The teachers will also review the choices after the second semester reports as well to ensure that the selected subjects are appropriate to each student’s study pattern. This class will not run if the students in the class are not capable of success in this course. Furthermore, this course requires group work and there is a minimum student number that is required to run this course.</p>	

Course: Investigating Science

Category: A

2 Unit Board Developed Course

Course Description

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live.

Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Main Topics Covered:

Preliminary Course

- Module One: Cause and Effect - Observing
- Module Two: Cause and Effect - Inferences and Generalisations
- Module Three: Scientific Models
- Module Four: Theories and Laws

HSC Course

- Module Five: Scientific Investigations
- Module Six: Technologies
- Module Seven: Fact of Fallacy?
- Module Eight: Science and Society

Both the Preliminary and the HSC courses have 30 hours allocated to Depth Studies.

External HSC Assessment:

Currently it is a 3 hour examination

Selection Criteria:

Investigating Science Stage 6 is suitable for students who have achieved all achievement levels in the Science Stage 5 course. It is designed for students who have a keen interest in science but may not be ready to specialise, as well as for students who wish to combine with another Science. Due to the depth studies, students are able to personalise their content learning whilst developing Working Scientifically skills. The teachers will also review the choices after the second semester reports as well to ensure that the selected subjects are appropriate to each student's study pattern. This class will not run if the students in the class are not capable of success in this course. Furthermore, this course requires group work and there is a minimum student number that is required to run this course.

Course: Accelerated Studies of Religion II

Category: A

2 Unit Board Developed Course

Course Description

Study of Religion II investigates the nature and significance of religion in Australia, the influence of belief systems and religious traditions on individuals and within society. religion and peace as integral to human capacity and a worldview from a non-religious perspective.

Preliminary Course

- Nature of Religion and Beliefs – The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Tradition Studies from: Buddhism, Christianity and Islam. Including the Origins, Principal beliefs, Sacred texts and writing, Ethical teachings and Personal devotion.
- Religions of Ancient Origin – The response to the human search for ultimate meaning in two religions of ancient origin from Aztec, Inca, Mayan, Celtic, Nordic, Shinto or Taoism.
- Religion in Australia pre-1945 – The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

- Religion and Belief Systems in Australia post-1945 – Religious expression in Australia’s multicultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expressions in Australia today.
- Three Religious Tradition Depth Studies from: Buddhism, Christianity and Islam. The study of three aspects of religion which include: Significant person or school of thought, ethical issue and a significant practice that allow the believer to express their understanding of and commitment to their faith.
- Religion and Peace – The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion – The human search for meaning through new religious expression.

External HSC Assessment:

Three hour external examination.

Selection Criteria:

Students will undertake research, investigate and present both oral and written reports. The skill of short answer responses and extended writing is essential to success in the subject. The school recommends that all students should choose Studies of Religion II (of which have already be chosen and are commencing an accelerated pathway in Semester Two in Year 10 Religion for 11SOR2). Only those with extension courses should consider Studies of Religion 1. Students considering a non-ATAR pathway should consider Catholic Studies.

Students for whom this course is suitable:

The majority of students will take this course. It is designed for students to increase their expertise in Religious Education in order to enhance their personal, social and faith life as they come to understand the rich Australian religious context. Students interested in the development of World Religions and their impact on society and the specific influence in the Australian cultural context and are capable of independent, online and group learning are encouraged to choose this course.

Course: Studies of Religion I	Category: A
1 Unit Board Developed Course	
<p>Course Description Studies of Religion I investigates the nature and significance of religion in Australia and the influence of belief systems and religious traditions on individuals and within society.</p>	
<p>Preliminary Course:</p> <ul style="list-style-type: none"> ● Nature of Religion and Beliefs – The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. ● Two Religious Tradition Studies: Buddhism and Christianity. Including the Origins, Principal beliefs, Sacred texts and writings, Core ethical teachings and Personal devotion. <p>HSC Course</p> <ul style="list-style-type: none"> ● Religion and Belief Systems in Australia post – 1945 – Religious expression in Australia’s multicultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. ● Two Religious Tradition Depth Studies: Buddhism and Christianity. The study of three aspects of religion include: Significant people and their contribution to religion; Ethical teachings in the religious tradition about environmental ethics; and Significant practices that allow the believer to express their understanding of and commitment to their faith. 	
<p>External HSC Assessment: One and half hour external examination</p>	
<p>Selection Criteria: Students will undertake research, investigate and present both oral and written reports. The skill of short answer responses and extended writing is essential to success in the subject.</p> <p>The school strongly recommends that students choosing Studies of Religion I should be making a commitment to engage in an extension course in either Mathematics or English to balance their structure of subject choice. The teachers will review the choices to ensure that the selected subjects are appropriate to each student’s study pattern.</p>	
<p>Students for whom this course is suitable: Students who display expertise and interest in a higher level of study. This course is specifically designed to pair with a 1 unit extension course, either Extension Mathematics or English. An ability to write essays and show interest in the impact of Religion on Australian society and the implications for the people of the major world religions as they explore a living religious tradition.</p>	

Course: Learning for Mission**Category: B**

Draft New Curriculum Stage 6 will be a Board Endorsed Course and does not contribute to an ATAR

Course Description:

Draft New Curriculum reflects Jesus' invitation to 'come and see,' and to 'push out into the deep.' Seeking to follow His example and inspired by an incarnational spirituality, making Christ real, the curriculum models an inclusive and transcendent invitation to encounter Christ in the daily paradox of life, to discern 'God in all things.' To reflect 'the one in whom we live, move and have our being.' (Acts 17:28)

The curriculum seeks to awaken a sacramental vision of reality, through proclaiming the 'living voice of the Gospel.' With Pope Francis, Bishop Vincent and the whole faith community, we strive to ensure that every young person experiences *metanoia*: a joyful, blessed, transcendent and transformational education. A Catholic education, understood as a 'gateway' to human flourishing, one that liberates each person to live their life to the full: '*I have come that you may have life and have it to the full.*'

Preliminary Course

Is it possible to be a person of faith in Postmodern culture?
What is contemplation on action and action on contemplation?
How do I recognise an authentic relationship?

HSC Course

What is the relationship between Indigenous Spirituality, our Common Home and Human Dignity?
Is one religion as good as any other?
If God is Love, why is there Evil in the world?
How does solidarity and subsidiarity deepen our faith in the Gospel of Jesus Christ?

External HSC Assessment

Students will undertake no more than 3 formal assessment tasks in the Preliminary course and no more than 4 formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, analytical response, class test and an End of Course Examination. There is no HSC examination for this course of study.

Selection Criteria:

This course will be made available as a stand-alone HSC course on completion of the Studies of Religion Preliminary Course if a Non-ATAR Pathway is required. Students in the HSC year will also complete an Action Plan of their own interest in order to serve the school community through its mission.

Students for whom this course is suitable

Students undertaking a Non-ATAR pathway in Year 11.
Students whom after completing Studies of Religion in the preliminary course decide they would like to take a Non-ATAR pathway.

Course: Agriculture	Category: A
2 Unit Board Developed Course	
<p>Course Description Agriculture incorporates the study of the interactions between the components of agricultural production, marketing and management, while considering the issue of sustainability of the farming system. It examines the complexity and scientific principles of the components of agricultural production but places a greater emphasis on the place of the farm in the wider economic, environmental and social world.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● Overview of Australian Agriculture and Animal Production ● The Farm Case Study ● Plant Production ● Animal Production <p>HSC Course</p> <ul style="list-style-type: none"> ● Plant/Animal Production ● Farm Product Study ● Course elective – Farming for the 21st century 	
<p>External HSC Assessment: Currently a 3-hour examination</p>	
<p>Selection Criteria: Students will need are required to wear:</p> <ul style="list-style-type: none"> ● Fully enclosed leather boots ● Supply their own safety glasses 	
<p>Students from whom this course is suitable: Although some students may well be stimulated to move into post-secondary agricultural courses or to seek employment in rural and related industries, the syllabus provides opportunities for multiple pathways to employment and further education.</p>	

Course: Food Technology	Category: A		
2 Unit Board Developed Course			
Course Description Students learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacturer, food product development and contemporary nutrition issues. Students undertake practical activities.			
Main Topics Covered: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Preliminary Course</p> Food Availability and Selection (30%) <ul style="list-style-type: none"> ● Influences on food availability ● Factors affecting food selection Food Quality (40%) <ul style="list-style-type: none"> ● Safe storage of food ● Safe preparation and presentation of food ● Sensory characteristics of food ● Functional properties of food Nutrition (30%) <ul style="list-style-type: none"> ● Food nutrients ● Diets for optimum nutrition </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">HSC Course</p> The Australian Food Industry (25%) <ul style="list-style-type: none"> ● Sectors and aspects of the Australian Food Industry ● Policy and legislation Food Manufacture (25%) <ul style="list-style-type: none"> ● Production and processing of food <ul style="list-style-type: none"> ● Preservation ● Packaging, storage and distribution Food Product Development (25%) <ul style="list-style-type: none"> ● Factors which impact on food product development ● Reasons for and types of food product development ● Steps in food product development <ul style="list-style-type: none"> ● Marketing plans </td> </tr> </table>		<p style="text-align: center;">Preliminary Course</p> Food Availability and Selection (30%) <ul style="list-style-type: none"> ● Influences on food availability ● Factors affecting food selection Food Quality (40%) <ul style="list-style-type: none"> ● Safe storage of food ● Safe preparation and presentation of food ● Sensory characteristics of food ● Functional properties of food Nutrition (30%) <ul style="list-style-type: none"> ● Food nutrients ● Diets for optimum nutrition 	<p style="text-align: center;">HSC Course</p> The Australian Food Industry (25%) <ul style="list-style-type: none"> ● Sectors and aspects of the Australian Food Industry ● Policy and legislation Food Manufacture (25%) <ul style="list-style-type: none"> ● Production and processing of food <ul style="list-style-type: none"> ● Preservation ● Packaging, storage and distribution Food Product Development (25%) <ul style="list-style-type: none"> ● Factors which impact on food product development ● Reasons for and types of food product development ● Steps in food product development <ul style="list-style-type: none"> ● Marketing plans
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External HSC Assessment: 3 hour external examination			
Selection Criteria: Students will be required to wear fully enclosed leather school shoes and their own full length cloth apron for all practical lessons			
Students for whom this course is suitable: The study of Food Technology provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Food Technology assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.			

Course: Industrial Technology – Multimedia

Category: A

2 Unit Board Developed Course

Course Description:

Multimedia Stage 6 consists of Project Work and an Industry Study that develop a broad range of skills and knowledge related to the Multimedia Industry, and an introduction to industrial processes, software and practices. Preliminary students will be required to complete two minor practical projects, while the HSC component requires students to produce a major project of their choice in collaboration with the teacher. This project generally runs over the course of one year and includes a comprehensive management folio.

Preliminary Course

Main topics covered:

Preliminary Year

- Industry Study - structural, technical, environmental and sociological factors, personnel issues, WH&S
- Design - designing, drawing, computer applications, project management
- Management & Communication- literacy, calculations, graphics
- Production - Developing knowledge and skills through the construction of a number of projects. Acquisition of relevant practical skills.
- Industry Related Manufacturing Technology - developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects.

HSC Course

- Industry Study
 - Industry Related Manufacturing Technology
- Major Project
- Design, Management & communication
 - Production

External HSC Assessment:

1.5 hour external examination
Major Work & Portfolio

It is recommended students have their own computer.

Students for whom this course is suitable:

A very practically orientated subject; particularly suited to those with a sound understanding of and interest in computing and/or digital creative works. Existing skills in these areas will be an advantage.

Course: Industrial Technology - Timber and Furnishing	Category: A
2 Unit Board Developed Course	
<p>Course Description Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Area for this subject is Timber Products and Furniture Technologies.</p>	
<p>Main Topics Covered: Preliminary Course The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> ● Industry Study – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety ● Design - elements and principles, types of design, quality, influences affecting design ● Management and Communications – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies ● Production – display a range of skills through the construction of a number of projects ● Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies <p>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:</p> <ul style="list-style-type: none"> ● Industry Study ● Major Project ● Design, Management and Communication ● Production ● Industry Related Manufacturing Technology 	
<p>External HSC Assessment: 1.5 hour external examination and external assessed Major Work Project.</p>	
<p>Selection Criteria: In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry. Students will be required to wear fully enclosed leather school shoes, their own full-length cloth apron and safety glasses.</p>	
<p>Students for whom this course is suitable:</p> <ul style="list-style-type: none"> ● Students wishing to further their studies in this field at TAFE after Year 12. ● Students who wish to enter industry as technicians or trade apprentices. ● Students who feel they may need drawing and production management skills in their chosen career. ● It is recommended that students have completed the timber course in Year 9 and or Year 10 to aid with skill and knowledge development ● Students must receive a 4 or 5 on their SLPs ● Please note the cost of purchasing materials for the HSC major work is not covered by the school 	

**VOCATIONAL EDUCATION & TRAINING
(VET)**

(VET)

Legal Name	Trustees of the Roman Catholic Church for the Diocese of Parramatta
RTO Code	90490
Trading Name	Catholic Education Diocese of Parramatta

Under the **Australian Qualification Framework (AQF)**, all Vocational Education and Training (VET) courses are recognised nationally, with students obtaining a qualification upon completion. All VET courses have been developed in conjunction with industry, are taught to **industry standards** and have clear links to post school destinations. Depending on the course, students may exit with a Statement of Attainment, Certificate II or Certificate III.

VET courses may be undertaken at school (RTO: 90490 – Trustees of the Roman Catholic Church for the Diocese of Parramatta) or through external providers. VET can be divided into Board Developed Curriculum Framework Courses and Board Endorsed Courses. **Board Developed Courses** such as Business Services, Construction, Entertainment, Hospitality, Information and Digital Technology, Primary Industries and Retail Services are offered as well as Fitness which is a **Board Endorsed Course**. Board Developed Courses are **Category B subjects** which can contribute in the calculation of the **ATAR**. Please remember, **only 2 units of category B** subjects can be counted towards the ATAR.

Note: Board Endorsed Courses do not contribute to the calculation of the ATAR.

The table below summarises the VET courses that may be available. Courses available at school and through external providers will depend on the subject uptake.

Internal Courses

Board Developed VET courses offered at school:

- Business Services
- Construction
- Entertainment (likely access via cluster class)
- Hospitality
- Information & Digital Technology (P-Tech program)
- Primary Industries

Board Endorsed VET courses offered at school:

- Fitness

Check out <https://sites.google.com/parra.catholic.edu.au/cedpvet-rto90490/home> for further VET subject information.

External Courses (EVET)

Board Developed VET courses offered externally:

- Human Services

Board Endorsed VET courses offered externally may include:

- Animal Studies
- Beauty Therapy
- Design Fundamentals
- Digital Games Design & Animation

Please speak with Mr Sullivan regarding further EVET course offerings and opportunities.

All EVET courses require students to complete an Expression of Interest online form and application form. Such courses also attract a student co-contribution fee to be paid on application.

Any student interested in an EVET course must speak with Mr Sullivan to obtain access to the online EOI form and application forms. He will also provide further information regarding the student co-contribution fee.

Check out

<https://sites.google.com/parra.catholic.edu.au/cedpvet-rto90490/home/subject-selection/evet?authuser=0>

for further EVET information.

For any additional VET information, please contact the Leader of Learning VET at the College:

Geoff Sullivan

M 0417 612 157

E gsullivan2@parra.catholic.edu.au

In person @ Penola CC each Monday

Facts About VET Courses

- VET courses have a practical component, as they are designed for students who may wish to build a career in these industry areas. There is also a significant theoretical component in most of the courses.
- VET courses are **competency based** and will be assessed through integrated competency tasks using observation, questioning and structured activity assessment methods. To be assessed as competent a student must demonstrate to a qualified assessor that they have the knowledge and skills to effectively carry out the various tasks to the standard required in the appropriate industry. Students are progressively assessed as either 'competent' or 'not yet competent'. When a student achieves a unit of competency it is signed off by the assessor.
- The **HSC examination** in Board Developed VET courses is optional. Students who do not wish the course to contribute to the calculation of their ATAR or are following a NON-ATAR program may elect to withdraw from the HSC examination. This decision is usually formalised after the Trial HSC exam by completing a 'Withdrawal from the HSC Examination' form and submitting it to their VET Teacher. This has no impact on the eligibility of a student to receive their qualification or a HSC for this course.
- Only **ONE** Board Developed VET course can contribute to the calculation of the ATAR. Students must sit the HSC Examination Paper in a Board Developed VET course for it to count towards the calculation of the ATAR.
- There is a **mandatory 70 hours of industry work placement** for each Board Developed Course undertaken. Travel expenses and the management of course work missed in other subjects should be taken into consideration. The penalty for not completing the mandatory work placement hours is that the student will be deemed unsatisfactory and risk not receiving the Higher School Certificate because the student has not met NES requirements.
- Students may need to purchase equipment for VET courses such as tool kits; textbooks, uniforms, etc. Please note that additional costs to school fees may apply for VET courses.
- Schools deliver VET courses, while EVET courses are delivered by TAFE or other external providers, such as Whitehouse.
- Many of the core competencies and skills gained from VET Courses are transferable, for eg teamwork, communication, work health and safety and work ethics. No matter what industry the student eventually pursues, they will have participated in entry-level skills that will make them more work ready.
- You may be entitled to apply for Recognition of Prior Learning if you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways. You should talk to the Leader of Learning VET or VET teacher for further information. Some students may qualify for exemption from their second work placement if they work in the industry related to their course work once they have filled out a Recognition of Prior Learning Form with their employer.

BUSINESS SERVICES

Training Package: BSB Business Services

Qualification: BSB30120 Certificate III

Board Developed Course - Category B

2 Units Preliminary & 2 Units HSC Course

Contributes to the ATAR: YES



Course Description:

This course is for students who wish to gain qualifications for employment in the business world, either as a long term career or in part-time or temporary positions while undertaking further study. Students will develop the skills, knowledge and confidence to function effectively in a business environment. This course is designed to assist those seeking entry level career positions in areas, such as administration, finance, business and technology.

Please Note: This is a new qualification for 2022. At the time of publication, NESA's syllabus has not been published. As a result, the units of competency below may change.

Units Include:

- BSBPEF201 Support personal wellbeing in the workplace
- BSBSUS211 Participate in sustainable work practices
- BSBTWK301 Use inclusive work practices
- BSBWHS311 Assist with maintaining workplace safety
- BSBXCM301 Engage in workplace communication
- BSBTEC201 Use business software applications
- BSBTEC301 Design and produce business documents
- BSBTEC302 Design and produce spreadsheets
- BSBWRT311 Write simple documents
- BSBPEF301 Organise personal work priorities
- BSBOPS304 Deliver and monitor a service to customers
- BSBINS302 Organise workplace information

Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the Certificate III in Business.

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

Considerations & Costs:

Students may be required to purchase a textbook and/or storage device.

CONSTRUCTION

Training Package: Construction, Plumbing and Services

Qualification: PC20220 Certificate II Construction Pathways

Board Developed Course - Category B

2 Units Preliminary & 2 Units HSC Course

Contributes to the ATAR: YES



Course Description:

This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a construction setting. Units focus on developing the skills required to work safely and effectively within the industry, industry awareness, communication, reading and interpreting plans, measuring and calculating and handling construction tools and equipment. Students can achieve the CIC White Card.

Please Note: At the time of publication, NESAs syllabus has not been published for 2022. As a result, the units of competency listed below may change. There may also be an additional qualification, with a SOA towards Certificate II in Construction.

Units include:

- CPCCCM1012 Work effectively and sustainability in the construction industry
- CPCCCM1013 Plan and organize work
- CPCCCM1015 Carry out measurements and calculations
- CPCCVE1011 Undertake a basic construction project
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry
- CPCCCA2002 Use carpentry tools and equipment
- CPCCCA2011 Handle carpentry materials
- CPCCCM2004 Handle construction materials
- CPCCCM2006 Apply basic levelling procedures
- CPCCCO2013 Carry out concreting to simple forms
- CPCCCM2001 Read and interpret plans and specifications
- CPCCWHS1001 Prepare to work safely in the construction industry

Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240-hour course will be eligible for Certificate II in Construction Pathways.

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

Considerations & Course Costs:

Students may need to purchase work boots, high vis shirt, work pants, safety glasses and ear muffs.

ENTERTAINMENT INDUSTRY

Training Package: CUA Creative Arts & Culture

Qualification: Statement of Attainment towards CUA30420

Certificate III in Live Production and Technical Services

Board Developed Course - Category B

2 Units Preliminary & 2 Units HSC Course

Contributes to the ATAR: YES



Course Description:

The entertainment industry is a diverse industry covering a wide range of occupational areas, including audio, costume, customer service, front of house, lighting, props, scenic art, sets staging, technical operations and vision systems. This course provides students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live performance, theatre and events industries.

Please Note: At the time of publication, NESA's syllabus has not been published for 2022. As a result, the units of competency listed below may change.

Units Include:

BSBPEF301	Organise personal work priorities
CUAIND301	Work effectively in the creative arts industry
CUAIND314	Plan a career in the creative arts industry
CUAPPR314	Participate in collaborative creative projects
CUAWHS312	Apply work health and safety practices
CUALGT311	Operate basic lighting
CUALGT314	Install and operate follow spots
CUASOU331	Undertake live audio operations
CUASTA311	Assist with production operations for live performances
CUASTA313	Operate staging elements
CUASTA212	Assist with bump in and bump out of shows
CUAVSS312	Operate vision systems

Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

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

Considerations & Costs:

Students may need to pay for the CIC WhiteCard course, they may also need to purchase black pants and shirt and black shoes for back of stage work.

FITNESS

Training Package: SIS Sport, Fitness and Recreation

Qualification: Statement of Attainment towards SIS30315

Certificate III in Fitness

Board Endorsed Course

2 Units Preliminary & 2 Units HSC Course

Contributes to the ATAR: NO



Course Description:

This course provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Qualification outcomes may include providing exercise instruction for group, aqua or gym programs. Work may be undertaken in locations such as gyms, fitness facilities, pools and community facilities.

Units Include:

SISFFIT001	Provide health screening and fitness orientation
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISFFIT005	Provide healthy eating information
SISXCCS001	Provide quality service
SISXFAC001	Maintain equipment for activities
SISXIND001	Work effectively in sport, fitness and recreation environments
BSBRK401	Identify risk and apply risk management processes
HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISFFIT006	Conduct fitness appraisals
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXCAI004	Plan and conduct programs

Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Statement of Attainment towards SIS30315 Certificate III in Fitness.

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

Considerations & Costs:

Students may need to pay for the externally provided First Aid course to achieve the HLTAID003 Provide First Aid competency as part of the course.

HOSPITALITY

Training Package: STI Tourism, Travel and Hospitality

Qualification: SIT20316 Certificate II in Hospitality

Board Developed Course - Category B

2 Units Preliminary & 2 Units HSC Course

Contributes to the ATAR: YES



Course Description

This course is for students interested in the Hospitality Industry. This course provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the hospitality industry including employability skills. This industry is suitable for students who have a passion for food, are prepared to work in a fast paced environment, take instructions well and follow through with tasks assigned, have the ability to work in a team, a good eye for detail and have a 'can-do' attitude and approach.

Units Include:

BSBWOR203	Work effectively with others
SITXWHS001	Participate in safe work practice
SITHIND002	Source and use information on the hospitality industry
SITXFSA001	Use hygienic practices for food safety
SITXCCS003	Interact with customers
SITHIND003	Use hospitality skills effectively
SITXCOM002	Show social and cultural sensitivity
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC001	Use food preparation equipment
SITHKOP001	Clean kitchen premises and equipment

Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the Certificate II in Hospitality.

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

Considerations & Costs:

Students will need to purchase a food and beverage Hospitality uniform (\$80).

INFORMATION & DIGITAL TECHNOLOGY

Training Package: ICT Information and Communication Technology

Qualification: ICT30120 Certificate III in Information Technology

Board Developed Course - Category B

2 Units Preliminary & 2 Units HSC Course

Contributes to the ATAR: YES



Course Description:

This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in the Information and Communications Technology (ICT) Industry. In addition to the technical skills that students gain, opportunities to engage with employers and experience the contemporary workplace enabling students to develop the work-readiness skills so highly valued by employers.

Please Note: This is a new qualification for 2022. At the time of publication, NESAs syllabus has not been published. As a result, the units of competency below may change.

Units Include:

BSBCRT301	Develop and extend critical and creative thinking
ICTSAS305	Provide ICT advice to clients
BSBWHS311	Assist with maintaining workplace safety
BSBXCS303	Securely manage personally identifiable information and workplace information
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
BSBXTW301	Work in a team
ICTICT214	Operate application software packages
ICTICT302	Install and optimize operating system software
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web
ICTSAS308	Run standard diagnostic tests

Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for an ICT30120 Certificate III in Information Technology. Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.

Considerations & Costs:

Students may be required to purchase a textbook and/or storage device. They will also require simple business attire for work placement.



PRIMARY INDUSTRIES

Training Package: AHC Agriculture, Horticulture and Conservation and Land Management

Qualification: AHC20116 Certificate II in Agriculture

Board Developed Course - Category B

2 Units Preliminary & 2 Units HSC Course

Contributes to the ATAR: Yes



**NATIONALLY RECOGNISED
TRAINING**

Course Description:

This qualification provides an entry-level occupational outcome in agriculture. The qualification enables individuals to select a livestock production, cropping or mixed farming enterprise context as an employment and/or training pathway.

Units include:

AHCWHS201	Participate in WHS Processes
AHCWRK209	Participate in environmentally sustainable work practices
AHCHM201	Apply chemicals under supervision
AHCWRK201	Observe and report on weather
AHCWRK204	Work effectively in the Industry
AHCLSK202	Care for health and welfare of livestock
AHCPMG202	Treat plant, pests, diseases and disorders
AHCPMG201	Treat weeds
AHCWRK205	Participate in workplace communications
AHCINF201	Carry out basic electric fencing operations
AHCINF202	Install, maintain and repair farm fencing
AHCLSK204	Carry out regular livestock observation
AHCLSK205	Handle livestock using basic techniques
AHCLSK209	Monitor water supplies
AHCLSK211	Provide feed for livestock
AHCMOM202	Operate tractors
AHCMOM203	Operate basic machinery and equipment
AHC BIO201	Inspect and clean machinery for plant, animal and soil material

Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the AHC20116 Certificate II in Agriculture.

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

Considerations & Costs:

Students are required to purchase work boots, goggles and ear muffs. They may also need long work pants and shirt.

External VET Courses (EVET)

Schools deliver VET courses, while EVET courses are delivered by External Registered Training Organisations, such as TAFE, Whitehouse Institute of Design, NSW Health or Taronga Training Institute. EVET courses can be accessed to expand learning opportunities for students and further enhance their career. These courses provide students with industry recognition and possible articulation into higher level courses.

EVET courses can be Board Developed or Board Endorsed. Students must follow the application procedures by meeting submission and payment dates. EVET courses attract an additional fee to participate. Application forms are available from the Leader of Learning VET. It is important for students to discuss their EVET application with the Leader of Learning VET and their school, to ensure that it is the right course for them and to assist them in submitting a strong application, including the relevance to their future career pathway.

EVET courses are divided into Framework and Non-Framework courses. Framework courses have the same AQF qualifications, ATAR contribution, assessment and work placement requirements as outlined in the school delivered VET courses. Framework courses must be studied in both Year 11 and 12 to contribute to a student's ATAR.

The process to apply for external VET courses is summarised below:

Step	Action	Date
1	Complete this form and the External Expression of interest form attached and email it to the Leader of Learning VET.	13 th August 2021 (Term 3, Week 5)
3	The Leader of Learning VET will then issue you with an application form.	As soon as the forms are available from the external institution.
4	Return the completed application form for the institution you are applying for, and payment of the following to the office: - \$500 for 2 year courses - \$250 for 1 year courses Please note, Human Services students do not need to make payment until an offer has been made.	13 th September 2021 (Term 3, Week 10)
5	For some courses, you will need to attend mandatory information sessions, testing and an interview. This applies to Human Services.	Check your emails regularly for information regarding this.
6	You will be notified if you have been successful in gaining entry/funding into the course. You will need to complete and submit your Offer of Acceptance form. If you have been unsuccessful or you change your mind about doing the course, any funds you have paid to school for the external course will be refunded or added to outstanding school fees.	12 th November 2021 (Term 4, Week 6)

Please note:

- Applications must be endorsed and supported by the school.
- Refunds will not be issued to students after they accept their offer (end of November 2021). Students who wish to withdraw must email their Leader of Learning VET and complete a withdrawal form.
- Application forms are due to the Leader of Learning VET or the school office.
- All payments are to be paid to the school office. Please retain proof of payment.
- Students with late applications and/or non-payment of fees will not be considered
- Not all eVET courses are funded by the CEDP. Non-subsidised courses will need to be paid in full by December 2021. The Leader of Learning VET will consult with students and parents if this is the case, so an informed decision can be made.
- Students can only access one VET course from an external institution. Please note, this does not refer to cluster classes or School of Now.
- Students must select the minimum units required at school. Any external course students apply for, are in addition to the minimum units required at school. Once students commence their external course, they are to meet with the Curriculum Leader at the College to change their pattern of study at school should they wish to do so.
- Most courses commence in early February.

Please consider the following prior to selecting an external VET course:

- How will I get to and from the external institution, as transportation is not provided by school?
- If my external course clashes with my school timetable (which it likely will), am I willing to catch up on work missed at school as a result of attending the external VET courses?
- Can I manage my own learning and monitor correspondence?

Please consider the following when selecting an external course that is delivered during the school holidays:

- Am I motivated to do the course in the holidays?
- Do I need the holidays to rest and relax prior to the next term commencing?

External Providers

Institution	Overview	Courses
Academy of Interactive Entertainment	<p>The Academy of Interactive Entertainment (AIE) specialise in design, animation and gaming courses. Some courses are delivered online, face-to-face or blended delivery. Face-to-face courses are delivered at Ultimo. Some are delivered weekly, or during the holidays.</p> <p>Additional information can also be found via: https://aie.edu.au/student-information/vet-in-schools-programs/</p>	<p>Creative Industries</p> <p>Design Fundamentals</p> <p>Screen and Media</p>
<p>NSW Health</p>	<p><i>NSW Health</i> through the Nepean Blue Mountains Local Health District deliver Certificate III courses for students who wish to pursue a career in Nursing or related health field. This is a highly competitive pathway with limited spaces available.</p> <p>For students who live or attend school in the Nepean catchment, they have the opportunity to apply for Human Services (Acute Care) at Nepean Hospital or Blue Mountains, or at CathWest Innovation College. All other students in the Diocese can access Human Services (Acute Care) at CathWest.</p> <p>These courses are delivered in four hour blocks one day per week. Students also undertake 120 hours of work placement during the school holidays.</p> <p>Additional information can be found via: https://www.nbmlhd.health.nsw.gov.au/education-and-training-service/careers-in-health/ets-entry-pathways-into-health-careers</p>	<p>Human Services (Acute Care)</p> <p>Human Services (Allied Health)</p>

<p>TAFE</p>	<p>TAFE is the largest vocational education provider in Australia. TAFE courses offered are delivered in block sessions, that is four hours one afternoon a week from 2pm to 6pm. This has implications for travel and catching up on the school work missed due to the early departure from school. Attendance is essential, as absence from a block lesson provided by TAFE is the equivalent to missing a week of school work for one subject.</p> <p>Additional information can be found via: https://www.tafensw.edu.au/study/types-courses/tvet</p>	<p>Animal Studies Beauty Services Community Services Design Fundamentals Landscape Music Industry Screen and Media Tourism Travel and Events Others ...</p>
<p>Taronga Training Institute</p>	<p>Taronga Training Institute offers Certificate II in Animal Studies. The course is delivered at Mosman. Students normally take one day off a week at school to attend the course, given the distance to travel.</p> <p>Additional information can be found via: https://taronga.org.au/education/certificate-courses/cert-2-animal-studies-hsc</p>	<p>Animal Studies</p>
<p>Whitehouse Institute of Design</p>	<p>Whitehouse Institute of Design offers Certificate III in Design Fundamentals. Delivery of these courses is by intensive block attendance at Surry Hills during school holidays, in April, July September of Year 11 and January of Year 12 (six weeks face-to-face delivery). Students who successfully complete the program will leave Whitehouse with a portfolio of creative work and a Certificate III In Design Fundamentals. In addition, the CUA30715 Certificate III in Design Fundamentals will provide 2 units credited towards their Year 11 and 2 units credit towards Year 12 studies.</p> <p>Additional information can be found via: https://whitehouse-design.edu.au/cert-iii-in-design/</p>	<p>Design Fundamentals (Creative Direction & Styling) Design Fundamentals (Interior Design) Design Fundamentals (Interior Design)</p>

Overview of EVET courses available:

Course	Board Developed (Category B - may contribute to the calculation of the ATAR)	Board Endorsed (does not contribute to the Calculation of the ATAR)	Delivery Pattern (units x year)	Location
Animal Studies		✓	2u x 2yr	TAFE – Richmond
Animal Studies		✓	4 units x 1 yr	Taronga Training Institute – Mosman (one day per week)
Beauty Services (make-up)		✓	2u x 2yr	TAFE – Mount Druitt
Community Services		✓	2u x 2yr	TAFE – Campbelltown
Creative Industries		✓	2u x 2yr	Academy of Interactive Entertainment, Ultimo
Design Fundamentals (Graphics)		✓	2u x 2yr	TAFE - Kingswood
Design Fundamentals (Game Design)		✓	2u x 2yr	Academy of Interactive Entertainment, Ultimo
Design Fundamentals		✓	2u x 2yr	Whitehouse Institute of Design – Surry Hills (School holidays)
Human Services (Acute Care)	✓		2u in Yr 11 & 4u in Yr 12	NSW Health Delivery site: CathWest
Human Services (Allied Health)	✓		2u x 2yr	NSW Health Nepean Hospital
Landscape Construction		✓	2u x 2yr	TAFE – Richmond
Music Industry		✓	2u x 2yr	TAFE – Nirimba

Screen and Media (Animation)		✓	2u x 2yr	TAFE – Mt Druitt
Screen and Media (Game Art)		✓	2u x 2yr	Academy of Interactive Entertainment, Ulitmo
Tourism, Travel and Events (Tourism)	✓		2u x 2yr	TAFE – Campbelltown
Tourism, Travel and Events (Events)	✓		2u x 2yr	TAFE – Campbelltown

School-Based Traineeships (SBTs)

Students may wish to work whilst they undertake their HSC. A school-based traineeship enables students to work part-time and undertake their HSC with the units contributing to their HSC study. Students enter into a training contract with an employer to allow them to complete their formal training requirements for the HSC. Students are required to find an employer that will sign them up for a School-Based Traineeship. They are to contact the Leader of Learning VET in order for approval from the school and a sign-up to occur. Students must complete the CEDP Duty of Care documentation prior to proceeding with a school-based traineeship. The sign-up involves a meeting with the:

- Student
- Employer
- The registered training organisation (RTO), if this is different from the employer
- Student's parents
- School Principal or other school representative
- Leader of Learning VET

This meeting includes a discussion about the traineeship and formalises the process through the signing of the contract.

The minimum term for a school-based traineeship is 18 months. Students need to work a minimum of 100 days of paid employment by 31st December of their HSC year. Popular traineeships include retail, construction and business services. Students must be signed up for their SBT by May of their Preliminary course year.

The SBT will involve students attending work outside of school hours, that is, after school, on weekends or during the school holidays. This arrangement needs to suit all parties associated with the contract. In terms of the theoretical component of the SBT, an employer may deliver this if they are an RTO or an external Registered Training Organisation. If the RTO charge a fee for the course, the Parramatta Diocese will forward this fee to the parents.

Industry-Based Learning (IBL)

Students that engage in a SBT can gain additional credit for HSC units by completing the optional Industry-Based Learning (IBL) course, which will contribute an additional 2 units to their pattern of study. This course is a board endorsed course; hence it does not contribute to the calculation of the ATAR. It is only an option for students who are undertaking a school-based traineeship or school-based apprenticeship as part of their studies.

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship. It provides a degree of flexibility for school-based trainees within the Higher School Certificate as students work independently in completing a workbook. By engaging in on-the-job training and reflection, students will develop knowledge, understandings, values and attitudes about enterprise, work and industry and a range of employability related skills valued within and beyond the workplace. Students will gain experiences that can be applied to a range of contexts including work, study and leisure, and which can assist them in making informed career decisions.

Students are to complete a workbook that comprises a journal which records learning that has taken place whilst working. Students complete this log book during Study Periods. Their employer is required to sign the log book and students also meet with their Industry-Based Learning Supervisor at school periodically.



SCHOOL OF NOW

SUBJECT SELECTION HANDBOOK

SCHOOLOFNOW.PARRA.CATHOLIC.EDU.AU

2022



**FOR MORE INFORMATION CONTACT YOUR
CURRICULUM LEADER OF LEARNING
IN YOUR HOME SCHOOL**

ABOUT SCHOOL OF NOW

2022

Catholic Education Diocese of Parramatta (CEDP) ...

... Learning Team is offering students the opportunity to study a number of courses that may not be available within their current local school community. Technology allows students, regardless of location, to work with expert teachers in an online classroom with other students across the Diocese to complete Stage 6 courses.

How will it work?

- Each subject will be assigned an expert teacher who will be responsible for the delivery of the online course.
- Students will have set times each week with the teacher and fellow students where the online lesson will be delivered.
- Students will also complete learning activities between sessions at their own pace and ongoing feedback and assistance will be provided by the teacher.
- Students will have face-to-face workshop days with their teacher for 1 or 2 days per term at a convenient school location.
- The assessment of skills and knowledge is content-based focusing of subject-specific areas, not based on computer competence.



GENERAL INFORMATION

2022

Board Developed Course

Courses with a syllabus written by the NSW Education Standards Authority (NESA) syllabus committees are known as Board Developed Courses. These may be used to count towards the Australian Tertiary Admissions Rank (ATAR) and are defined in terms of:

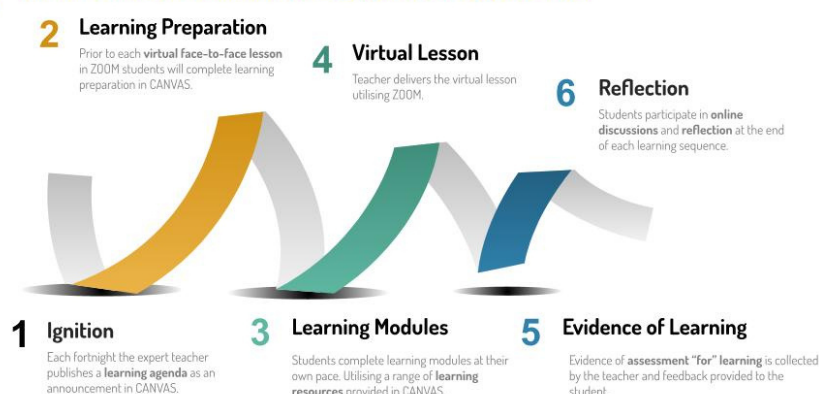
- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- a performance scale (except for VET courses).

Most courses are divided into two parts – Year 11 Preliminary and Year 12 HSC. Those courses designated as Year 11 must be successfully studied before the HSC part of that course may be attempted. All courses offered for the HSC have a unit value. Most are 2 unit courses, involving at least 240 hours of study over the Preliminary and HSC years.

There are extension courses in some subject areas. In English, Mathematics and History, there are extension courses available at Preliminary and HSC levels.

The Preliminary Course commences at the beginning of the Year 11 academic year and concludes with the Year 11 examinations at the end of Term 3. The HSC Course commences at the beginning of Term 4, Year 11, and continues until the HSC examinations, with formal classes concluding at the end of Term 3, Year 12.

WHAT DOES A LEARNING SEQUENCE LOOK LIKE?



ABORIGINAL STUDIES

Number of Units: 2

Exclusions: None

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

The Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Why study this course

Aboriginal studies provides students with an opportunity to learn about the past and present experiences of Aboriginal and other Indigenous peoples through research and inquiry methods.

Students study:

- the impact of social justice and human rights issues from pre-contact to contemporary times.
- the effect of laws, policies and other legal decisions
- Aboriginal cultural, political, social and economic life today.

Topics - Preliminary Course

- Part I: Aboriginality and the Land
- Part II: Heritage and Identity
- Part III: International Indigenous Community: Comparative Study
- Part IV: Research and Inquiry Methods: Local Community Case Study

Topics - HSC Course

- Part I – Social Justice and Human Rights Issues
- Part II – Case Study of an Aboriginal community for each topic
- Part III – Research and Inquiry Methods – Major Project: Choice of project topic based on student interest.

Post School Options

The study of Aboriginal Studies Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Aboriginal Studies Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

ECONOMICS

Number of Units: 2

Exclusions: None

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

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

Why study this course

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. It will also help in understanding the behaviours of individuals, firms, and governments in Australia, and globally. Discussion of economic issues dominates the media and politics. By understanding economics, students learn to make informed judgments about issues and policies and participate responsibly in decision-making processes.

Topics - Preliminary Course

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

Topics - HSC Course

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

Post School Options

If selected as a specialisation at university, Economics can lead to careers in: share, finance or commodities markets; business, economic forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs; law or economic policy development, education, or of course as an economist either in the government or at corporate level in the private sector.

ENGINEERING STUDIES

Number of Units: 2

Exclusions: None

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

The aim of Engineering Studies Stage 6 is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology. Engineering Studies Stage 6 is directed towards the application and advancement of skills associated with mathematics, science and technology in order to solve problems that provide infrastructure, goods and services needed for industry and the community. This subject is recommended to students that are capable at mathematics and science, and are curious about how things are made and why they are constructed.

Why study this course

Engineering Studies will provide students with the skills, knowledge and understanding associated with the study of engineering, its practices and associated methodologies. Students will gain knowledge and skills through the study of engineering modules.

Topics - Preliminary Course

The Year 11 course consists of 4 compulsory modules – Engineering Fundamentals, Engineered Products, Braking Systems and Biomedical Engineering. These modules focus on polymers, electricity, electronics, applied mathematics, metals, hydraulics, joining materials, casting and forging of metals and engineering drawings.

Topics - HSC Course

The Year 12 course consists of 4 compulsory modules – Civil Structures, Personal and Public Transport, Aeronautical Engineering and Telecommunications Engineering. These modules further develop the focus of the preliminary modules as well as looking into frictional forces, corrosion, composites and ceramic materials.

Post School Options

Engineering Studies develops knowledge and understanding of the profession of Engineering. It provides the foundation for further study in Engineering fields such as Civil, Mechanical, Electrical, Electronic, Aeronautical, Chemical and Metallurgical as well as applied sciences such as Architecture, Surveying and Industrial Design.

ENGLISH EXTENSION 1

Number of Units: 1

Co-Requisites: Must also study English Advanced

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Topics - Preliminary Course and HSC Course

English Extension 1 course – The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are:

- Literary homelands
- Reimagined worlds
- Intersecting worlds
- Worlds of upheaval
- Literary mindscapes

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

ENGLISH EXTENSION II

Number of Units: 1

Exclusion: Year 12 course only

Co-Requisites: Also be studying Advanced English & English Extension I

External Assessment: Major Work, Reflection Statement and Reflective Journal

Contribution to ATAR: Yes

Course Description

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

Topics - HSC Course

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

The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Students are required to:

- complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

HISTORY EXTENSION

Number of Units: 1

Exclusion: Year 12 course only

Co-Requisites: Also be studying Year 12 Ancient History or Modern History

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

Topics - HSC Course

Constructing History – Key Questions

Constructing History – Case Studies

History Project

Students are required to:

- answer four key questions that provide a framework for investigating the construction of history with a focus on historiography. These key questions:
 - Who are historians?
 - What are the purposes of history?
 - How has history been constructed, recorded and presented over time?
 - Why have approaches to history changed over time?
- develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.
- complete a History Project which involves students undertaking an individual investigative project, focusing on an area of changing historical interpretation.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

INDUSTRIAL TECHNOLOGY MULTIMEDIA

Number of Units: 2

Exclusions/Pre-Requisites: None

External Assessment: Major Project & Examination

Contribution to ATAR: Yes

Course Description

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the Multimedia Industry, and an introduction to industrial processes and practices. This subject develops a high level of industry-standard practical processes through the production of a practical project. The emphasis of the course is on the development of practical multimedia skills.

Why study this course

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. In the HSC course, students must design, develop and construct a major project with a management folio. This practical-based course allows students to develop industry-level skills through the production of projects. Students in this subject complete a major work, which allows them to select areas of interest within their option topics, and follow their passions in the development of their project.

Topics - Preliminary Course

- Industry Study
- Design and Management
- Workplace Communication
- Industry-Specific Content and Production

Topics - HSC Course

- Industry Study
- Design and Management
- Workplace Communication
- Industry-Specific Content and Production

Post School Options

Multimedia: Graphic design, photography, art, musician, industrial design, animator, film editing, special effects, or any creative field. The skills learned in this subject would also complement careers in business or in any field where you would need to present your ideas. The Industry study component also compliments Business Studies.

INFORMATION PROCESSES & TECHNOLOGY

Number of Units: 2

Exclusions/Pre-Requisites: None

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

The Information Processes and Technology Stage 6 course teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying information, as well as the technologies that support these processes. With this background, students will be well placed to adapt to new technologies as they emerge.

Why study this course

Information systems and the role they play in society have increased in significance in recent years. The raw ingredients – information, information technology and participants – combine to form information processes within information systems. The area of information systems has provided major jobs growth for both women and men in recent years. Moreover, fields that have not traditionally been associated with computers – but in which processing information is a vital function – are emerging as exciting new areas of employment. These include music, the arts, science and technology as well as new and fast-growing industries that use multimedia.

Topics - Preliminary Course

- Introduction to information skills and systems
- Tools for Information processes
- Developing Information systems

Topics - HSC Course

- Project management
- Information systems and databases
- Communication systems
- Options - Two will be selected: Transaction processing systems, decision support systems, automated manufacturing systems and multimedia systems

Post School Options

Students who successfully complete Information Processes and Technology will be confident, competent and discriminating users of information processes and information technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. As such, they will be well prepared to pursue further education and employment across an especially wide range of contexts.

MATHEMATICS EXTENSION 1

Number of Units: 1

Co-requisites: Students must be doing Mathematics Advanced

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

This course is designed for those students who have demonstrated an extensive mastery of the skills of stage 5 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. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability could consider undertaking the Mathematics Extension 2 course.

Why study this course

It provides a sound basis for the further study, as a major discipline, of Mathematics at a tertiary level. ... For example, it may be appropriate for those students who wish to pursue tertiary studies in some of the Physical Sciences, Computer Science and certain Engineering courses.

Topics - Preliminary Course

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

Topics - HSC Course

- Trigonometric Functions
- Calculus
- Proof
- Vectors
- Statistical Analysis

Post School Options

Study of this course will support study in a career in physical or engineering sciences.

Other possible careers with a mathematical background are:

Finance, civil and structural engineering, computer science, applied sciences, education, medical services.

MATHEMATICS EXTENSION II

Number of Units: 1

Exclusion: Year 12 course only

Co-Requisites: Students must be studying Mathematics Advanced & Extension I

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

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

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

Why study this course

The course provide opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn with the use of appropriate technology and make appropriate choices when selecting technologies as a support for mathematical activity. participation in society.

Topics - HSC Course

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

For this course:

- The Mathematics Extension 1 Year 12 course should be taught prior to or concurrently with this course.
- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

Post School Options

Study of this course will support study in a career in physical or engineering sciences.

Other possible careers with a mathematical background are:

Finance, civil and structural engineering, computer science, applied sciences, education, medical services.

PHYSICS

Number of Units: 2

Exclusions/Pre-Requisites: You can only study six units of Science in Year 11

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

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

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter

Why study this course

Study this course if you want to find out how objects move and how we use that knowledge to our advantage, how important light and its interactions with the world around us are, the basics for electronics, the application of electromagnetism and the fundamentals of quantum physics.

Topics - Preliminary Course

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism

Topics - HSC Course

- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom

Post School Options

There are numerous post-school options for Physics including aviation, aeronautical design, astronomy, engineering, electronics, innovation, robotics, communication systems, automated vehicles, sports analytics. That's just to name a few. There will even be other post-school options that currently do not exist but will when you graduate.

SOFTWARE DESIGN & DEVELOPMENT

Number of Units: 2

Exclusions/Pre-Requisites: None

External Assessment: Examination

Contribution to ATAR: Yes

Course Description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed and the tools that can be used to assist in this process. Students will gain knowledge and skills in the development of iPhone and iPad applications. The HSC course builds on the Preliminary course and asks students to develop and document the software development process. Students will participate in the production of a major application which, depending on the language used, may have the opportunity to publish to programs such as the Apple app store.

Why study this course

The course promotes a student's ability to solve complex problems which are implemented into computer software programs. Skills such as problem-solving, team building and management are fostered which will benefit students in future endeavors. Furthermore, students will be given a theoretical and practical understanding of software development in a range of programming language environments such as the iPhone, Ipad, Android mobile phones, database design and web page design.

Topics - Preliminary Course

- Social and ethical issues
- Hardware and software
- Application of software development approaches
- Software development cycle
- Developing a software development package

Topics - HSC Course

- Social and ethical issues
- Application of software development approaches
- Software development approaches
- Software development cycle
- Developing a software development package
- Option Topic

Post School Options

Software Design and Development lays a foundation for access into a variety of different computer-related fields including – software programmer, software engineer, system architect, system analyst and graphic designer. This course also helps foster business-related skills and practices which may also be of benefit in all areas such as business, accounting and engineering.

STUDIES IN CATHOLIC THOUGHT

1 UNIT

Number of Units: 1

Exclusions/Pre-Requisites: None

External Assessment: None

Contribution to ATAR: No

Course Description

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

Why study this course

The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. Students will come to know how faith and reason fit together in the Catholic Tradition.

Topics - Preliminary Course

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

Topics - HSC Course

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

Post School Options

Studies in Catholic Thought will assist students in developing inquiry skills and reason through engagement with Catholic teachings and literature. These skills empower students to become critically reflective life-long learners.

Assessment Preliminary and HSC

Students will undertake no more than three formal assessment tasks in the Preliminary course and no more than four formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, analytical response, class test and an End of Course Examination.

STUDIES IN CATHOLIC THOUGHT

2 UNIT

Number of Units: 2
Exclusions/Pre-Requisites: None
External Assessment: None
Contribution to ATAR: No

Course Description

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

Why study this course

The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. Students will come to know how faith and reason fit together in the Catholic Tradition.

Topics - Preliminary Course

- Who is a Human Person?
- The Trinitarian God and Humanity
- The Re-imagining of Creation
- Faith, Reason and Science

Topics - HSC Course

- Virtue, Vice, Salvation
- The Good Works
- The Common Good
- 2 unit undertakes two of the following units, which are 30 hours each:
 - Set Text Study
 - The Church and the Arts
 - The Church and First Peoples
 - The Church and the Contemporary World

Post School Options

Studies in Catholic Thought will assist students in developing inquiry skills and reason through engagement with Catholic teachings and literature. These skills empower students to become critically reflective life-long learners.



Vocational Education and Training Courses (VET) 2022

Legal Name: Trustees of the Roman Catholic Church for the Diocese of Parramatta
RTO Code: 90490
Trading Name: Catholic Education Diocese of Parramatta

Add a little bit Under the Australian Qualification Framework (AQF), all Vocational Education and Training (VET) courses are recognised nationally, with students obtaining a qualification upon completion. All VET courses have been developed in conjunction with industry, are taught to industry standards and have clear links to post school destinations. Depending on the course, students may exit with a:

- o Statement of Attainment;
- o Certificate II; or
- o Certificate III.

VET courses may be undertaken at:

- o school or via one of our cluster classes, or School of Now (RTO: 90490 – Trustees of Roman Catholic Church for the Diocese of Parramatta); or
- o through external providers.

VET can be divided into:

- o Board Developed Curriculum Framework Courses (Framework – Category B) – may contribute to the calculation of the ATAR. These are also referred to as Category B courses. Please note, only 2 units of category B subjects can be counted towards the ATAR.
- o Board Endorsed Courses – do not contribute to the calculation of the ATAR.

The table below summarises the VET courses that are available in CEDP Schools through School of Now:

- o Business Services
- o Financial Services
- o Information and Digital Technologies
- o Retail Services

The following pages will describe the courses above in greater detail.

Facts about VET Courses

Delivery and Competency-Based Assessment

VET courses have a practical component, as they are designed for students who may wish to build a career in these industry areas. There is also a significant theoretical component in most of the courses.

VET courses are competency-based and will be assessed through integrated competency tasks using observation, questions, structured activities & other assessment methods. To be assessed as competent a student must demonstrate to a qualified assessor that they have the knowledge and skills to effectively carry out the various tasks to the standard required in the appropriate industry. Students are progressively assessed as either 'competent' or 'not yet competent'. When a student achieves a unit of competency it is signed off by the assessor. If a student does not achieve a competency after 3 attempts, a 'not achieved' will be recorded.

Many of the core competencies and skills gained from VET Courses are transferable, for eg teamwork, communication, work health and safety and work ethics. No matter what industry the student eventually pursues, they will have participated in entry-level skills that will make them more work-ready.

VET HSC Exam

The HSC examination in Framework Courses is optional. Students who do not wish the course to contribute to the calculation of their ATAR or are following a non-ATAR program may elect to withdraw from the HSC examination. This decision is usually formalised by completing the VET HSC Exam Withdrawal Form and submitting it to the VET Teacher or Leader of Learning. This has no impact on the eligibility of a student to receive their qualification or their HSC.

Only ONE Curriculum Framework course can contribute to the calculation of the ATAR. Students must sit the HSC Examination Paper in a Curriculum Framework VET course for it to count towards the calculation of the ATAR.

Work Placement

There is a mandatory 70 Hours of industry work placement for each Curriculum Framework Course undertaken. Traveling expenses and the management of coursework missed in other subjects should be taken into consideration. The penalty for not completing the mandatory work placement hours is that the student will be deemed unsatisfactory and risk not receiving the Higher School Certificate because the student has not met NESA requirements. In this instance, students must be able to manage their schoolwork effectively as they will need to catch up on work that they have missed.

Uniforms and Equipment

Students may need to purchase equipment for VET courses such as tool kits; textbooks, uniforms, etc. Please note that additional costs to school fees apply for VET courses.

Recognised Prior Learning

You may be entitled to apply for Recognised Prior Learning if you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways. You should talk to the Leader of Learning VET or VET teacher for further information. Some students may qualify for exemption from their work placement if they work in the industry related to their course work once they have filled out a Recognition of Prior Learning Form with their employer.

Further Information

For additional information, please contact the Home School Leader of Learning VET ;or Steven Bauer at School of Now - sbauer1@parra.catholic.edu.au

The following pages will describe the courses offered in School of Now in greater detail.



VET - BUSINESS SERVICES

Training Package: BSB Business Services

RTO: 90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta

Category: B - Board Developed Course

Unit Value: 2 Units Preliminary Course
2 Units HSC Course

Duration: 2 years

Qualification: BSB30120 Certificate III in Business

Contributes to the ATAR: Yes

Course Description: This course is for students who wish to gain nationally recognised entry level qualifications for employment in the business world, either as a long-term career or in part-time or temporary positions while undertaking further study. Students will develop the skills, knowledge and confidence to function effectively in a business environment. This course is designed to assist those seeking entry level career positions in areas such as administration, finance, business and technology. It may lead to occupations such as Office Junior, Secretary, Office Administrator, Data Entry Clerk or a Personal Assistant.

This course is suitable for students who have a helpful and courteous manner, have a good eye for detail, have the ability to work with others within the workplace and possess good communication and excellent customer service skills.

Please note: This is a new qualification for 2022. At the time of publication, NESAs syllabus has not been published. As a result, the units of competency listed below may change.

Units Include: BSBCRT311 - Apply critical thinking skills in a team environment
BSBPEF201 - Support personal wellbeing in the workplace
BSBSUS211 - Participate in sustainable work practices
BSBTWK301 - Use inclusive work practices
BSBWHS311 - Assist with maintaining workplace safety
BSBXCM301 - Engage in workplace communication
BSBTEC201 - Use business software applications
BSBTEC301 - Design and produce business documents
BSBTEC302 - Design and produce spreadsheets
BSBTEC303 - Create electronic presentations
BSBWRT311 - Write simple documents
BSBPEF301 - Organise personal work priorities
BSBOPS304 - Deliver and monitor a service to customers
BSBINS302 - Organise workplace information

Eligibility for Qualification: Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **Certificate III in Business**. Students achieving at least one unit of competency will be eligible for an **AQF Statement of Attainment** showing partial completion of their qualification.

Cost: An annual fee of \$75 is added to school fees for this course for consumables.



VET - FINANCIAL SERVICES

Training Package: FNS Financial Services

RTO: 90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta

Category: B - Board Developed Course

Unit Value: 2 Units Preliminary Course
2 Units HSC Course

Duration: 2 years

Qualification: FNS30317 Certificate III in Accounts Administration

Contributes to the ATAR: Yes

Course Description: This qualification provides a pathway towards job roles for employees with functions that could include financial data entry, processing accounts and payroll, providing customer service in financial transactions and producing financial reports. Work could be undertaken in a financial/business office environment where the planning and processing of a range of financial tasks are actioned. Possible job titles include office clerk, banking clerk and accounts officer

Units Include: BSBTEC301 - Design & produce business documents
BSBWRT311 - Write simple documents
FNSACC304 - Conduct business activities using a computerised accounting system
FNSACC311 - Process financial transactions and extract interim reports
FNSACC312 - Administer subsidiary accounts and ledgers
FNSACC313 - Perform financial calculations
FNSINC301 - Work effectively in the financial services industry
BSBWHS211 - Contribute to health and safety of self and others
BSBFIA401 - Prepare financial reports
BSBTWK201 - Work effectively with others
BSBITU304 - Produce spreadsheets

Eligibility for Qualification: Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **FNS30317 Certificate III in Accounts Administration**. Students achieving at least one unit of competency will be eligible for an **AQF Statement of Attainment** showing partial completion of their qualification.

Cost: An annual fee of \$75 is added to school fees for this course for consumables, as well as access to accounting software for a specific module.



VET - INFORMATION & DIGITAL TECHNOLOGY

Training Package: ICT Information and Communication Technology

RTO: 90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta

Category: B - Board Developed Course

Unit Value: 2 Units Preliminary Course
2 Units HSC Course

Duration: 2 years

Qualification: ICT30120 Certificate III in Information Technology

Contributes to the ATAR: Yes

Course Description: This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in the Information and Communications Technology (ICT) Industry. Students will build simple websites, produce digital images for the web and provide IT advice to clients.

The ICT industry incorporates a range of different businesses and industry sectors including ICT service providers, purchasers and users of ICT goods and services, technical support providers, multimedia and web development specialists, desktop publishers, graphic designers, programmers and help desk operators.

Please note: This is a new qualification for 2022. At the time of publication, NESA's syllabus has not been published. As a result, the units of competency listed below may change.

Units Include: BSBCRT301 - Develop and extend critical and creative thinking
ICTSAS305 - Provide ICT advice to clients
BSBWHS311 - Assist with maintaining workplace safety
BSBXCS303 - Securely manage personally identifiable information and workplace information
ICTICT313 - Identify IP, ethics and privacy policies in ICT environments
ICTPRG302 - Apply introductory programming techniques
BSBXTW301 - Work in a team
ICTICT214 - Operate application software packages
ICTICT302 - Install and optimize operating system software
ICTWEB304 - Build simple web pages
ICTWEB305 - Produce digital images for the web
ICTSAS308 - Run standard diagnostic tests

Eligibility for Qualification: Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **ICT30120 Certificate III in Information Technology**. Students achieving at least one unit of competency will be eligible for an **AQF Statement of Attainment** showing partial completion of their qualification.

Cost: An annual fee of \$75 is added to school fees for this course for consumables, as well as access to accounting software for a specific module.



VET - RETAIL SERVICES

Training Package: SIR Retail Services

RTO: 90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta

Category: B - Board Developed Course

Unit Value: 2 Units Preliminary Course
2 Units HSC Course

Duration: 2 years

Qualification: SIR30216 Certificate III in Retail

Contributes to the ATAR: Yes

Course Description: This qualification reflects the role of individuals who have the primary responsibility of engaging the customer, maintaining daily store operations and delivering on organisational expectations. They have sound knowledge of product and service offerings. These individuals possess a range of well-developed skills where discretion and judgement is required. They work with some independence under limited supervision. Some individuals working at this level are responsible for supervising other team members and monitoring day-to-day workplace operations. It provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants. Individuals with this qualification are able to perform roles such as frontline sales assistant, customer service representative, shop assistant, retail supervisor, team leader and senior sales assistant.

Units Include: SIRXCEG001 - Engage the customer
SIRXCOM002 - Work effectively in a team
SIRXWHS002 - Contribute to workplace health and safety
SIRXRSK001 - Identify and respond to security risks
SIRXSLS001 - Sell to the retail customer
SIRXSLS002 - Follow point of sale procedures
SIRXIND001 - Work effectively in a service environment
SIRRMER001 - Produce visual merchandise displays
SIRXPDK001 - Advise on products and services
SIRXCEG002 - Assist with customer difficulties
SIRXCEG003 - Build customer relationships and loyalty
SIRRRTF001 - Balance and secure point-of-sale terminal
SIRRINV001 - Receive and handle retail stock
SIRXIND002 - Organise and maintain the store environment

Eligibility for Qualification: Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **Certificate III in Retail Services**. Students achieving at least one unit of competency will be eligible for an **AQF Statement of Attainment** showing partial completion of their qualification.

Cost: An annual fee of \$75 is added to school fees for this course for consumables, as well as access to accounting software for a specific module.

SCHOOL OF NOW

Other Resources

2021 Parent/Student Information Zoom

The following Zoom was used in 2021 to help explain the ideologies and concepts surrounding School of Now.

<https://youtu.be/9h0AAPGwyFg>



Students' Perspective

The following are some student perspectives of learning in School of Now.

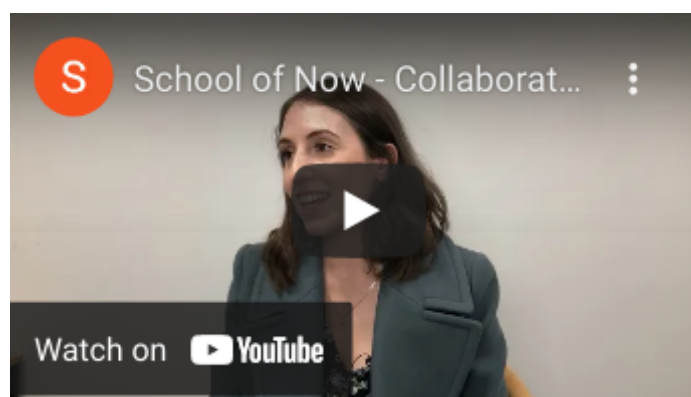
https://youtu.be/Vhk_IF4roxw



Teacher's Perspective

The following is a teacher perspectives of learning in School of Now.

<https://youtu.be/hKMpz7Q8Yls>



For any further information required pertaining to
School of Now
please email: sbauer1@parra.catholic.edu.au



2022 Year 11 Preliminary Courses Application Form - Part A

Instructions

Please carefully read the following:

- Applications will not be accepted unless signed/approved by the school principal.
- The home school will send the application form to the CEDP.
- Ensure that all sections of this form are completed appropriately.

1. Student Details

Surname		First Name	
Date of Birth			Male <input type="checkbox"/> Female <input type="checkbox"/>
School Email Address@parrastu.catholic.edu.au		
Contact Number			

2. Course Details

Pattern of Study: To qualify for the Higher School Certificate, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units. Schools and students should ensure that any courses outsourced to external providers (which includes School of Now) comprise a minority of each student's overall pattern of study.

Which blended learning online course/s are you interested in studying?	Year 11 Preliminary Courses		
	<input type="checkbox"/> Aboriginal Studies	<input type="checkbox"/> Economics	<input type="checkbox"/> Engineering Studies
	<input type="checkbox"/> English Extension I	<input type="checkbox"/> Industrial Technology (Multimedia)	<input type="checkbox"/> Information Processes and Technology
	<input type="checkbox"/> Mathematics Extension I	<input type="checkbox"/> Physics	<input type="checkbox"/> Software Design and Development
	<input type="checkbox"/> Studies in Catholic Thought - 1 Unit	<input type="checkbox"/> Studies in Catholic Thought - 2 Unit	
	<input type="checkbox"/> VET Business Services	<input type="checkbox"/> VET Financial Services	<input type="checkbox"/> VET Retail Services
	<input type="checkbox"/> VET Information and Digital Technologies		



Do you want an ATAR?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
3. Parent Consent			
Parent/Guardian	I/we as parents/guardians support this application and fully understand the extra time and work commitments associated with studying an online course.		
Parent Full Name		Parent Signature	
Parent Email		Parent Phone	
4. Principal Recommendation			
Recommendation	<input type="checkbox"/> Yes <input type="checkbox"/> No		Principal Signature

Blended Learning Commitment

The following information outlines the attendance requirements for students undertaking courses in the 2022 academic year that meet the NESA course requirements:

Course	Half Day Face-to-Face On-Boarding (Canvas LMS orientation and establishing class norms)	
All Year 11 Courses	Term 1 - Week 3	
Course	Virtual Lesson Time Day to be Negotiated between Students and Expert Teacher	Full Day Face-to-Face Masterclass
¹ English Extension I	3.30pm - 4.30pm	Term 1 - Week 7 Term 2 & 3 - Week 6
¹ Mathematics Extension I		Term 1 - Week 8 Term 2 & 3 - Week 5
² Aboriginal Studies	2pm - 4pm	Term 1 - Week 6 Term 2 & 3 - Week 4
² Economics		Term 1 - Week 6 Term 2 & 3 - Week 4
² Engineering		Term 1 - Week 6 Term 2 & 3 - Week 4
² Information Processes and Technology		Term 1 - Week 6 Term 2 & 3 - Week 4
² Physics		Term 1 - Week 8 Term 2 & 3 - Week 6
² Software Design and Development		Term 1 - Week 7 Term 2 & 3 - Week 5
² CStudies in Catholic Thought 1 Unit		Term 1 - Week 6 Term 2 & 3 - Week 4
² CStudies in Catholic Thought 2 Unit		Term 1 - Week 8 Term 2 & 3 - Week 6



VET Courses	Virtual Lesson Time Day to be Negotiated between Students and Expert Teacher	Full Day Face-to-Face Masterclass
² VET Business Services	Thursday 2pm - 4pm	Thursdays Term 1 - Week 8 Term 2 & 3 - Week 5
² VET Financial Services		
² Retail Services		
² Information and Digital Technology		

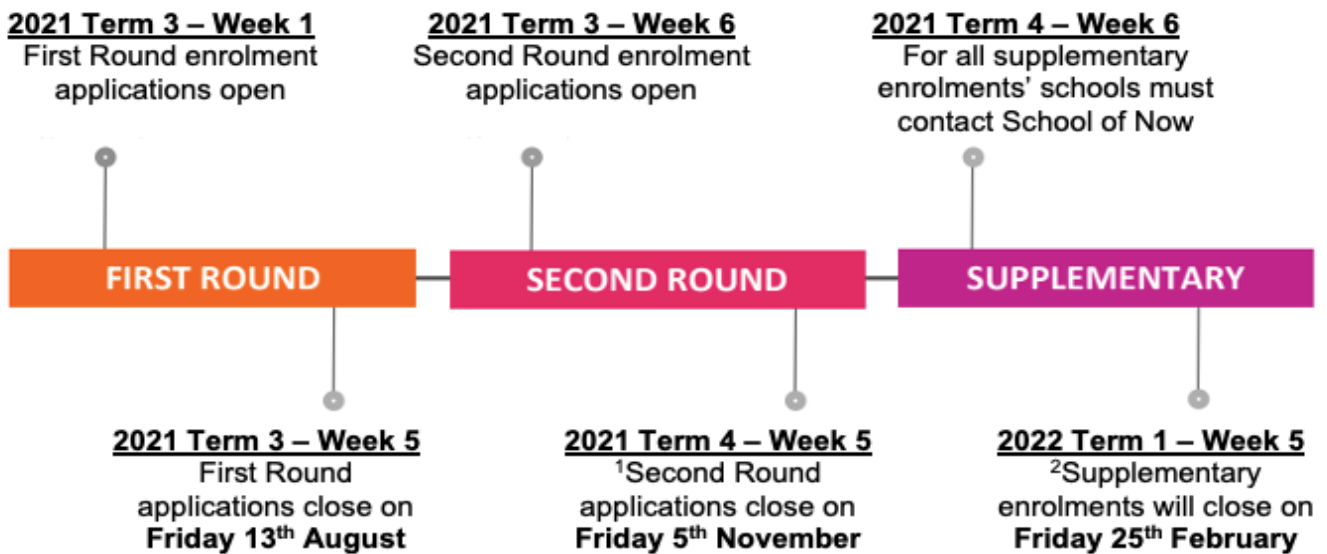
Virtual Lesson Scheduling

Each week students will participate in Virtual Lessons with the Expert Teacher using Zoom. For all **2 Unit Courses²** this lesson will be divided into two parts. The first part is an opportunity for the Expert Teacher to clarify work to be completed and deliver instruction. The second hour part will be aligned to asynchronous learning tasks (using CANVAS) and small group expert sessions to ensure learning is on track and ongoing student questions are addressed. School of Now understands that there may be timetable considerations required by the Home School to ensure these virtual lessons are effective, if any issues arise students are asked to continually communicate with their Expert Teachers. For all **1 Unit Courses¹** these will be run off timetable and commence after school from 3.30pm.

Enrolment Timeline

Year 11 Courses

School Of Now - Enrolment Timeline



Please Note:

- ¹Second Round applications received will be dependent on course numbers from First Round applications. Enrolments in courses that exceed maximum participants may be added to a waiting list.
- For ²Supplementary application schools must contact School of Now to discuss course availability and support for the student to complete the course.

The application form can be forwarded to: sbauer1@parra.catholic.edu.au

First round offers close on Friday 13th August 2021



2022 Year 12 HSC Courses Application Form

Instructions

Please carefully read the following:

- Applications will not be accepted unless signed/approved by the school principal.
- The home school will send the application form to the CEDP.
- Ensure that all sections of this form are completed appropriately.

1. Student Details

Surname		First Name	
Date of Birth			<input type="checkbox"/> Female <input type="checkbox"/> Male
School Email Address@parrastu.catholic.edu.au		
Contact Number			

2. Course Details

Pattern of Study:

To qualify for the Higher School Certificate, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and complete a minimum of 10 units in their HSC year. Schools and students should ensure that any courses outsourced to external providers (which includes School of Now) comprise a minority of each student's overall pattern of study.

Which blended learning online course/s are you interested in studying?

HSC Only Courses

These subjects can only be chosen by students who have met the Pre- and Co-Requisite requirements

English Extension II

History Extension

Mathematics Extension II

Do you want an ATAR?

Yes

No



3. Parent Consent

Parent/Guardian	I/we as parents/guardians support this application and fully understand the extra time and work commitments associated with studying an online course.		
Parent Full Name		Parent Signature	
Parent Email		Parent Phone	

4. Principal Recommendation

Recommendation	<input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Signature	
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Blended Learning Commitment

The following information outlines the attendance requirements for students undertaking courses in the 2022 academic year that meet the NESA course requirements:

Course	Half Day Face-to-Face On-Boarding (Canvas LMS orientation and establishing class norms)	
All Year 12 English Extension II, History Extension & Mathematics Extension II Courses	Term 4 Week 2	
Course	Virtual Lesson Time Day to be Negotiated between Students and Expert Teacher	Full Day Face-to-Face Masterclass
¹ English Extension II	3.30pm - 4.30pm	Term 4 - Week 7
¹ History Extension		Term 4 - Week 8
¹ Mathematics Extension II		Term 4 - Week 7

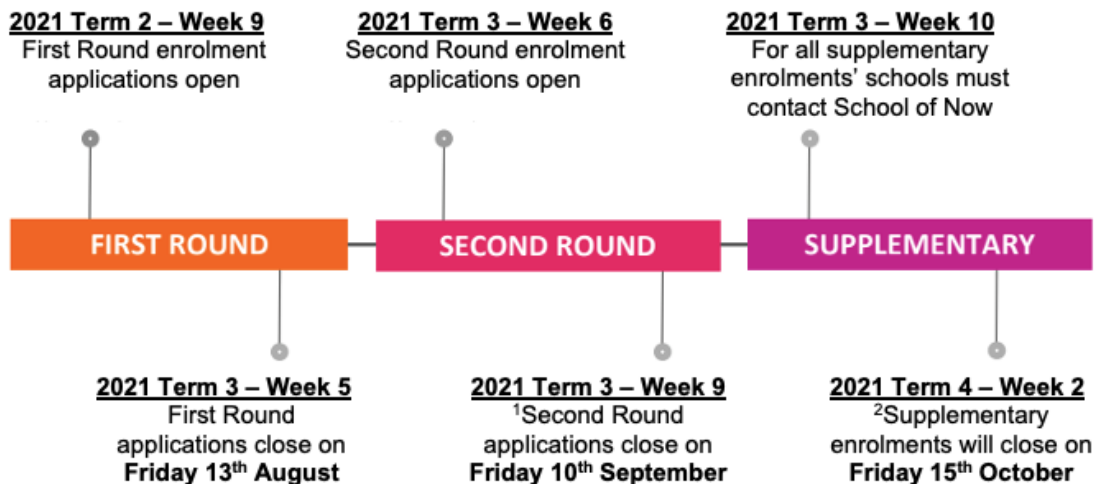
Virtual Lesson Scheduling

Each week students will participate in Virtual Lessons with the Expert Teacher using Zoom. For all **1 Unit Courses**¹ these will be run off timetable and commence after school from 3.30pm. School of Now understands that there may be timetable considerations required by the Home School to ensure these virtual lessons are effective, if any issues arise students are asked to continually communicate with their Expert Teachers to be able to find a solution.

Enrolment Timeline

HSC English Extension II; History Extension and Mathematics Extension II Courses

School Of Now - Enrolment Timeline



Please Note:

- ¹Second Round applications received will be dependent on course numbers from First Round applications. Enrolments in courses that exceed maximum participants may be added to a waiting list.
- For ²Supplementary application schools must contact School of Now to discuss course availability and support for the student to complete the course.

The application form can be forwarded to: sbauer1@parra.catholic.edu.au
First round offers close on Friday 13th August 2021