

Where young men achieve



Subject Selection Handbook

Year 11 Preliminary - 2018
Year 12 HSC – 2019



**EDMUND RICE EDUCATION
AUSTRALIA**

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INTRODUCTION

This handbook contains information on the general organisation and structure for Years 11 and 12, i.e. the Preliminary and HSC courses. It is intended that you use this handbook as a guide to your subject selection. Read all the information carefully. Discuss your choices with your parents and teachers.

WHAT TYPES OF COURSES CAN I SELECT?

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

- **Board Developed Courses**

Most of the courses available at St. Edward's College are Board Developed Courses. These courses are developed by NSW Education Standards Authority (NESA), are examined externally at the end of the HSC course, and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Note that some Board Developed Courses (namely, Hospitality, Information Technology, Retail Services, Entertainment, Construction and Metals and Engineering) are called 'Category B' courses. You can include as many of these courses as you wish for the HSC but only the best 2 Units of category B courses are available for inclusion in calculations that determine university entry (the ATAR).

- **Vocational Education and Training (VET) Courses – most are Board Developed Courses**

VET courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace. They 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 gained.

An **optional** written examination will therefore be offered to students in the HSC in six of these subjects (excluding Sport Coaching). If students wish the results for these courses to be available for inclusion in the calculation of their ATAR, they must undertake the written examination. These courses are category B courses - only one of these courses (i.e. 2 Units) may be used in the ATAR calculation.

Please note that Sport Coaching cannot be used in determining university eligibility.

- **Content Endorsed Courses**

English Studies, Photography, Sports Coaching and Mathematics General 1(HSC course) are courses offered by St. Edward's College that do not have an external exam and, therefore, do not count to a student's ATAR. Students usually choose these Content Endorsed Courses out of interest, because they may be linked to a possible career, or to simply broaden their education. These courses place a greater emphasis on practical work and practical skill development than Board Developed Courses thereby giving skills to the student that they will be able to use in recreation or in a workplace.

All Content Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Content Endorsed Courses do not count in the calculation of the ATAR.**

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a value of 1 unit or 2 units with most courses being 2 unit. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

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

2 UNIT COURSE The basic structure for all courses, 4 periods of class time per week (100 marks).

1 UNIT COURSE 2 periods of class time per week (50 marks).

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, and History.

English and Mathematics Extension Courses are available at Preliminary (Year 11) and HSC (Year 12) levels. **Students must study the Preliminary extension course in these subjects before proceeding to one or both of the HSC extension courses (Extension 1 and Extension 2).**

The HSC extension course in History is offered and examined in Year 12 only.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral and/or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects

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

ATAR RULES (for those students interested in attending University after Year 12)

- The ATAR is based on an aggregate of scaled marks in ten units of Board Developed courses comprising the best two units of English and the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.
- The courses Retail Services, Construction, Information Technology, Hospitality, Entertainment and Industrial Technology have been categorised by the Universities as Category B courses. Only the best two units from all Category B courses studied will be included in the calculation of the ATAR.

HSC ALL MY OWN WORK

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

All students need to complete the NESAs, HSC: All My Own Work program prior to term 1 of Year 11. Students who enrol in the College at the start of the Preliminary or HSC Course and have not completed the program are required to complete it by the date prescribed on the NESAs events calendar (Usually towards the end of February). Students enrolling beyond this date who have not completed the program will be required to do so within four weeks of enrolling.

THE RELIGIOUS EDUCATION PROGRAM AT ST EDWARD'S COLLEGE

It is an expectation of every senior student at the College that they participate fully in the Religious Education program of the school. This includes lessons, liturgies, excursions and retreats. **The Year 11 and Year 12 retreats form an integral part of the college curriculum and are, therefore, compulsory for each senior student.**

Year 11 Retreat

This retreat provides our Year 11 students with a unique opportunity to witness practical Christianity in action. The students will stay in Sydney and will see many social justice initiatives of the Catholic Church and other Christian organisations in and around the heart of the city. They will meet people involved in organisations such as the, the Sydney City Mission, Youth of the Streets and those who work with Aboriginal people and homeless and addicted people.

The aim of this retreat is to enable the students to experience, first hand, the heart of Christianity. We want them to understand what our College, through its traditional links with Edmund Rice and the Christian Brothers, stands for and is attempting to teach in our Religious Education program.

Year 12 Retreat

This retreat provides our Year 12 students with an opportunity to reflect on their personal journey at a significant time in their life. The students will be taken to a country setting, the EREA Retreat Centre at Mulgoa, where they will work with a retreat team made up of Mr Bonnici, Mr Beacroft and other St Edward's staff. The team will facilitate an experience that will consist of group activities, discussion, personal thinking time and prayer. These activities are designed to enable the students to look at where their life is at present and where they might be headed in the not too distant future. They will be guided by the team to reflect on their relationships with others and with God. There will be time set aside for recreation, relaxation and/or study. One of the main features of the retreat is that this will be a shared, unique experience in their final year at St. Edward's College. It should prove to be a memorable and rewarding experience for each student.

COURSES AVAILABLE AT ST EDWARD'S COLLEGE

Classes will be conducted in the following courses if a sufficient number of students choose the course. Otherwise, students will be asked to choose again.

English Courses

Preliminary English

English Studies

English (Extension I and HSC Extension II)

HSC English (Advanced)

HSC English (Standard)

Mathematics Courses

Mathematics (Extension I and HSC Extension II)

Mathematics (previously 2 Unit Mathematics)

Mathematics General (General 2 and HSC General 1⁴)

Science Courses

Biology ²

Chemistry ²

Physics ²

Investigating Science ²

Technological and Applied Studies Courses

Engineering Studies

Industrial Technology – either timber or multimedia.

Construction ^{3,5}

Hospitality ^{3,5}

Food Technology

Industry Based Learning ⁶

Metals and Engineering ^{3,5}

Languages Courses

French Beginners

Religious Studies Courses

Studies of Religion (1 or 2 Unit)

Religion, Catholic Studies ⁴

Human Society and Its Environment Courses

Legal Studies

Business Studies

Modern History with HSC History Extension ¹

Ancient History with HSC History Extension ¹

Geography

Economics

Retail Services ^{3,5}

Visual Arts Courses

Visual Arts

Photography ⁴

Computing Studies Courses

Information Processes and Technology

Software Design and Development

PD/H/PE Courses

PDHPE

Sports Coaching ⁴

Performing Arts Courses

Drama

Entertainment ^{3,5}

Music 1

HSC Course Notes

1. There is only one History Extension Course. It can be studied in the HSC year with either the Ancient History Course or the Modern History Course but not both.
2. You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Physics and Investigating Science in meeting the 12 Preliminary units. Extension Science (1 unit) may also be added as an additional course in the HSC year.
3. Category B courses - only the best two units from Category B courses are available for inclusion in the calculation of the ATAR.
4. Content Endorsed Course - does not count in ATAR calculations
5. VET course - optional HSC exam; can count in ATAR calculation if HSC exam is attempted.
6. Can only be studied by students who are completing a school based traineeship.

For additional information consult the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

Vocational Education and Training (VET) courses are nationally recognised courses that have been developed by NESAs and offered as part of the HSC. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. VET courses allow students to gain HSC qualifications, which can contribute to their ATAR and to receive accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). These courses also have a mandatory workplace component with a minimum number of hours students spend in the workplace. On completion of their studies, students receive special documentation showing the competencies achieved.

VET courses are designed for all students and are taught by teachers at school or at TAFE. They allow students to gain work related skills in a variety of industry areas. The courses conducted at St Edward's College include Construction, Entertainment, Hospitality, Metals and Engineering, Sports Coaching and Retail Services.

Please Note: All VET courses require students to complete a mandatory work-placement component in their course. This requires the completion of 70 hours (over the two years) of structured work-placement in a workplace setting.

School-based retail traineeships may also be available to students in Years 11 and 12. These are part-time traineeships where students complete paid employment while also doing the HSC. Please contact Mr Baines for further details. Examples of part-time retail traineeships available include McDonalds and KFC. These traineeships are designed to fast track students into trainee management positions on completion of the HSC.

TRADE TRAINING CENTRE (SBAT's)

The Trade Training Centre at St Edward's provides the opportunity for students in Year 11 and 12 to combine school, a nationally recognised qualification and paid employment in a chosen vocation, as a school based trainee (SBT). The focus industry areas available to our students are in Construction and Hospitality.

These study options are a result of the college's success in gaining Federal Government funding to set up the college as a Trade Training Centre (TTC). While completing an SBT a student is able to participate in a study program where they would attend school for 4 days per week and with a host employer for on the job paid employment on the remaining day. This integrated program offers the student the opportunity to complete part of their trade while also obtaining their HSC.

TAFE DELIVERED VET COURSES (TVET)

These courses provide students with industry recognition and articulation to higher level TAFE courses. Students studying TVET courses attend TAFE one afternoon each week from 2.00pm to 6.00pm. **Note: This time is in addition to their normal timetabled classes.**

Listed below are typical courses that may be on offer from TAFE. Courses may not run if student numbers are low. More information about TVET courses will be given to students at a later date.

Courses include: Accounting, Automotive, Business Services, Design Fundamentals, Computer Aided Drafting CAD, Electro-technology, Hairdressing, Animal Care, Maritime Operations, Marketing, Media, Children Services, Horticulture and Tourism.

HSC - TAFE CREDIT TRANSFER

Students studying some HSC courses at a satisfactory level may apply for RPL in a course if they attend TAFE after completing their HSC. It is possible to receive exemptions from certain subjects or modules in the TAFE course. For more detailed information about HSC–TAFE credit transfer see Mr Baines or consult the web site at www.det.nsw.edu.au/hscrafe/

TAFE & UNIVERSITY STUDY

Students who intend to study at University or TAFE on completion of their HSC may find that they will need to fulfil certain pre-requisites before they can enrol into a course. See Mr Baines for more information about these requirements or consult the University/TAFE (there is a list of relevant web sites below). It is important to note that access to TAFE and University courses has become much more flexible in recent years. There are quite often multiple pathways that enable students to access a chosen career path.

The best advice to all students is: **‘when choosing your subjects for Year 11 and 12, choose courses that suit your interests and your abilities’**

Web sites providing information relevant to course choice

Australian College of Applied Psychology	www.acap.edu.au
Australian College of Physical Education	www.acpe.edu.au/~acpe/
Australian Defence Force Academy	www.unsw.edu.au
Australian Institute of Music	www.aimusic.com.au
Australian National University	www.anu.edu.au
Avondale College	www.avondale.edu.au
Bond University	www.bond.edu.au
Charles Sturt University	www.csu.edu.au
International College of Tourism and Hotel Management	www.ichm.edu.au
KvB Institute of Technology	www.kvb.edu.au
Macleay College	www.macleay.edu.au
Macquarie University	www.mq.edu.au
National Institute of Dramatic Art	www.nida.edu.au
Open Learning Australia	www.ola.edu.au
Royal Military College (ADFA)	www.unsw.edu.au
Southern Cross University	www.scu.edu.au
Sydney College of the Arts	www.usyd.edu.au
Sydney Conservatorium of Music	www.usyd.edu.au
Sydney Graphics College	www.widewest.com.au/sygraphics
TAFE	www.tafensw.edu.au
UAC	www.uac.edu.au
University of Canberra	www.canberra.edu.au
University of New England	www.une.edu.au
University of NSW	www.unsw.edu.au
University of Newcastle	www.newcastle.edu.au
University of Sydney	www.usyd.edu.au
University of Technology, Sydney (UTS)	www.uts.edu.au

HOW SHOULD I SELECT MY COURSES?

Students should take great care in selecting their courses and base their decision on the following:

- **Interest:** It is pointless to select a subject that does not interest you simply because you think it is a 'high status' subject or because some of your friends are doing it. The HSC requires much time and effort in all courses studied and if you are bored with a subject it could affect your entire HSC.
- **Ability:** It should be obvious to all students that to do well in a HSC course you have to have some ability in the subject. If you have shown ability and skill in a certain subject in Years 7 to 10 it is reasonable to assume that you will be able to do well in that subject or related subjects for the HSC.
- **Balance:** In order to ensure a balanced education and a degree of variety in your studies it may be wise to vary your subjects, e.g. include a creative or expressive subject such as Photography or Music or a more practical VET course with other more formal subjects such as Mathematics and Physics.
- **Type of Assessment:** In some subjects a large component of the HSC requirement is completed and submitted well before the HSC examination. For some students this is attractive in that at least some work is out of the way before the final exams begin. Note that, unless students want to count VET courses to the ATAR, they do not have to do a HSC exam in the course.
- **Future Plans:** Some Tertiary courses at University and TAFE suggest that certain requirements be met as part of the HSC. If you are in any doubt check with Mr. Baines, the Careers Adviser, or contact the University or TAFE.

DO NOT CHOOSE COURSES BECAUSE:

- **The subject is supposed to score well for University entry.** All subjects are scaled on the basis of the results of the students who sat for the subject. The student who does well in a subject generally scores high marks towards his ATAR. It is easier to place near the top of a subject if you have an interest in the subject and show some ability in the area.
- **Your friends are doing it.** Preparing for the HSC is a serious business and no longer just endless school days spent with friends. In the life of a school such as St Edward's College there is time available every day and on special days to be with friends - class time is reserved for concentrated work and independent learning at an individual level.
- **Of a particular teacher.** With the complex timetable offered to our senior students not even the teaching staff know all of the classes that they will teach until the end of each year. Furthermore teachers work in faculty teams and are always available to work and consult with senior students regardless of their class.
- **The subject is 'easy'.** While some subjects may have more emphasis on skills rather than theory, it is foolish to regard any HSC course as easy. Each subject has a pre-determined syllabus, a range of selected skills, a set of assessment tasks and a number of formal examinations. If you are a serious student each subject will receive an equal amount of effort.

HOW CAN MY YEAR 9 AND 10 RESULTS ASSIST ME IN SELECTING COURSES?

Firstly, examine your grades in Years 9 & 10. In which of the following groups do you best fit?

- **Group 1:** Results are grades A or B.
- **Group 2:** Results are mostly grade C with one or two B and D grades.
- **Group 3:** Results are a mixture of grades C and D/E.

Students in group 1 have shown that, with sustained effort, they should be able to obtain a very good to reasonable tertiary entrance qualification (ATAR). Many of these students will be aiming at a career involving University attendance. These students must ensure that their subject choice covers those subjects necessary for their career options (they may need to consult Mr Baines or the Universities), but that their choice is broad enough not to be too difficult.

Students in group 2 are the majority of the Year 10 students and they cover a wide range of achievement and potential HSC performance. Students in this group will have to be very careful in choosing their subjects. **The key to success lies in choosing subjects that they are interested in and, therefore, in which they can get good marks.** For any student, but particularly for those in this group, the greatest danger is to choose subjects required for a given tertiary course, but in which good marks are impossible to obtain - this process may result in the student failing to obtain tertiary entrance in any course and having an HSC Record of Achievement showing poor results as well.

Students in group 3 should not be considering direct University entrance, although it is possible that they may eventually obtain University entrance after studying TAFE courses. In choosing their courses they should consider their strengths, interests and the courses that will give them advanced standing in TAFE. They should seriously consider choosing courses with a practical component. Such courses include Retail Services, Construction, Hospitality, Entertainment, Photography and Sport Coaching.

ASSESSMENT AND REPORTING

- The HSC credential provides you with a detailed description of the knowledge, skills and understanding you have attained in each subject.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - The HSC Testamur (the official certificate confirming your achievement of all requirements for the award.)
 - The Record of Achievement (this document lists the courses you have studied in Years 11 and 12 and reports the marks and bands you have achieved in the HSC component of the courses.)
 - Course Reports (For most HSC Board Developed Courses studied you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown. For samples of these visit the NESA website – <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>)
- In Board Developed courses (other than VET courses) school-based assessment tasks contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% of your HSC mark will come from the HSC examination. In VET courses 100% of your HSC mark will come from the HSC exam.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. In Board Developed courses there will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 99.95 will correspond to the highest level of achievement.

SOME BACKGROUND INFORMATION ABOUT EMPLOYMENT TRENDS

What do employers look for?

- Willingness to work
- Honesty
- Willingness to learn
- Team-working ability
- Presentation
- Reliability
- Happy to start at the bottom
- Communication skills - verbal and written
- Good track record
- Initiative
- Punctuality

Because of the rapidly changing world of work and the fact that all employees often require administrative skills, students need to develop the ability to:

1. demonstrate adaptability in a rapidly changing environment,
2. apply negotiating skills while demonstrating personal responsibility,
3. work in collaboration with others,
4. identify and apply the benefits derived from service to others,
5. focus and apply creativity in problem solving,
6. take the initiative and be self-directed,
7. learn to apply abstract thinking techniques,
8. identify problems and develop solutions to these problems.

For many of today's parents, the typical pattern of training was from school, to on the job training, apprenticeships, TAFE, or University. Once people started work they stayed in the organisation for at least five years, maybe more. To move around was evidence of instability. Today, however, lack of movement between jobs may mean a person is too inflexible, too rigid, is not open to new ideas, new ways of thinking or job advancement.

The future job market is much less predictable than that of recent years. The modern version of a person's working life today might be school, training, work, further training, work and continuing on in a repetitive spiral several times over. There is an emphasis on part-time external study and on-the-job training. Recent research suggests that the appropriate technical skills and the right attitude are very important. To remain competitive one should never pass up an opportunity to learn new skills and keep abreast of modern trends

Students need to take charge of their career planning, become self-aware, be their own advocate, be engaging and interested in study and in the people and organisations around them. Part-time work can be very important and worthwhile skills can be developed in the process, such as customer service, cash management, teamwork, time management and presentation to name but a few. These are all important to a potential employer. A student who has secured solid results at school and possibly at work, who has demonstrated abilities and displays confidence, will be much better placed to create a successful career path on leaving school.

COURSE OUTLINES

Religious Studies

Studies of Religion I (1unit)

What will you be taught?

One Unit for each of the Preliminary and HSC Year Board Developed Course.

Studies of Religion I promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

Preliminary Course

- ♦ Nature of Religion and Beliefs.
- ♦ Two Religious Tradition Studies: Christianity and one other selected from Buddhism, Hinduism, Islam and Judaism. Each Tradition Study covers Origins, Principal Beliefs, Sacred Texts and Writings, Core Ethical Teachings, Personal Devotion.

HSC Course

- ♦ Religion and Belief Systems in Australia post-1945.
- ♦ Two Religious Tradition Depth Studies: Christianity and one other selected from Buddhism, Hinduism, Islam, and Judaism. Each Depth Study covers Significant People and Ideas, Ethics, Significant Practices in the Lives of Adherents.

Assessment / Homework Information

- ♦ A one and a half hour written examination
- ♦ Completion of Assessment Tasks throughout the course

Whom can you ask for information? Mrs Toomey, Mr Beacroft, Mr McCauley, Mr Beattie

Does this course count to your ATAR? Yes, as 1 unit course

Studies of Religion II (2 units)

What will you be taught?

Two units for each of the Preliminary and HSC Year Board Developed Course.

Studies of Religion II promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

Preliminary Course

- ♦ Nature of Religion and Beliefs.
- ♦ Three Religious Tradition Studies: Christianity and two others selected from Buddhism, Hinduism, Islam, Judaism. Each Tradition Study covers: Origins, Principal Beliefs, Sacred Texts and Writings, Core Ethical teachings, Personal Devotion.
- ♦ Religions of Ancient Origin.
- ♦ Religion in Australia pre-1945.

HSC Course

- ♦ Religion and Belief Systems in Australia post-1945.
- ♦ Three Religious Tradition Depth Studies: Christianity and two others selected from Buddhism, Hinduism, Islam, and Judaism. Each Depth Study covers: Significant People and Ideas, Ethics, Significant Practices in the Lives of Adherents.
- ♦ Religion and Peace.
- ♦ Religion and Non-Religion.

Assessment / Homework Information

- ♦ An ability to write structured answers and essays.
- ♦ **A three hour written examination**
- ♦ Completion of Assessment Tasks throughout the course.

Whom can you ask for information? Mrs Toomey, Mr Beacroft, Mr McCauley, Mr Beattie

Does this course count to your ATAR? Yes, as a 2 unit course

What types of assessments will be used to determine your final mark? Research, structured essays, exams, oral presentation.

Religion, Catholic Studies

What will you be taught?

The aim of Catholic Studies is to assist students in their faith development, to challenge them intellectually and lead them to an understanding of the traditions of the Catholic faith. Students will study the Catholic Church in the modern world, the meaning of life, experiences of prayer and conscience and decision-making. There is no HSC examination; however exams are a part of the assessment schedule.

Who can you ask for more information? Mrs Toomey, Mr Beacroft, Mr McCauley, Mr Dell.

Does this course count to your ATAR? No, it is a Board Endorsed Course.

What types of assessments will be used to determine your final mark? Research, oral presentation, essays and exams.

Overview

One unit for each of the Preliminary and HSC Year Boarded Endorsed Course (BEC). Spiritual or Religious awareness has always been an important part of cultures. Religion has influenced and has been influenced by human experiences and continues to be a source of meaning and moral values for many people.

The Religion Catholic Studies Course covers the following topic areas:

- ♦ Scripture and Jesus; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacraments;
- ♦ Morality and Justice. These topics are taught primarily from a Catholic perspective.

Content

Through this course in **Religion Catholic Studies**, students will gain:

- ♦ An awareness of religion as a way of thinking and experience.
- ♦ An access to and understanding of the traditions of the Catholic community, its story, its experience and its teachings
- ♦ An appreciation of the part that religions have played and continue to play in human experience, at both the personal and social level
- ♦ Critical skills for evaluating the validity of religious claims and assessing the effects of religion on society and individuals.

Assessment / Homework Information

- ♦ Assessment Tasks: 20
- ♦ Written Examinations: 30
- ♦ Total = 50

ENGLISH

English (Standard)

What will you be taught?

In the Preliminary English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts.

In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Content

Main Topics Covered: In the **Preliminary English (Standard) course** students are required to study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts across 3 modules:

- ♦ Common module – Reading to Write: Transition to Senior English
- ♦ Module A: Contemporary Possibilities
- ♦ Module B: Close Study of Literature

Assessment / Homework Information

In the **HSC English (Standard) course** students are required to study three types of texts drawn from prose fiction, poetry, drama and film/ media/ nonfiction.

The course has two sections:

- ♦ The HSC Common Content which consists of one common module to the HSC Standard and the HSC Advanced courses, Texts and Human Experiences.
- ♦ Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Students will be assessed on a range of skills including speaking, prepared and unseen writing tasks, the collation of research materials, as well as examination tasks.

English (Advanced)

What will you be taught?

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

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

Content

Main Topics Covered: In the **Preliminary English (Advanced) course** students are required to study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts across 3 modules:

- ♦ Common module – Reading to Write: Transition to Senior English
- ♦ Module A: Narratives that Shape our World
- ♦ Module B: Critical Study of Literature

In the **HSC English (Advanced) course** students are required to study four types of texts drawn from Shakespearean drama, prose fiction, poetry, drama or film/ media/ nonfiction.

The course has two sections:

- ♦ The HSC Common Content which consists of one common module to the HSC Standard and the HSC Advanced courses, Texts and Human Experiences.
- ♦ Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Special Requirements

Students will be placed into Advanced classes if their Year Ten end of year assessment mark ranks them in the top 40% and their class work in Year 10 has demonstrated persistence, application and achievement. Students who are not ranked in the top 40% may apply for a position in the Advanced Course through discussion with the class teacher, Head of Department, and Director of Curriculum.

Assessment / Homework Information

Students will be assessed on a range of skills including speaking, prepared and unseen writing tasks, the collation of research materials, as well as examination tasks.

English (Extension 1)

What will you be taught?

In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

In the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

Content

Main Topics Covered: Preliminary Extension Course: The course has one mandatory module: Texts, Culture and Value and students also undertake a related research project. The course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

HSC Extension Course 1

The course has one common module: Literary Worlds with one elective option. Students must study at least three texts selected from a prescribed list for the module study including at least two extended print texts. Students are also required to study at least two related texts.

HSC Extension Course 2

This course requires students to undertake extensive independent investigation involving a range of complex texts during the composition process of a Major Work. They must document this process in the Major Work Journal and Reflective Statement.

Prerequisites: English (Advanced) course

Note:

- i) Preliminary English Extension Course is prerequisite for HSC Extension Course 1
- ii) HSC Extension Course 1 is prerequisite for HSC Extension Course 2

Assessment / Homework Information

- ♦ Students undertake extensive reading assignments in Year 11 and demonstrate an ability to respond to sophisticated texts in an insightful and mature manner. These responses are both written and spoken.
- ♦ Assessment tasks include creative writing, essay work, seminar presentations and examination tasks.

English Studies

What will you be taught?

English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. The language modes specified by the syllabus include reading, writing, speaking, listening, viewing and representing and thus flow smoothly from the Stage 5 syllabus.

Content

Confidence in communication is the **main objective**. **Other objectives** include the development of critical thinking skills.

Students will engage in three modules in the **Preliminary** course:

1. Achieving through English – English and the World of Education, careers and community. (Mandatory preliminary module)
2. On the Road English and the experience of Travel
3. In the marketplace: English and the world of business

Students will engage in four modules in the **HSC** course:

1. We Are Australians (Mandatory HSC Module)
2. Playing the Game – English in Sport
3. The Big Screen – English in film –making
4. English and the Media

2 units for the Preliminary Year Content Endorsed Course.

This course is delivered in Year 11 and Year 12 as a two unit non-ATAR subject.

Note: Any questions about course choices should be directed to the Head of English or Curriculum Coordinator

Mathematics

Mathematics (Extension 1)

What will you be taught?

This course, which includes the whole of the Mathematics course, is intended to give students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It further extends the differentiable and integral calculus that is covered in the Mathematics course.

Who can you ask for more information? Ms Riley, Mr Samyia, Mr Mallam, Mr Massey, Mr Ritchie, Mr Wilmott.

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Tests and Exams

Is there anything else you should know? It has been our experience at St. Edward's that students who study the level 5.3 course and receive a grade A or B are capable of achieving at a satisfactory level in Extension I (provided they are prepared to apply themselves to the set work).

Mathematics

What will you be taught?

This course will give students an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. This course further expands on the content of the level 5.3 course. New topics introduced are differential and integral calculus, exponential and logarithmic functions.

Who can you ask for more information? Ms Riley, Mr Samyia, Mr Mallam, Mr Massey, Mr Ritchie, Mr Wilmott.

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Tests and Exams

Is there anything else you should know? It has been our experience at St. Edward's that students who have not studied the level 5.3 course in Year 10 find it difficult to achieve at a satisfactory level in this course. Depending on student numbers enrolling in this course, priority is given to students studying the level 5.3 course [10MA1 & 10MA2].

Mathematics Standard 2 (HSC Course start term 4 2016)

What will you be taught?

The Mathematics Standard courses are focused on enabling students to use 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 for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Who can you ask for more information? Ms Riley, Mr Samyia, Mr Beattie, Mr Herringe, Mr Massey, Mr Mallam, Mr Ritchie, Mr Speziale, Mr Wilmott.

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Assignments, Tests and Exams.

Is there anything else you should know? It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Mathematics Standard 1 (HSC course start Term 4 2016)

What will you be taught?

The Mathematics Standard courses are focused on enabling students to use 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 for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Who can you ask for more information? Ms Riley, Mr Samyia, Mr Beattie, Mr Herringe, Mr Massey, Mr Mallam, Mr Ritchie, Mr Speziale, Mr Wilmott.

Does this course count to your ATAR? Yes, as a Category B course and provided you sit for the HSC exam. If you do not wish the course to count to your ATAR, you will not sit for the HSC exam.

What types of assessment will be used to determine your final mark? Assignments, Tests and Exams.

Is there anything else you should know? This course is a 2 Unit ATAR course. A course offered to students with an optional HSC Examination. Students who are wanting an ATAR must sit the exam, however students who wish to study mathematics but not necessarily wanting an ATAR don't sit the HSC Examination.

This course focuses on mathematical skills and techniques, which have direct application to everyday activity.

Science

Students are able to study a maximum of **6 units** of Science in 2018, and **7 units** in the HSC course in 2019 with the introduction of Extension Science (1 unit).

Biology

What will you be taught?

This explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

Who can you ask for more information? Mr Foster, Mr Lord, Mrs Mantellato, Ms Welsh & Mrs Olip

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Prelim: Three formal assessment tasks (one of which must be a Depth Study).

HSC: Maximum of four formal assessment tasks (one of which must be a Depth Study).

Is there anything else you should know? Students must carry out an individual field study. Year 10 results should be a grade A, B or a good grade C. Practical work must be completed satisfactorily. You will be required to take notes and make summaries as part of your homework.

Chemistry

What will you be taught?

This course 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.

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

Who can you ask for more information? Mr Foster, Mr Crawford.

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Prelim: Three formal assessment tasks (one of which must be a Depth Study).

HSC: Maximum of four formal assessment tasks (one of which must be a Depth Study).

Is there anything else you should know? This course is designed for those students who have a substantial achievement level in the stage 4 and 5 Science course, i.e. Year 10 results should be a grade A or B.

Investigating Science (New Subject)

What will you be taught?

This course is firmly focused on developing Working Scientifically skills, as they provide a foundations for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

This course promotes active inquiry and explores key concepts, models and phenomena. This Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of a science-based inquiry in their lives.

The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Who can you ask for more information? Mr Grant, Mrs Mantellato & Mr Foster

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Prelim: Three formal assessment tasks (one of which must be a Depth Study).

HSC: Maximum of four formal assessment tasks (one of which must be a Depth Study).

Is there anything else you should know? You are able to study this course concurrently with Chemistry, Physics or Biology in the Preliminary and HSC year.

30 hours of the total 120 indicative course hours in both the Prelim and HSC Investigating Science course will be allocated to depth studies. A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students.

Physics

What will you be taught?

This course 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.

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

Who can you ask for more information? Mr Foster & Mr Grant

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Prelim: Three formal assessment tasks (one of which must be a Depth Study).

HSC: Maximum of four formal assessment tasks (one of which must be a Depth Study).

Is there anything else you should know? Students should have achieved at least a grade B in Year 10 Science and studied Advanced Mathematics in year 10. Students who choose the Mathematics General course should not choose Physics.

Visual Arts

Visual Arts

What will you be taught?

- You will learn to build your skills and abilities in the production of your own artworks culminating in a "Body of Work" for the HSC.
- You will learn about artistic practice which, in turn, will assist you in learning how to engage with it in your artmaking and in your art criticism and art history.
- You will learn to work in a variety of media, including drawing, painting, printmaking, photography, sculpture, ceramics and digital media.
- You will learn to develop meaning and focus in your work.
- You will learn how to critically investigate works, critics, historians and artists from Australia and other cultures.
- You will learn about the relationship between artist, artwork, artworld and audience within the art world.
- You will learn how to develop an informed point of view about art.

While the course builds on Visual Arts courses in Years 7 to 10 it also caters for students who have not studied Visual Arts in Years 9 or 10.

Who can you ask for more information? Mrs Snape, Ms Ingham and Mrs Danckert

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? The making of artworks, the use of your Visual Arts Process Diary, the study of art criticism and art history.

Your HSC mark is made up of equal contributions from:

50% Art making - Body of Work
&
50% Art Criticism & Historical Studies – External Exam

Is there anything else you should know? Framing and mounting of the "Body of Work" for HSC marking is not compulsory; however any expense incurred for this presentation will be the student's responsibility. The majority of the materials for the "Body of Work" will be provided by the College although, if material costs prove to be excessive, students will incur an extra cost.

Year 11 and 12 students will attend various Art Excursions both in Sydney and on the Central Coast. This will greatly assist them in the study component of the course.

Photography

What will you be taught?

- You will learn how to use the pinhole camera, 35mm SLR camera, digital and underwater cameras.
- You will learn how to develop negatives and produce artistic and technically precise prints of a high quality
- You will learn safe and professional darkroom procedures.
- You will learn how to use studio lighting and flash.
- You will learn how to photograph images with a particular focus, e.g. portrait, sport, still life, landscapes, environments.
- You will learn to develop and manipulate images using the photo-shop computer software. You will learn alternative photographic effects, e.g. sabittier, Lith, Cynotype, Liquid light, Van dyke brown.
- You will learn how to interpret and develop an informed point of view about photographs and photographers.
- You will learn how to present photographs for exhibition.
-

Who can you ask for more information? Ms Ingham and Mrs Snape

Does this course count to your ATAR? No. There is no HSC exam in this course; it is a Board Endorsed Course. Your final HSC mark is determined wholly by your performance on school Assessment tasks.

What types of assessment will be used to determine your final mark? Presentation of photographic images, and the study of photographs and photographers.

Is there anything else you should know? Students may be asked to fund the cost of presentation of a special personal body of work; otherwise costs are covered by the school-fees.

Students in Years 11 and 12 will attend photographic location shoots in Sydney and the Central Coast. Visits to exhibitions and photographer's studios will be offered throughout the course.

The costs of framing and mounting of photographs for presentation and exhibition are the responsibility of the student.

Computing Studies

Information Processes and Technology

What will you be taught?

This course is designed to provide students with hands on experience of a number of uses of Information Technology that exist. Students will become familiar with Database Management, Systems, Spreadsheets, Desktop Publishing, Multimedia and Graphics Applications - just to name a few. Individual and group projects will be set which will allow students to demonstrate their competence in following computer processes and using the technology appropriately.

This is a great course designed for students who want to strengthen their computing knowledge, and who can recognise the importance of understanding Information Processes and Technology, whether going on to University or heading out into the workplace.

Who can you ask for more information? Mr Young, Mr Smith

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Practical examinations, written assignments, formal examinations, computer based assessment, individual and group projects

Is there anything else you should know? Whilst It is useful to have studied Computing Studies in Year 10 it is not essential. It is a 50/50 split between theory and practical tasks; however it is important to remember that the course is examined at HSC with a written examination.

Software Design and Development

What will you be taught?

This course is designed to provide students with a solid grounding in the processes involved in program design and development. You will be taught the principles of good software design and will be expected to apply those principles in software that you create. Students will learn Visual Basic primarily and this will be complemented with other programming languages to a lesser extent, such as ASP, HTML or Java. A major component of the course will be project work where students will be expected to create a software package, adhering to what they have learnt in the theory part of the course.

Who can you ask for more information? Mr Young, Mr Smith

Does this course count towards your ATAR? Yes

What type of assessment will be used to determine your final mark? Practical examinations, written assignments, formal examinations, computer based assessment, project work

Is there anything else you should know? This is a challenging course, and in many ways it is similar to learning a new language. There is a lot of work that is to be done at home so a home computer is essential. This is a very practical course and students have a number of projects to work on individually. It is therefore important that students can work independently. A good mathematics grade in Year 10 is important, but not essential.

Technological and Applied Studies

Engineering Studies

What will be taught?

The Engineering Studies syllabus has been developed into a modular format. Two module types have been developed in the Preliminary course and HSC course. These are application modules and focus modules. Application modules are based on engineering products or systems. While focus modules are based on the scope of the engineering profession. An engineering report is to be prepared by each of the course modules.

Modules include :	Preliminary	HSC
	Engineering Fundamentals	Civil Structures
	Engineered Products	Personal and Public Transport
	Braking Systems	Aeronautical Engineering
	Biomedical Engineering	Telecommunications

Who can you ask for more information? Mr Austin

Does this course count to your ATAR? Yes, it is a board developed course

What type of assessment will be used to determine your final mark?

Examinations, engineering reports, experiment and oral presentations.

Is there anything else you need to know?

Engineering Studies is an academic course *that* is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.

Engineering Studies is unique in that it develops knowledge and understanding of the profession of engineering. It is an academic subject and not practical based course. It is broken up into four disciplines – Mechanics, Material Science, Engineering drawing and Engineering Report Writing. Students will be required, as part of their course to attend excursions.

Students undertaking Engineering Studies will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. Students entering into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

Industrial Technology

The subject provides students with a choice of three different focus area industries, through which they can study the course. These focus areas have been chosen to cover a wide range of potentially accessible and locally available technologies.

- **Timber Products and Furniture Technologies**
- **Graphics Technologies**
- **Multimedia**

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Increasing retention rates within NSW schools have resulted in a need to link the senior school curriculum more closely with **post-school vocational education** and work options. This syllabus acknowledges the need to strengthen such links. Through a process of observing and analysing industry practice and through personal practical experiences, students will gain knowledge and skills together with appropriate attitudes about technology and industry.

What will be taught?

Both the Preliminary and HSC courses are organised around four sections:

- 1) **Industry Study** - Study of the organisation and management of the industry related to the focus area.
- 2) **Design, Management and Communication** - application of design principles in the production of the Major Project and application of management and communication skills to produce a related folio.
- 3) **Production** - applying knowledge and skills through the construction of a Major Project.
- 4) **Industry Related Manufacturing Technology** - demonstrates knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project.

Does this course count towards your ATAR?

Yes, it is a Board Developed Course. It provides 2 units for each of Preliminary and HSC courses.

What type of assessment is used to determine the final HSC result?

Internal Assessment & Weightings (assessed at school). The Board requires schools to submit an assessment mark for each HSC candidate in Industrial Technology.

- 1) Project Proposal 25%
- 2) Industry Study 15%
- 3) Management and Communication 35%
- 4) Trial HSC 25%

External Assessment & Weightings (assessed externally by the Board of Studies)

The Major Project and Major Folio will be submitted on the due date determined by the Board of Studies to external markers that visit the school and conduct marking on site. The HSC examination for Industrial Technology is undertaken for the focus area during the HSC examination period.

1. Major Project 40%
2. Major Folio 20%
3. HSC Examination 40%

Extra Information

- In the Preliminary study, the content is introductory and is related to a number of practical projects and the study of an individual business in the focus area. The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio.
- The HSC course requires the planning and production of a Major Project and Folio. The student will cover the associated cost of materials, components and finishes.
- The quality of the Major Project is largely associated with time spent in the workshop. Successfully managing production and taking advantage of the additional after school workshops greatly increases the overall quality of the finished project.

Who can provide you with detailed information?

- Timber Products and Furniture Technologies – Mr Beemster, Mr Ristuccia & Mr Bondfield.
- Graphics Technologies – Mr Austin.
- Multimedia – Mr Sutton & Mr Smith.

Construction

What will be taught?

The Construction Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued in and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training in the construction industry. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

A variety of tasks are undertaken to successfully attain the Certificate II in Construction Pathways, including and not limited to:

- Sub-floor and Framing
- Interpreting plans and specifications
- Concreting
- Undertake measurements and calculations
- Bricklaying

This course comprises eight mandatory units of competency and an HSC elective pool. 240 indicative hour courses are accredited for four units at the Preliminary and/or HSC level.

Who can you ask for more information? Mr K. Beemster, Mr M. Bondfield & Mr S. Murray.

Does this course count to your ATAR?

Yes, it is a Board Endorsed Course. Provided you sit the HSC exam, you will receive an ATAR.

For students who have completed the Construction (240 indicative hours) and who undertake the HSC examination, the HSC Record of Achievement will show:

- An examination mark derived from the HSC external examination
- An HSC mark, equal to the examination mark
- A performance band, determined by the HSC mark.

What types of assessment is used to determine your final HSC result?

The VET Construction Curriculum Framework are competency-based.

For a student to be considered to have satisfactorily completed a course within the Construction Curriculum Framework there must be sufficient evidence that the student has:

- followed the course developed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school/RTO
- achieved some or all of the course outcomes
- undertaken the mandatory work placement

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

Extra information?

- Mandatory work placement is required to successfully meet the Board of Studies requirements for completing the Higher School Certificate. Students must complete a minimum of 70 hours of mandatory work placement. Two separate week blocks are allocated for students to complete 35 hours of placement.
- Through the Registered Training Authority of the Broken Bay Diocese, we provide the AQF VET qualifications, CPC20211 Certificate II in Construction Pathways.
- WHS Induction Training will be delivered by an external provider for students to attain the WHS White Card required for them to complete Work placement. This will incur an additional cost, approximately \$70.
- Students that successfully complete competencies will receive an external achievement, recognised by TAFE NSW.

Industry Based Learning (Only available to School Based Trainees)

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills values and attitudes they develop from the on-the-job training component of a school based apprenticeship or traineeship. It provides a degree of flexibility for school based apprentices and trainees within the Higher School Certificate. School based apprentices and trainees are required to complete a minimum requirement of hours on-the job (varies depending on the type of apprenticeship or traineeship). In doing so students will have the opportunity to develop competencies towards their apprenticeship or traineeship as well as develop knowledge, skills values and attitudes related to enterprise, work and employability.

What types of assessment will be used?

Students must present for assessment evidence of the learning related to the course outcomes they have achieved whilst in the workplace. Students must submit this evidence on a regular basis from 6 to 10 times across a two year period of HSC study. The evidence of Industry Based Learning consists of two parts:

- A **log** of those tasks and activities which have been undertaken in the workplace.
- A reflective **journal** of the learning related to the course outcomes which has developed from the on-the-job training component of the school based apprenticeship or traineeship.

Who can you ask for more information? Mr Baines

Does this course count to your ATAR? No. It is only available to School Based Apprentices not wishing to obtain an ATAR.

Is there anything else you should know?

For students to complete this course they must have met the on-the-job training requirements contained in the school based apprenticeship or traineeship training plan.

Metals and Engineering

The Metal and Engineering Training Package (MEM05) offers qualifications from Certificate I to Advanced Diploma and specifies the competencies required for various specialised occupations. These include mechanical, fabrication, and electrical/electronic trade; production technology and production systems; jewellery manufacture; locksmithing; boating services; and marine craft construction.

A variety of tasks are undertaken to successfully attain the Certificate I Metals & Engineering Pathways, including and not limited to:

- Sheet and plate assembly
- Interpreting engineering drawings
- Welding
- Undertake measurements and calculations
- Machining

This course comprises eight mandatory units of competency and an HSC elective pool. 240 indicative hour courses are accredited for four units at the Preliminary and/or HSC level.

Who can you ask for more information? Mr J. Kershaw

Does this course count to your ATAR?

Yes, it is a Board Endorsed Course. Provided you sit the HSC examination, you will receive an ATAR.

For students who have completed the Construction (240 indicative hours) and who undertake the HSC examination, the HSC Record of Achievement will show:

- An examination mark derived from the HSC external examination
- An HSC mark, equal to the examination mark
- A performance band, determined by the HSC mark.

What type of assessment will be used to determine your final mark?

The VET Metals & Engineering Curriculum Framework are competency-based.

For a student to be considered to have satisfactorily completed a course within the Metals & Engineering Curriculum Framework there must be sufficient evidence that the student has:

- followed the course developed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school/RTO
- achieved some or all of the course outcomes
- undertaken the mandatory work placement

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

Is there anything else you should know?

- Mandatory work placement is required to successfully meet the Board of Studies requirements for completing the Higher School Certificate. Students must complete a minimum of 70 hours of mandatory work placement. Two separate week blocks are allocated for students to complete 35 hours of placement.
- Through the Registered Training Authority of the Broken Bay Diocese, we provide the AQF VET qualifications.
- Students that successfully complete competencies will receive an external achievement, recognised by TAFE NSW.

Hospitality - Kitchen Operations

What will you be taught?

The course is based on units of competency that have been drawn up by the Hospitality Industry to describe the competencies, skills and knowledge needed by workers in this industry. Currency of skills and knowledge provided to students is crucial to the success of the hospitality industry.

CORE – Students concentrate on developing the skills to work effectively in a hospitality environment including industry awareness, communicating with customers and staff, working safely and hygienically, operating equipment and relevant legislation.

ELECTIVE – The elective strand to be studied at St. Edward's College will be Kitchen Operations. This involves students developing skills in the organisation and preparation of food and/or catering for both the domestic and commercial sectors.

Who can you ask for more information? Mrs McDonald, Mr Massey or visit the NESA website

Does this course count to your ATAR? Yes, as a Category B course and provided you sit for the HSC exam. If you do not wish the course to count towards your ATAR, you do not need to sit for the HSC exam and will gain a statement of attainment. The HSC exam involves a written paper consisting of multiple-choice questions, short answers and extended responses. After 2 years of study, students will gain a Certificate II in Hospitality – Kitchen Operations, providing the student completes 12 "Service Periods" and the associated documentation during work placement, or in class catering activities. Otherwise, the students will achieve a Statement of Attainment towards Certificate II in Hospitality – Kitchen Operations.

What types of assessment will be used to determine your final mark? Assessment is mainly competency based. To be assessed competent, a student must demonstrate that they can effectively carry out the various tasks outlined in the syllabus. For the purposes of HSC Assessment, there will be written tasks, work placement reports, practical work, workflows and written examinations. Students will also obtain the RSA (Responsible service of alcohol) training as part of their studies.

Is there anything else you should know?

- ♦ Students will be required to purchase a TAFE approved toolkit and Chef's uniform and 2 black polo shirts which will be used during placement.
- ♦ Work placement – students must complete a minimum of 70 hours compulsory work placement in a hospitality establishment – usually one week in Year 11 and another week in Year 12.
- ♦ When students achieve a unit of competency, it will be recorded by the assessor as being competent. Students receive a certificate of attainment for all modules successful completed, thus enabling them to get some exemptions from associated TAFE courses in their first year.
- ♦ This course is recommended for those interested in the area of tourism and hospitality.

Food Technology

What will you be taught?

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

The factors that influence food availability and selection will be examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is also explored. The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product.

Who can you ask for more information? Mrs McDonald, Mr Massey

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Assignments, examinations, written reports, practical activities and experiments, case studies, and research tasks. Many assessment tasks have a practical component, where students will modify and produce their own recipes, to satisfy the design brief.

Students will also obtain the RSA (Responsible service of alcohol) training as part of their studies.

Is there anything else you should know?

- ♦ In order to meet the course requirements, students will learn about the following units in the Preliminary Course: Food Availability and Selection, Food Quality and Nutrition and The Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues in the HSC Course.
- ♦ This course is recommended for those interested in Nutrition, Dietetics, Nursing, Sports Nutrition, Exercise and Sports Science and Food Science.

Languages

French Continuers

This course is designed for those students who have completed three years of French: Year 8 with the 100 hours mandatory course, plus two years of Elective French in Years 9 and 10.

The aims of this course are:

- To use French to communicate with others
- To understand and appreciate one's own culture through the study of French culture.
- To understand language as a system
- To have the potential to apply French to further work, study, training or leisure.

It is recommended that a student who chooses this course would have achieved an A or B at the end of the Year 10 French Course. French Continuers is academically demanding and is suited to those students who are motivated and who really enjoy the challenge of learning another language.

Whom can you ask for more information? Mrs Papeix

Does this course count to your ATAR? Yes

Which types of assessment will be used to determine your final mark? Speaking, Listening and Responding, Reading and Responding, Writing in French.

Human Society and Its Environment

Business Studies

What will you be taught?

The Year 11 course covers a wide range of areas dealing with the management of a small business. It examines the role of establishment, location, raising finance, budgeting and staffing in a business operation. Students also examine a number of case studies from the current business world to extend their knowledge. Students learn to compile business reports, present business seminars and evaluate various companies.

The Year 12 course allows students to specialise in key areas of business such as operations, finance, international business marketing and employment relations.

Who can you ask for more information? Mr Hannelly, Mr Millar, Mr Boothe, Mrs Celebrin

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Group research, oral presentations, research essays, business investigation into a business venture, report construction, and examinations.

Is there anything else you should know? Students will need to follow business media reports. In Year 11 they have to construct a major business plan on their own business idea and we have had two national winners in this competition. Business Studies assists the students in a variety of careers.

Economics

The subject of Economics is an excellent method in preparing students for a variety of global career paths in business, government agencies, welfare and travel. Economics offers the opportunity for high achieving students to excel in an academic and challenging environment.

What will you be taught?

The preliminary course is essentially micro economics. It examines the behaviour of consumers, business and governments. In Year 12 the course focuses on the management of the economy and examines the management of both the Australian and Global economies. The course enables the students to take a more active role in the economic management of all organisations.

Who can you ask for more information? Mr Hannelly, Mrs Celebrin

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? There will be variety of oral and written presentations, research tasks, tests, assignments, stimulus tasks and group work.

Is there anything else you should know? Students will need to read the economic and business sections of the daily newspapers and be prepared to discuss daily economic stories. Students will be expected to be able to communicate their findings and relate the content to current policies and strategies.

Geography

What will you be taught?

Students will learn to investigate the following topics geographically.

Preliminary Course: Biophysical Interactions, Global challenges, Senior Geography Project.

HSC Course: Ecosystems at Risk, Urban Places, People and Economic Activities. They will synthesise and analyse information from maps, graphs, photographs and statistics and apply this knowledge to various local and contemporary issues.

Who can you ask for more information? Mr Moloney, Mr Boothe

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Skills and stimulus tasks, field study reports, PowerPoint presentations, extended structured and unstructured response writing, written examinations.

Is there anything else you should know? Students will have to undertake practical studies through field study trips and the construction of the Senior Geography Project in the Preliminary Course.

Legal Studies

What will you be taught?

The course aims to develop students' knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society, with the view to empowering students to participate effectively as citizens at the local, national and international level. The course examines the topics of: Law and Society, Justice, Crime, Courts, Family Law and Consumer Law. Students will evaluate the effectiveness of our legal system. It is relevant and relies on the students following the media.

Who can you ask for more information? Mr Hannelly, Mr Millar, Mrs Celebrin

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Oral presentations, group work, tests, research assignments. Students will be able to participate in the mock trial against other schools.

Is there anything else you should know? Activities include participation in the Mock Trial competition, Law Week activities and visits to the courts in Gosford, Sydney and Parramatta. Guest speakers are invited to address the class on various topics. The students really enjoy competing in the mock trial against other schools. Please be aware that students may find this course difficult if they are averaging grades of D or E in their year 10 subjects.

Modern History

What will you be taught?

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

What will you learn about?

The Year 11 Course consists of three case studies and the Core topic, the World at the Beginning of the 20th Century. The case studies currently taught are The Failure of the League of Nations, Nuclear Testing in the Pacific in the 1950's and 1960's and Bismarck and the Unification of the German states. Each topic plays a significant role in building an understanding of the narrative needed to better tackle the HSC course components.

The HSC Course begins with and flows nicely from Year 11 into a source based study of WWI. This is the Core topic and all students will study this course across NSW. The National Study offers a wonderful opportunity for students to develop an understanding of Germany in the aftermath of the war and in leading to the outbreak of WWII. Closely aligned with the Germany study is a focus on Adolf Hitler's architect, Albert Speer. Finally, students engage with an International Study in Peace and Conflict in Europe 1935-1945.

Who can you ask for more information? Mr Griffin, Mr Judd, Mrs Taylor

Does this course count to your ATAR? Yes

Types of assessment to determine final mark? A research based essay, speaking tasks, student debates will be embedded into a wide-ranging assessment programme.

Ancient History

What will you be taught?

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.

What will you learn? The Year 11 Course currently offers four case studies and the Core topic, History, Archaeology and Science. This is a wonderful introduction into the world of historians and how archaeologists are today employing scientific technology to make breakthroughs in our understanding of Ancient peoples. The case studies explore: ancient human remains, the tomb of Tutankhamun, the city of Rome and the Celt in Europe. Each topic allows students to engage and build upon skills necessary to best prepare them for their HSC.

Pompeii and Herculaneum is the Core topic that all students in NSW will be examined on. It is a source based examination of the famous sites and what the remains show us about how the people lived during the time. The society and period study allow students to develop an understanding of Greece and Rome, whilst further developing an in-depth examination of a personality in the ancient world, like Julius Caesar.

Who can you ask for more information? Mr Griffin, Mr Judd

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Oral assessment, essay tasks, source based examinations and student debates will be embedded into a wide-ranging assessment programme.

Retail Services

What will you learn?

The course is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills valued both within and beyond the workplace. They will also acquire underpinning skills and knowledge related to functional areas within the Retail industry.

Who can you ask for more information? Mr Millar, Mr Boothe, Mr Baines

Does this course count to your ATAR? Yes, as a Category B course and provided you sit for the HSC exam. If you don't wish the course to count to your ATAR, you will not sit the HSC exam.

What types of assessment will be used to determine your final mark? Work placement tasks, assignments, and tests. To obtain a Certificate II in Retail, students must demonstrate competency in all units of the course. Competency may be proved through demonstration, work placement, verbally or by written tests.

Is there anything else you should know? This is VET course - you can count it towards your HSC and ATAR and also receive a qualification that is recognised by industry Australia wide. There are two one-week work placement periods (one in Year 11 and one in Year 12). Students are also involved in a Retail Skills Show Case, where they compete against other Central Coast schools. Areas of competition may include window display, merchandising, store presentation and selling techniques. Completion of phases A, B and C gives students credit towards an AQF Certificate II in Retail Services. Excursions to retail outlets (possibly the Sydney markets), factory outlets and local shopping centres may also be included as a part of the course.

Recently some students applied for and were offered Retail Traineeships with local businesses. As part of this traineeship, the students study the Extension course (which includes some class time before and/or after school) and will complete a significant number of hours in the hours work placement. Students studying the course can apply for Recognised Prior Learning (RPL) for their part time jobs. More information can be obtained from Mr Baines, the careers advisor regarding (RPL). They will attain AQF Certificate II level on completion of this traineeship. Mr Millar is very highly regarded managing the HSC Retail marking Center.

Personal Development, Health and Physical Education

PD/H/PE

What will you be taught?

The Preliminary Course examines a range of areas that underpin health and physical activity. You will develop skills in movement analysis and outdoor recreation through class work and a three-day camp to the Myall Lakes National Park. The Preliminary course will also provide you with the opportunity to complete your Senior First Aid Certificate and investigate health promotion within Australia's health care system.

In the HSC Course you will examine issues related to Australia's health status. Through the options studied in the HSC year you will extend your knowledge in the area of injury management through the study of Sports Medicine. The HSC course will also provide you with the opportunity to analyse in detail factors involved in improving sporting performance.

Who can you ask for more information? Mrs Henderson, Mr Bonnici, Mr Summerhayes, Mr Carroll and Mr Carpenter

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Completion of research assignments, application of skills tasks, in-class examinations and major exams.

Is there anything else you should know? The three-day camp is a compulsory component of the course.

Sports Coaching

What will you be taught?

In studying Sports Coaching, students will acquire a range of skills and competencies that are valued and recognised in the sport and recreation industry. Students will cover topics that include: Sports Coaching styles and practices, Practical Skills that relate to a range of sports, Refereeing and Officiating qualifications, Potential Careers in sport, Communication in the workplace, Work Health and Safety, and First Aid.

Who can you ask for more information? Mr Bonnici, Mr Carpenter, Mr Summerhayes, Mr Baines

Does this course count towards your ATAR? No. This is a Board Endorsed Course.

What types of assessment will be used to determine your final mark? Students will complete a range of class based activities to assess their level of competency.

Is there anything else you should know?

- Work placement: Students must complete a minimum of 70 hours compulsory work placement in a sport/recreation workplace – usually one week in Year 11 and another week in Year 12.
- When students achieve a unit of competency, it is signed off by the assessor in the student logbook. Students receive a certificate of attainment for all modules successful completed, thus enabling them some exemptions from TAFE in their first year.
- **This course is recommended for those interested in the Sport and Recreation Industry.**

Drama

The HSC Drama course is designed for students who have an interest in the Performing Arts and will be challenged through a choice of stimulating activities such as: improvisation, video production, set and lighting design, scriptwriting and directing. These activities will foster the development of 21st Century work skills which employers seek, including: creativity and innovation, collaboration, critical thinking and problem solving.

What will you be taught?

The HSC Drama **2 Unit course** builds on the experience of the Year 9 and 10 Drama Course and caters for students with **established drama skills** as well as those with **no experience in Drama**.

The **Preliminary Course** content comprises an interaction between the components of:

- Improvisation, Playbuilding and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles (Learning comes from practical experiences in each of these areas)

The **HSC Course** content involves the practical and theoretical exploration of:

- Australian Drama and Theatre
- Studies in Drama and Theatre
- A Group Performance
- An Individual Project (chosen from Performance, Design, Scriptwriting, Video or Critical Analysis)

Each of these activities involve the use of different forms of technology.

Who can you ask for more information? Ms Connor, Mr Delury

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark?

- Performance (individual and group)
- Research presentations,
- Technical demonstrations,
- Improvised performances,
- Set or costume designs
- Scriptwriting or film making
- Written tests and essays.

The Assessment mark for the HSC is made up of:

- 60% from performance work
- 40% from written work.

Students in the HSC course will complete:

- An 8-12 minute group performance with 3-6 students
- A 6-8 minute individual project chosen from: performance, design, filmmaking, critical analysis or scriptwriting
- A one and a half hour written examination comprising Australian Drama and Theatre and Studies in Drama and Theatre, as well as the College's internal assessment program for Drama.

Students learn how to develop their logbook in Year 11 and it is submitted with their group and individual projects in Year 12. Daily work on this record and reflection component plus solid independent research skills and the development of appropriate drama essay writing techniques are all critical in students maximising their mark potential in this course.

Students will perform/present their group and individual projects to audiences late in Term 2 and early in Term 3 of their HSC year. Year 11 students will perform self- devised pieces in Term 1 as a part of their preparation for external assessment.

Many reputable institutions exist to further study the career paths listed above, including:

The National Institute of Dramatic Art (NIDA)

(offering excellent courses in Acting, Musical Theatre, Design Technical Production and Directing)

Western Australian Academy of performing Arts (WAAPA)

(offering excellent courses in Acting, Musical Theatre, Design Technical Production and Directing)

Newcastle University

(offering a Bachelor Degree in Creative Arts specialising in Drama)

Most Bachelor of Drama Courses may be connected to a Master of Teaching Degree

Is there anything else you should know?

Students attend a minimum of two plays at various theatre companies, including the OnStage presentation of works of excellence from the previous HSC cohort and workshops on acting, devising and presenting performance. Students will perform in two Drama Nights in which parents and friends are invited to attend a showcase of the students' best work.

THIS IS AN EXTREMELY FLEXIBLE COURSE DESIGNED TO CATER FOR THE PERFORMANCE STRENGTHS OF EACH INDIVIDUAL STUDENT

Entertainment

The VET Entertainment course is designed for students who wish to work, or are interested in, the Entertainment Industry. It is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the Entertainment workplace. The purpose of the course is to provide students with the opportunity to develop basic knowledge and skills for live production, theatre and event industries.

What are live Entertainment events?

Live Entertainment events are presented in many types of venues, from clubs and pubs, to outdoor locations, to performing arts centres. The organisations may be commercial, they may receive government subsidies, or they may be metropolitan, regional or community-based. Just as there is a diversity of venues, so too there are numerous types of events.

What will you be taught?

The VET Entertainment course prepares students for a Statement of Attainment towards a Certificate III in Live Production and Services - CUA30415.

The Entertainment Course at St Edward's College includes the units below:

- Work effectively in the creative arts
- Work safely in the construction Industry
- Apply Work Health and Safety Practices
- Organise personal work priorities and development
- Participate in collaborative creative projects
- Provide service to customers
- Operate basic lighting
- Assist with production operations for live performance
- Undertake live audio operations
- Operate vision systems
- Work effectively backstage during performances
- Assist with bump in and bump out of shows

Each of these activities involve the use of different forms of technology (both analogue and digital)

Who can you ask for more information? Ms Connor, Mr Delury

Does this course count to your ATAR? Yes

What types of assessment will be used?

- ♦ Entertainment is a competency-based course and assessment includes group work, research tasks and demonstrating competencies in tasks such as setting up a PA system, creating a cue sheet, or programming and operating a digital lighting desk.
- ♦ Students must complete 70 hours of work placement within an Entertainment industry setting.
- ♦ There is also a two-hour written external examination.

Many successful and reputable institutions exist to further study the career paths listed above:

- ♦ **The Australian Institute of Music in Sydney** (offering 2 year courses in Music Production)
- ♦ **JMC Academy** (offering excellent courses in Audio Engineering and Sound Production)
- ♦ **NIDA Bachelor of Fine Arts (Technical Theatre, Stage Management and Design)**
- ♦ **Western Academy of Performing Arts (Stage Management and Design)**

Is there anything else you should know?

Entertainment assumes **NO** prior knowledge of technical operations and there is **NO** performing in this course. Students work entirely backstage or in the front-of-house area on technical operations.

Music

The Music 1 course is designed for students who have diverse musical backgrounds, musical interests and experience.

What will you be taught?

The **Music 1 course** builds on the Years 7-8 Mandatory Courses and the Elective courses in years 9-10. It caters for students who have diverse musical backgrounds and musical interests. It therefore attracts students with a formal musical background as well as those with only minimal experience.

- The **Music 1 course** develops knowledge and skills about the **concepts of music (*Duration, Pitch, Dynamics and Expressive Techniques, Tone Colour, Texture and Structure*)** which will be introduced in a variety of cultural and historical contexts through activities in the following areas:
- **Performance** - participation in any form of practical music making in a variety of styles/periods.
- **Composition** - the organisation of sounds.
- **Musicology** - the study of musical styles and genres from a number of perspectives. These include the historical, the sociological, the notational and the analytical.
- **Aural (Listening)** - the ability to discriminate between sounds and to make judgements about their use in a wide range of musical styles, periods and genres.

Each of these activities involve the use of different forms of technology.

Who can you ask for more information? Mr Toole, Mr Drozdowski

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark?

- **Performance:** classroom-based activities in both solo and group performances on your chosen instrument or voice.
- **Composition:** original compositions/arrangements/songwriting utilising industry standard computer software (including composition portfolios/diaries providing insight into the compositional process).
- **Musicology:** viva voce (discussions with an examiner based on your selected topic areas), oral responses, written responses and research tasks.
- **Aural:** written responses demonstrating recognition of the concepts of music in a variety of musical excerpts. **THE ONLY COMPULSORY 'THEORY PAPER' IN THE HSC COURSE IS AN AURAL (LISTENING) EXAM INVOLVING WRITTEN RESPONSES TO 4 PIECES OF MUSIC.**

**ANY COMBINATION of 3 ELECTIVES are to be chosen during the HSC Course:
Electives are selected from:**

PERFORMANCE (singing or playing music), **COMPOSITION** (writing music) and **MUSICOLOGY** (understanding and discussing music – *an excellent choice for students who are simply interested in particular artists or styles of music*).

Many successful and reputable institutions exist to further study the career paths listed above:

- ♦ **The Australian Institute of Music in Sydney** (offering 2 year courses: Bachelor of Music in Contemporary Performance, Classical Performance and Composition and Music Production)
- ♦ **JMC Academy** (offering excellent courses in Contemporary Music Performance and Audio Engineering and Sound Production)
- ♦ **Newcastle or Sydney Conservatorium** (offering Bachelor of Music Degrees)
- ♦ **University Of Western Sydney** (offering a Bachelor of Music Degree and Music Therapy courses)

All Bachelor of Music Courses may be connected to a Master of Teaching Degree

Is there anything else you should know? Music 1 assumes **no prior knowledge of musical notation** beyond the basic introduction in Years 7 and 8. The Music Department recognises that students who have had no further involvement in music beyond their introduction in the Mandatory Course will need to revisit elementary musical skills.

THIS IS AN EXTREMELY FLEXIBLE COURSE DESIGNED TO CATER FOR THE MUSICAL STRENGTHS OF EACH INDIVIDUAL STUDENT



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AUSTRALIA

OUR CODE FOR LEARNING

**I respect learning
by valuing:**

Organisation

Cooperation

The right to learn

Participation

Independent study

Academic excellence

**I show commitment to
learning through:**

Being prepared and punctual

- Managing my time effectively
- Meeting my deadlines

Following instructions

- Working cooperatively with teachers and other students
- Helping others

Paying attention

- Not disturbing others
- Not being disrupted by others

Being actively involved

- Asking and answering questions
- Listening and completing assigned work

Developing an effective study routine

- Completing my homework
- Researching, reading and revising regularly

Doing my personal best

- Showing pride in my work
- Setting and trying to achieve goals



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AGREEMENT FOR YEARS 11 & 12

St. Edward's is a school community. A community consists of individuals who belong to the group with whom they share common goals, hopes and expectations. The community has a responsibility to its members to protect these goals, while the individual has the responsibility to know and uphold them. Since you have decided to enrol in our senior school, we assume that you know what the expectations are and that you are choosing to accept them as your own. This personal contract is to be seen as your application to enrol in post compulsory schooling at this College and may form the basis of any future review of your enrolment.

NAME: _____

ADDRESS: _____

SUBURB: _____ POSTCODE: _____

DATE OF BIRTH: _____ PARISH (OR RELIGION) _____

NAME OF PARENT/GUARDIAN: _____

PHONE NUMBER: (Home) _____ (Work) _____

EMAIL ADDRESS: _____

Upon my enrolment for Years 11 and 12, I _____ undertake the following:

1. To comply with the college **Code for Learning** (see overleaf)
2. To attend school and all classes regularly and punctually while also explaining absences.
3. To participate fully in the Religious Education program (lessons, liturgies, retreats)
4. To maintain a friendly and respectful attitude toward all members of the school community and to be mindful of the feelings and rights of others.
5. To uphold the College rules at school and while representing the school, and to encourage others to do likewise.
6. To abide by the rules and conditions outlined in the Acceptable Use of ICT Policy.
7. To maintain a high standard of uniform and personal appearance as directed.
8. To contribute my personal gifts and talents to the senior school community in curricular and extra-curricular activities.
9. To participate fully in excursions, camps, and school athletics and swimming carnivals and other school events as required.
10. To value school and personal property (my own and that of others).
11. To carry out in good faith any directions given by members of staff (teaching and support staff).
12. To grow to value the philosophy and aims of our school community.

STUDENT SIGNATURE: _____

DATE: _____

I, _____ parent/guardian of _____ have read the above and agree with the sentiments expressed.

- I agree to support my son in fulfilling these terms of senior enrolment.
- I also undertake to pay all fees promptly or consult immediately with the Business Manager if hardship arises.
- I agree to give 10 weeks notice if intending to withdraw my son from the college. (1 Terms fees may be charged if notice is not given)
- I undertake to support the College community by involvement, where possible, and to communicate freely with the school in this educational partnership.

The information collected in your son's enrolment at the College will be used to enable the College to discharge its duty of care. In accordance with the Privacy Act, St Edward's takes proactive steps to ensure that all information supplied to parents, teachers and students is treated with confidentiality. Please circle one of the following:

- a) I/We give permission for my son's photograph to be used in publications; eg: College website, College magazine, Central Coast Express Advocate. **OR**
- b) I/We do not give permission for my son's photograph to be used in publications. Please indicate the type of publication:

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____