



**YEAR 11
2023**

**SENIOR COURSES
HANDBOOK**

Key Dates

Date	Event
3 rd June 2022	<ul style="list-style-type: none">• Students emailed subject preferences booklet through school email
7 th June 2022	<ul style="list-style-type: none">• Subject preference afternoon held on site between 4pm to 6pm
7 th June 2022	<ul style="list-style-type: none">• Link for online subject descriptions
14 th June 2022	<ul style="list-style-type: none">• Personalised subject link emailed to students to submit their preferences
22 nd July 2022	<ul style="list-style-type: none">• Complete online subject preferences form
16 th September 2022	<ul style="list-style-type: none">• Confirmation of subject preferences will be emailed

INFORMATION FOR YEAR 11 2023

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 also 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 6 that enable opportunities for their future vocations. Students have a choice at Penola Catholic College and may choose from:

An **ATAR Pathway**, studying up to 13 units combining Category A and up to one Category B subjects in Year 11. In Year 12, students will study up to 11 units that will contribute to the student's ATAR.

A **Non-ATAR Pathway**, studying up to 13 units with more than one Category B subjects in Year 11. In Year 12 students will study up to 11 units.

Students at Penola Catholic College also participate in a breadth of opportunities which enriches them 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
- **Cluster VET subjects** that may be offered across local CEDP schools based upon if individual schools are 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

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.

For the students already participating in the Accelerated Program: A student has commenced study in Studies of Religion 2 at a Preliminary level because they have been identified as having mastered Stage 5 outcomes. 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 Careers Advisor who may guide you and clarify any concerns.

Students need to ask:

- What learning pathway will you choose at Penola Catholic College?
- What are your reasons for attempting the Higher School Certificate?
- What are your career goals?
- What subjects will be needed to attain these goals?
- Do you need a ATAR?
- What subjects do you find interesting?
- Which subjects do you excel in?

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.

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 as well as Parents/Carers are encouraged to consult our Careers Advisor Mr. Petit for career planning. Mr Petit can be contacted by email anytime mpetit@parra.catholic.edu.au or by contacting the college Tuesday and Wednesday.

Parents/Carers

It is essential that discussion take place between students and Parents/Carers to support the child in their decision. Knowledge and experience from family and family friends can assist greatly in planning a career path.

HIGHER SCHOOL CERTIFICATE

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 and COURSES

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 NSW Education Standards Authority (NESA). 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.

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.

[\(Link to booklet for more information\)](#)

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)

[\(Link to booklet for more information\)](#)

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 NESA 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).

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 Science Courses can contribute to Higher School Certificate eligibility
- 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.

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 UNIT COURSE

This is the basic structure for most courses.

2 units = 4 learning sessions per cycle (120 hours)

1 UNIT COURSE

1 unit equals approximately 2 learning sessions each cycle or 60 hours.

Studies of Religion can be undertaken as either a 1 unit or a 2unit course.

EXTENSION COURSE

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.

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.

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. 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 Director of Learning Curriculum 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 can all be found on the NESA website.

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 weighting 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.

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 90% 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 tests.

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.

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).

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.

Subject Code	SUBJECTS OFFERED	Page Number
	Creative and Performing Arts	
11 DRA	Drama	12
11 MUS	Music	13
11 VART	Visual Arts	24
	English	
11 ENGA	English Advanced	15
11 ENGS	English Standard	16
11 ENGST	English Studies	17
	Human Society and Its Environment	
11 ANH	Ancient History	18
11 BST	Business Studies	19
11 GEO	Geography	20
11 LST	Legal Studies	21
11MHIS	Modern History	22
11 SOCC	Society and Culture	23
11 WOR	Work Studies	24
	Mathematics	
11 MAT	Mathematics Advanced	25
11 MAS	Mathematics Standard	26
11NUM	Mathematics - Numeracy	27
	Personal Development Health and Physical Education	
11 PDH	Personal Development, Health and Physical Education	28
11 CFS	Community and Family Studies	29
	Science	
11 BIO	Biology	30
11 CHE	Chemistry	31
11 EES	Earth and Environmental Science	32
11 ISC	Investigating Science	33
11PHY	Physics	36
	Studies of Religion	
11 ASOR2	Accelerated Studies of Religion II (Commenced April 2022)	35
11 SOR 1	Studies of Religion I	36
11 LFM	Learning for Mission	37
11 SiCT	Studies in Catholic Thought	38
	Technological and Applied Studies	
11 AGR	Agriculture	39
11 FTE	Food Technology	40
11 ITM	Industrial Technology - Multimedia	41
11 ITT	Industrial Technology - Timber and Furnishing	42
	VET (VOCATIONAL EDUCATION AND TRAINING)	43-44
	SCHOOL of NOW Through Catholic Education Parramatta	45

A FEW IMPORTANT POINTS TO CONSIDER

The listing of a subject in this booklet is **no guarantee that the subject will be taught** next year. All subjects are being offered to you but only those **attracting sufficient numbers** will be allowed to go ahead and be timetabled. Should you elect subjects that are dropped through lack of numbers; we will make every endeavour to give you your next choice of subjects. Every effort will be made to meet the expressed wishes of students and parents.

Key: **Pink** = Category A courses **Blue** = Category B courses **Aqua** = Category NON-ATAR

CREATIVE AND PERFORMING ARTS

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>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> • Improvisation, Play building, Acting • Element of Production in performance • Theatrical Traditions and Performance Styles <p>HSC Course</p> <ul style="list-style-type: none"> • 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, Design, Critical Analysis and Video 	
<p>External HSC Assessment 1.5 hour examination and externally assessed major work.</p>	
<p>Selection Criteria Beneficial if the student has completed Drama in either Year 9 or Year 10 and has in the past been involved with theatre sports as a school activity.</p>	
<p>Students for whom this course is suitable The course is designed for students who are interested in drama, who are imaginative and enjoy creating. Students need to be able to 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</p> <p>Core Studies</p> <ul style="list-style-type: none"> • Performance • Composition • Musicology • Aural <p>Elective Studies Students study three topics in each year of the course. In each of these topics, students elect to focus on Performance, Composition or Musicology. These include but are not limited to</p> <ul style="list-style-type: none"> • Jazz • Music for Radio, Films and Television • Popular Music • Theatre Music • Music and Technology • Rock Music 	
<p>External HSC Assessment 1 hour written examination and external assessed major work.</p>	
<p>Selection Criteria Students are, or have in the past, taken part in musical lessons either by being involved with music tutors within the College or outside of the school.</p>	
<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 practise. 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. It is 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:</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. ● 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"> ● 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. ● 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>External HSC Assessment</p> <p>1.5 hour examination and external assessed major work.</p>	
<p>Selection Criteria</p> <p>Beneficial if the student is in English Standard or above and has completed Visual Arts and or Photographic and Digital Media in Years 9 and/or 10.</p>	
<p>Students for whom this course is suitable</p> <p>This course is suitable for students who have artistic ability and who wish to use this talent to achieve a good HSC result. It is also suitable for 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 undertake this course must demonstrate initiative and skills in time management.</p>	

ENGLISH

Course: English Advanced	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>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</p> <p>Preliminary Course:</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:</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</p> <p>Paper 1 - 1.5 hour examination</p> <p>Paper 2 - 2 hour examination</p>	
<p>Selection Criteria</p> <p>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</p> <p>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:</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:</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 Cs or above in Year 10 English AND receive mainly 4s and 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</p> <p>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>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> ● Achieving through English ● Telling Us All About It ● We Are Australian <p>HSC Course:</p> <ul style="list-style-type: none"> ● Common Module: Texts and Human Experiences ● On The Road ● Who Do I Think I Am 	
<p>External HSC Assessment</p> <p>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.</p>	
<p>Selection Criteria</p> <p>The course is most suitable for but not limited to students who do not wish to receive an ATAR. If a student wants to get an ATAR with English Studies, this subject can be their only Category B subject.</p>	
<p>Students for whom this course is suitable</p> <p>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>	

HUMAN SOCIETY AND ITS ENVIRONMENT

Course: Ancient History	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>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 The Nature of Ancient History Case Studies ● Part II: Features of Ancient Societies Students study at least TWO ancient societies through an investigation of a key feature ● Part III: Historical Investigation The investigation can be either integrated into any aspect of the Preliminary course 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 ● Part II: Ancient Societies ● Part III: Personalities in their Times ● Part IV: Historical Periods 	
<p>External HSC Assessment</p> <p>3hour examination</p>	
<p>Selection Criteria</p> <p>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</p> <p>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</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> • Nature of business – the role and nature of business • Business management – the nature and responsibilities of management • Business planning – establishing and planning a small to medium enterprise <p>HSC Course:</p> <ul style="list-style-type: none"> • Operations – strategies for effective operations management • Marketing – development and implementation of successful marketing strategies • Finance – financial information in the planning and management of business • Human resources – human resource management and business performance 	
<p>External HSC Assessment 3 hour examination</p>	
<p>Selection Criteria 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.</p> <p>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: Geography	Category: A
2 Unit board Developed Course	
<p>Course Description In the Preliminary and HSC courses, students will study the spatial and ecological dimensions of biophysical and human phenomena in a changing world, investigating how the human and physical worlds interact using contemporary case studies and issues. Students will also be provided with the opportunity to plan and undertake geographical inquiry through the senior geography project in the preliminary course.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> • Biophysical Interactions • Global Challenges • Senior Geography Project <p>HSC Course:</p> <ul style="list-style-type: none"> • Ecosystems at Risk • Urban Places • People & Economic Activity 	
<p>External HSC Assessment 3 hour examination</p>	
<p>Selection Criteria The school strongly recommends that students choosing Geography should be working at a B Grade level or above in Geography and/or History 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 This course is intended for the student interested in the environment and how human interaction impacts our world, the students who have an inquiring mind and like to ask the questions, the students who want to understand how they can make a difference to the world. The Geography course in Years 11/12 would greatly benefit those intending further study in environmental sciences or urban planning.</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>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>External HSC Assessment</p> <p>3 hour 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> <p>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.</p>	

Course: Modern History	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the 19th Century to the present using the methods of historical inquiry. The HSC course provides the opportunity for students to investigate an in-depth study on Power and Authority in the Modern World 1919 - 1946, a study in peace and conflict, a national study, and a study of change in the modern world.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> • Part I: Investigating Modern History <ul style="list-style-type: none"> • The Nature of Modern History: The Contestability of the Past • Case Studies: The Decline and Fall of the Romanov Dynasty & The Meiji Restoration • Part II: Historical Investigation - Students investigate a topic of their choice under teacher guidance and supervision. • Part III: Core Study: The Shaping of the Modern World: World War I <p>HSC Course:</p> <ul style="list-style-type: none"> • Part I: Core Study – Power and Authority in the Modern World • Part II: ONE National Study – Russia and the Soviet Union • Part III: ONE International Study in Peace and Conflict – Conflict in the Pacific 1937 - 1951 • Part IV: Change in the Modern World – The Cultural Revolution to Tiananmen Square 1966 - 1989 	
<p>External HSC Assessment</p> <p>3 hours examination</p>	
<p>Selection Criteria</p> <p>The school strongly recommends that students choosing Modern History 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</p> <p>This course is intended for the student interested in world events: the students who have an inquiring mind and like to ask the questions, the students who want to understand how past decisions and actions affect the world in which we live. The Modern History course in Years 11/12 would greatly benefit those intending further study in such diverse areas as art, journalism and the law</p>	

Course: Society and Culture	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>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 ● Social Inclusion/ Exclusion in Australia: /Australia’s Aboriginal and Torres Strait Islander people 	
<p>External HSC Assessment</p> <p>2 hour examination and Personal Interest Project (PIP)</p>	
<p>Selection Criteria</p> <p>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. Students will be required to complete a 6000 word Personal Interest Project as part of the course work.</p>	
<p>Students for whom this course is suitable</p> <p>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: NON ATAR
1 Unit Content Endorsed Course	
<p>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.</p>	
<p>Main Topics Covered</p> <p>Core</p> <ul style="list-style-type: none"> ● My Working Life <p>Modules</p> <ul style="list-style-type: none"> ● Team Enterprise Project ● Teamwork and Enterprise Skills 	
<p>Students for whom this course is suitable This course is suitable for students who want to be able to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities. It helps students to be able to develop an understanding of the changing nature of work and the implications for individuals and society. . As part of this course, students will undertake work placement to allow for the development of specific job-related skills.</p>	

MATHEMATICS

Course: Mathematics Advanced	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> ● Functions ● Trigonometric Functions ● Calculus ● Exponential and Logarithmic Functions ● Statistical Analysis <p>HSC Course:</p> <ul style="list-style-type: none"> ● Functions ● Trigonometric Functions ● Calculus ● Exponential and Logarithmic Functions ● Financial Mathematics 	
<p>External HSC Assessment</p> <p>3 hour examination</p>	
<p>Selection Criteria</p> <p>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.</p>	
<p>Students for whom this course is suitable</p> <p>Students who have completed the Stage 5.3 course to a solid standard and exceptional Stage 5.2 students.</p>	

Course: Mathematics Standard	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> ● Algebra ● Measurement ● Financial Mathematics ● Statistics Analysis <p>HSC Course:</p> <ul style="list-style-type: none"> ● Algebra ● Measurement ● Financial Mathematics ● Statistics Analysis ● Networks <p>At the conclusion of the Preliminary Course students can then select to complete the Mathematics Standard 1 or Mathematics Standard 2 Pathway.</p>	
<p>External HSC Assessment</p> <p>Mathematics Standard 1 Pathway 2 hour examination (compulsory for students who are wishing to get an ATAR, optional for students who do not wish to get an ATAR)</p> <p>Mathematics Standard 2 Pathway. 2.5 hour examination (compulsory for all students undertaking the study of this course)</p>	
<p>Selection Criteria</p> <p>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.</p>	
<p>Students for whom this course is suitable</p> <p>Those students who are currently studying 5.2 or 5.3 Pathways in Mathematics in Year 10.</p>	

Course: Mathematics - Numeracy	Category: NON ATAR
2 Unit Content Endorsed Course	
<p>Course Description</p> <p>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.</p>	
<p>Main Topics Covered</p> <ul style="list-style-type: none"> ● Budgeting ● Earning and Spending Money ● Using probability in everyday situations ● Interpreting statistics in the media ● Understanding plans and maps 	
<p>External HSC Assessment</p> <p>NA</p>	
<p>Selection Criteria</p> <p>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.</p>	
<p>Students for whom this course is suitable</p> <p>Students who are yet to demonstrate achievement of the HSC minimum standard in numeracy are encouraged to enroll in the Numeracy course. Any student that is a non ATAR pathway that wishes to continue to develop their Mathematical skills.</p>	

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: Personal Development, Health and Physical Education	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>The preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, movement composition and performance, and fitness choices. This is an academically based theoretical course with minimal practical components.</p> <p>In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes 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 style="padding-left: 20px;">Core Topics</p> <ul style="list-style-type: none"> ● Better Health for Individuals, ● The Body in Motion <p style="padding-left: 20px;">Option Topics studied</p> <ul style="list-style-type: none"> ● First Aid ● Fitness Choices <p>HSC Course:</p> <p style="padding-left: 20px;">Core Topics</p> <ul style="list-style-type: none"> ● Health priorities in Australia ● Factors Affecting Performance <p style="padding-left: 20px;">Option Topics studied</p> <ul style="list-style-type: none"> ● Sports Medicine ● Improving Performance 	
<p>External HSC Assessment</p> <p>3 hour examination</p>	
<p>Selection Criteria</p> <p>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>	
<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. PDHPE is a good course for people who wish to further their study in courses such as health science and nursing.</p>	

Course: Community and Family Studies	Category: A
2 Unit Board Developed Course	
<p>Course Description 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 ● Individuals and Groups ● Families and Communities <p>HSC Course:</p> <ul style="list-style-type: none"> ● Research Methodology ● Groups in Context ● Parenting and Caring <p>HSC Option Modules As a class we will select ONE of the following:</p> <ul style="list-style-type: none"> ● Family & Societal Interactions ● Social Impact of Technology ● Individuals and Work 	
<p>External HSC Assessment: 3 hour examination</p>	
<p>Selection Criteria: 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 2023, this task will have individual and collaborative components for the students to complete.</p>	
<p>Students for whom this course is suitable 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>	

SCIENCE

Course: Biology	Category: A
2 Unit Board Developed Course	
<p>Course Description</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>Currently it is a 3 hour examination</p>	
<p>Selection Criteria:</p> <p>The Biology course is designed for those students of all achievement levels in Year 10 Science.</p>	
<p>Students for whom this course is suitable</p> <p>This course is suitable for students of all achievement levels in the Stage 5 Science course. It is ideal for students who have a genuine interest in all living things and their surrounding environments. This course is suitable for students who have an interest in the health or medicine fields, teaching, genetics, the environment, botany, zoology and marine life.</p>	

Course: Chemistry	Category: A
2 Unit Board Developed Course	
Course Description 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.	
Main Topics Covered Preliminary Course: The course has four sections: <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 HSC Course: The course has four sections: <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 Students will be involved in completing practical and secondary-sourced investigations.	
External HSC Assessment 3 hour examination	
Selection Criteria The Chemistry course is designed for those students achieving an A or B in Year 10 Science and completing 5.2 Mathematics or above.	
Students from whom this course is suitable It is strongly recommended that students choosing Chemistry should be working at a B Grade level or above in Science throughout Year 10. Students should also be choosing a Mathematics course 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.	

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 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	
<p>Course Description</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> ● Module One: Cause and Effect - Observing ● Module Two: Cause and Effect - Inferences and Generalisations ● Module Three: Scientific Models ● Module Four: Theories and Laws <p>HSC Course:</p> <ul style="list-style-type: none"> ● Module Five: Scientific Investigations ● Module Six: Technologies ● Module Seven: Fact of Fallacy? ● Module Eight: Science and Society <p>Both the Preliminary and the HSC courses have 30 hours allocated to Depth Studies.</p>	
<p>External HSC Assessment</p> <p>3 hour examination</p>	
<p>Selection Criteria</p> <p>The Investigating Science course is designed for those students of all achievement levels in Year 10 Science.</p>	
<p>Students from whom this course is suitable</p> <p>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 and strengthen their Science knowledge and skills. Due to the depth studies through out the course, students are able to personalise their content learning whilst also developing their Working Scientifically skills.</p>	

Course: Physics	Category: A
2 Unit Board Developed Course	
<p>Course Description Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future</p>	
<p>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> ● Module 1: Kinematics ● Module 2: Dynamics ● Module 3: Waves and Thermodynamics ● Module Four: Theories and Laws <p>HSC Course:</p> <ul style="list-style-type: none"> ● Module 5: Advanced Mechanics ● Module 6: Electromagnetism ● Module 7: The Nature of Light ● Module 8: From the Universe to the Atom <p>Students will be involved in completing practical and secondary-sourced investigations.</p>	
<p>External HSC Assessment 3 hour examination</p>	
<p>Selection Criteria The Physics course is designed for those students achieving an A or B in Year 10 Science and completing the 5.3 Mathematics Course.</p>	
<p>Students from whom this course is suitable Students choosing Physics should be working at a B Grade level or above in Science throughout Year 10. It is strongly recommended that students are also completing Mathematics Advanced 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.</p>	

RELIGIOUS EDUCATION

Course: Accelerated Studies of Religion II	Category: A
2 Unit Board Developed Course	
<p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> ● Nature of Religion and Beliefs ● Three Religious Tradition Studies from: Buddhism, Christianity and Islam ● Religions of Ancient Origin ● Religion in Australia pre-1945 <p>HSC Course:</p> <ul style="list-style-type: none"> ● Religion and Belief Systems in Australia post-1945 ● Three Religious Tradition Depth Studies from: Buddhism, Christianity and Islam ● Religion and Peace ● Religion and Non-Religion 	
<p>External HSC Assessment 3 hour 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. 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 Learning for Mission.</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 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.</p>	

Course: Studies of Religion I	Category: A
1 Unit Board Developed Course	
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.	
Main Topics Covered Preliminary Course: <ul style="list-style-type: none"> ● Nature of Religion and Beliefs ● Two Religious Tradition Studies: Islam and Christianity HSC Course: <ul style="list-style-type: none"> ● Religion and Belief Systems in Australia post – 1945 ● Two Religious Tradition Depth Studies: Buddhism and Christianity. 	
External HSC Assessment 1.5 hour 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 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.	
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.	

Course: Learning for Mission	Category: Non Atar
Board Endorsed Course and <u>does not</u> contribute to an ATAR	
<p>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)</p> <p>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 <i>metanoia</i>: 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>'I have come that you may have life and have it to the full.'</i></p>	
<p>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> • 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? <p>HSC Course:</p> <ul style="list-style-type: none"> • 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? 	
<p>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 selected. 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.</p>	
<p>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.</p>	

Course: Studies in Catholic Thought

Category: Non Atar

Board Endorsed Course and does not contribute to an ATAR

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.

Main Topics Covered

Preliminary Course:

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

HSC Course:

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

Students for whom this course is suitable

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

TECHNOLOGICAL and APPLIED STUDIES

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 3-hour examination</p>	
<p>Selection Criteria No specific criteria but student will be required to wear fully enclosed leather boots and supply their own safety glasses.</p>	
<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	
<p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> Food Availability and Selection <ul style="list-style-type: none"> ● Influences on food availability ● Factors affecting food selection Food Quality <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 <ul style="list-style-type: none"> ● Food nutrients ● Diets for optimum nutrition <p>HSC Course:</p> <ul style="list-style-type: none"> The Australian Food Industry <ul style="list-style-type: none"> ● Sectors and aspects of the Australian Food Industry ● Policy and legislation Food Manufacture <ul style="list-style-type: none"> ● Production and processing of food ● Preservation ● Packaging, storage and distribution, Food Product Development <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 ● Marketing plans 	
<p>External HSC Assessment 3 hour examination</p>	
<p>Selection Criteria Students will be required to wear fully enclosed leather school shoes and their own full length cloth apron for all practical lessons.</p>	
<p>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.</p>	

Course: Industrial Technology – Multimedia	Category: A
2 Unit Board Developed Course	
<p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Year:</p> <ul style="list-style-type: none"> ● 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. <p>HSC Course:</p> <ul style="list-style-type: none"> ● Industry Study ● Industry Related Manufacturing Technology <ul style="list-style-type: none"> Major Project <ul style="list-style-type: none"> - Design, Management & communication - Production 	
<p>External HSC Assessment 1.5 hour examination and Major Work & Portfolio.</p>	
<p>Selection Criteria NA</p>	
<p>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.</p>	

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</p> <p>Preliminary Course:</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:</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 examination and 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 Students wishing to further their studies in this field at TAFE after Year 12 and 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.</p> <p>Please note the cost of purchasing materials for the HSC major work is not covered by the school.</p>	

VOCATIONAL EDUCATION & TRAINING (VET)

If you are interested in any of our Vocational Education & Training Courses listed below, please click on the following link: [2023 Penola Vocational Education and Training guide](#)

VET Course Offered at Penola

Business Services,
Construction
Fitness
Information and Digital Technology
Primary Industries

VET Courses Offered as Cluster Classes (Local CEDP Schools)

Early Childhood Education and Care
Engineering, Entertainment Industry
Hospitality
Retail Services.

External (EVET) VET Courses

Animal Studies
Beauty Services (MakeUp)
Design Fundamentals
Disability (Individual Support)
Human Services (Acute Care)
Human Services (Allied Health)
Screen and Media

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 NESAs 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.

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

SCHOOL OF NOW

SoN

Please click on the following link to review the course listed below offered by School of Now (SON).

[2023 SoN Subject Selection Booklet](#)

SoN Course Offered

- Aboriginal Studies
- Economics
- Engineering Studies
- English Extension I
- Industrial Technology – Multimedia
- Information Processes & Technology
- Mathematics Extension I
- Physics
- Software Design & Development

Facts about School of Now

- Each subject will be assigned an expert teacher who delivers the **online course**.
- Students will have time each week with the teacher and fellow students virtually.
- Students complete learning activities in between sessions at their own pace.
- Face to Face workshop days with their teacher will occur 1-2 days per term.

For any additional SoN Information please email: schoolofnow@parra.catholic.edu.au