



ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE

Year 11, 2020
Subject Selection Handbook

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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 and 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, 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 HSC. 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 HSC 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 gain a statement of attainment or a certificate qualification on completion.

Students can sit an optional written examination to be used in their ATAR calculation, however, only one course (BDC) can be counted towards the ATAR. Please note that Sport Coaching cannot be used in determining university eligibility.

Content Endorsed Courses

Photography and Sports Coaching are courses 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 HSC 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 HSC have a value of 1 unit or 2 units with most courses being 2 units. 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 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). This includes the completion of the practical, oral and/or project works required for specific courses and the assessment requirements for each course.

- Sat for and made a serious attempt at the HSC examinations.
- 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 (2 units must be a Board Developed Course in English)
 - at least three courses of 2 units value or greater
 - at least four courses
 - At most 7 units of courses in Science can contribute to HSC eligibility.

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

- The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising the best 2 units of English and the best 8 units from the remaining units, subject to the provision that no more than 2 units of Category B courses be included.
- The courses English Studies, Mathematics Standard 1, Retail Services, Construction, Hospitality, Entertainment and Metals and Engineering have been categorised by the Universities as Category B courses. Only the best 2 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 HSC 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.

Religious Education Program

It is an expectation of every senior student participates fully in the Religious Education program. 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, Sydney City Mission, Youth off 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.

Courses	Board Developed Courses	Board Developed Courses	Board Endorsed Courses
	CATEGORY A	CATEGORY B	NON ATAR CATEGORY
English MANDATORY	English Extension 2 English Extension 1 English Advanced English Standard	English Studies (Optional Examination)	
Mathematics	Mathematics Extension 2 Mathematics Extension 1 Mathematics Advanced Mathematics Standard 2	Mathematics Standard 1 (Optional Examination) Financial Services CIII *	
Science	Biology Chemistry Physics Investigating Science		
Technological and Applied Studies (TAS)	Engineering Studies Industrial Technology (Timber or Multimedia) Food Technology	Metal & Engineering CI * Construction CII * Hospitality Kitchen Operations CII *	Furniture Making Pathways CII Industry Based Learning (school-based apprentices & trainees only)
Performing Arts	Drama Music	Entertainment CII*	Screen & Media CIII

Human Society and Its Environment	Legal Studies Business Studies Modern History Ancient History Geography Economics Business Studies	Retail Services CII * <i>*These VET courses have mandatory work placement of 70 hours</i>	
Visual Arts	Visual Arts		Photography
Computing Studies	Information Processes & Technology Software Design & Development		
PDHPE	Personal Development, Health and Physical Education		Sports Coaching CII
Languages	French Beginners		
Religious Studies	Studies of Religion 2 Studies of Religion 1		Catholic Thought

ALL STUDENTS STUDY EITHER STUDIES OF RELIGION OR CATHOLIC THOUGHT.

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 2 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 NESA 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). **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.** At the conclusion of the course all students will receive a Competency Certificate listing all Units of Competency 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. Courses on offer at St Edward's College include Financial Services, Screen and Media, Furniture Making Pathways, Construction, Entertainment, Hospitality, Metals and Engineering, Sports Coaching and Retail Services.

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 students participate in a study program where they attend school four days per week, and one day paid employment per week with a host employer. 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 usually attend TAFE one afternoon each week from 2.00pm to 6.00pm. **Note: This time is in addition to their normal timetabled classes.**

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

If students achieve competency in their school VET course, they could apply for recognised prior learning at TAFE reducing the time to complete their TAFE course.

TAFE and 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. Refer to university or college course guides for this information. See university/college website links below for their undergraduate guides. It is important to note that access to TAFE and University courses has become much more flexible – **in fact only 26% of undergraduates entered university with an ATAR.**

The best advice to all students is: when choosing your subjects for Year 11 and 12, choose courses that suit your interests, abilities, challenge you but be realistic about your capabilities. Refer to Choosing Wisely, Choosing Well – Advising year 10 students on their choice of HSC Programs of Study - Catholic Education Commission NSW

<https://www.stedwards.nsw.edu.au/wp-content/uploads/2017/01/Choosing-Wisely-Choosing-Well.pdf>

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 Catholic University	www.acu.edu.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.ictm.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 and 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.

Subject Prerequisites

Subject	Year 10 Prerequisite
Drama	Significant interest or some experience in Drama highly recommended.
Entertainment	Significant interest or some experience in Entertainment highly recommended.
English Advanced	Minimum B grade and in the top 40% of cohort.
English Extension 1	Prerequisites: English (Advanced) course. Note: English Extension Course 1 is prerequisite for HSC English Extension Course 2 This highly demanding course is suitable for those students performing to the top end of the cohort as determined by the Head of English.
English Standard	Minimum C grade. Students who are ranked in the top 40% may still select English Standard in discussion with the class teacher and Head of Department.
English Studies	Students not attaining a grade C minimum in year 10 will be enrolled into this course.
History Ancient	Significant interest in Ancient History highly recommended.
Business Studies	Significant interest in Business highly recommended.
Economics	Minimum B grade in 5.3 Maths and English. An ability to write high order extended responses, and confidently perform calculations using economic data is highly important.
Legal Studies	Significant interest in Law highly recommended.
History Modern	Significant interest in History highly recommended.
French Continuers	Minimum B grade in Year 9 and 10 French elective or equivalent knowledge/experience.
Mathematics	Minimum B grade and completion of 5.3 mathematics in the top 75%..
Mathematics Extension 1	Minimum A grade and completion of 5.3 mathematics in the top 20%.
Maths Standard	Completion of 5.3 or 5.2 mathematics. Students completing 5.1 or achieving less than a C grade in year 10 mathematics will be placed in a Mathematics Standard class that will be preparing for the Mathematics standard 1 course in the HSC year, or no further study of mathematics.
Music 1	All students undertaking this course must be capable of playing an instrument or sing, although specific levels are not prescribed. Some students may need to take private tuition to attain these skills. It is advantageous to have completed the year 9 and 10 music elective.
PDHPE	Significant interest in Physical Education and Health highly recommended
Sport Coaching	Significant interest in sports coaching highly recommended.
Catholic Studies	NIL
Studies of Religion	Minimum B grade in both English and Religion. An ability to write structured answers and essays.
Biology	Minimum 60% in Year 10 Science (Biology).
Chemistry	Minimum B grade in Year 10 science.
Physics	Minimum B grade in Year 10 science and 5.3 mathematics. Recommend studying the Mathematics course in Year 11.
Investigating Science	Significant interest in Science highly recommended.

Construction	Significant interest in Construction highly recommended.
Engineering Studies	Minimum B grade in Year 10 5.3 mathematics. Recommend studying the Mathematics course in Year 11.
Food Technology	Significant interest or some experience in Food Technology highly recommended.
Hospitality	Significant interest or some experience in Hospitality highly recommended.
IPT	Significant interest or some experience in Information Processing Technology highly recommended.
Industrial Technology MM	Significant interest or some experience in Adobe software highly recommended.
Industrial Technology Timber	Significant interest or some experience in Timber highly recommended.
Metals & Engineering	Significant interest or some experience in Metals and Engineering highly recommended.
Software D & D	Minimum B grade in Year 10 5.3 mathematics. Recommend studying the Mathematics course in Year 11.
Visual Arts	Significant interest or some experience in Visual Arts highly recommended.
Photography	Significant interest or some experience in Photography highly recommended.

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 state-wide 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.

The future of work

There's a lot of discussion around the future of work and what it will look like. These speculations are based largely on the impact of new technologies on jobs. The fact is that automation, globalisation and collaboration has transformed our working lives and will continue to do so. This has led to the prediction that the average 15-year-old will have 17 jobs over 5 different careers therefore challenging the one job for life mentality.

If the work, we do can be done by machines it will be. The rise of technology has seen new jobs emerge particularly in the social media sphere, but it has also made some jobs redundant. The jobs predicted to be less impacted upon by technology are those where human qualities like understanding, creativity and the human touch cannot at this stage be achieved through artificial intelligence.

Currently our work can be done from home, office or even our car. We can talk to colleagues nationally and across the world, and this will continue. However, what will change is that we will have many jobs, working with many employers and often at the same time as permanent employment is replaced with contractual work. This environment is flexible and allows workers to pick and choose when and where they would like to work. It requires workers to be proactive, innovative, self-promoting. In essence, job creators not job seekers jobs.

So what skills are employers looking for in this new work order? According to the Future of Youth Australians (FYA), employers pay up to \$8,500 more for people with Enterprising skills. Those skills that can transfer skills from one job to another regardless of the job. These are:

Problem solving	Presentation skills	Communications
Creativity	Teamwork	Critical Thinking
Digital literacy	Financial literacy	

These skills are demanded across all occupations and industries. For example, to be a Builder you need to be able to communicate to your clients and problem solve issues arriving, as does an Engineer or Doctor.

Career Planning is crucial to students gaining and maintaining employment in this new era of work. Career Planning brings together three distinct categories of information:

1. Information about YOU.
2. Information about your OPTIONS (taking into consider automation, globalisation and collaboration)
3. Information about your ACTION STRATEGY

It is a process that allows students to feel more confident about their future and helps them make the right decisions at that point in time. Currently St Edward's has a 'Where to After School' activity in the student's common drive that can assist students career plan.

Finally, it is important that students and parents understand that it is not necessary to have a definite career in mind when choosing their subjects for year 11. The more students learn about themselves, the world of work (through research, talking to people, work and life experiences) and develop the skills needed for employment, the greater the possibilities of students being able to plan and achieve their pathway after school.

Course outlines

Religious Studies

Studies of Religion (Preliminary and HSC)

Studies of Religion explores the nature of religion as an integral part of human experience and a component of every culture. The course requires a study of two-three of the four major world religious traditions, Christianity, Judaism and Buddhism or Islam. The history and expression of religion on Australian culture, including Aboriginal Spirituality, is a key area of study.

Does this course count to your ATAR? Yes, as a 2 or 1 unit course

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

Studies of Religion enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well- ordered society. It emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners. Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.

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

Studies of Religion I (1 unit)

Overview

1 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.

Content

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.

Special Requirements

Excluded from completing Studies of Religion II

Assessment / Homework Information

A one and a half hour written examination

Completion of assessment tasks throughout the course

Studies of Religion II (2 units)

Overview

2 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.

Content

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.

Special Requirements

Assessment / Homework Information

Excluded from completing Studies of Religion I. An ability to write structured answers and essays.

A three hour written examination

Completion of Assessment Tasks throughout the course.

Studies in Catholic Thought

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

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

The study of *Studies in Catholic Thought* develops students' understanding of the Catholic tradition. It offers students the opportunity to focus on one religion that has made a significant contribution to the world; spiritually, ethically, politically, and socially.

Studies in Catholic Thought requires students to engage with the theological, philosophical, ethical and aesthetic tradition of the Catholic Church. It equips students to engage with the richness of this faith tradition and the complex ways it continues to captivate people and ideas throughout the ages and in

the modern world. *Studies in Catholic Thought* draws upon the liberal arts approach, to develop and challenge students' thinking and analytical skills as they engage with the depth and breadth of the Catholic tradition.

Content

Who is a Human Person?
The Trinitarian God and Humanity
The Re-imagining of Creation
Virtue, Vice, Salvation
The Good Works
The Common Good

Excluded from completing Studies of Religion I and Studies of Religion II.

Special Notes:

- Students with poor performance in Preliminary Studies of Religion I or II may be moved to this course for the HSC
- Studies in Catholic Thought does not contribute to the ATAR Calculation.
- Studies in Catholic Thought does contribute to the award of the HSC.

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

English

English (Standard)

English Standard – ATAR Subject

Overview

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)

Overview

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)

Extension 1 English 1 Unit – ATAR Subject

Overview

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

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

Exclusions:

English (Standard); English Studies

Special Requirements

These courses are highly demanding and only suitable for those students performing to the top end of the cohort as determined by the Head of English.

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

Overview

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

Special Requirements:

This course is delivered in Year 11 and Year 12 as a 2 unit subject that has an optional HSC exam that can contribute to the ATAR

Note: Any questions about course choices should be directed to the Leader of Learning – English (Mrs McDonald) or the Director of Curriculum.

Mathematics

Mathematics is more than just numbers and symbols it trains our brains with important skills needed for today's careers. Go to https://issuu.com/refractionmedia/docs/cwmaths17_issuu and see the amazing variety of careers using maths.

Mathematics (Extension 1)

What will you be taught? This course, which includes the whole of the Mathematics Advanced 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 Advanced course.

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Assignments, Tests and Exams. Students recommended for this course are those currently excelling in the 5.3 course, achieving a grade A and are in the top 20% of the maths cohort.

Is there anything else you should know? Four lessons per fortnight are offline [before or after school classes], attendance at all lessons online and offline is mandatory. Students who demonstrate high success on set assessments and have a strong work ethic have the option of selecting Extension 2 Mathematics which commences in Term 4.

Who can you ask for more information? Mr butt, Mr Samyia, Mr Massey, Mr Ritchie.

Mathematics Advanced

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.

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? The study of this course is a minimum standard required for study of engineering, architecture and any area of expertise requiring the application of differential and integral calculus at a tertiary level.

Who can you ask for more information? Mr Butt, Mr Samyia, Mr Massey, Mr Ritchie. Students recommended for this course are those who can demonstrate that they have mastered the 5.3 course, achieving either grades A or B and are in the top 75% of the 5.3 maths cohort.

Mathematics Standard 2 (HSC Course starts Term 4)

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.

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Assignments, Tests and Exams. Students recommended for this course are those students who have demonstrated competence in Mathematics up to 5.1 to 5.3. Students who have demonstrated a high level of competence in the Year 11 Mathematics Standard course will progress to the HSC Mathematics Standard 2 course in Year 12. Students who have demonstrated competence in the Year 11 Mathematics Standard course will progress to the HSC Mathematics Standard 1 Course in Year 12 and will only be counted towards the ATAR if students choose to sit the exam.

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.

Who can you ask for more information? Mr Butt, Mr Samyia, Mr Beattie, Mr Herringe, Mr Massey, Mr Ritchie, Mr Speziale, Mr Holding.

Mathematics Standard 1 (HSC course start Term 4)

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.

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 or you are studying on a non ATAR pathway, 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.

Who can you ask for more information? Mr Butt, Mr Samyia, Mr Beattie, Mr Herringe, Mr Massey, Mr Ritchie, Mr Speziale, Mr Holding.

Financial Services - VET

On successful completion of the course, students achieve a Certificate III in Financial Services.

Are you fascinated with money management, can work independently or as part of a team, have good communications skills, trustworthy and methodical, then this course could be for you.

What will you be taught? This is a Certificate III qualification in Financial Services. It is an NSW HSC and Nationally recognised qualification. It is designed to reflect the job role of entry level employees working across the entire financial services industry who perform duties relating to administrative, clerical and customer service roles in banking, credit management, insurance and retail financial services. Individuals at this level apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known situations under general supervision.

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

Further pathways/study

- Certificate IV in Accounting
- Diploma of Accounting or entry into university

Career prospects with further study

Payroll Officer, Client Advisor, Risk Manager, Financial Services Manager or Accountant.

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 or you are studying on a non ATAR pathway, you will not sit for the HSC exam.

Is there anything else you should know?

- Students can complete an additional 60 hours specialisation to gain the full certificate III qualification. This certificate III qualification can be used as an alternative entry pathway into Newcastle University.
- Students must complete 70 hours of work placement within the industry or simulated setting.
- Students maybe are required to purchase VET shirts for their hands-on component of their course. These can be purchase through Cowen and Lewis and are an additional cost to the course.

Who can you ask for more information? Mrs Dignam

Science

Students can 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.

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.

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

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.

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 courses, i.e. Year 10 results should be a grade A or B.

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

Investigating Science

What will you be taught? This course is firmly focused on developing working scientifically skills, along with providing 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.

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 can 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.

Who can you ask for more information? Mrs Mantellato and Mr Foster

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.

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.

Who can you ask for more information? Mr Foster

Extension Science (HSC 1-unit extension course)

What will you be taught? Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Does this course count to your ATAR? Yes

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

HSC: Three (3) mandatory assessment tasks, with the final task being a Scientific Research Report with a 40% weighting.

Is there anything else you should know? Students undertaking this course should be self-motivated, have a strong interest in Science and be aiming to undertake a degree in a scientific field.

Who can you ask for more information? Mrs Mantellato and Mr Foster

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.

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 AND 50% Art Criticism and 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.

Who can you ask for more information? Mrs Evans, Mrs Danckert and Miss Beagin

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.

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.

Who can you ask for more information? Mrs Evans, Mrs Danckert and Miss Beagin

Computing Studies

Information Processes and Technology

What will you be taught? This course is designed to provide students with hands on experience in several uses of Information Technology. 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.

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, build projects including game development in Unity, Machines with RaspberryPi and Arduino components

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.

Who can you ask for more information? Mr Young, Mrs Saxon

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.

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, Python projects and the use of Linux based components.

Is there anything else you should know? This is a challenging course, and in many ways, it is like 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 several 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.

Who can you ask for more information? Mr Young

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

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 several 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 the workplace will benefit from understanding what engineers do, as the work of engineers affects us all.

Who can you ask for more information? Mr M Austin, Mr P Buxton

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

1. Project Proposal 20%
2. Industry Study 20%
3. Management and Communication 40%
4. Trial HSC 20%

External Assessment and 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 and Major Folio 60%
2. HSC Examination 40%

Extra Information

- In the Preliminary study, the content is introductory and is related to several 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 Bondfield. Graphics Technologies – Mr Austin. Multimedia – Mr Young, Mrs Saxon

Construction

On successful completion of this course, students will be awarded a Certificate II in Construction Pathways.

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.

Does this course count to your ATAR? Yes, it is a Board Developed Course – Category B. 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 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 enough 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 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 HSC. 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 \$80.
- Students that successfully complete competencies will receive an external achievement, recognised by TAFE NSW.
- Students are required to purchase VET shirts for their hands-on component of their course. These can be purchase through Cowen and Lewis and are an additional cost to the course.

Who can you ask for more information? Mr Beemster, Mr Bondfield, Mr Murray and Mr Brown

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 HSC. 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 weekly to their VET Teacher (if school is RTO) and VET Coordinator 4 times a year of HSC study. The Industry Based Learning Log consists of two parts:

- 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.

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.

Who can you ask for more information? Mrs Dignam

Metals and Engineering

On successful completion of this course, students will be awarded a Certificate I in 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 and 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.

Does this course count to your ATAR? Yes, it is a Board Developed Course – Category B. 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 and Engineering Curriculum Framework are competency-based. For a student to be considered to have satisfactorily completed a course within the Metals and Engineering Curriculum Framework there must be enough 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 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 HSC. 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.
- Students are required to purchase VET shirts for their hands-on component of their course. These can be purchase through Cowen and Lewis and are an additional cost to the course.

Who can you ask for more information? Mr Kershaw and Mr Brown

Furniture Making Pathways - VET

On successful completion of this course, students will be awarded a Certificate II in Furniture Making Pathways.

This course is designed for students interested in the furniture making or related environments with a view to entering employment in that area. The course provides broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the students' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

Job Roles in the Furniture Making Industry

Job roles include assistant cabinet maker, assistant installer of built-in cabinets for kitchens, bathrooms and other fitted cabinets, and production operator within a cabinet making enterprise.

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include: Observation, Student Demonstration, Questioning, Written tasks and Tests.

Personal Requirements

- Enjoy practical and manual activities
- Able to follow written instructions
- Able to work to a high level of accuracy
- Able to make mathematical calculations
- Good communication skills
- Good hand-eye coordination
- Able to work independently or as part of a team
- Free from allergies to dust.

Further Study

Certificate II, III, IV and Diploma qualifications in the following areas:

- Cabinet Making
- Furniture Making
- Other relevant manufacturing qualifications.

Career Pathways

- Wood Machining Process Worker
- Furniture Making Process Worker
- Furniture Maker
- Cabinet Maker
- Wood Machinist
- Production Manager

Does this course count to your ATAR? No

Who can you ask for more information? Mr Bondfield, Mrs Dignam, Mr Austin

Hospitality - Kitchen Operations

On successful completion of this course, students will be awarded a Certificate II in 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, safely and hygienically, for both the domestic and commercial sectors. Practical skills will be developed within a range of settings using Mis-en-place and precision cutting techniques.

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. 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 functions.

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) and Prepare and Serve Espresso Coffee 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 VET student black polo shirts which will be used during work placement.

- Work placement - students must complete a minimum of 70 hours compulsory work placement in a hospitality establishment – presently 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 Hospitality Courses, as this qualification is nationally recognised.

- This course is recommended for those interested in the area of Tourism and Hospitality.
- Students are required to purchase VET shirts for their hands-on component of their course. These can be purchase through Cowen and Lewis and are an additional cost to the course.

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

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 on the individual, society and the environment evaluated. The activities that support food product development are identified and the process applied in the development of a food product from prototype to launch.

Does this course count to your ATAR? Yes

What types of assessment will be used to determine your final mark? Assessment tasks, written reports, practical activities, experiments and examinations. Many of the scheduled assessment tasks will include 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 undertake the following units in the Preliminary Course- Nutrition, Food Quality and Food Availability and Selection. In the HSC Course- The Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues.

This course is recommended for those students interested in Nutrition, Dietetics, Nursing, Sports Nutrition, Exercise and Sports Science and Food Science.

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

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.

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.

Whom can you ask for more information? Mrs Papeix

French Beginners

This course is designed for those students who have little or no background of study in French.

Students who have completed the 100-hour course of French (in Years 7 – 10) are eligible for French Beginners.

The aims of the 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 a strong interest in learning another language and a desire to explore another culture.

This course would suit students who like the challenge of rote learning, who like to analyse their own language and who have a commitment to excellence

Does this course count to your ATAR? Yes

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

Who can you ask for more information? Mrs Papeix or Miss Ribal

Human Society and Its Environment

Legal Studies

What will you learn? 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.

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.

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

Business Studies

What will you learn? 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 several 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.

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.

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

Modern History

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, 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.

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 program.

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

Ancient History

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, the Nature of Ancient History. This is studied through film, like *Gladiator* and followed by a study into the display of ancient human remains. The case studies examine the Celts in Europe and the Silk Road. Furthermore, students have an opportunity to do a comparison study between two rival states of the ancient world. A striking feature of the course is the Historical Investigation, which promotes each student's unique interest in the Ancient world and to develop an investigation around that area. The Year 11 topics allow 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 **Sparta**, whilst further developing an in-depth examination of a personality in the ancient world, like Julius Caesar.

Does this course count to your ATAR? Yes

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

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

Geography

What will you learn? 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.

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.

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

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 learn? The preliminary course is essentially microeconomics. 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. It includes study into the current use of Fiscal and budget policy, monetary policy and micro economic reform.

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.

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

Retail Services

On successful completion of this course, students will be awarded a Certificate III in Retail.

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.

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 III 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 receive a qualification that is recognised by industry Australia wide. 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. Excursions to retail outlets (possibly the Sydney markets), factory outlets and local shopping centres may also be included as a part of the course.

- Students must complete an additional 60 hours specialisation to gain the full certificate III qualification. This certificate III qualification can be used as an alternative entry pathway into Newcastle University.
- There are two one-week work placement periods (one in Year 11 and one in Year 12).
- Students are required to purchase a VET shirt for their hands-on component of their course. These can be purchase through Cowen and Lewis and are an additional cost to the course.

Mr Millar is very highly regarded managing the HSC Retail marking Centre.

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

Personal Development, Health and Physical Education

PDHPE

What will you learn? 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 day expedition in and around Brisbane Waters 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 and Sports Medicine. The HSC course will also provide you with the opportunity to critically analyse the factors involved in improving athletic performance.

Does this course count to your ATAR? Yes

This is a rigorous, 100% theory based, academic subject suited best for students wishing to matriculate into University. 2 Unit PDHPE is an excellent base for students wishing to undertake tertiary study in the Sciences, Human Movement, Medicine, Physical Education, Sports Management, Physiotherapy and Sports Journalism. Nightly revision of this subject is mandatory should a student wish to achieve a result that would allow matriculation.

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

Is there anything else you should know? The expedition is a compulsory component of the course.

Who can you ask for more information? Mrs Henderson, Mr Ellis, Mr Summerhayes, Mr Powell and Mr Carpenter

Sports Coaching

On successful completion of this course, students will be awarded a Certificate II in 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.

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. This is usually completed by students assisting at inter-primary school gala days and other sport activities.

- When students achieve a unit of competency, it is signed off by the assessor in the student logbook.
- This course is recommended for those interested in the Sport and Recreation Industry.
- Further study could include Certificate III in Sports Coaching, Certificate IV in Sport Development or a Diploma of Sport Development.

- Students are required to purchase a VET shirt for their hands-on component of their course. These can be purchase through Cowen and Lewis and are an additional cost to the course.

Who can you ask for more information? Mr Carpenter, Mr Summerhayes, Mr Ellis, Mr Powell and Mrs Dignam

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, Play building 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.

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:

- 8-12-minute group performance with 3-6 students
- 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.

Who can you ask for more information? Ms Connor, Mrs Emmett

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

Entertainment

On successful completion of this course, students will be awarded a Certificate III in Live Production and Services.

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).

Can 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.
- Students can complete an additional 60 hours specialisation to gain the full certificate III qualification. This certificate III qualification can be used as an alternative entry pathway into Newcastle University.
- Students are required to purchase VET shirts for their hands-on component of their course. These can be purchase through Cowen and Lewis and are an additional cost to the course.
- 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 \$80.

Who can you ask for more information? Ms Connor, Mrs Emmett

Screen and Media Industry

On successful completion of this course, students will be awarded a Certificate III in Screen and Media.

The VET Screen and Media course is designed for students who wish to work, or are interested in, the film, television or digital media industries. If you see yourself working in TV, radio or film this course could be for you.

This course aims to provide students with the foundation knowledge and the elementary skills required to operate in the film, television or digital media industries, in a safe and efficient manner.

The qualification is recognised as an entry-level qualification for employment in the media industry and provides opportunities to:

- Apply knowledge and understanding of WHS requirements and the operations of the media industry
- Use a range of standard media industry tools and equipment
- Set up for basic camera and film shoots
- Learn about presentation techniques in front of the camera
- Engage in vision and sound editing
- Work independently and in teams
- Develop critical thinking and creativity skills

What will you be taught? The VET Screen and Media course prepares students for a Statement of Attainment towards a Certificate III in Screen and Media - CUA31015.

The Screen and Media Course at St Edward's College includes the units below:

- Contribute to health and safety of self and others Work safely in the construction Industry
- Work effectively in the screen and media industries
- Develop and extend critical and creative thinking skills
- Present programs on air
- Develop techniques for presenting to camera
- Shoot material for screen productions
- Operate basic lighting
- Perform basic vision and sound editing
- Write content for a range of media
- Write simple stories

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

Can this course count to your ATAR? No.

What types of assessment will be used? Screen and Media is a competency-based course and assessment may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

There is also a two-hour written external examination.

Personal Requirements include:

- Active listening – Able to listen to others, not interrupting, and asking good questions.
- Speaking- Able to talk to others
- Comprehension – Able to read course related information
- Coordination – Able to Change what is done based on other people’s actions.
- Time Management – Able to manage your own and other peoples’ time to get work done.
- Judgement and decision making – Figuring out the pros and cons of different options and choosing the best one.
- Active Learning - Able to use what you have learnt to solve problems now and again in the future.

Who can you ask for more information? Ms Connor, Mrs Emmett

Music

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

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 several 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.

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/song writing 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.

Who can you ask for more information? Mr Toole, Mrs Emmett

St Joseph's College - 2020 subject offerings

Our College has been communicating with St Joseph's to possibly offer Year 11, 2020 students from both schools a greater range of subjects. Each year, the separate colleges offer subjects that do not run due to not enough students choosing it. Additionally, each College may not be able to run it due to not having resources or staffing to offer it. This collaboration hopes to alleviate some of these issues and offer students from both colleges a greater choice of options. The subjects offered at the alternative school will not include those which have enough for each College to run separately. It must be understood that not all subjects offered are guaranteed to run as it is still dependant on student numbers and timetable alignment. It must also be understood by parents and students that if a student is successful in joining a class at the other College they must abide by the rules and regulations of that school and take on the responsibility of getting to the other campus on time and with minimal impact on the other College. It is envisioned that classes will be run as part of the normal timetable.

Society and Culture

Course: Society and Culture	Category A status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • The Social and Cultural World (30%) – the interaction between aspects of society and cultures • Personal and Social Identity (40%) – socialisation and coming of age in a variety of social and cultural settings. • Intercultural Communication (30%) – how people in different cultures interact and communicate. <p>HSC Course Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change (30% of course time) – the nature, continuity and change, research and study of a selected country • The Personal Interest Project (30% of course time) – an individual research project. <p>Depth Studies (40% of course time) Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture 	

- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

Particular course requirements:

Completion of Personal Interest Project (PIP) in Year 12 worth 40% of the HSC mark.

Community and Family Studies

Course: Community and Family Studies	Category A status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p>Main topics covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Resource Management – Basic concepts of the resource management process (approximately 20% of course time). • Individuals and Groups – The individual’s roles, relationships and tasks within groups (approximately 40% of course time). • Families and Communities – Family structures and the interaction between family and community (approximately 40% of course time). <p>HSC Course</p> <ul style="list-style-type: none"> • Research Methodology – Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). • Groups in Context – The characteristics and needs of specific community groups (approximately 25% of course time). • Parenting and Caring – Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). <p>HSC Option Modules Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> • Family and Societal Interactions – Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology – The impact of evolving technologies on individuals and lifestyle. <i>This is the option chosen at St Joseph’s Catholic College.</i> • Individuals and Work – Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	

Particular course requirements:

Students are required to complete an Independent Research Project (IRP) as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. The IRP is completed in Term 4, 2020 which is at the beginning of the HSC course and needs much of the research to be completed independently. This is a theoretical course that requires good literacy skills.

Exploring Early Childhood*

Board Endorsed Course

*Please note – Exploring Early Childhood cannot be included in the units of study required for gaining an ATAR as it is a Board Endorsed Course.

Course: Exploring Early Childhood Board Endorsed Course	Exclusions: Nil
<p>Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> • develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years • recognise the uniqueness of all children, including those who have special needs • become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play • identify the range of services developed and provided for young children and their families • consider the role of family and community in the growth, development and learning of young children • reflect upon potential implications for themselves as adults, in relation to young children • understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families • become aware of the work opportunities available in the area of children’s services. 	

Course content

Core Modules

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

Selection from the following optional modules:

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children's Services Industry
- Young Children and Media
- Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

In Year 11 the students have a weekend practical experience with computerised "babies". This gives students some real life experience at parenting. It is not a marked component of the course but is commented on in the reporting process.

Textiles and Design

Course: Textiles and Design	Category A status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use. The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.	
Preliminary Course <ul style="list-style-type: none">• Design (40%)• Properties and Performance of Textiles (50%)• The Australian Textiles, Clothing, Footwear and Allied Industries (10%).	

HSC Course

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

Particular course requirements:

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focus on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focus on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information. All practical projects will need fabrics and notions supplied by the students.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries. They need good management skills to complete the practical components in the allocated class time. Students are required to provide all materials and notions to complete the practical components of the course.

Dance

Course: Dance	Category A status for the ATAR
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Preliminary Course Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: <ul style="list-style-type: none">• Performance (40%)• Composition (20%)• Appreciation (20%)• Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class)	
HSC Course Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either in Performance, Composition, Appreciation or Dance and Technology. <ul style="list-style-type: none">• Core (60%) - Performance 20%, Composition 20% and Appreciation 20%• Major Study (40%) Performance or Composition or Appreciation or Dance and Technology	

Particular course requirements:

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Japanese Continuers

Course: Japanese Continuers	Category A status for the ATAR
2 units for each of Preliminary and HSC Board Developed Courses	
Prerequisites: Year 10 Japanese or equivalent knowledge is assumed	
Exclusions: Japanese Beginners; Heritage Japanese; Japanese Background Speakers	
Strict eligibility rules apply to the study of this subject Check with your teacher or refer to Sections 8002 and 8008 of the Assessment Certification Examination (ACE) website at http://ace.bos.nsw.edu.au/	
Course Description The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.	
Prescribed Themes <ul style="list-style-type: none"> • The individual 	Mandatory Topics <ul style="list-style-type: none"> • Personal world • Daily life • Leisure • Future plans
<ul style="list-style-type: none"> • The Japanese-speaking communities 	<ul style="list-style-type: none"> • Travelling in Japan • Living in Japan • Cultural life
<ul style="list-style-type: none"> • The changing world 	<ul style="list-style-type: none"> • The world of work • Current issues
Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts 	
Particular course requirements: Nil	

Business Services VET (240 indicative hours)

<p>Board Developed Course A total of 4 units of credit – Preliminary and/or HSC Minimum mandatory work placement – 70 hours</p>	<p>Category B status for the ATAR Exclusions with other Board Developed Courses – nil</p>
<p>Course Description This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.</p>	
<p>Recognition of Prior Learning (RPL) Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>	
<p>Students with Special Education needs Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.</p>	
<p>Assessment and Course Completion Competency-based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p>	
<p>*Optional HSC examination Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p>	
<p>N-Determinations Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p>	
<p>School-based Traineeship A school-based traineeship is available. For more information: http://www.sbatinnsw.info/</p>	
<p>More Information For more information on this course: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html</p>	



YEAR 11, 2020 SUBJECT SELECTION INFORMATION EVENING

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