



XAVIER COLLEGE

Preliminary Subject Selection

Information Booklet

2023

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INTRODUCTION

Dear Parent / Guardian,

In the coming weeks your child will select elective courses for study in 2023. The Subject Selection Booklet is designed to provide information for you and your child to ensure informed decision-making.

Years 9 and 10 can be seen as a two-year sequence within the secondary school curriculum, known as Stage 5. At Years 11 and 12, Stage 6, students have a broad selection of courses to cater for their individual talents, interests and future directions. It is in Stage 5 that students are introduced to some choice to allow them to pursue areas of interest or areas in which they have a particular talent.

*Enrolment in senior secondary school marks a very important stage in a student's education. This booklet is designed to help you understand the nature of the senior courses and thus to assist you in this choice and in the subsequent choices of courses. From a variety of courses offered we hope you will select those that cater to your individual talents and interests, at a level you will handle competently. In providing such courses we aim to lead each of you to the development of your own gifts and talents and the realisation of your true potential. It is important that all students read the whole of this booklet and watch the course videos on Moodle before considering their selection. All elective subjects listed in this booklet are on offer. **However, only those electives chosen by sufficient numbers of students will run in 2023.** It is very important that students make their selection carefully.*

At Xavier we are strongly committed to the development of young men and women who:

- *excel in their academic and vocational pursuits;*
- *belong to a caring community based on strong positive classroom relationships;*
- *respect the dignity of others;*
- *love learning for its own sake;*
- *think independently, critically and fair-mindedly;*
- *are well balanced, happy and confident;*
- *are appreciative of creative and cultural pursuits;*
- *are concerned about significant issues, such as justice, poverty and peace;*
- *develop skills that will enable them to adapt to the changes and challenges of life;*
- *value prayer and the reality of God and the Catholic faith in their lives.*

Your conscious choice of Xavier implies commitment to these values and ideals. As a student you have the responsibility to apply yourself to the best of your ability and to make the most of every opportunity to achieve your potential. You must make a conscious commitment to be involved in all aspects of College life, as this commitment will determine your success as a senior student. You will be the leaders in the school community and as such are expected to be responsible role models for younger students.

Your final years of secondary school should prove to be both challenging and stimulating, and we hope these years at Xavier College will be personally rewarding and successful for each of you.

Best wishes for the future

Ms Alexei Hawkins
Director of Learning and Pedagogy

YEAR 11 SUBJECT SELECTION TIMELINE

Date	Event
By Friday 20 th May Week 4, Term 2	<p>The following documents are given to each student in Tutor Group:</p> <ul style="list-style-type: none"> • Letter of Intention • Course Application Form with an attached Preliminary Course Selection Form. • Preliminary HSC 2023 Subject Selection Booklet (also available on Moodle) <p>Subject videos available on Moodle-Student Learning-Year 10.</p>
Tuesday 24 th May Week 5, Term 2 9am	<ul style="list-style-type: none"> • Online application portal opens. • Go to Moodle: Student Learning <ul style="list-style-type: none"> - Year 10 - Subject Selection - Online Selection Portal Student Guide.
Tuesday 24 th May Week 5, Term 2	<ul style="list-style-type: none"> • <u>Subject Market from 4.30pm-6pm</u> • <u>Year 11 Parent Information Evening 6pm-7pm in the XC</u>
<i>Time for consultation and consideration</i>	
By Thursday 23 rd June Week 9, Term 2	<ul style="list-style-type: none"> • Year 10 Semester 1 2023 Reports electronically sent to families.
Friday 24 th June Week 9, Term 2 8am	<ul style="list-style-type: none"> • Online application portal closes. • <i>Subject Selection Forms are to be placed in the labelled box in front of Mrs Hawkins office.</i> • <i>Letter of Intention to have been completed and handed to the Front Office.</i>
By Tuesday 9 th August Year 11 2023 <u>Subject Interviews</u>	<ul style="list-style-type: none"> • These interviews are for identified students only. • Selections are considered, with consultation of report grades during Stage 5 and Learning Behaviours. • The interviews are with the Mrs Hawkins and relevant Leaders of Learning and Pedagogy.
Term 3	<ul style="list-style-type: none"> • Confirmation letter detailing subject selections are posted to families.

IS YEAR 11 AND 12 FOR ME?

It is now required that all students attend school until they are 17 years of age and have attained a Record of School Achievement. There are special circumstances whereby students are permitted to leave, and I encourage you to meet with the relevant Dean of House if you do wish to leave before you are 17 to ensure all required documentation is complete. Senior School now offers more than a simple study of curriculum. Students attend school to develop as human beings. Schools are institutions where social interaction and effective communication are powerful mediums. The quality of social interactions lies at the heart of Christianity i.e., relationships between individuals.

In senior years, students will be encouraged to build upon, contribute and become involved in the day to day life of the school; thus, making the community richer in our relationships with one another and God.

WHAT IS THE HIGHER SCHOOL CERTIFICATE?

The Higher School Certificate (HSC) is a credential awarded to students at the end of their school education, which is developed, examined and awarded by the NSW Educational Standards Authority (NESA). The Higher School Certificate is recognised by every University in Australia.

The Higher School Certificate is usually studied over two years but may be accumulated over five calendar years from the year in which the first examination is attempted. Students who wish to balance study with work, family or sporting commitments can use this option to design a study program that meets their needs while allowing them to achieve the Higher School Certificate.

The Record of School Achievement (RoSA) will continue beyond Stage 5 into Stage 6 and will contain courses studied, results achieved and extra curricula endeavours. Students who complete their HSC will receive both credentials.

AN OUTLINE OF COURSES, SUBJECTS AND UNITS

COURSES – for the Higher School Certificate are divided into two parts –

- Preliminary- Year 11
- HSC – Year 12

Students must complete the Preliminary component of a course before commencing the HSC component.

UNITS – Each course has a value expressed in units. Most courses are worth 2 units. These courses are marked out of 100 and students complete the equivalent of 240 hours of study.

EXTENSION COURSES – require additional and greater depth of study in a course. 1 unit extension courses are available in Science (Year 12), History (Year 12), English and Mathematics (Year 11). Extension 2 courses may be studied in Year 12 in English and Mathematics.

TYPES OF COURSES

BOARD DEVELOPED COURSES

These courses are developed by NESA. Board Developed courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admissions Rank. (ATAR).

BOARD ENDORSED COURSES

These courses have syllabuses endorsed by NESA to cater for areas of special interest. There is no external examination for Board Endorsed courses, but all these courses count towards the Higher School Certificate and appear on the Record of Achievement. Many students undertake a path of study that is work specific and choose these courses as they will be of more benefit in your chosen career. Board Endorsed courses can be used in the calculation of the ATAR.

VOCATIONAL EDUCATION and TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are based on national modules and are written by industry and taught to industry standards by teachers who have undertaken additional training. Each module is made up of a set of competencies and some students have already begun this accreditation in Year 10. TAFE accepts certain HSC subjects as equivalent to their courses and students can be exempted from a proportion of their TAFE course. These arrangements change constantly and before enrolling at TAFE, students are advised to check the HSC/TAFE Credit Transfer web site www.det.nsw.edu.au/hsctafe for accurate details.

Students are required to complete a minimum of 70 hours of Work Placement to satisfactorily complete these courses. These courses are dual accredited. Students can receive both the HSC and an Australian Qualifications Framework (AQF) Statement of Attainment, Certificate I or Certificate II if assessed as competent in all units/modules. VET courses are Board Developed Category B courses and if students complete the HSC examination in the course, they can contribute to their ATAR (with the exception of Fitness). Only 2 units of category B courses (one subject) can be used in the calculation of the ATAR.

CHOOSING A PERSONAL PROGRAM OF STUDY

Recognise this as an important decision and take time to consider all your options.

Ask yourself the following questions:

- What courses are available?
- What courses interest me?
- What courses am I good at?
- What courses do I need for further study?

Use these rules when choosing courses:

- ✓ ABILITY choose courses you are good at.
- ✓ INTEREST choose courses you enjoy.
- ✓ MOTIVATION choose courses you really want to learn.

Do not choose a course because:

- *your friends are taking it.* Your friends may have different abilities, interests and motivations to you.
- *your favourite teacher is teaching it.* Teachers often change classes or even schools.
- *you want to go on a particular excursion.* You could endure years of misery for the sake of that excursion.
- *you need to do it even though you hate it.* University courses rarely require you to study a particular course. They may recommend a course because a component of that HSC course is assumed knowledge. There are a lot of ways to enter a university course, so don't waste time studying something you hate for a course and field of work you may not get into.
- *to achieve a high ATAR.* A high ATAR is achieved with hard-work and high marks, NOT by studying certain subjects.

REQUIREMENTS FOR THE HIGHER SCHOOL CERTIFICATE AND RECORD OF SCHOOL ACHIEVEMENT (ROSA)

What is it? The Higher School Certificate is the award gained by students at the completion of their secondary years of schooling. It is the highest award that can be gained by secondary students in New South Wales.

Proceeding to Year 11 at Xavier College For a student wanting to proceed to Year 11 at Xavier College they must have demonstrated:

1. A positive and participatory attitude towards the College.
2. Diligence and sustained effort toward their study.

Eligibility To be eligible for the award of the Higher School Certificate students must:

- (a) have completed Stage 5 or an equivalent qualification NESA considers satisfactory;
- (b) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- (c) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- (d) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

Patterns of study To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English;
- at least three courses of two units' value or greater (either Board Developed or Board Endorsed courses);
- at least four courses.

REQUIREMENTS FOR THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

To be eligible for an ATAR, students must satisfactorily complete at least 10 units of Board Developed courses including –

- at least 2 units of English
- at least 8 units of Category A courses (no more than 2 units of Category B courses)
- at least 3 courses of 2 unit value or greater
- at least 4 subjects

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by NESA; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- (c) **achieved** some or all of the course outcomes; and
- (d) **completed** at least 50% of the school-based assessments for each course studied.

STUDENTS WITH ADDITIONAL NEEDS

The College recognises that students learn at different rates and in different styles. It also recognises that some students require greater levels of support and different curriculum options if they are to achieve their potential in all areas of school life.

The Xavier Community is committed to providing a wide range of learning opportunities that aim to meet the needs of all students, as well as the establishment of effective learning principles and strategies in all curriculum areas.

The College understands that the inclusion of students with disabilities in the regular classroom requires the provision of adequate and effective support services. To meet this need, a Diversity Team has been established. These support services are available to the students, their families, the staff and members of the wider school community.

Xavier College attempts to implement inclusive practices where all school staff have significant roles to play in supporting students with additional needs. Involvement of all stakeholders provides a range of valuable perspectives and expertise that will assist greatly with educational planning and the implementation of support strategies.

Some of the support strategies offered to students undertaking Stage 6 are:

- Guidance into appropriate course areas;
- Support within the classroom;
- Disability Provisions for the HSC where appropriate;
- Development of alternative curricula, for example:
 - assessment and referral to external agencies
 - Life Skills HSC;
 - programs for Gifted and Talented students.

In addition to the support for students with additional needs in mainstream classes, the Kirinari High Support Centre for Learning was established. This class caters for students with a moderate intellectual disability as a primary disability. Students who meet the criteria will require a higher level of support than that which can be provided in mainstream classes. At Kirinari, a full Life Skills program is offered to all students with a focus on the Functional Academics.

HOW TO DECIDE

1. **Find out about each course** – talk to teachers, read this book and watch subject clips on Moodle.
2. **Recognise that this is an important decision** - take time to investigate and consider ALL options.
3. **Identify your strengths** – choose subjects that develop these strengths and allow you to continue to achieve.
4. **Discuss your plans** – with Careers Advisor, family, teachers, senior students and employers, TAFE and University careers advisors.
5. **Don't play the numbers game** – you do not automatically receive high marks for studying certain subjects. You will only do well if you are really interested in a subject.
6. **Don't follow your friends** – you all have different strengths and goals.
7. **Don't say “I need to do this subject, even though I do not like it / or do well at it”** – a job, TAFE or University course that has prerequisite subjects, will mean that you will be studying that subject in detail throughout the course. Do you really want to spend years working or studying in an area that you do not like.
8. **Be realistic** – set goals that are right for YOU.
9. **Is further university study a realistic option?**
 - a. Many students when investigating the cost of university and what further accreditation will provide them with are now choosing subjects that will provide them with career (TAFE) accreditation as well as HSC accreditation.
 - b. We have split the courses available to assist those in finding a path that is best for them.

THE GOLDEN RULES

INTEREST	<i>subjects you enjoy</i>
ABILITY	<i>subjects you are good at</i>
MOTIVATION	<i>subjects you really want to learn and are related to your career goals.</i>

HSC COURSES

FACULTY	Course Name	Unit Value	Developed or Endorsed	Category	Page Number
COMPULSORY COURSES					
RELIGIOUS EDUCATION					
RE	Studies of Religion	1	D	A	13
RE	Studies of Religion	2	D	A	14
RE	Studies in Catholic Thought 1	1	E		15
ENGLISH					
ENGLISH	English Extension 1 – Online (School of Now)	1	D	A	17
ENGLISH	English Advanced	2	D	A	18
ENGLISH	English Standard	2	D	A	19
ENGLISH	English Studies	2	D	B	20
BOARD DEVELOPED COURSES					
HSIE	Ancient History	2	D	A	22
SCIENCE	Biology	2	D	A	23
HSIE	Business Studies	2	D	A	24
SCIENCE	Chemistry	2	D	A	25
PDHPE	Community and Family Studies	2	D	A	26
TAS	Design and Technology	2	D	A	27
CAPA	Drama	2	D	A	28
HSIE	Economics – Online (School of Now)	2	D	A	29
TAS	Engineering Studies - Online (School of Now)	2	D	A	30
TAS	Food Technology	2	D	A	31
TAS	Industrial Technology: Timber Products & Furniture Technologies	2	D	A	32
TAS	Information, Processes and Technology-Online (School of Now)	2	D	A	33
SCIENCE	Investigating Science	2	D	A	34
HSIE	Legal Studies	2	D	A	35
MATHEMATICS	Mathematics Extension 1 – Online (School of Now)	1	D	A	36
MATHEMATICS	Mathematics Advanced	2	D	A	37
MATHEMATICS	Mathematics Standard	2	D or E	A	38
HSIE	Modern History	2	D	A	39
CAPA	Music 1	2	D	A	40
PDHPE	Personal Development, Health & Physical Education	2	D	A	41
SCIENCE	Physics	2	D	A	42
HSIE	Society and Culture	2	D	A	43
SCIENCE	Extension Science (Year 12 only)	1	D	A	44
CAPA	Visual Arts	2	D	A	45
BOARD ENDORSED COURSES					
PDHPE	Exploring Early Childhood	2	E	B	47
HSIE	Visual Design	2	E		48
CAPA	Work Studies	1	E		49
VOCATIONAL EDUCATION COURSES (VET)					
VET	Business Services	2	D	B	52
VET	Construction	2	D	B	53
VET	Entertainment Industry	2	D	B	54
VET	Fitness (<i>Non ATAR ONLY</i>)	2	E	B	55
VET	Hospitality	2	D	B	56
VET	Information Digital Technology	2	D	B	57
VET	Primary Industries	2	D	B	58
VWT	Retail Services	2	D	B	59
EVET					60-63
CATHWEST					64
NSW SCHOOL OF LANGUAGES					65

All of the above courses are being offered to Year 11 in 2023 subject to sufficient numbers of students being interested.

Category B Courses: Only 1 Category B course can be included in calculations for the ATAR.

RELIGIOUS EDUCATION

At least 1 unit of Religious Education is compulsory at Xavier College.

Each student may choose between:

- (i) **STUDIES OF RELIGION 1 UNIT** a Board Developed course that does count towards the ATAR.

OR

- (ii) **STUDIES OF RELIGION 2 UNIT** a Board Developed Course that does count towards the ATAR.

OR

- (iii) **STUDIES IN CATHOLIC THOUGHT 1 UNIT**
a Board Endorsed Course that does not count towards the ATAR.

STUDIES OF RELIGION

1 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: Studies of Religion 2 unit and Studies in Catholic Thought 1 Unit

COURSE DESCRIPTION

Studies of Religion Stage 6 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.

MAIN TOPICS COVERED

PRELIMINARY COURSE (60 hours)

- Nature of Religion
- Religious Tradition – Introductory Study 1
- Religious Tradition – Introductory Study 2

HIGHER SCHOOL CERTIFICATE COURSE (60 hours)

- Religion and Belief Systems in Australia Post - 1945
- Religious Traditions Depth Study 1
- Religious Traditions Depth Study 2

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Students will undertake research, conduct interviews, and develop a survey and present both oral and written reports.

REQUIRED RESOURCES

Textbooks

Students purchase the required textbook from the College Resource List

STUDIES OF RELIGION

2 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: Studies of Religion 1 unit and Studies in Catholic Thought 1 Unit

COURSE DESCRIPTION

Studies of Religion Stage 6 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.

MAIN TOPICS COVERED

PRELIMINARY COURSE (120 hours)

- Nature of Religion
- Religious Tradition – Introductory Study 1
- Religious Tradition – Introductory Study 2
- Religious Tradition – Introductory Study 3
- Religion of Ancient Origin
- Religion in Australia Pre 1945

HIGHER SCHOOL CERTIFICATE COURSE (120 hours)

- Religion and Belief Systems in Australia Post - 1945
- Religious Traditions Depth Study 1
- Religious Traditions Depth Study 2
- Religious Traditions Depth Study 3
- Religion and Peace
- Religion and Non-Religion

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Students will undertake research, conduct interviews, develop a survey and present both oral and written reports.

Prerequisites and restrictions

Students should have performed within A-B range in English in Stage 5.

REQUIRED RESOURCES

Textbooks

Students purchase the required textbook from the College Resource List

STUDIES IN CATHOLIC THOUGHT 1

1 Unit Board Endorsed Course
Preliminary and Higher School Certificate

CATEGORY:

EXCLUSIONS: Studies of Religion 1 unit, Studies of Religion 2 unit and Catholic Studies.

COURSE DESCRIPTION

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 will assist students to make sense of everyday life in the broader context of mystery, complexity, confusion and awe. It enables students to deepen their understanding about the Scriptures and the traditions of the Catholic community – its stories, experiences, ethics and teachings. Studies in Catholic Thought is a unique immersion in the largest Christian denomination. This course goes beyond the underlying principles of the Studies of Religion course, as it draws students into an immersion of the Catholic Tradition

MAIN TOPICS COVERED

The Year 11 course Studies in Catholic Thought 1 unit is structured as three core modules

- Who is the human person?
- The Trinitarian God and Humanity
- The Reimagining of Creation
-

The Year 12 course Studies in Catholic Thought 1 unit is structured as four core modules:

- Virtue, Vice, Salvation
- The Common Good
- The Good Works
- Faith, Reason and Science

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

The course 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. It develops and challenges students' thinking and analytical skills as they engage with the depth and breadth of Catholic tradition. This course is **Endorsed** and hence cannot go towards your ATAR.6

REQUIRED RESOURCES

No Specific textbook required.

ENGLISH

The Stage 6 Syllabus for English offers a number of courses, and these will be offered on the basis of student need and ability. Each of these courses is a Board developed course.

These courses are:

- English Extension 1 1 Unit (available to English Advanced students only)
- English Standard 2 Units
- English Advanced 2 Units
- English Studies 2 Unit (for ATAR students this is a Category B course. This course is to be selected if a Non-ATAR pathway is chosen)

ENGLISH EXTENSION 1 ONLINE
SCHOOL OF NOW
1 Unit Board Developed Course
Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: Students must study English Advanced in combination with English Extension 1.

COURSE DESCRIPTION

English Extension 1 allows confident and critical students of language to explore rich and diverse texts from contemporary and classical canons. Students express their understanding through analytical essays and imaginative compositions. This subject provides a platform for skilled writers to develop diverse ways of expressing their textual evaluations and imagined worlds.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

MAIN TOPICS COVERED

Year 11

- Mandatory Module: Texts, Culture and Value
- Related research project

Year 12

- Common Module: Literary Worlds

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

This course is designed for students who choose to study literature and conceptual frameworks at a more intensive level in diverse but specific areas. They enjoy complex conceptual work, have highly developed skills in written and verbal communication, and are capable of independent learning. Students must choose the Preliminary English Advanced course if they wish to study the HSC Extension 1 course. Students who achieve an English Report Grade A can consider this course.

REQUIRED RESOURCES

School of Now will provide a list of required resources.

ENGLISH ADVANCED
2 Unit Board Developed Course
Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: English Standard

COURSE DESCRIPTION

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

MAIN TOPICS COVERED

Year 11

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

Year 12

- Common Module: Texts and Human Experience
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: Craft of Writing

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

This course is designed for students who are prepared to undertake the challenge of higher order thinking to enhance their personal, social and academic lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. Only students who achieve an English Report of Grade B or greater, should consider this course.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

ENGLISH STANDARD
2 Unit Board Developed Course
Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: English Advanced

COURSE DESCRIPTION

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

MAIN TOPICS COVERED

Year 11

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

Year 12

- Common Module: Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

This course is designed to allow students to develop and refine their understanding of responding, composing, reading and writing. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators. This course is **not** recommended for students wishing to go on to study English or related fields (e.g. Journalism) at University where higher-order English skills are seen as a necessity.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

ENGLISH STUDIES

2 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: B

EXCLUSIONS: English Standard and English Advanced

COURSE DESCRIPTION

This course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

MAIN TOPICS COVERED

Year 11

- Playing the Game – English in Sport
- Digital Worlds – English for the Web
- Part of the Family- English and the Family Life

Year 12

- Common Module: Texts and Human Experiences
- On the Road: English and the Experience of Travel
- Telling us About it: English in the Media
- The Big Screen: English in Film
- MiTunes: English in Music

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

This course is designed to support students in developing proficiency in English. This course will enhance their personal, social, and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing, and representing. The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. It is designed for students who do not plan to attend university. Students on an ATAR pathway should only choose this subject if they have no other Category B subjects.

Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

**BOARD
DEVELOPED
COURSE
DESCRIPTIONS**

ANCIENT HISTORY

2 Unit Board Developed Course

Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

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. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies.

MAIN TOPICS COVERED

The study of Ancient History requires students to understand and use historical concepts and apply skills in their investigation of the ancient world. Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments.

Preliminary Course:

- Investigating Ancient History (The Nature of Ancient History and Cases studies)
- Features of Ancient Societies
- Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest.

Higher School Certificate Course:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their times
- Historical periods

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

It should be noted that this course requires students to have good writing skills. **Only students who achieve an overall English Report Grade C or greater, should consider this course.**

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

BIOLOGY

2 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

The Biology Stage 6 Syllabus 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.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school and, supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

MAIN TOPICS COVERED

During this course, students will develop the following knowledge and skills:

- develop skills in applying the processes of Working Scientifically.
- develop knowledge and understanding of the structure and function of organisms, the Earth's biodiversity and the effect of evolution, heredity, genetic technologies and the effects of disease and disorders.
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

As this course relies heavily on assumed knowledge from Stage 5 Science and highly developed literacy skills, only those students achieving an A or B in Science and English should consider this course. Students selecting this course should consider the 2 unit Investigating Science course as well.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

BUSINESS STUDIES
2 Unit Board Developed Course
Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

As a course Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from planning of small business to the management of operations, marketing, finance and human resources in large businesses.

MAIN TOPICS COVERED

Preliminary Course:

- Nature of Business
- Business Management
- Business Planning

To complete their course work, students undertake a task where they create a Business Plan. This is an important component of the course which aims to develop general and specific skills including research, analysis, problem solving, decision making, critical thinking and communication – all important to further study or in employment.

Higher School Certificate Course

- Operations
- Marketing
- Finance
- Human Resources

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

It should be noted that this course requires students to have good writing skills. **Only students who achieve an overall English Report Grade C or greater, should consider this course.**

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

CHEMISTRY

2 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

The Chemistry Stage 6 Syllabus 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.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact. The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies. The 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.

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

MAIN TOPICS COVERED

During this course, students will develop the following knowledge and skills:

- develop skills in applying the processes of Working Scientifically
- develop knowledge and understanding of the fundamentals of chemistry, the trends and driving forces in chemical interactions, equilibrium and acid reactions, and the applications of chemistry.
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

As this is a difficult and highly mathematical course, students should be selecting Mathematics or higher in Stage 6. **As this course relies heavily on assumed knowledge from Stage 5 Science and Mathematics, only those students achieving an A or B in Science and 5.3 Mathematics should consider this course. Students selecting this course should consider the 2 unit Investigating Science course as well.**

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

COMMUNITY AND FAMILY STUDIES

2 Unit Board Developed Course

Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Community and Family Studies investigates the interactions among the individual, family, community and society. Stage 6 aims to develop each student an ability to manage resources and to take action to support the needs of individuals, groups, families and communities in Australian society. It explores the life issues that are important to all young people and of equal relevance to male and female students.

MAIN TOPICS COVERED

Preliminary Course

- Resource Management, Individuals and Groups, Families and Communities

HSC Course

- Research Methodology, Groups in Context, Parenting and Caring
- Option Modules- Individuals and Work, and Social Impact of Technology

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Community and Family Studies is suited to students who have an interest in pursuing a career in:

- early childhood and primary school teaching;
- teaching children with special needs;
- community services; (police/nursing)
- health and welfare; (FACS)
- counselling;
- aged care.

Suggested Complementary Courses

- Society and Culture
- Personal Development/Health/Physical Education

Prerequisites

- Must be completing an ATAR pattern of study

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

DESIGN AND TECHNOLOGY

2 Unit Board Developed Course
Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

MAIN TOPICS COVERED

The Preliminary course will involve a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Each project will place emphasis on the development of different skills and knowledge in designing and producing.

Students must participate in hands-on, practical activities to achieve the outcomes of this course. Class activities are designed to develop knowledge and skills in designing and producing. Students also develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing.

Design projects involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms. Students are encouraged to communicate their design ideas using a range of appropriate media.

The HSC course includes the development and realisation of a major design project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing that were studied in the Preliminary course are synthesised and applied.

The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. Students develop a wide range of skills and knowledge in the Preliminary course and in the HSC course are able to select and use those skills and knowledge appropriate to their selected project. The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Students will need to be prepared to design and complete a major project in the HSC course. This will require students to supply materials for the project, which is marked externally by NESA, in conjunction with a Design Portfolio outlining the design management and production of the project.

REQUIRED RESOURCES

Safety Requirements including Apron, glasses, and closed in leather shoes.

Textbook: Design and Technology: Stage 6

DRAMA

2 Unit Board Developed Course

Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Senior Drama is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.

Students in this course will be developing and demonstrating skills in performance and stage production. This course would also benefit people who wish to develop skills public speaking and gain confidence in personal presentations.

MAIN TOPICS COVERED

Preliminary Course

- Improvisation, Playbuilding and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance
- Individual Performance

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

2 Unit Drama is a complete course of study in itself. There is no previous study required.

REQUIRED RESOURCES

Students will be required to attend at least two performances during the year, in order to develop and be assessed on skills in theatre criticism, and to gain experience of the use of elements of production in a professional theatre.

ECONOMICS ONLINE
SCHOOL OF NOW
2 Unit Board Developed Course
Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling.

MAIN TOPICS COVERED

PRELIMINARY COURSE

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets & Management
- Financial Markets
- Government in the Economy

HSC COURSE

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

If selected as a specialisation at university, economics can lead to careers in:

- | | |
|---|---|
| • share, finance or commodities markets | • resource management |
| • business | • property development and management |
| • economic forecasting | • government |
| • banking | • environmental management |
| • insurance | • town planning |
| • tourism | • foreign affairs or economic policy development. |

REQUIRED RESOURCES

School of Now will provide a list of required resources.

ENGINEERING STUDIES ONLINE
SCHOOL OF NOW
2 Unit Board Developed Course
Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Both Preliminary and Higher School Certificate Courses aim to develop student's understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology. Students will have the opportunity to develop knowledge, skills and understanding of a range of engineering including communication, engineering mechanics, structural and civic engineering, hydraulic engineering, materials engineering and the scope of the profession.

MAIN TOPICS COVERED

PRELIMINARY COURSE

Students undertake the study of four compulsory modules and develop an engineering report for two of these modules:

- three application modules with specific products studied from each of the following categories: engineering fundamentals, engineered products and braking systems;
- one focus module relating to the field of Bio-Engineering;
- engineering reports will be written on the topics of braking systems and biomedical engineering.

HSC COURSE

Students undertake the study of four modules:

- two application modules (based on engineered products). At least one product is studied from each of the following categories: Civil Structures and Personal and Public Transport.
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.
- two engineering reports will be written in the HSC course, one report will be based upon either application module and one report will be based upon either of the focus modules.

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Students must be studying Mathematics Advanced.

REQUIRED RESOURCES

School of Now will provide a list of required resources.

FOOD TECHNOLOGY

2 Unit Board Developed Course

Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Students develop knowledge and understanding about food systems and skills that enable them to make informed decisions. In particular, they will develop an understanding of the production, processing and consumption of food and an appreciation of their impact on society. In addition, they will develop an understanding about the nature of food and nutrition and the importance of food to health. Over the course, students develop skills in researching, analysing and communicating food issues, in food preparation and in designing, implementing and evaluating solutions to specific food situations.

MAIN TOPICS COVERED

PRELIMINARY COURSE

Core 100%

- Food availability and selection
- Food quality
- Nutrition

HSC COURSE

Core 100%

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

The syllabus provides opportunities for students to:

- Investigate food technologies in domestic, commercial and industrial settings
- Become informed and responsible in decision making in regard to food issues
- Design solutions to food issues
- Undertake practical applications in relation to food preparation and experimenting with foods.
- Investigate the interrelationship between food, society and the environment.

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

It is mandatory, however, that students undertake practical activities in relation to food.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List and necessary practical Personal Protective Equipment.

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS & FURNITURE INDUSTRIES

2 Unit Board Developed Course
Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: Industrial Technology-Timber Products and Furniture Industries

COURSE DESCRIPTION

Industrial Technology Stage 6 has a Preliminary Course and an HSC Course. The Preliminary course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects. The HSC course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study. Students will construct in the Preliminary year two practical projects, with supporting portfolio to assist the students with the development of the required skills to design and construct a major project in the HSC year.

MAIN TOPICS COVERED

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

- A. Industry Study
- B. Design, Management and Communication
- C. Production
- D. Industry Related Manufacturing Technology.

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Students will need to be prepared to design and complete a major project in the HSC course. This will require students to supply some materials for the project, which is marked externally by NESAs, in conjunction with a Design Portfolio outlining the design management and production of the project.

REQUIRED RESOURCES

A3 Display Folder

A4 Process Diary

A Laptop capable of running CAD software (Core i7, 8-16gb Ram, 256gb Storage)

Safety requirements including Apron, glasses and closed in leather shoes.

INFORMATION, PROCESSES AND TECHNOLOGY ONLINE SCHOOL OF NOW

2 Unit Board Developed Course
Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information systems to meet an identified need.

MAIN TOPICS COVERED

In the Preliminary course, students study the Principles and Tools of Information Processes, Planning, Design and Implementation as well as Project Work. In the HSC year, students study systems that organise and analyse, communication-based information systems, project work and an option strand which involves the study of two information systems.

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

The study of Information Processes Technology provides students with the knowledge, skills, and understanding that form a valuable foundation for a range of courses at university and other tertiary institutions.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

INVESTIGATING SCIENCE

2 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. 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.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

MAIN TOPICS COVERED

During this course, students will develop the following knowledge and skills:

- develop skills in applying the processes of Working Scientifically.
- develop knowledge and understanding of cause and effect, models, theories and laws and contemporary issues involving science.
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge.

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

It is highly advised that any student studying Biology, Chemistry or Physics selects Investigating Science.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

LEGAL STUDIES
2 Unit Board Developed Course
Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

The Legal Studies course is designed to assist students to understand and think critically about the role of law and legal institutions in society. Students will review selected legal rules, institutions and processes within Australia and at an international level. Students will develop confidence in approaching and accessing the legal system. This course offers excellent preparation for life through an understanding of the legal system, its principles, structures, institutions and processes.

Legal Studies provides students with an opportunity to acquire skills in analysis, independent research and the development of cohesive arguments – all of which help to prepare students for further education, training and employment.

MAIN TOPICS COVERED

Preliminary Course:

- The legal system
- The individual and the law
- The law in practice

Higher School Certificate Course:

- Crime
- Human Rights
- Two Options (some of the options available include Consumers, Family, Shelter, Workplace)

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

It should be noted that this course requires students to have good writing skills. Only students who achieve an overall English Report Grade C or greater, should consider this course.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

MATHEMATICS EXTENSION 1 ONLINE

SCHOOL OF NOW

2 Unit Board Developed Course

Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: Students may not study Mathematics Standard.

COURSE DESCRIPTION

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for a HSC examination. The Mathematics Extension 1 course enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely; it provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively; it provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality; provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level; it provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

MAIN TOPICS COVERED

Preliminary Course

- Further Work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Identities
- Rates of Change
- Working with Combinatorics

HSC Course

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Students undertaking this course will need to have studied the 5.3 Mathematics outcomes in Years 9 and 10 and achieved an overall report grade of A for each Semester.

REQUIRED RESOURCES

School of Now will provide a list of required Text
Scientific Calculator

MATHEMATICS ADVANCED

2 Unit Board Developed Course

Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: Students may not study any other Stage 6 Mathematics course concurrently with Mathematics Standard.

COURSE DESCRIPTION

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. All students studying the Mathematics Advanced course will sit for a HSC examination. The Mathematics Advanced course enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely; it provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs; it provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning; it provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role; it provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

MAIN TOPICS COVERED

Preliminary Course

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distribution

HSC Course

- Graphing Techniques
- Trigonometric Functions and Graphs
- Differential Calculus
- The Second Derivative
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Students undertaking this course will need to have studied the 5.3 Mathematics outcomes in Years 9 and 10 and achieved an overall grade of A or B in each Semester. Students who studied the 5.2 Mathematics outcomes and received an overall grade of A in each Semester could consider this course.

Students currently undertaking Year 10 Accelerated Mathematics are required to select the HSC Mathematics Advanced course.

REQUIRED RESOURCES

Selected Textbook
Scientific Calculator

MATHEMATICS STANDARD

2 Unit Board Developed Course

Preliminary and Higher School Certificate Courses

Year 11 is the common course for all students.

CATEGORY: A

In Year 12, students may study either Standard 1 (Category B) or a Standard 2 (Category A) Pathway.

EXCLUSIONS: Students may not study any other Stage 6 Mathematics course concurrently with Mathematics Standard.

COURSE DESCRIPTION

The Mathematics Standard courses are focussed on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. The courses 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.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking an in-depth knowledge of higher mathematics that the study of calculus would provide.

MAIN TOPICS COVERED

Preliminary	HSC (Mathematics Standard 1 and 2)
- Algebra	- Algebra
- Measurement	- Measurement
- Financial Mathematics	- Financial Mathematics
- Statistical Analysis	- Statistical Analysis
	- Networks

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Students of Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, leading to a choice of either Mathematics Standard 1 (Category B) or Mathematics Standard 2 (Category B) courses.

It is assumed that students studying this course will have engaged with all the substrands of the 5.1 course along with the 5.2 substrands of Financial Mathematics, Linear and Non Linear Relationships, Trigonometry, Single Variable Data Analysis and Probability.

REQUIRED RESOURCES

Selected Textbook
Scientific Calculator

MODERN HISTORY

2 Unit Board Developed Course

Preliminary and Higher School Certificate Courses

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world. 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.

MAIN TOPICS COVERED

Preliminary Course:

- Investigating the Modern World (the Nature of Modern History and Case Studies)
- Historical Investigation
- The Shaping of the Modern World

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest.

Higher School Certificate Course:

- Power and Authority in the Modern World 1919- 1946
- National Studies
- Peace and Conflict
- Change in the Modern World

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

It should be noted that this course requires students to have good writing skills. **Only students who achieve an overall English Report Grade C or greater should consider this course.**

REQUIRED RESOURCES

A textbook may need to be purchased.

MUSIC 1

2 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: Music 2

COURSE DESCRIPTION

Students study the areas of performance, composition, aural and musicology through a selection of topics. Three topics are studied in the Preliminary Course and three are to be chosen for the HSC Course. One preliminary topic may be carried on into the HSC and studied in greater depth. There is no extension for this course.

MAIN TOPICS COVERED

There are many topics available for study in the HSC course and students may select their own areas of interest from the topic list. Some examples are:

- Australian Music
- An Instrument and its Repertoire
- Jazz
- Music of Radio, Film Television and Multimedia
- Popular Music
- Rock Music
- Music for Small Ensembles
- Technology and its Influence on Music
- Classical Music

This course allows students to develop their own music interest through performance and composition and to also observe and evaluate the creativity of others.

Aural awareness is a common element in all areas of the course.

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

This course is designed for students who are genuinely interested, who enjoy listening to music and are prepared to put considerable and consistent time and effort into home practice. **Private instrumental tuition is not mandatory but highly recommended.** Students studying an elective Music course are required to join one of the College's vocal ensembles. The course is ideally suited to those individuals who have the desire and capacity for music to play a significant and continually developing role in their lives. It is essential for students to have a basic knowledge of an instrument (this of course includes the voice). It is not necessary to read and write music for the HSC exam, however, students need to be competent in reading standard notation for Preliminary and HSC assessment requirements.

Whilst not a pre-requisite for the course, it is advantageous for students to have studied music as an elective

REQUIRED RESOURCES

To be announced.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

2 Unit Board Developed Course
Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Personal Development, Health and Physical Education involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

It develops a capacity to think critically about key issues related to health and physical activity. This allows informed decisions to be made that support and contribute to healthy active lifestyles and communities.

MAIN TOPICS COVERED

Preliminary Course

- Better Health For Individuals, The Body In Motion,
- Options- First Aid, Fitness Choices, Outdoor Recreation and Composition and Performance

HSC Course

- Health Priorities in Australia, Factors Affecting Performance
- Options- The Health Of Young People, Sport And Physical Activity in Australian Society, Sports Medicine
- Improving Performance, Equity and Health

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Personal Development/ Health and Physical Education is suited to students who have an interest in pursuing a career in:

- Exercise and Sport Science
- Occupational Therapy/ Physiotherapy
- Teaching
- Sport Coaching/ Personal Training

Suggested Complementary Courses

- Biology
- Community and Family Studies

Prerequisites

- Must be completing an ATAR pattern of study
- Must demonstrate an extensive understanding of Stage 4 and 5 PDHPE

REQUIRED RESOURCES

Students will be required to purchase the selected the textbook and student workbook for both Preliminary and HSC course.

PHYSICS

2 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

The Physics Stage 6 Syllabus 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.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

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.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and helps to develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provide the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

MAIN TOPICS COVERED

During this course, students will develop the following knowledge and skills:

- develop skills in applying the processes of Working Scientifically
- develop knowledge and understanding of fundamental mechanics, of energy, advanced mechanics and electromagnetism, the role of evidence and prediction in the development of theories in physics.
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

As this is a difficult and highly mathematical course, students should be selecting Mathematics or higher in Stage 6. As this course relies heavily on assumed knowledge from Stage 5 Science and Mathematics, only those students achieving an A or B in Science and 5.3 Mathematics should consider this course. Students selecting this course should consider the 2 unit Investigating Science course as well.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

SOCIETY AND CULTURE

2 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Society and Culture has direct relevance to the immediate needs of students by enabling them to develop a deeper understanding of their own society and the cultures of others. The course develops knowledge, understanding, skills, values and attitudes essential to an appreciation of our world. The central concern of the course is the interaction of people, societies, cultures, environments and time.

Society and Culture is an interesting course which draws on cross disciplinary concepts and social research methods from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology. There is a strong emphasis on individual study and groupwork within the Society and Culture course. This encourages students to manage their own learning as well as providing experience of working within senior teams.

MAIN TOPICS COVERED

Preliminary Course:

- The Social and Cultural world
- Personal and Social Identity
- Intercultural Communication
-

Higher School Certificate Course:

- Social and Cultural Continuity and Change
- Popular Culture
- Equality and Difference

During the course, students develop an understanding of research methods and will undertake research in a major area of particular interest to them. Their research findings will be presented for external assessment and will have a weighting of 40% of their external assessment mark.

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

It should be noted that this course requires students to have good writing skills. Only students who achieve an overall English Report Grade C or greater, should consider this course.

REQUIRED RESOURCES

Students purchase required texts from the College Resource List.

SCIENCE EXTENSION

1 Unit Board Developed Course
Higher School Certificate Course

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

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.

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.

MAIN TOPICS COVERED

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

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.

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

Excellent grades in Preliminary Biology, Chemistry or Physics **AND/OR** Investigating Science.

REQUIRED RESOURCES

To be announced.

VISUAL ARTS

2 Unit Board Developed Course

Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: None

COURSE DESCRIPTION

Senior Visual Arts students will have the opportunity to develop and refine their skills, interest and enjoyment in the production, consumption and interpretation of Art. Student study the role of Art, in all forms, from a range of artists and periods of art. Theory and Artmaking is equally weighted and assessed in Stage 6, and will be informed by three fundamental concepts: Practice, the Frames and Conceptual Framework.

In Year 11, students experiment with a variety of mediums in order to develop practical knowledge and skills through the creation of numerous artworks, inspired by particular themes. In Year 12, students create a Body of Work over the course of the year, applying a medium/s and a topic of their choosing, representing their idea aesthetically and persuasively.

MAIN TOPICS COVERED

PRELIMINARY COURSE

Practical and theoretical components of the course stem from the key concepts of Practice, the Frames and Conceptual Framework, which will be explored through, but not limited to:

- Art and Nature

HIGHER SCHOOL CERTIFICATE COURSE

Theoretical components of the course stem from the key concepts of Practice, the Frames and Conceptual Framework, which will be explored through, but not limited to:

- Feminism
- Identity
- War
- Technology
- Religion

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

While not a pre-requisite for the course, it is advantageous for students to have studied Visual Arts as an elective in Stage 5.

Students must be willing to put in considerable time and effort developing their artmaking skills, in class, at home and at after-school Workshops. Students may also be required to visit specific Art Exhibitions.

Students whose Year 12 Body of Work is of an exemplar standard (reflective of a Band 5 or 6) will be invited to display their work at the Annual HSC Showcase Exhibition.

REQUIRED RESOURCES

Students are required to purchase the resources for the completion of the HSC Major Works.

BOARD ENDORSED COURSES

These courses do not count in the calculation of the ATAR.

EXPLORING EARLY CHILDHOOD

2 Unit Board Endorsed Course

Preliminary and Higher School Certificate Courses

EXCLUSIONS: None

COURSE DESCRIPTION

This course aims to develop knowledge about childhood development within students. This is achieved by giving students an overview of development and related issues within an early childhood context. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider implications of future interaction with children, be these as a parent, friend, carer or educator.

This is a Content Endorsed Course and does NOT contribute to the calculation of the ATAR.

Exploring Early Childhood comprises of a compulsory core section and optional modules.

MAIN TOPICS COVERED

Core Modules:

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

Optional Modules:

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

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

- There is no prerequisite study for this course.

Suggested Complementary Courses

- Hospitality

REQUIRED RESOURCES

Students will be required to purchase the selected textbook for this course.

VISUAL DESIGN

2 Unit Board Endorsed Course

Preliminary and Higher School Certificate

EXCLUSIONS: None

COURSE DESCRIPTION

This course aims to teach skills and knowledge that visual designers use to design images and objects such as ceramics, jewellery, clothing, furniture, posters, publications and built environments. Learn how these artists communicate ideas about our world and ourselves.

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

The course encourages students to explore and investigate their natural and made world and enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them — They learn to appreciate the designed works which have been important in other societies and which continue to shape approaches to contemporary design.

Visual Design provides opportunities for students to pursue their abilities and interests in design fields that offer a wide range of tertiary courses and work opportunities.

MAIN TOPICS COVERED

Some topics that may be covered are:

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design
- Occupational Health and Safety

PARTICULAR COURSE REQUIREMENTS/RECOMMENDATIONS

There are no prerequisites for this course but interest in designing and making would be an advantage.

REQUIRED RESOURCES

Students will be expected to supply some low-cost items (TBA), that will be used for design examples.

WORK STUDIES
1 Unit Board Endorsed Course
Preliminary and Higher School Certificate

CATEGORY: A

EXCLUSIONS: Work Studies 2 Unit

COURSE DESCRIPTION

Work Studies enables young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. The course is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

MAIN TOPICS COVERED

Core: My working life

Options may include a selection from the following:

- In the workplace
- Preparing job applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and life commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project

REQUIRED RESOURCES

None required.



Vocational Education and Training Courses (VET)



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

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

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

Note: only 2 units of category B subjects can be counted towards the ATAR.

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

The table below summarises the VET courses that are available.

Internal Courses (at school or cluster class)

Board Developed VET courses offered:

- Business Services
- Construction
- Entertainment
- Hospitality
- Primary Industries
- Information and Digital Technology
- Retail

Board Endorsed VET courses offered:

- Fitness

External Courses (outside school)

Board Developed VET courses offered externally:

- Human Services (NSW Health or UNE)

Board Endorsed VET courses offered externally include:

- Animal Studies (TAFE)
- Design Fundamentals (TAFE or Whitehouse)
- Screen & Media (AIE)

Facts About VET Courses

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

Geoff Sullivan

P: 0417 612 157

gsullivan2@parra.catholic.edu.au

In person each Thursday @ Xavier College

BUSINESS SERVICES

Training Package:	BSB15 Business Services
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	BSB30120 Certificate III in Business
Contributes to the ATAR:	Yes
Course Description & Content:	<p>This course is for students who wish gain nationally recognised entry level qualifications for employment in the business world, either as a long-term career or in part-time or temporary positions while undertaking further study. Students will develop the skills, knowledge and confidence to function effectively in a business environment. This course is designed to assist those seeking entry level career positions in areas such as administration, finance, business and technology. It may lead to occupations such as Office Junior, Secretary, Office Administrator, Data Entry Clerk or a Personal Assistant.</p> <p>This course is suitable for students who have a helpful and courteous manner, have a good eye for detail, have the ability to work with others within the workplace and possess good communication and excellent customer service skills.</p>
Units include:	<ul style="list-style-type: none">• BSBWHS311 Assist with maintaining workplace safety• BSBPEF201 Support personal wellbeing in the workplace• BSBCRT311 Apply critical thinking skills in a team environment• BSBSYS211 Participate in sustainable work practices• BSBTWK301 Use inclusive work practices• BSBXCM301 Engage in workplace communication• BSBTEC201 Use business software applications• BSBESB302 Develop and present business proposals• BSBTEC301 Design and produce business documents• BSBOPS301 Maintain business resources• BSBPEF301 Organise personal work priorities• BSBOPS304 Deliver and monitor a service to customers• BSBINS302 Organise workplace information
Eligibility	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Certificate III in Business . Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.
Qualification:	
Course Costs:	Students may be required to purchase a text.

CONSTRUCTION

Training Package:	CPC Construction, Plumbing and Services
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	CPC20230 Certificate II in Construction Pathways
Contributes to the ATAR:	Yes
Course Description & Content:	This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a construction setting . Units within this course focus on developing the skills required to work effectively within the industry including occupational health and safety procedures, industry awareness, communicating with others, reading and interpreting plans and specifications, measuring and calculating, and handling construction tools and equipment. Students also gain a Whitecard which allows them to access construction sites provided they meet the competencies within the safety units.
Units include:	<ul style="list-style-type: none">• CPCWHS1001 Prepare to work safely in the construction industry• CPCWHS2001 Apply WHS requirements, policies and procedures in the construction industry• CPCCOM1014 Conduct workplace communication• CPCCCA2002 Use carpentry tools and equipment• CPCCCA2011 Handle carpentry materials• CPCCCM1015 Carry out measurements and calculations• CPCCCM2001 Read and interpret plans and specifications• CPCCCO2013 Carry out concreting to simple forms• CPCCCM2005 Use construction tools and equipment• CPCCVE1011 Undertake a basic construction project• CPCCCM1013 Plan and organise work• CPCCCM2004 Handle construction materials• CPCCCM2006 Apply basic levelling procedures• CPCCCM1012 Work effectively and sustainably in the construction industry
Eligibility Qualification:	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Certificate II in Construction Pathways . Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.
Course Costs:	Students are required to purchase steel cap boots, hard hat, high visibility vest, safety glasses, ear muffs and a dust mask. Students may need to purchase a textbook, pay \$30 for WhiteCard course and \$15 for Brick and Block training.

ENTERTAINMENT INDUSTRY

Training Package:	CUA Creative Arts and Culture Training Package
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	Statement of Attainment towards CUA30420 SOA towards Certificate III in Live Production and Technical Services
Contributes to the ATAR:	Yes
Course Description & Content:	The entertainment industry is a diverse industry covering a wide range of occupational areas including audio, costume, customer service, front of house, lighting, props, scenic art, sets, staging, technical operations and vision systems. This course provides students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live performance, theatre and events industries
Units include:	<ul style="list-style-type: none">• CUAWHS312 Apply work health and safety practices• CPCCWHS1001 Prepare to work safely in the construction industry #(R1)• BSBPEF301 Organise personal work priorities• CUAIND311 Work effectively in the creative arts industry• CUAIND314 Plan a career in the creative arts industry• SITXCCS006 Provide service to customers• CUAPPR314 Participate in collaborative creative projects• CUALGT311 Operate basic lighting• CUALGT314 Install and operate follow spots• CUAVSS312 Operate vision systems• CUASOU331 Undertake live audio operations• CUASTA311 Assist with production operations for live performances
Eligibility Qualification:	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Statement of Attainment towards CUA30415 Certificate III in Live Production and Services . Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.
Course Costs:	Students are required to purchase theatre blacks. Students may need to pay \$30 for the WhiteCard course. Students who are not competent in the WhiteCard Course when it is examined are required to do the WhiteCard course through an external provider at their own cost

FITNESS

Training Package:	SIS Sport, Fitness and Recreation
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Endorsed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	Statement of Attainment towards SIS30321 Certificate III in Fitness
Contributes to the ATAR:	No
Course Description & Content:	This course provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Qualification outcomes may include providing exercise instruction for group, aqua or gym programs. Work may be undertaken in locations such as gyms, fitness facilities, pools and community facilities.
Units include:	<ul style="list-style-type: none">• HLTWHS001 Participate in workplace health and safety• SISXFAC002 Maintain sport, fitness and recreation facilities• SISXFAC001 Maintain equipment for activities• HLTAID011 Provide first aid• SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise• SISFFIT052 Provide healthy eating information• SISFFIT032 Complete pre-exercise screening and service orientation• SISFFIT033 Complete client fitness assessments• BSBOPS304 Deliver and monitor a service to customers• BSBPEF301 Organise personal work priorities• SISFFIT040 Develop and instruct gym-based exercise programs for individual clients
Eligibility Qualification:	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the Statement of Attainment in Certificate III Fitness .
Course Costs:	Students will need their sports uniform for practical lessons. Students may need to pay for a first aid course hosted by an external provider, delivered at school.

HOSPITALITY

Training Package:	SIT - Tourism, Travel and Hospitality Training Package
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	SIT20316 Certificate II in Hospitality
Contributes to the ATAR:	Yes
Course Description & Content:	<p>This course is for students interested in the Hospitality industry. This course provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the hospitality industry including employability skills. This industry is suitable for students who have a passion for food, are prepared to work in a fast paced environment, take instructions well and follow through with tasks assigned, have the ability to work in a team, a good eye for detail and have a ‘can-do’ attitude and approach.</p>
Units include:	<ul style="list-style-type: none">• BSBWOR203 Work effectively with others• SITXWHS001 Participate in safe work practices• SITHIND002 Source and use information on the hospitality industry• SITXFSA001 Use hygienic practices for food safety• SITXCCS003 Interact with customers• SITHIND003 Use hospitality skills effectively• SITXCOM002 Show social and cultural sensitivity• SITHFAB004 Prepare and serve non-alcoholic beverages• SITHFAB005 Prepare and serve espresso coffee• SITHFAB007 Serve food and beverage• SITXFSA002 Participate in safe food handling practices• SITHCCC002 Prepare and present simple dishes• SITHCCC003 Prepare and present sandwiches• SITHCCC001 Use food preparation equipment• SITHKOP001 Clean kitchen premises and equipment
Eligibility Qualification:	<p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Certificate II in Hospitality. Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>
Course Costs:	<p>Students are required to purchase a Hospitality uniform (approx \$80) and leather closed in shoes. Students may need to purchase a textbook.</p>

INFORMATION AND DIGITAL TECHNOLOGY

SCHOOL OF NOW ONLINE

Training Package:	ICT Information and Communication Technology
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	Statement of Attainment towards ICT30120 Certificate III in Information Technology

Contributes to the ATAR: Yes

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

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

Units include:

- BSBCRT301 Develop and tend critical and creative thinking skills
- BSBXCS303 Securely manage personally identifiable information and workplace information
- BSBXTW301 Work in a team
- ICTICT313 Identify IP, ethics and privacy policies in ICT environments
- ICTPRG302 Apply introductory programming techniques
- ICTSAS305 Provide ICT advice to clients.
- BSBWHS311 Assist with maintaining workplace safety
- ICTICT309 Create ICT user documentation
- ICTWEB304 Build simple websites
- ICTWEB305 Produce digital images for the web
- BSBXCS301 Protect own personal online profile from cyber security threats
- CUAANM301 Create 2D digital animations

Eligibility Qualification: Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for a **Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology.**

Course Costs: Students may be required to purchase a USB memory stick.

PRIMARY INDUSTRIES

Training Package:	AHC Agriculture, Horticulture and Conservation and Land Management Training Package
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	AHC20116 Certificate II in Agriculture
Contributes to the ATAR:	Yes
Course Description & Content:	This qualification provides an entry-level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both.
Units include:	<ul style="list-style-type: none">• AHCWHS201 Participate in WHS Processes• AHCWRK209 Participate in environmentally sustainable work practices• AHCCHM201 Apply chemicals under supervision• AHCWRK201 Observe and report on weather• AHCWRK204 Work effectively in the industry• AHCLSK202 Care for health and welfare of livestock• AHCPMG202 Treat plant, pests, diseases and disorders• AHCWRK205 Participate in workplace communications• AHCINF201 Carry out basic electric fencing operations• AHCINF202 Install, maintain and repair farm fencing• AHCLSK204 Carry out regular livestock observation• AHCLSK205 Handle livestock using basic techniques• AHCBIO201 Inspect and clean machinery for plant, animal and soil material• AHCLSK211 Provide feed for livestock• AHCMOM202 Operate tractors• AHCMOM203 Operate basic machinery and equipment• AHCPMG201 Treat weeds• ACHLSK209 Monitor water supplies
Eligibility	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for a AHC20110 Certificate II in Agriculture . Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.
Qualification:	
Course Costs:	Students are required to purchase appropriate work pants and work short, steel cap boots, goggles and earmuffs.

RETAIL SERVICES

Training Package:	SIR Retail Services
RTO:	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
Category:	B – Board Developed Course
Unit Value:	2 Unit Preliminary Course 2 Unit HSC Course
Qualification:	SIR30216 Certificate III in Retail
Contributes to the ATAR:	Yes

Course Description & Content: This course is for students interested in the Retail Services industry. This course provides opportunities for students to develop foundation knowledge and the elementary skills required to work in a retail environment and provide assistance to customers and clients. Students will learn about a wide range of aspects of the retail industry including WHS requirements, creating and maintaining documents, providing client services, selling retail products and services, organising schedules, communicating and working independently and in teams to provide retail experiences for a diverse customer base.

Units may include:

- SIRXCEG001 Engage the customer
- SIRXCOM002 Work effectively in a team
- SIRXWHS002 Contribute to workplace health and safety
- SIRXRSK001 Identify and respond to security risks
- SURXSKS001 Sell to the retail customer
- SIRXSLS002 Follow point of sale procedures
- SIRXIND001 Work effectively in a service environment
- SIRRMER001 Produce visual merchandise displays
- SIRXPDK001 Advise on products and services
- SIRXCEG002 Assist with customer difficulties
- SIRXCEG003 Build customer relationships and loyalty
- SIRRRTF001 Balance and secure point-of-sale terminal
- SIRRINV001 Receive and handle retail stock
- SIRXIND002 Organise and maintain the store environment

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

Course Costs: Students may need to pay for a first aid course hosted by an external provider, delivered at school. Students may need to purchase a textbook.

EXTERNAL VOCATIONAL EDUCATION & TRAINING (EVET)

EVET courses can be Board Developed or Board Endorsed. Students must follow the application procedures by meeting submission and payment dates. EVET courses can be accessed to expand learning opportunities for students and further enhance their career. These courses provide students with industry recognition and possible articulation into higher level courses at TAFE.

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

Application forms are available from the Leader of Learning VET. It is important for students to discuss their EVET application with the Leader of Learning VET, to ensure that it is the right course for them and to assist them in submitting a strong application, including the relevance to their future career pathway.

The application form and fee of \$500 must be returned and paid to the school office by **Week 2 Term 3**. The \$500 fee contributes \$250 towards each year of EVET study. If approved for CEDP funding, the CEDP will pay the remaining course costs. Most course costs are upwards of \$2500/year.

Students should be notified by mid November if they have been successful in gaining entry into the course. The fees outlined above are based on receiving annual government funding, students and parents will be notified of any changes to course fees. Commonly this does not occur until the commencement of new academic year. If Government funding is withdrawn, the entire course cost will need to be paid by the student's parents. The full cost of courses ranges from **\$2000 to \$4000 per year** and will be charged in the school fees.

NOTE:

- Students who require additional support during their course will be charged a higher fee from TAFE.
- Refunds will not be issued to students who change their mind after **January 2023**
- Application forms are due to the Leader of Learning-VET.
- All payments are to be paid to the school office.
- Please retain proof of payment.
- Late applications and/or non-payment of fees will not be considered
- Not all EVET courses are funded by the CEDP. Those that are delivered in other CEDP schools and / or the CEDP Trade Training Centres are generally not funded.
- NSW Health initiative is funded through their RTO, however if an application is made through TAFE it will NOT be funded.

Applications will be checked, copied, endorsed by the Principal and then forwarded to the Parramatta Catholic Education Office (CEO). Once the CEO endorses the application, it will be sent on to the external provider, for example TAFE. **Students should be notified by mid November if they have been accepted into the course.**

TAFE

TAFE courses offered are delivered in block sessions, that is four hours one afternoon a week from 2pm to 6pm. This has **implications for travel and catching up on the school work missed** due to the early departure from school. Attendance is essential, as absence from a block lesson provided by TAFE is the equivalent to missing a week of school work for one subject. Some TVET courses are listed below.

- Animal Care
- Beauty Therapy
- Real Estate
- Design Fundamentals

At the time of printing this booklet, information about courses for next year are not yet available. Information can be found once published through the following websites and speaking with Mr Sullivan (LOLVET):

- Western Sydney Institute: <http://wsi.tafensw.edu.au/tvet>
- South Western Sydney Institute of TAFE: <http://swsi.tafensw.edu.au/tvet>

NSW Health (CEDP Funded Initiative)

Applicants MUST still pay the \$250 annual application fee

NSW Health offers Human Services, a Certificate III in Health Services Assistance (HLT32512). This course contributes a total of 6 (six) units of study across the 2 year course. This course may also contribute to the calculation of the ATAR. It provides students with the opportunity to develop their career in health. Students must complete 120 hours mandatory work placement in a hospital during the school holidays. Presently the course is delivered at Cathwest, Jamison High School or Katoomba Hospital on a day and time to be confirmed. Students will need to make application to the relevant Hospital. Students need to provide their own transport to and from the hospital. As interest in this course is very high across the Diocese, students will be required to complete a numeracy and literacy test, as well as attend an interview.

When applying for Human Services at NSW Health, consider the following:

- How will I get to and from the course each week?
- Am I motivated to catch up on work missed at school when I attend the course?
- Am I motivated to do work placement during some of the school holidays?
- Can I manage my own learning and monitor correspondence?
- Do I need the holidays to recharge my batteries?

Whitehouse Institute of Design

Delivery of these courses is by intensive block attendance at Surry Hills during school holidays, in April, July and September of Year 11 and January of Year 12 over a six-week period. Students who successfully complete the program will leave Whitehouse with a portfolio of creative work and a Certificate III In Design Fundamentals (CUA30715) with a focus in Fashion Visualisation, Interior Decoration Visualisation or Creative Direction Visualisation. In addition, the CUA30715 Certificate III in Design Fundamentals will provide 2 units credited towards their Year 11 and 2 units credit towards Year 12 studies. Whilst giving credit towards high school studies the program does not contribute to the calculation of the ATAR.

When applying for the Whitehouse Institute of Design course, consider the following:

- How will I get to and from the Institute?
- Am I motivated to do the course in the holidays?
- Do I need the holidays to recharge my batteries?

Check out the website: <http://www.whitehouse-design.edu>.

School-Based Traineeships (SBTs)

Students may wish to work whilst they undertake their HSC. A **Traineeship** enables students to **work part-time** and undertake their HSC with the units contributing to their HSC study. Students enter into a training contract with an employer to allow them to complete their formal training requirements for the HSC. **Students are required to find an employer that will sign them up for a School-Based Traineeship.** They are to contact the Leader of Learning VET in order for a sign-up to occur. This involves a meeting with the:

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

The sign up meeting will involve a discussion about the traineeship and formalise the process through the signing of the contract. Prior to the sign up, duty of care documentation will need to be completed by the student, parents, employer and school.

The minimum term for a school-based traineeship is 18 months. Students need to work a minimum of 100 days of paid employment by 31st December of their HSC year. Popular traineeships include Retail and Business services.

The SBT will involve students attending work outside of school hours, that is, after school, on weekends or during the school holidays. This arrangement needs to suit all parties associated with the contract. In terms of the theoretical component of the SBT, an employer may deliver this or an external Registered Training Organisation. **If there is a fee for the course, the Parramatta Diocese will not support it, hence students will not be able to participate.**

Industry-Based Learning (IBL)

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

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

Students are to complete a workbook that comprises mainly of a journal which records learning that has taken place whilst working, as well as additional activities. Students are to complete this log book during their Study Periods and in their own time. Their employer is required to sign their log book and students are also to meet with their Industry-Based Learning Supervisor at school periodically.

CATHWEST

CathWest Innovation College will have a strong focus on developing skills for success. Open to students in Years 10-12, students are placed in the driver's seat when it comes to their learning journey. At CathWest you can get your NSW HSC, undertake an apprenticeship or traineeship, set up your own business, achieve industry recognised credentials or even gain entry into university.

1. Trade Pathway

Vocational Education and Training courses offered prepare students for specific fields of work while they study for the Higher School Certificate. These courses can be used as credit towards their studies, improving student engagement while meeting community needs.

Many recognised advantages emerge from students undertaking vocational training. Some of these benefits include:

- A gain in confidence and enhancing of practical skills beneficial for theoretical applications associated with tertiary study
- Development of significant employability skills for part-time or full-time employment or the attainment of an apprenticeship/traineeship
- A nationally recognised qualification or a statement of attainment towards it
- Pathway progression opportunities through private providers, TAFE and universities
- Helpful skills for everyday life

2. Inquiry Pathway

This pathway sees teachers and industry experts working alongside students and tackling real world learning projects. Students discover their passions and harness this interest, developing a skills portfolio and additional qualifications, all while meeting the outcomes set out by the NSW Education Standards Authority (NESA). It is possible for students to drive their own learning in a personalised environment while being supported, nurtured and mentored.

The Inquiry Pathway developed by CathWest is in response to our rapidly changing world. Students leaving school today are entering a workforce that requires them to be effective problem solvers and expert communicators. CathWest meets this need by ensuring students develop transferable, employment focused skills through ongoing engagement with businesses.

Some of the benefits of Inquiry Pathway are:

- experience an internship
- build the foundational knowledge required to kickstart a future career
- complete a range of VET credentials
- early access to the workforce with hands on, real world learning
- learn industry specific skills

For further information please go to <https://cathwest.parra.catholic.edu.au/>

NSW SCHOOL OF LANGUAGES

The NSW School of Languages gives students the opportunity to study a language if a course in that language is not offered at their own school or college.

Student learning is supported through a diverse program of online learning materials, speaking lessons, video conferencing, online forums, email and study days at the school where students enjoy the opportunity to meet with other students and staff.

The use of the telephone and video conferencing ensure that students have close connections with their teachers, despite the fact that they are not in the same physical space.

NSW School of Languages students follow NESA syllabuses in 12 languages. These languages are assessable as part of the Higher School Certificate.

WHAT LANGUAGES CAN YOU STUDY?

Chinese, Italian, Modern Greek French, Japanese, Portuguese, German, Korean, Russian, Indonesian, Latin and Spanish.

WHAT ARE THE BENEFITS?

Studying a language:

- helps students maintain rewarding relationships with their parents/caregivers, grandparents, relatives and other community members;
- promotes in students a sense of cultural identity, resulting in heightened self-confidence and self-esteem;
- provides an opportunity for students to develop high levels of skill in the language they speak at home;
- improves students' performance across the curriculum; and places students in a better position to take advantage of employment opportunities.

HOW DO I ENROL?

For information please go to <https://nswschoollang.schools.nsw.gov.au/>

To complete the enrolment process students must see Mrs Hawkins.