



# ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE

Year 11, 2021  
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.

### Vocational Education and Training (VET) 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. There are two types of VET courses Board Developed and Content Endorsed. All, except Screen and Media Industry and Furniture Making Pathway, have a workplace component with an employer or a simulated work-placement at school. Students gain a statement of attainment or a full certificate qualification on completion.

#### Board Developed Courses (BDC)

These VET courses **count towards an ATAR** however, **only one BDC can count towards an ATAR**. Therefore, if students wish to obtain an ATAR they can **only have one BDC as part of their pattern of study in year 12**. For this course to count towards an ATAR students must also sit the HSC exam. Note, in year 11 they can opt to study two BDC's and drop one at the end of year 11. Students on a NON-ATAR pattern of study have the option of sitting their BDC HSC exam.

#### VET Content Endorsed Courses (CEC)

These are VET courses that **do not count towards an ATAR** and do not have an external exam.

#### NON – VET Content Endorsed Courses

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. These courses include Sport, Lifestyle and Recreation and Photography.

These courses **do not count towards an ATAR**.

**Reminder: ALL Content Endorsed Courses do not count towards an ATAR.**

**Special note: Achievement of a VET Certificate III qualification can be used as an alternative entry pathway into The University of Newcastle on both an ATAR and NON-ATAR pattern of study.**

# 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.

|                         |   |
|-------------------------|---|
| <b>2-unit course</b>    | The basic structure for all courses, 4 periods of class time per week (100 marks).  |
| <b>1-unit course</b>    | 2 periods of class time per week (50 marks).  |
| <b>Extension course</b> | 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 Financial Services 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:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- 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, firsthand, 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

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. *\*VET courses have mandatory work placement.*

| Courses  | Board Developed Courses  | Board Developed Courses  | Board Endorsed Courses   |
|--|--|--|--|
|  | CATEGORY A   | CATEGORY B   | NON ATAR CATEGORY  |
| <b>English MANDATORY</b>   | English Extension 2<br>English Extension 1<br>English Advanced<br>English Standard                                   | English Studies<br>(Optional Examination)                                  |  |
| <b>Mathematics</b>   | Mathematics Extension 2<br>Mathematics Extension 1<br>Mathematics Advanced<br>Mathematics Standard 2                 | Mathematics Standard 1<br>(Optional Examination)<br>Maths in Trade Pathway |  |
| <b>Science</b>   | Biology<br>Chemistry<br>Physics<br>Investigating Science   |  |  |
| <b>Technological and Applied Studies (TAS)</b>                           | Engineering Studies<br>Industrial Technology (Timber or Multimedia)<br>Food Technology                               | Construction*<br>Hospitality Kitchen Operations*                           | Manufacturing & Engineering*<br>Furniture Making Pathways*<br>Industry Based Learning (school-based apprentices & trainees only) |
| <b>Performing Arts</b>   | Drama<br>Music   | Entertainment*   | Screen & Media   |
| <b>Human Society and Its Environment</b>                                 | Legal Studies<br>Business Studies<br>Modern History<br>Ancient History<br>Geography<br>Economics<br>Business Studies | Retail Services*<br>Financial Services*                                    |  |
| <b>Visual Arts</b>   | Visual Arts  |  | Photography  |
| <b>Computing Studies</b>   | Information Processes & Technology<br>Software Design & Development  |  |  |
| <b>PDHPE</b>   | Personal Development, Health and Physical Education  |  | Sport, Lifestyle and Recreation  |
| <b>Languages</b>   | French Beginners<br>French Continuers  |  |  |
| <b>Religious Studies</b>   | Studies of Religion 2<br>Studies of Religion 1   |  | Catholic Thought   |
| <b>All Students study either studies of Religion or Catholic Thought</b> |  |  |  |



## 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 visit 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). **MOST VET courses require students to complete a mandatory work-placement component in their course. This requires the completion of either 35 hours or 70 hours 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, Manufacturing & Engineering 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.** Refer to [TVET TAFE NSW Brochure](#).

## 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>

## 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.   |
| Screen & Media      | Significant interest or some experience in film making 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<br><br>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 Maths and English. An ability to write high order extended responses, and confidently perform calculations using economic data is highly important.   |
| Financial Services  | Minimum C grade in year 10 mathematics. Interest in running their own business and an autonomous learner.  |
| Legal Studies       | Significant interest in Law highly recommended and displays high level literacy skills.  |
| 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<br>Advanced                                      | Minimum B grade and completion of 5.3 mathematics in the top 50%.  |
| Mathematics<br>Extension 1                                   | Minimum A grade and completion of 5.3 mathematics in the top 20%.  |
| Mathematics 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. |
| Maths in Trade<br>Pathway                                    | Completion of 5.3 or 5.2 mathematics. Students completing 5.1 or achieving less than a C grade in year 10 mathematics looking for an apprenticeship.   |
| 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.      |
| Personal<br>Development, Health<br>and Physical<br>Education | Significant interest in the theoretical aspect of Physical Education and Health highly recommended and an ability to write structured extended responses is beneficial.  |
| Sport, Lifestyle and<br>Recreation                           | Significant interest in sport, lifestyle and recreational activities including 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 and needs to have completed Year 10 Industrial Technology Timber   |
| Engineering Studies  | Minimum B grade in Year 10 5.3 mathematics. Recommend studying the Mathematics course in Year 11.  |
| Food Technology  | Minimum C grade in Year 10 English. 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 and having completed Year 10 IST would be an advantage.  |

|                                     |  |
|-------------------------------------|--|
| Industrial Technology<br>Multimedia | Significant interest or some experience in Adobe software highly recommended and having completed Year 10 IST would be an advantage.                                 |
| Industrial Technology<br>Timber     | Significant interest or some experience in Timber highly recommended and needs to have completed Year 10 Industrial Technology Timber.                               |
| Industrial Technology<br>Metal      | Significant interest or some experience in Metal highly recommended and needs to have completed Year 10 Industrial Technology Metal.                                 |
| Industrial Technology<br>Graphics   | Significant interest or some experience in Graphics highly recommended and needs to have completed Year 10 Graphics.   |
| Manufacturing &<br>Engineering      | Significant interest or some experience in Metals and Engineering highly recommended and having completed Year 10 Industrial Technology Metal would be an advantage. |
| 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 research discussing what the future of work 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 are those where human qualities like understanding, creativity and the human touch cannot be achieved through artificial intelligence.

The rise of the gig economy and ecommerce has transformed the way we live and work. This environment creates opportunities for people to work and talk to colleagues or clients anywhere in the world. Full time work with one employer is being replaced with contractual work with many employers. This workplace requires workers to be proactive, innovative, and self-promoting. In essence, job creators not job seekers.

**So what skills are employers looking for in this new work environment?** 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. Employers are looking beyond the credential.

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 10. 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)

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

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.

**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 and 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

**Does this course count to your ATAR?** No

**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

**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)

**Does this course count to your ATAR?** Yes

**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)

**Does this course count to your ATAR?** Yes

**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)

**Does this course count to your ATAR?** Yes

**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

**Does this course count to your ATAR?** Yes (Depending on the pattern of study)

**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](https://issuu.com/refractionmedia/docs/cwmaths17_issuu) and see the amazing variety of careers using maths.

### Mathematics (Extension 1)

**Does this course count to your ATAR?** Yes

**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.

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

**Does this course count to your ATAR?** Yes

**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.

**What types of assessment will be used to determine your final mark?** Assignments and Exams. Students eligible 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 50% of the Mathematics 5.3 cohort.

**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 Holding, Mr Massey, Mr Ritchie.

## Mathematics Standard (Year 11)

In Year 11, Mathematics Standard is the only standard course on offer.

In Year 12, students who study Mathematics Standard have the option of following the Standard 1 or Standard 2 pathway. The information below summarises the differences between the two courses.

### Mathematics Standard 2 (HSC Course starts Term 4)

**Does this course count to your ATAR?** Yes

**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.

**What types of assessment will be used to determine your final mark?** Assignments and Exams. Students eligible for this course are those who have demonstrated competence in Mathematics Stage 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 basic competence in the Year 11 Mathematics Standard course are recommended to progress to the HSC Mathematics Standard 1 Course in Year 12. Mathematics Standard 1 can be counted towards an ATAR if students choose to sit the optional HSC examination – however, selection of other subjects can impact on this and would need to be discussed with Mr Summerhayes or Mrs Dignam.

**Is there anything else you should know?** Mathematics Standard 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)**

**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 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.

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



## Maths in Trade Pathway

### Does this course count to your ATAR? No

The Mathematics in Trades Pathway (MITP) MITP does not replace the current Stage 6 Mathematics Standard course outcomes required by NSW Educational Standards and Authority. It repackages the outcomes in a practical and engaging way to support students who are pursuing an apprenticeship or traineeship as their first career option.

It aims to:

- ensure students can achieve workplace numeracy requirements as required in the Australian Core Skills Framework.
- ensure students achieve all Year 11 foundational outcomes of Mathematics Standard course and all outcomes of the Year 12 Mathematics Standard 1 course.
- support students to ensure they are confident, capable and successful apprentices with proficient and practical numeracy skills.

**What will you be taught?** Mathematics in Trade Pathway 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 can 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.

Students will cover the same outcomes as taught in the Mathematics Standard 1 course

**What types of assessment will be used to determine your final mark?** Assessment will be a range of types of tasks including topic tests, exams, formal and informal oral and written submitted assessment.

However, where possible tasks will be practical based tasks that are trade related. An example would be constructing a backyard landscape and providing measurements and calculating materials needed. This could include bricks, fence panels, bags of cement, soil/compost etc. needed to complete specific tasks.

**Is there anything else you should know?** This course still follows the Mathematics Standard 1 outcomes, but the content is manipulated to be relevant to practical trade-based requirements.

**Who can you ask for more information?** Mr Butt, Mrs Dignam, Mrs Murdoch and Mr Summerhayes



## Mathematics Study Options in Year 11 and 12

| YEAR 10 | 5.1/5.2<br>10MAB1 to 10MAB4  | 5.3<br>10MAA1 to 10MAA3   |   |                                   |
|---------|--|---|---|-----------------------------------|
|         | Grades 'A' to 'E'  | 'C' grade or less   | 'B' grade minimum required to study Adv   | 'A' grade required to study Ext 1 |
| YEAR 11 | <p><b>Maths in Trades:</b></p> <ul style="list-style-type: none"> <li>✓ Students looking for an apprenticeship who want to study a course that will prepare them for it.</li> <li>✓ This course would likely mean you will not receive an ATAR (this depends on your other subjects selected).</li> <li>✓ You will still receive an HSC (should you finish Year 12)</li> </ul> <p>OR</p> <p><b>Mathematics Standard:</b></p> <ul style="list-style-type: none"> <li>✓ Students who are working towards an HSC and/or ATAR</li> </ul>   | <p><b>Mathematics Standard</b></p> <p>OR</p> <p><b>Mathematics Advanced</b></p> | <p><b>Mathematics Extension 1</b></p>   |                                   |
| YEAR 12 | <p><b>Drop Mathematics:</b></p> <ul style="list-style-type: none"> <li>✓ No Mathematics study</li> </ul> <p>OR</p> <p><b>Maths in Trades</b> (continue from Year 11)</p> <p>OR</p> <p><b>Mathematics Standard 1:</b></p> <ul style="list-style-type: none"> <li>✓ Students who struggle with the Mathematics Standard content.</li> <li>✓ Students who are not looking at going to university should do this course.</li> <li>✓ You can study this course and receive an HSC</li> <li>✓ If wanting an ATAR, you can study this course and sit the optional HSC exam to qualify (this depends on your other subjects selected)</li> </ul> <p>OR</p> <p><b>Mathematics Standard 2:</b></p> <ul style="list-style-type: none"> <li>✓ choose this subject if you need an ATAR to go to University</li> </ul> | <p><b>Mathematics Standard</b></p> <p>OR</p> <p><b>Mathematics Advanced</b></p> | <p><b>Drop Ext 1</b></p> <p>OR</p> <p><b>Mathematics Extension 1</b> (continue)</p> <p>AND/OR</p> <p><b>Mathematics Extension 2</b></p> |                                   |

## 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

**Does this course count to your ATAR?** Yes

**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.

**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

**Does this course count to your ATAR?** Yes

**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.

**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

**Does this course count to your ATAR?** Yes

**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.

**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

**Does this course count to your ATAR?** Yes

**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.

**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)

**Does this course count to your ATAR?** Yes

**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.

**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

Does this course count to your ATAR? Yes

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 either the Preliminary or HSC Courses.
- You will learn to work in a variety of media, including **Drawing, Painting, Printmaking, Photography, Sculpture, Ceramics, Digital Media, Resin Art, 3D Printing, Installations and Site - Specific Artworks.**
- You will learn employment skills such as time management, risk taking, problem solving and idea resolution.
- You will learn about artistic practice and how to use it in your artmaking and in your art criticism and art history.
- You will learn to develop meaning and focus in your work and stick to a goal over a long period of time.
- You will learn to curate and edit your work for display and the resolution of an idea.
- You will learn how to critically investigate works, critics, historians and artists from Australia and other cultures.
- You will learn how to share your thoughts and opinions in small and large groups through critical discussion.

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.

**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?** All materials for Year 11 Visual Arts are provided by the College. Most of the materials for the HSC "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

**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 will you be taught?

- You will learn how to use the pinhole camera, 35mm DSLR camera with various lenses, digital and underwater cameras, Film and Video cameras.
- You will learn how to develop film negatives and produce artistic and technically precise prints of a high quality.
- You will learn safe and professional Darkroom procedures such as using enlargers, filters and chemicals.
- You will learn how to use studio lighting and flash.
- You will learn how to photograph images with a particular focus, e.g. Portraits, Sport, Still Life, Landscapes, Long Exposure, Bokeh, Food and Social Media Photography.
- You will learn to develop and manipulate images using Adobe Photoshop and Lightroom software.
- 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, curate and edit photos, enter photographic competitions, create works for display and print using various media.
- You will learn how to create professional quality Videos using musical backing and editing techniques such as crop, exponential fade, transitions, adding text and rendering through Adobe Premier Pro.

**What types of assessment will be used to determine your final mark?** Your mark will be determined by an equal split between Photography Practical and Theoretical components, which includes the presentation of photographic images and the study of photographs and photographers.

**Is there anything else you should know?** Costs are covered by the College for Darkroom practice and materials, Photographic printing, Digital and Film SLR cameras, GoPros, Video cameras and all computer software. Any student who wishes to produce a Body of Work with an excessive budget will negotiate this with the teachers and parents.

Students in Years 11 and 12 will attend photographic location shoots in Sydney and the Central Coast. Visits to exhibitions and the Art Gallery of New South Wales will be offered throughout the course.

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

# COMPUTING STUDIES

## Information Processes and Technology

**Does this course count to your ATAR?** Yes

**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.

**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

**Does this course count towards your ATAR?** Yes

**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.

**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

Does this course count to your ATAR? Yes.

**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 : | <b>Preliminary</b>       | <b>HSC</b>                    |
|                   | Engineering Fundamentals | Civil Structures              |
|                   | Engineered Products      | Personal and Public Transport |
|                   | Braking Systems          | Aeronautical Engineering      |
|                   | Biomedical Engineering   | Telecommunications            |

**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

**Does this course count towards your ATAR?** Yes.

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.

**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 - VET

**Does this course count to your ATAR?** Yes, provided you sit the HSC examination, you will receive an ATAR

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.

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)**

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

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.

**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

## Manufacturing and Engineering - VET

**Does this course count to your ATAR?** No.

On successful completion of this course, students will be awarded a Certificate I in Engineering & Statement of Attainment towards Certificate II in Engineering Pathways.

The Manufacturing and Engineering Introduction course provides students with broad-based underpinning competencies in a range of engineering skills. Students undertaking this program will work on lathes and milling machines as well as learning about hand and power tools and precision measurement tools. Students will have the opportunity to learn welding skills using manual metal arc and oxy acetylene welding processes.

Core mandatory units of competency include:

- Apply principles of occupational health and safety in the work environment
- Plan to undertake a routine task
- Apply quality systems
- Apply quality procedures
- Work with others in a manufacturing, engineering or related environment. Not equivalent.

### 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 technical and engineering activities
- Good with hands
- Enjoy practical and manual activities
- Able to work efficiently
- Able to work as part of a team
- Safety-conscious
- Able to cope with the physical demands of the job.

## Further Study

Further training options in specific fields include:

- Engineering - Fabrication Trade
- Engineering - Mechanical Trade
- Engineering - Electrical/Electronic Trade
- Engineering - Technical
- Boating Services

## Careers Pathways

Sheet Metal Worker, Machinist, Equipment Maintainer & Repairer, Plant Mechanic, Mechanical Fitter, Tool and Die Maker, Design Engineer, CNC Operator, Mechanical and Maintenance Engineer

## 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 35 hours of mandatory work 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

**Does this course count to your ATAR?** No.

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 and Production Manager.

**Is there anything else you should know?** Interested students will be enrolled into Industrial Technology - Timber in year 11 to gain the required recognised prior learning to be able to achieve their Furniture Making Pathways CII in year 12. Therefore, students cannot choose both Industrial Technology - Timber and Furniture Making Pathway for year 11.

There is no work placement with this course.

- 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 Bondfield, Mr Austin

## Hospitality - Kitchen Operations - VET

**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.

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

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

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

**ELECTIVE** – The elective strand to be studied at St. Edward's College will be Kitchen Operations. This involves students developing skills in the organisation and preparation of food, 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.

**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. The polo shirts will be fitted through Cowan and Lewis (College Uniform shop) and the uniforms and toolkits through Premier Catering, 188 The Entrance Road, Erina NSW. The cost of the Chef's uniforms for 2021 is estimated to be \$70 and the toolkits \$230.

- 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 and accredited.
- This course is recommended for those interested in the area of Tourism and Hospitality. It is not a pre-requisite to have studied Food Technology in Stage 5.

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



## Food Technology

**Does this course count to your ATAR?** Yes

**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 communication 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.

**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, Contemporary Nutrition Issues, Food Manufacture, Food Product Development and Contemporary Nutrition Issues.

It is not a pre-requisite to have studied Food Technology in Stage 5. 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

**Does this course count to your ATAR?** Yes

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.

**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?** Miss Ribal

## French Beginners

**Does this course count to your ATAR?** Yes

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

**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?** Miss Ribal

# HUMAN SOCIETY AND ITS ENVIRONMENT

## Legal Studies

**Does this course count to your ATAR?** Yes

**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. Within this framework analysis of reasons for change and an examination of the effectiveness of law reform in a number of areas. These have included changes to one punch legislation, drugs in sport, changes to privacy issues in social media and police searches with the use of dogs. Students will evaluate the effectiveness of our legal system. It is relevant and relies on the students following the media.

**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

**Does this course count to your ATAR?** Yes

**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. Each section builds upon previous knowledge and enables students to develop strategies implemented by business and the effects of these on several stakeholders. Students will be expected to take an active interest in the business environment and the challenges and benefits when business expand and compete in global markets.

**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

## Economics

**Does this course count to your ATAR?** Yes

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 this course students will be expected to follow government economic policies and the role played in managing business cycles (especially prevalent in 2020-2021) as well as global economic challenges. In Year 12 the course focuses on the management of the economy and examines the management and action taken by government organisations such as Reserve Bank of Australia and International Monetary Fund in both the Australian and Global economies. The course enables the students to take a more active role in economic management. Students will be able to justify the use of various strategies adopted to improve the state of the economy, reallocate resources, reduce inequality and encourage the development of sustainable economic environmental policies. It includes study into the current use of Fiscal and budget policy, monetary policy and micro economic reform.

**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. Please visit <https://careerswithstem.com.au/quiz-economics-careers-rba/> for further information regarding career opportunities in Economics.

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

## Retail Services

**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.

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.

**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.

- 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

## Modern History

**Does this course count to your ATAR?** Yes

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 20<sup>th</sup> 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.

**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

**Does this course count to your ATAR?** Yes

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.

**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

**Does this course count to your ATAR?** Yes

**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.

**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

## Financial Services - VET

**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.

**Are you interested in money? Would you like to look after your own business finances? Would you like to build relevant, practical skills that are valued by employers?** *Then kick start your career in financial services with this entry-level course.*

**What will you be taught?** This is a Certificate III qualification in Financial Services. It is a 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 include:

- Observation
- Student Demonstration
- Questioning
- Written Tasks
- Tests

### Further pathways/study

- Certificate IV in Financial Services
- Certificate IV in Accounting
- Diploma of Financial Services
- Diploma of Accounting or entry into University

**Job Opportunities:** Insurance Officers, Superannuation Assistant, Bank Customer Service Assistant, Accounts Officer, Lending Officer and Brokers or Customer Service

**Career prospects with further study:** Payroll Officer, Client Advisor, Risk Manager, Financial Services Manager, Accountant, Brokerage or Financial Controller.

### Is there anything else you should know?

- Students learn to use MYOB Accounting software
- Students must complete 70 hours of work placement within the industry or simulated setting.
- Students are required to purchase VET shirts for their hands-on component of their course. These can be purchased through Cowen and Lewis and are an additional cost to the course.

Who can you ask for more information? Mrs Robinson

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## PDHPE

**Does this course count to your ATAR?** Yes

**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.

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

## Sport, Lifestyle and Recreation (SLR)

**Does this course count towards your ATAR?** No.

**What will you learn?** This course develops in each student the knowledge, understanding and skills needed for further education, work and to adopt active and health-promoting lifestyles. The following key competencies are embedded in SLR: collecting, analysing and organising information; communication; planning and organising activities; working in teams; using mathematical ideas; using technology and solving problems.

Students will cover topics that include: aquatics; athletics; sports coaching and training; individual/team games and sports applications.

This course is recommended for students who do not wish to pursue an ATAR and who prefer more practical activities and less rigorous extended response style assessments. The study of SLR will support students in developing a commitment to, and capacity for, lifelong learning in this area. This may lead to further



postschool study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences if this as an area of personal interest.

**What types of assessment will be used to determine your final mark?** Students will complete a range of class-based practical and theoretical assessments as well as the submission of online courses.

**Is there anything else you should know?** Students are required to wear a school sports shirt for the practical component of their course. This can be purchased through Cowan and Lewis and is an additional cost to the course.

**Who can you ask for more information?** Mrs Henderson, Mr Carpenter, Mr Ellis.

## DRAMA AND ENTERTAINMENT

### Drama

**Does this course count to your ATAR?** Yes

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.

**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 – VET

### Can this course count to your ATAR? Yes

On successful completion of this course, students will be awarded a state of attainment towards or 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).

**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 purchased 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 – VET

**Can this course count to your ATAR?** No.

On successful completion of this course, students will be awarded a Certificate III in Screen and Media, this can be used as an alternative entry pathway into Newcastle University.

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 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).

**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

### Music

**Does this course count to your ATAR?** Yes

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.

### **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 - 2021 subject offerings

### Society and Culture

|   |                                       |
|---|---------------------------------------|
| <b>Course:</b> Society and Culture  | <b>Category A</b> status for the ATAR |
| 2 units for each of Preliminary and HSC Board Developed Course  | <b>Exclusions:</b> Nil                |
| <p><b>Course Description</b><br/>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><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• The Social and Cultural World (30%) – the interaction between aspects of society and cultures</li> <li>• Personal and Social Identity (40%) – socialisation and coming of age in a variety of social and cultural settings.</li> <li>• Intercultural Communication (30%) – how people in different cultures interact and communicate.</li> </ul> <p><b>HSC Course Core</b></p> <ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change (30% of course time) – the nature, continuity and change, research and study of a selected country</li> <li>• The Personal Interest Project (30% of course time) – an individual research project.</li> </ul> <p><b>Depth Studies</b> (40% of course time)<br/>Two to be chosen from:</p> <ul style="list-style-type: none"> <li>• Popular Culture</li> <li>• Belief Systems and Ideologies</li> <li>• Social Inclusion and Exclusion</li> <li>• Social Conformity and Nonconformity</li> </ul> |                                       |
| <p><b>Particular course requirements:</b><br/>Completion of Personal Interest Project (PIP) in Year 12 worth 40% of the HSC mark.</p>   |                                       |

## Community and Family Studies

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

## 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.

|   |                        |
|---|------------------------|
| <b>Course:</b> Exploring Early Childhood  | <b>Exclusions:</b> 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"><li>• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years</li><li>• recognise the uniqueness of all children, including those who have special needs</li><li>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li><li>• identify the range of services developed and provided for young children and their families</li><li>• consider the role of family and community in the growth, development and learning of young children</li><li>• reflect upon potential implications for themselves as adults, in relation to young children</li><li>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li><li>• become aware of the work opportunities available in the area of children’s services.</li></ul> |                        |
| <p><b><u>Course content</u></b></p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"><li>• Pregnancy and Childbirth</li><li>• Child Growth and Development</li><li>• Promoting Positive Behaviour</li></ul> <p><b>Selection from the following optional modules:</b></p> <ul style="list-style-type: none"><li>• Learning Experiences for Young Children</li><li>• Play and the Developing Child</li><li>• Starting School</li><li>• Gender and Young Children</li><li>• Children and Change</li><li>• Children of Aboriginal and Torres Strait Islander Communities</li><li>• Historical and Cultural Contexts of Childhood</li><li>• The Children’s Services Industry</li><li>• Young Children and Media</li><li>• Young Children and the Law</li><li>• Children’s Literature</li><li>• Food and Nutrition</li><li>• Child Health and Safety</li><li>• Young Children with Special Needs</li></ul> <p>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.</p>  |                        |



## Textiles and Design

|   |                                       |
|---|---------------------------------------|
| <b>Course:</b> Textiles and Design  | <b>Category A</b> status for the ATAR |
| 2 units for each of Preliminary and HSC Board Developed Course  | <b>Exclusions:</b> Nil                |
| <p><b>Course Description</b></p> <p>The <b>Preliminary course</b> 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.</p> <p>The <b>HSC course</b> 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.</p> <p>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.</p>  |                                       |
| <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%).</li> </ul>   |                                       |
| <p><b>Particular course requirements:</b></p> <p>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.</p> <p>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.</p> |                                       |

# Dance

|  |  |
|--|--|
| <p><b>Course:</b> Dance</p>  | <p><b>Category A</b> status for the ATAR</p>   |
| <p>2 units for each of Preliminary and HSC Board Developed Course</p>  | <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> |
| <p><b>Preliminary Course</b><br/>           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.<br/>           Components to be completed are:</p> <ul style="list-style-type: none"> <li>• Performance (40%)</li> <li>• Composition (20%)</li> <li>• Appreciation (20%)</li> <li>• Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class)</li> </ul> <p><b>HSC Course</b><br/>           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.</p> <ul style="list-style-type: none"> <li>• Core (60%) - Performance 20%, Composition 20% and Appreciation 20%</li> <li>• Major Study (40%) Performance or Composition or Appreciation or Dance and Technology</li> </ul> |  |
| <p><b>Particular course requirements:</b><br/>           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 <i>Course Prescriptions</i>, 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.</p>   |  |




## Japanese Beginners

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

## Business Services - VET

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|---|--|
| <p><b>Board Developed Course</b><br/>A total of 4 units of credit – Preliminary and/or HSC<br/>Minimum mandatory work placement – 70 hours</p>  | <p><b>Category B</b> status for the ATAR<br/>Exclusions with other Board Developed Courses – nil</p> |
| <p><b>Course Description</b><br/>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><b>Recognition of Prior Learning (RPL)</b><br/>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><b>Students with Special Education needs</b><br/>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><b>Assessment and Course Completion</b><br/><b>Competency-based Assessment</b><br/>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><b>*Optional HSC examination</b><br/>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><b>N-Determinations</b><br/>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><b>School-based Traineeship</b><br/>A school-based traineeship is available. For more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>   |  |
| <p><b>More Information</b><br/>For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html</a></p>   |  |

# Non-ATAR Pathway Suggestions

| PATHWAY  | PATTERN OF STUDENT   | STUDENT OUTCOME   |
|--|--|---|
| <b>TRADE</b><br>          | <p>English Studies<br/>           Maths in Trades<br/>           Construction<br/>           Manufacturing &amp; Engineering<br/>           Financial Services<br/>           Sport, Lifestyle and Recreation<br/>           Catholic Thought</p> <p>Or substitute Furniture Making Pathways into this pattern of study</p>                | <p>Financial Services CIII<br/>           Construction CII<br/>           Engineering CI &amp; Statement of Attainment towards Certificate II in Engineering Pathways</p> <p>HSC + FOUR qualifications of which ONE can be used as an alternative entry pathway into Newcastle University</p> |
| <b>EMPLOYABILITY</b><br> | <p>English Standard or English Studies<br/>           Mathematics Standard 1<br/>           Financial Services<br/>           Hospitality Kitchen Operations<br/>           Retail Services<br/>           Business Services (St Josephs)<br/>           Catholic Thought</p> <p>Or substitute Construction into this pattern of study</p> | <p>Financial Services CIII<br/>           Hospitality Kitchen Operations CII<br/>           Retail Services CIII<br/>           Business Services CII</p> <p>HSC + Potentially FOUR qualifications of which TWO can be used as an alternative entry pathway into Newcastle University</p>     |
| <b>CREATIVITY</b><br>   | <p>English Standard or English Studies<br/>           Mathematics Standard 1<br/>           Visual Arts<br/>           Entertainment<br/>           Screen &amp; Media<br/>           Photography<br/>           Catholic Thought or Studies of Religion</p> <p>Or substitute Drama and Music into this pattern of study</p>               | <p>Entertainment CIII<br/>           Screen &amp; Media CIII</p> <p>HSC + TWO qualifications of which TWO can be used as an alternative entry pathway into Newcastle University</p>   |

# Website links to relevant organisations

|   |   |
|---|---|
| Academy of Film, Theatre & Television                           | <a href="https://www.aftt.edu.au/">https://www.aftt.edu.au/</a>   |
| ACS Foundation   BiG Day In                                     | <a href="http://thebigdayin.com.au">http://thebigdayin.com.au</a>   |
| Advance OHS   | <a href="https://www.advanceohs.com.au">https://www.advanceohs.com.au</a>   |
| AFL SportsReady   | <a href="https://aflsportsready.com.au/">https://aflsportsready.com.au/</a>   |
| Au Pair in America (Australia)                                  | <a href="https://www.aifs.com.au/aupair-america/">https://www.aifs.com.au/aupair-america/</a>   |
| Austrain Academy  | <a href="https://www.austrainacademy.com.au/">https://www.austrainacademy.com.au/</a>   |
| Australian Apprenticeships & Traineeships Information Service   | <a href="https://www.aapathways.com.au/">https://www.aapathways.com.au/</a>   |
| Australian Apprenticeships and Traineeships Information Service | <a href="https://www.aapathways.com.au">https://www.aapathways.com.au</a>   |
| Australian Careers Business College                             | <a href="https://acbc.nsw.edu.au/">https://acbc.nsw.edu.au/</a>   |
| Australian Catholic University                                  | <a href="https://www.acu.edu.au/">https://www.acu.edu.au/</a>   |
| Australian College of Applied Psychology                        | <a href="https://www.acap.edu.au">https://www.acap.edu.au</a>   |
| Australian Institute of Quantity Surveyors                      | <a href="http://www.qscareers.com.au">http://www.qscareers.com.au</a>   |
| Avondale University College                                     | <a href="https://www.avondale.edu.au">https://www.avondale.edu.au</a>   |
| BarMax Australia  | <a href="https://www.barmax.com.au">https://www.barmax.com.au</a>   |
| Bond University   | <a href="https://bond.edu.au">https://bond.edu.au</a>   |
| Camp America  | <a href="https://campamerica.com.au/">https://campamerica.com.au/</a>   |
| Career Analysts   | <a href="https://www.careeranalysts.com.au/">https://www.careeranalysts.com.au/</a>   |
| CareerHQ  | <a href="http://www.careerhq.pages.ontraport.net/introduction">http://www.careerhq.pages.ontraport.net/introduction</a>                         |
| Central Coast Group Training                                    | <a href="https://ccgt.com.au/">https://ccgt.com.au/</a>   |
| Charles Sturt University  | <a href="https://www.study.csu.edu.au">https://www.study.csu.edu.au</a>   |
| College of Therapy Yoga & Zen Shiatsu Pty Ltd                   | <a href="https://www.teachyoga.nsw.edu.au/">https://www.teachyoga.nsw.edu.au/</a>   |
| Cotton Australia  | <a href="https://cottonaustralia.com.au/">https://cottonaustralia.com.au/</a>   |
| CQUniversity Australia  | <a href="https://www.cqu.edu.au/">https://www.cqu.edu.au/</a>   |
| Education Services Australia (myfuture)                         | <a href="https://myfuture.edu.au/">https://myfuture.edu.au/</a>   |
| EducationUSA  | <a href="https://educationusa.state.gov/">https://educationusa.state.gov/</a>   |
| Engineers Australia   | <a href="https://www.engineersaustralia.org.au/For-Students-And-Educators">https://www.engineersaustralia.org.au/For-Students-And-Educators</a> |
| Financial Planning Association of Australia (FPA)               | <a href="http://www.fpa.com.au/">http://www.fpa.com.au/</a>   |
| Harness Racing NSW  | <a href="https://www.hmsw.com.au">https://www.hmsw.com.au</a>   |
| iCanMed   | <a href="https://www.icanmed.com.au/">https://www.icanmed.com.au/</a>   |
| InspirED  | <a href="https://inspired.edu.au">https://inspired.edu.au</a>   |
| International Freight, Transport & Logistics                    | <a href="https://www.mymv.org/">https://www.mymv.org/</a>   |
| Internationally Educated  | <a href="https://www.internationallyeducated.com.au/">https://www.internationallyeducated.com.au/</a>   |
| Kenvale College of Hospitality, Cookery & Events                | <a href="https://kenvale.edu.au">https://kenvale.edu.au</a>   |
| Le Cordon Bleu Australia  | <a href="https://www.cordonbleu.edu/sydney/home/en">https://www.cordonbleu.edu/sydney/home/en</a>   |
| Life Business Consultancy                                       | <a href="https://www.coachingyoungpeopleforsuccess.com">https://www.coachingyoungpeopleforsuccess.com</a>                                       |

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| Macarthur Tourism, Travel and Events College            | <a href="https://mttec.com.au/">https://mttec.com.au/</a>   |
| Macleay College   | <a href="http://www.macleay.edu.au">http://www.macleay.edu.au</a>   |
| Macquarie University                                    | <a href="https://www.mq.edu.au/">https://www.mq.edu.au/</a>   |
| meriSTEM  | <a href="http://meristem.anu.edu.au/">http://meristem.anu.edu.au/</a>   |
| Mid Coast Connect                                       | <a href="https://midcoastconnect.com.au">https://midcoastconnect.com.au</a>   |
| MIT Sydney  | <a href="https://www.mit.edu.au/">https://www.mit.edu.au/</a>   |
| MyCareerMatch   | <a href="https://mycareermatch.com.au/">https://mycareermatch.com.au/</a>   |
| National Institute of Dramatic Art (NIDA)               | <a href="https://www.nida.edu.au/">https://www.nida.edu.au/</a>   |
| NSW Agrifood Industry Training Advisory Body Ltd        | <a href="http://www.nswagrifooditab.com.au">http://www.nswagrifooditab.com.au</a>   |
| NSW Department of Education                             | <a href="http://www.teach.nsw.edu.au">http://www.teach.nsw.edu.au</a>   |
| NSW Department of Primary Industries School program     | <a href="https://www.tocal.nsw.edu.au/schools">https://www.tocal.nsw.edu.au/schools</a>   |
| NSW Transport Sydney Trains                             | <a href="https://www.transport.nsw.gov.au/sydneytrains/careers/sydney-trains-apprentices">https://www.transport.nsw.gov.au/sydneytrains/careers/sydney-trains-apprentices</a> |
| NSW Utilities and Electrotechnology ITAB                | <a href="http://www.uensw.com.au/">http://www.uensw.com.au/</a>   |
| Orana Fashion Business College                          | <a href="http://oranacollege.com.au/">http://oranacollege.com.au/</a>   |
| Patrick Careers Academy (St Patrick's Business College) | <a href="https://www.pca.edu.au/">https://www.pca.edu.au/</a>   |
| Paul Wade Life Skills                                   | <a href="http://www.paulwade.com.au">http://www.paulwade.com.au</a>   |
| Professional Cadetships Australia                       | <a href="http://www.professionalcadets.com.au">http://www.professionalcadets.com.au</a>   |
| Projects Abroad   | <a href="https://www.projects-abroad.com.au/trip-format/high-school-specials/">https://www.projects-abroad.com.au/trip-format/high-school-specials/</a>                       |
| Real World Education Group                              | <a href="http://rweg.com.au/">http://rweg.com.au/</a>   |
| RuralBiz Training                                       | <a href="http://www.ruralbiztraining.com.au/">http://www.ruralbiztraining.com.au/</a>   |
| SEDA College NSW  | <a href="https://www.sedacollege.nsw.edu.au/">https://www.sedacollege.nsw.edu.au/</a>   |
| Southern Cross University                               | <a href="https://www.scu.edu.au/">https://www.scu.edu.au/</a>   |
| Study Medicine  | <a href="https://www.studymedicine.com.au/">https://www.studymedicine.com.au/</a>   |
| Study Work Grow   | <a href="https://studyworkgrow.com.au/">https://studyworkgrow.com.au/</a>   |
| Sydney Actors School                                    | <a href="https://www.sydneyactorsschool.edu.au">https://www.sydneyactorsschool.edu.au</a>   |
| Sydney Film School                                      | <a href="https://sydneyfilmschool.edu.au">https://sydneyfilmschool.edu.au</a>   |
| Sydney Flight College                                   | <a href="https://www.sfcaero.com.au">https://www.sfcaero.com.au</a>   |
| TAFE NSW  | <a href="https://www.tafensw.edu.au">https://www.tafensw.edu.au</a>   |
| The Academy of Interactive Entertainment                | <a href="https://aie.edu.au/">https://aie.edu.au/</a>   |
| The Australian National University                      | <a href="https://www.anu.edu.au/">https://www.anu.edu.au/</a>   |
| The Careers Department                                  | <a href="http://www.thecareersdepartment.com/school">http://www.thecareersdepartment.com/school</a>   |
| The Careers Guy   | <a href="https://www.thecareersguy.com">https://www.thecareersguy.com</a>   |
| The Hotel School Sydney, Melbourne, Brisbane            | <a href="https://hotelschool.scu.edu.au/">https://hotelschool.scu.edu.au/</a>   |
| The University of Queensland                            | <a href="https://www.uq.edu.au">https://www.uq.edu.au</a>   |
| The University of Sydney                                | <a href="https://www.sydney.edu.au/">https://www.sydney.edu.au/</a>   |
| The Women's College within The University of Sydney     | <a href="https://www.thewomenscollege.com.au/">https://www.thewomenscollege.com.au/</a>   |
| Torrens University Australia                            | <a href="https://www.torrens.edu.au/">https://www.torrens.edu.au/</a>   |
| Training Services NSW                                   | <a href="https://www.training.nsw.gov.au/">https://www.training.nsw.gov.au/</a>   |
| Try Surveying   | <a href="https://www.alifewithoutlimits.com.au">https://www.alifewithoutlimits.com.au</a>   |

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| Turning Point Consulting Pty Ltd          | <a href="http://www.turningpointconsulting.com.au">http://www.turningpointconsulting.com.au</a>                         |
| UCAT MedEntry                             | <a href="https://www.medentry.edu.au/">https://www.medentry.edu.au/</a>   |
| UNIVERSITIES ADMISSIONS CENTRE (UAC)      | <a href="https://www.uac.edu.au/">https://www.uac.edu.au/</a>   |
| University of New England (UNE)           | <a href="http://www.une.edu.au">http://www.une.edu.au</a>   |
| University of Tasmania                    | <a href="https://utas.edu.au">https://utas.edu.au</a>   |
| University of Technology Sydney           | <a href="https://www.uts.edu.au/future-students/undergraduate">https://www.uts.edu.au/future-students/undergraduate</a> |
| UNSW Sydney                               | <a href="https://www.futurestudents.unsw.edu.au/">https://www.futurestudents.unsw.edu.au/</a>                           |
| UOW College Australia                     | <a href="https://www.uowcollege.edu.au/">https://www.uowcollege.edu.au/</a>   |
| UOW College Australia                     | <a href="https://www.uowcollege.edu.au/">https://www.uowcollege.edu.au/</a>   |
| WEP Australia                             | <a href="https://wep.org.au/">https://wep.org.au/</a>   |
| Western Sydney University                 | <a href="http://www.westernsydney.edu.au/future">http://www.westernsydney.edu.au/future</a>                             |
| Whitehouse Institute of Design, Australia | <a href="https://www.whitehouse-design.edu.au">https://www.whitehouse-design.edu.au</a>                                 |
| William Angliss Institute - Sydney campus | <a href="http://angliss.edu.au">http://angliss.edu.au</a>   |