

College

Mt St Patrick College



Mt St Patrick College

Senior Handbook
2016 - 2017



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CONTENTS

Introduction

Selecting a Program of Study	6
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HSC Information

General.....	7
Pathways Initiatives.....	8

Key Learning Areas

Types of Courses Offered	8
Board Developed, Board Endorsed	8
Vocational Education and Training, Life Skills	9
Life Skills	9
Unit Values of Courses.....	10
Category B Subjects	10
Vocational Education Courses	11
TAFE Delivered VET Programme	12
School Base apprenticeships and Traineeships.....	13
Flexible Delivery Courses	15
ROSA	17

General Information

Matriculation.....	18
Australian Tertiary Admission Rank	18
Assessment/Assessment of Life Skills	19
Special Examination Provisions	20
Reporting	20
Life Skills Reporting	21
Changing Courses	21
Course Fees.....	21
Austudy Scheme	21
Excursions	21

College Procedures

Curriculum.....	23
Spiritual, Social and Physical Development.....	23
Parent and Community Contact.....	23
Education in Faith	24
Pursuit of Excellence	24

College Regulations.....

Car Policy	25
------------------	----

College Sport.....

Senior Uniform.....

Senior Honour Award

Board Developed Courses (See Index of Subjects)

MSP Senior Courses.....

Board Endorsed Courses/Content Endorsed Courses (See Index of Subjects).....

INDEX OF SUBJECTS

BOARD DEVELOPED COURSES

Creative and Performing Arts

Visual Arts.....	33
Music 1	34
Drama	35

English (*Compulsory*)

Standard English	36
Advanced English	37
English Extension	38

Human Society and Its Environment (HSIE)

1 Unit Studies of Religion (<i>Compulsory</i>).....	39
Modern History	40
Ancient History	41
Business Studies.....	42
Economics	43
Geography	44
Legal Studies.....	45

Mathematics

Mathematics General	46
Mathematics	47
Mathematics Extension	48

Physical Education, Health & Personal Development (PD/H/PE)

Personal Development, Health and P.E.	49
Community and Family Studies	50

Science

Chemistry	51
Biology	52
Physics	53
Senior Science.....	54
Earth & Environmental Science.....	55

Technological & Applied Studies (TAS)

Industrial Technology – Multimedia	56
Industrial Technology – Timber (Category B).....	57
Hospitality – VET (Category B).....	58
Software Design and Development (Flexible delivery)	59

CONTENT ENDORSED COURSES

PD/Health/PE

Sport, Lifestyle & Recreation - 1 Unit.....	61
Sport, Lifestyle & Recreation - 2 Unit	62
Exploring Early Childhood - 1 Unit	63

Creative Arts

Photography - 1 Unit	64
----------------------------	----

Science

Marine Studies - 1 Unit	65
-------------------------------	----

TAS

Computing Applications - 1 Unit	66
---------------------------------------	----

HSIE

Catholic Studies	67
------------------------	----

Mathematics

Mathematics General 1	68
-----------------------------	----

English

English Studies	69
-----------------------	----

Glossary of Key Words	70
------------------------------------	----

Referencing the Harvard System	72
---	----

Assignments done on the computer	73
---	----

SECTION ONE

H.S.C.

INFORMATION

INTRODUCTION

The purpose of this booklet is to provide information for intending students so that they may be able to make informed choices of programs, courses and subjects in the senior school.

Mt. St. Patrick, being a Catholic College, aims to create an atmosphere of community for all its members. This community is one which values the uniqueness of every individual and appreciates each one's worth as a person who is growing in the stature of Christ. It is a community that is characterised by a spirit of co-operation, respect and friendliness which staff and students have worked hard to establish as a long, ongoing tradition.

Senior students, in particular, are expected to:

- ❖ help maintain the high ideals of Mt. St. Patrick
- ❖ accept responsibility for self-discipline
- ❖ provide positive leadership and good example for the Student Body
- ❖ apply themselves fully to their studies
- ❖ act with maturity
- ❖ co-operate actively in the liturgical, cultural, social and sporting life of the College
- ❖ be fully involved in the Religious Education component of the curriculum

The senior years of schooling at Mt. St. Patrick offer young people an opportunity to grow spiritually, intellectually and socially through a caring and supportive community. The honesty, sensitivity, dedication and willingness to work constructively with others, which characterises Mt. St. Patrick, will provide a sound basis for tertiary study, employment and citizenship.

SELECTING A PROGRAM OF STUDY:

The course of study which a student selects in Year 11 will have considerable bearing on the career opportunities that will be available to that student when schooling has been completed. It is essential that students be aware of the consequences of their choices and that they take every opportunity to seek advice and guidance from parents, teachers and the careers co-ordinator.

In selecting both a program of study and courses within those programs, students should give careful consideration to the following:

- ❖ **The student's individual capabilities and talents.** It is essential that the student be realistic. There is little point on choosing programs and courses that cannot be handled with a reasonable degree of success. The standard of performance in Year 10 is a sound guide in this regard.
- ❖ **The student's future aims and career interests.** This is of particular importance for those selecting courses that will enable entry to a Tertiary Institution. Although it is wise to keep options open, it is unrealistic to think that all students can enter or cope with all careers. It is essential to select the program of study that is most appropriate.
- ❖ **The inherent value of individual subjects.** A broad education is an asset to any individual. It is important that students do not focus exclusively on career-oriented subjects but also note the value of studies such as The Arts. Students are encouraged to undertake subjects which they enjoy and find personally stimulating.
- ❖ **Guidance will be given if inappropriate choices are made.** All student choices will be reviewed before programs and courses are finalised.

REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

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

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

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- If you wish to receive the Universities Admission Index (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2016 Year 10 Booklet*, published by UAC, already issued to Year 10 students, will contain important information about entry to university courses, course pre-requisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive a ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

PATHWAY INITIATIVES

ACCUMULATION

The HSC may be accumulated over up to five years and units may be repeated.

ACCELERATION

Outstanding students may undertake HSC courses in advance of their cohort with the approval of the Principal and the Board of Studies. Detailed explanation of this can be provided by the Curriculum Co-ordinator should students and parents wish to explore this option.

TYPES OF COURSES OFFERED AT MT ST PATRICK

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

BOARD DEVELOPED COURSES (BDC)

These courses are developed by the Board of Studies. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow the appropriate syllabus. These 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 (BEC)

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CEC's) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on the Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

- VET in schools allows students in Years 11 and 12 to study vocational courses as part of their HSC. These courses allow students to develop work related skills as well as articulate to further education at TAFE or university. In combination with other parts of the HSC curriculum, students can achieve a Higher School Certificate which should enhance their post secondary opportunities.
- All accredited VET programs, including those for HSC students, must meet the requirements of the National Training Framework. The Board of Studies VET Industry Frameworks Syllabus Documents and ACE Manual should be referred to for all information regarding HSC requirements and the HSC examination for Industry Frameworks courses.
- **All VET courses in schools are Category B courses.** An **optional** written examination for 240 hours VET courses will be offered. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination.
- A separate VET Handbook is available for all students intending to study a VET Course. *See also page 11.*

LIFE SKILLS COURSES

Stage 6 Life Skills courses have been developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed courses to meet the requirements for the award of the Higher School Certificate.

Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course. The Stage 6 Life Skills courses are as follows:

- Citizenship and Society Life Skills
- Creative Arts Life Skills
- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Science Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills.

As with the study of all Board Developed courses, exclusions apply to the study of Life Skills courses such that students may not study more than one 240-hour course in the same subject. For example, a student cannot include both English Standard and English Life Skills in the pattern of study for the award of the Higher School Certificate. .

Eligibility for Stage 6 Life Skills Courses

Most students with special education needs will undertake regular course outcomes in Board Developed and/or Board Endorsed courses to meet the requirements of the Higher School Certificate. For a small percentage of students, in particular those with an intellectual disability, it may be determined that the regular Board Developed or Board Endorsed courses are not appropriate. For these students, it may be appropriate to develop a pattern of study that includes one or more Stage 6 Life Skills courses.

The decision to access one or more Stage 6 Life Skills courses is made collaboratively with the student, parents/carers, the Special Needs Co-ordinator, Mrs Kathy Cristini, and other significant individuals in the student's life.

UNIT VALUES OF COURSES

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 Unit.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

$$\begin{aligned} 2 \text{ units} &= 4 \text{ hours per week (120 hours per year)} \\ &= 100 \text{ marks} \end{aligned}$$

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

- 2 UNIT COURSE** : This is the basic structure for all courses. It has a mark value of 100 marks.
- EXTENSION COURSE** :
- Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET.
 - : English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
 - : HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.
- 1 UNIT COURSE** :
- 1 unit equals approximately 2 hours of class time each week or 60 hours per year and has a value of 50 marks.
 - : There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

CATEGORY B SUBJECTS

Some courses are designated as Category B subjects. The universities have categorised VET subjects as Category B.

Only one Category B subject can be used when calculating the ATAR (explained on page 13).

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VET Courses are aimed at introducing students in Year 11 and Year 12 to the workplace and possible career paths.

These courses were jointly developed by industry and NSW Board of Studies to meet the needs of students leaving the school environment and entering the work force for the first time. Their interest in developing courses such as these is to ensure that a person entering the workforce does so with an informed knowledge. Previously, employers had found that they were not really interested in the career path they had chosen.

This involvement between industry and schools has many advantages for both the students and employers involved. These benefits include:

- a sound knowledge of Occupational Health and Safety, which makes the workplace a safer site for all concerned.
- more employable candidates after completion of introductory units in practical skills and industry experience.
- nationally accredited units of work that will grant exemptions to students who enter related trades or tertiary courses.
- financial benefits to industry through training.

This course, unlike some traditional school subjects, is assessed by a range of methods, but most importantly through the mastery of skills. This method is known as Competency Based Assessment and requires the student to display to the skills assessor that he/she understands both the theory and practical aspects of the work by completing a certain task to an acceptable standard.

This acceptable standard is the same for each person, just as the standards of measurement eg. the metre, is the same all over the world. This is the start of quality control concepts in the workplace. There are over 5000 different standards for all industries in Australia.

Competency Based Assessment

Competency Based Assessment is designed to monitor the performance of tasks, the development or completion of the project and to decide whether a person is performing to a suitable level. This assessment may involve theoretical knowledge, practical skills, management of various workplace activities or a combination of each of the above.

The assessment process doesn't just happen, it is carried out after students have been taught various methods of performing the tasks and when the students feel they are suitably prepared for the assessment task. It is simply not enough to be able to complete a task in the correct manner and to a suitable standard once, but to do so in a professional manner each time - to have mastered the set task.

What is needed for this course?

For students to gain positively from a course such as this, it is necessary for them to approach it with the correct attitude.

When students approach the classroom with a mature and enthusiastic attitude, the whole group benefit. Tasks can be demonstrated with more clarity and therefore understood sooner, which leads to an earlier mastery of skills.

On-site visits and work placements will benefit students in their understanding of how particular industries work. This can only happen when a respectful rapport exists between industry and the school.

What are the advantages of this course?

- Nationally recognised accreditation for the skills mastered at schools, TAFE and University.
- Experience in a work force. This varies among courses. (Approx. 40-80 hours).
- Opportunities for part-time employment.
- Opportunities to determine, prior to leaving school, if a particular industry is the right place for you.
- Informed understanding of what a particular industry involves and where you might like to start your career in the work force. Do you want to enter at apprenticeship level or complete studies to enter at a higher level of responsibility?

TAFE DELIVERED VET PROGRAM (TVET)

What is the TVET Programme?

If you are a student enrolled in Preliminary and/or HSC courses, TAFE can provide the opportunity to study certain subjects from TAFE courses which can contribute one or more units of study towards your Higher School Certificate. Courses are run over one or two years and classes are usually held on TAFE campuses.

Student's pattern of Study

A TAFE delivered course (TVET course) will comprise a minority of the student's overall pattern of study. At Mt St Patrick College an overall pattern of students in Year 11 includes 12 units minimum and in Year 12, 11 units.

Only one TVET course can be studied as part of a pattern of study at Mt St Patrick College. This means one subject worth 2 units, or for a limited number of courses 3 units of study.

In exceptional cases a TVET course may comprise the equivalent of 4 units as in the case of construction – Fast Track.

What courses are available?

The courses can vary from year to year depending on the demand from students and the other secondary schools in the area. Courses that were offered this year included: Hospitality, Multi-media, Entertainment,, Beauty Therapy – Make Up, Sport and Recreation – Fitness, Children's Service, Automotive, Animal Care, Hairdressing, Construction. A decision for courses running in 2010 will not be made until later in the year. (See Miss Anderson or Mrs Sherrah)

Procedures ensuring requirements of course of study are met

TVET courses are applied for using forms supplied by TAFE. Students and their parents sign these forms signifying their knowledge of an agreement to meeting course requirements. Those forms are signed also by a school representative (TVET Co-ordinator, Ms Anderson) and the appropriate Diocesan officer at Lismore Catholic Education Office.

The TVET Co-ordinator at North Coast TAFE keeps the college informed of any student absences from TAFE classes and any problems associated with completion of course work. If a student is under threat of an 'N' award or of not completing a unit needed as part of the TAFE course, the TAFE TVET co-ordinator notifies Mt St Patrick TVET co-ordinator through written notification. This is then followed up with the particular student at College.

Regular contact is made with the TAFE TVET Co-ordinator at district Careers Advisers meetings held each term and via email if an individual issue arises.

Students interested in undertaking TAFE Courses need to consider the following points:

1. Students applying for TVET courses **must** demonstrate the choice of course is based on a planned career pathway.
2. All applicants will be interviewed.
3. Once accepted into a Course, the student is required to complete the Course.
4. Courses are conducted at the TAFE College and will include students from other schools.
5. Students are required to meet the College and TAFE Codes of Conduct at all times.
6. Assessment is effective from the beginning of the TVET Course.
7. Students who undertake TAFE Courses receive dual accreditation from the Board of Studies and from TAFE.
8. In attending their TAFE Courses, students will miss some lessons at the College. It is the student's responsibility to cover the work which has been missed.
9. The time of TAFE Courses may extend beyond 3.20pm

What does it cost?

TAFE charges course fees for students from non-government schools. To date the Diocesan Education Board supports the TAFE program by meeting part of the cost of the courses which range from approximately \$700 to \$2000 depending on the course. Currently students have been required to pay \$520 per year for both Years 11 and 12 but this figure changes from year to year. It is important that parents and students understand the financial commitment involved in studying a TAFE delivered Vocational Course. Once a student enrolls and attends TAFE they are committed to meeting the costs.

STUDENTS APPLYING FOR TVET COURSES MUST DEMONSTRATE THE CHOICE IS BASED AND PLANNED CAREER PATHWAY

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

School-based apprenticeships and traineeships provide students with the opportunity for attain nationally recognised Vocational Education and training (VET) qualification as well as their High school Certificate (HSC) and gain valuable work skills and experience through paid employment.

The primary objective of the school based traineeship program is to provide high quality, flexible and accessible training to registered trainees in recognised vocations, while they are enrolled as senior secondary school students. The training must satisfy the requirement of the relevant Vocational Training Order (VTO) and the requirements of the Board of Studies for the HSC.

SBATs undertake formal training with RTOs, which can include TAFE NSW colleges/campuses, private and community training organisations, schools, higher education institutions and some large employers. For example, TAFE NSW provides training for automotive industry trainees in the T3 Automotive Technology and Training for Tomorrow program. SBATs undertaking the formal training component with a TAFE NSW institute are enrolled as TVET students and recorded on the TVET courses database.

What is a School Based Apprenticeship?

- A School Based Apprenticeship is commenced part time while school students are in Years 11 and 12 or Year 10
- A School Based Apprenticeship must work a minimum of 7 hours per week (more in some trades)
- School Based Apprenticeships are paid an apprentice wage by their employer in accordance with the appropriate industrial arrangement
- School Based Apprentices complete the first stage of their trade course at TAFE (or at school) to gain a minimum of 4 units credit toward their HSC
- At the end of Year 12 the School Based Apprentice will work full time for the remaining term of their apprenticeship

What is a School Based Traineeship?

- A School Based Traineeship is undertaken by students during Years 10, 11 & 12
- Trainees must work a minimum of 7 hours per week
- Trainees may work additional hours during school holidays
- Trainees are paid a training wage by their employer while they are at work
- Trainees complete a Nationally Recognised Industry Qualification at school, with an approved Registered Training Organisation (eg TAFE) to gain a minimum of course credit toward their HSC

A School Based Trainee will gain their HSC, a nationally recognised qualification and valuable employment experience

What does it cost?

There is a monetary cost for students enrolled in School Based Apprenticeships and Traineeships. Students will be charged similar course fees to TVET students.

What HSC VET courses are available for school-based apprenticeships and traineeships?

Apprenticeship Courses

School-based apprenticeship (SBA) pathways courses are available in the Hospitality, Construction and Metal and Engineering Curriculum Frameworks and in the proposed Draft Automotive and Electro technology Curriculum Frameworks. In each Framework there is an SBA 240-hour course and 60 or 120 hour SBA specialisation course available providing up to six units of HSC credit. These courses are designed to cover training plans for all students undertaking an SBA in these industry areas. If a student's training plan includes units of competency that are not in the Framework, schools can request that they be added to the Framework. An application form is available at

www.boardofstudies.nsw.edu.au/voc-ed/index.html#Drocess-to-add-units-competency

TAFE Content Endorsed Courses for SBAs are currently available in hairdressing and plumbing. Details of these can be found at www.sbatinnsw.info

Traineeship Courses

Courses covering SBTs are available through the Business Services, Construction, Entertainment Industry, Hospitality, Information Technology, Metal & Engineering, Primary Industries (covering rural skills, conservation and land management and horticulture) and Tourism Curriculum Frameworks and in the proposed Draft Automotive and Retail Services (covering retail operations and community pharmacy) Curriculum Frameworks. Students would study the 240-hour course and may need to do an additional specialisation study and/or extension course.

TAFE NSW delivered Content Endorsed Courses covering SBTs are currently available in aged care work, baking - retail, children's services and floristry. Details about these can be found at www.sbatinnsw.info

If an existing course relevant to the specific industry area is not available, an application for a Board Endorsed VET course for school-based apprentices or trainees would need to be submitted to cover the formal training for the school-based apprenticeship or traineeship. VET Board Endorsed Course guidelines and application forms are available at [http://www.boardofstudies.nsw.edu.au/voc ed/board-endorsed-courses.html](http://www.boardofstudies.nsw.edu.au/voc%20ed/board-endorsed-courses.html)

What about HSC credit for the on-the-job component of the school-based apprenticeship or traineeship?

The Industry-based Learning course is a Board Endorsed Course that provides students with the opportunity to gain additional HSC unit credit for the 'on-the-job' component of the SBA/T. It is optional for students to do the course in conjunction with their SBA/T. This course may provide up to four additional units of HSC credit.

The student is required to present a log and journal for assessment as evidence of their learning in the course outcomes on a regular basis.

FLEXIBLE DELIVERY COURSES – Diocese of Lismore

If a subject you are interested in doing is not offered at Mt St Patrick College, or the subject does not run due to insufficient numbers, you may:

Undertake Distance Education through the Lismore Diocesan Online program.

Please contact the Curriculum Co-ordinator for further information.

DIOCESE OF LISMORE DISTANCE EDUCATION

Changes over the past ten years have broadened the options for students enrolling for the Higher School Certificate. Students are no longer confined to a mostly academic pathway or limited to courses that can be taught at their schools. It is now possible to study using several different modes of delivery, attending different campuses and institutions or pursuing various pathways over a number of years. The information in this section deals with one such mode of delivery.

Online, flexible delivery courses have been made available to participating Diocesan schools to cater for specific student needs and to address equity issues associated with existing distance education. For 2013, the courses which may be offered in this mode of delivery are the Preliminary and HSC courses in:

- Ancient History
- Economics
- Engineering Studies
- Software Design and Development
- Geography
- Studies of Religion 2
- Japanese

It is the intention neither of the Diocese nor of individual schools to replace existing face-to-face classes with flexible delivery modes. What schools are endeavouring to do is to maintain a Catholic

Education for these students and to provide them with access to subjects that traditionally have created timetable difficulties due to their very small candidature.

The delivery of subjects to students in the Diocese can and will be achieved through the use of emerging internet technologies and, if required, existing telephone services. A teacher, based at one of the Diocesan schools, will use this infrastructure to teach students in various other schools, both within and outside the Lismore Diocese. Some lessons will involve being "on-line" together, i.e. *synchronously*. Students follow up these lessons by accessing the course material and resources and completing set work in their own time, i.e. *asynchronously*. This asynchronous delivery can take place at school during the normal school day or at home in the student's own time. However, in order to meet the course requirements and to cater for all schools and students it will be necessary to timetable the synchronous classes after school or of an evening each week. This is similar to existing arrangements for Extension English, Mathematics and History that already exist in some schools although students would not need to remain at school in order to participate. This and the necessity of travelling to a central location once per term to work with the teacher face to face should be commitments students consider carefully when choosing these subjects. It will be the responsibility of the school to provide a computer with internet access to students for the classes at school. It is recommended that students have access to a reliable computer with internet access at home.

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for students needing guidance and support and may also provide supervision for students when they are on-line. Another role of the mentor is to keep in contact with the appointed "on-line" teacher and monitor student progress. They also have the responsibility for the co-ordination of exams and other assessment events that the student attempts at school. All formal assessment tasks will be conducted at school. The internet will not be used as a means of conducting formal assessment tasks. Student's school reports for this subject will be issued by the Diocese of Lismore Distance Education.

Obviously this structure and the type of learning involved may not be suited to all students. However, for motivated and conscientious students, this form of delivery may provide the flexibility required to pursue a chosen pattern of study.

The courses involved in this mode of delivery will be provided to the student at a cost over and above existing school fees. A brochure and more detailed information can be obtained from your school or by contacting Andrew Burgess, the Diocese of Lismore Distance Education Course Coordinator. Phone: 6658 5896 or 0407457009 or email aburgess@lism.catholic.edu.au

Please note: Only students who have demonstrated independent learning in Year 10 will be permitted to complete an on-line course.

Students who wish to enrol in online courses must do so by registering on the Diocese of Lismore website by the 31st August 2014.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

From 2012 eligible students who leave school before receiving their HSC will receive a Record of School Achievement (ROSA).

The ROSA is a cumulative credential that allows students to accumulate their academic results until they leave school.

The ROSA includes Stage 5 and 6 results prior to the High School Certificate.

At any time a student can receive a snapshot of their results.

Students who go onto the HSC will receive their Year 11 and Year 12 results on their High School Certificate.

The ROSA is an exit certificate hence will only receive the certificate when they leave school.

Grades

ROSA will report Grades A – E for each subject completed by the student in Stage 5 and 6.

Literacy and Numeracy Tests

Students intending to leave school before the HSC can take an optional Literacy and Numeracy online.

These tests are offered twice a year in May and October.

These test contain 60 multiple choice questions and are reported separately to the ROSA. They are not a requirement of the ROSA.

Recording Extracurricular Achievement "Up To Now"

Students can complete an online portfolio of their extracurricular achievements such as first aid qualifications and volunteer work.

Using Up 2 Now provides students with the opportunity to develop skills, describing, organising and presenting their broader learning, community service and volunteering involvement and other awards and achievements. This information can be shared with prospective employers or used to access other education or training pathways.

GENERAL INFORMATION

MATRICULATION

Matriculation is the level of study required at the HSC to gain entry to tertiary study at a University. Each tertiary institution has its own matriculation requirements which often vary from year to year.

It is difficult to make a generalised statement concerning matriculation requirements, though it is commonly agreed that students who do not have **10 Board Developed Units** at Year 12, severely limit their options for tertiary study.

It should be realised that tertiary institutions vary in their degree of acceptance of individual HSC courses that make up the 10 Board Developed Units for matriculation purposes. Further, faculties and departments of each tertiary institution often have stipulated HSC course prerequisites for various courses.

Students have access to booklets from the University Admissions Centre which set out each university's requirements for entry in 2010. Students are further advised to inquire about the prerequisites for entry to individual tertiary institutions and courses within those institutions to ensure that their program of study meets the necessary requirements.

Further assistance on these matters is available through Miss Gayle Anderson, Careers Advisor or Mrs. Narelle Sherrah, Curriculum Co-ordinator.

AUSTRALIAN TERTIARY ADMISSIONS RANK

The Universities will calculate a ATAR based on performance in the New South Wales HSC, in order to determine the admission of candidates to degree and diploma programs.

Eligibility for a ATAR

To be eligible for a ATAR a student must

- ◆ complete at least ten units of Board Developed Courses
- ◆ include at least two units of English
- ◆ include at least three courses of two units or greater
- ◆ include at least four subjects; see (a) below

Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising;

- a) The best two units of English and
- b) The best eight units from the remaining units, subject to the provision that no more than two units of category B courses be included
- c) The ATAR may include units accumulated by a candidate over a maximum span of five years provided that:
- d) if the candidate repeats a year only the last attempt will be included in ATAR.

ASSESSMENT

Schools are required by the Board of Studies to submit assessments by the end of Year 12 of student achievement, relative to other students doing the same course in the school.

The assessment is based on achievements measured throughout Board Developed Courses. It encompasses all syllabus objectives other than those relating to attitude and interest. It does not take account of conduct.

The assessment is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured by the single HSC examination.

Each subject department has developed specific assessment procedures that take into account the syllabus objectives and the various weighting of each component.

Full details of the Board's assessment requirements, Mt St Patrick's overall assessment policy and departmental policies and procedures are published in a separate booklet and will be issued to all students prior to the commencement of the HSC course component.

Assessment will not commence before the beginning of the HSC course which commences with the completion of Preliminary course requirements.

ASSESSMENT OF LIFE SKILLS

Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student.

Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments including the school, community and workplace. Assessment should reflect the student's ability to generalise the knowledge and skills to a range of adult environments.

The content listed with each outcome provides examples of assessable activities on which teacher judgement will be based.

Evidence of achievement of outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students may require support to demonstrate achievement of Life Skills outcomes. The type of support will vary according to the particular needs of the student and the requirements of the task. Examples of support are:

- extra time;
- verbal, visual and/or physical prompts and/or physical assistance from others;
- technological aids;
- adjustments to the environment based on the specific needs of individual students including modifications to equipment and furniture.

SPECIAL EXAMINATION PROVISIONS

Special examination provisions are granted to provide students who have special examination needs with practical support in the School Certificate Tests and Higher School Certificate Examinations.

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation.

Provisions may include braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, exam supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

Special Provisions can also be provided for Assessment Tasks. Assistance can be provided by Mrs Kathy Cristini at the College.

REPORTING

- The HSC reports will provide a description of a student's achievements that is similar to the one received in this year's School Certificate for the tests in English-literacy, Mathematics and Science.
- School-based assessment tasks will contribute to 50% of the HSC mark. School assessment mark will be based on your performance in assessment tasks undertaken during the course.
- The other 50% will come from the HSC examination.
- The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course he/she will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC the student will receive a portfolio containing:
 - ★ The HSC Testamur
(The official certificate confirming achievement of all requirements for the award.)
 - ★ The Record of Achievement
(This document lists the courses studied and reports the marks and bands achieved.)
 - ★ Course Reports
For every HSC Board Developed Course a student will receive a Course Report showing his/her marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.)

LIFE SKILLS REPORTING

Schools will issue a HSC Profile of Student Achievement for each student studying one or more Stage 6 Life Skills courses.

The Board of Studies provides schools with an electronic HSC Profile of Student Achievement available from the Board's website. This Profile lists the outcomes available for each Stage 6 Life Skills course. Schools use the Profile to report on student achievement of the syllabus outcomes identified in the planning process for the individual student.

Schools can download the Profile and customise it for the individual student by selecting the Life Skills outcomes appropriate to the student's learning needs from the Stage 6 Life Skills course(s) in the student's pattern of study. Schools use the Profile to report on student achievement of the Life Skills outcomes and indicate whether the designated outcome was achieved independently or with support. The principal will verify that the Profile of Student Achievement document is a true and accurate record of all learning outcomes achieved by the student in Stage 6 Life Skills courses. The Profile will be a permanent record of all outcomes attained by the student during Stage 6 and will be issued to the student before he or she leaves school.

CHANGING COURSES

Students are expected to give careful consideration to the original selection of subject courses. However, a student will be permitted to change courses, with the permission of the Curriculum Co-ordinator and KLA Co-Ordinator involved, early in Year 11, if inappropriate choices have been made. Changes will only be permitted under special circumstances after the end of Term 1 of Year 11, at the discretion of the Principal.

It is recommended that students change within the first 6 weeks.

COURSE FEES

Course fees are charged for some subjects to cover the cost of materials used, and this information, where applicable, will appear at the end of the particular subject description. These fees must be paid in full at the commencement of the school year.

FINANCIAL ASSISTANCE

The Federal Government offers financial assistance to students through the **Austudy Scheme**. Further information on this scheme may be obtained from the college office. Applications should be lodged early as there is a long delay in processing and approving claims.

EXCURSIONS

Some subjects have **compulsory excursions** written into the syllabus. These will vary in number, duration and cost depending on the subject. Further information is given in the particular subject description.

SECTION TWO

**SENIOR
COLLEGE**

PROCEDURE

COLLEGE PROCEDURES

The following procedures outline our attempt to translate the objectives of our educational philosophy into practice:

CURRICULUM

- ❖ Advice on subject choice according to students' interests, career aspirations and most importantly, ability.
- ❖ Opportunities for students to change subject choices during Year 11 upon the advice of the teachers and parents, subject to the constraints of the timetable.
- ❖ A timetable for each year which aims to satisfy the widest number of student choices.
- ❖ Course outlines (with due respect to Syllabus guidelines) are compiled with consideration to the needs and interests of Mt. St. Patrick students.
- ❖ A curriculum which is constantly evaluated and developed to meet students' needs by:
 - a) Inservice Courses
 - b) Staff Meetings
 - c) Staff Development Days
- ❖ Assessment systems and reporting which accurately reflect each individual student's progress.

SPIRITUAL, SOCIAL AND PHYSICAL DEVELOPMENT

- ❖ The provision of opportunities for prayer, reflection (individual/communal) and celebration through ritual and liturgy.
- ❖ The organisation and conduct of social events (dances, barbecues, formals) with the assistance of the Student Representative Council
- ❖ The provision of a well-balanced sports program that encourages fitness through interest electives and the opportunity to represent the College in competitive sport.
- ❖ The encouragement and recognition of sporting achievement at a high level.
- ❖ The development of a 'code of conduct' to inspire a fine sporting tradition.

PARENT AND COMMUNITY CONTACT

- ❖ Regular and frequent contact made with parents of students in need.
- ❖ An opportunity each semester for parents to meet teachers and communicate regarding their child's progress.

EDUCATION IN FAITH

- ❖ A co-ordinated Religious Studies program for Years 11 and 12.
- ❖ Opportunities for students to participate in liturgical experiences and celebration of the sacraments.
- ❖ A Form Retreat offered each year to students. These are compulsory activities for students attending our college. This would be understood and accepted upon entering Year 11.

PURSUIT OF EXCELLENCE

- ❖ Regular reporting and assessment procedures conducted to provide feedback to students on their performance.
- ❖ Recognition of excellence in all areas of College life made throughout Year 11 and Year 12.

COLLEGE REGULATIONS

- ❖ Students are to be respectful to all members of the College Staff, visitors and fellow students at all times.
- ❖ Unbecoming language and behaviour, smoking, use of illegal substances, consumption of alcohol and chewing gum are prohibited at all times when at College, or College related activities, and whenever in college uniform.
- ❖ Students are to wear the full college uniform correctly. Notes from parents are required if there are to be any exceptions to this.
- ❖ Jewellery is to be kept to a minimum.
- ❖ Students are expected to respect the property of the College and to report any breakages or damage. Costs of breakage or damage resultant from malicious or irresponsible behaviour will be payable by the student(s) involved.
- ❖ Students are required to be punctual for all classes and to have all the requisites they need.
- ❖ Notes from parents are required for all absences.
- ❖ Students arriving late to College are to report to the Secretary's Office and inform their administration teachers at recess/lunch.
- ❖ Students are not permitted to leave the College grounds after they have arrived in the morning or before the afternoon classes have finished. Notes are needed for any exceptions to this procedure.

CAR POLICY

- ❖ Students who have driving licences are permitted to drive to and from the College. Students are not permitted to drive to Sport except during Term 2 and only if students live in the Tweed Heads area and play sport in that area. To receive such permission a special form should be obtained from the Year Co-ordinator and filled in by the students and their parents or guardian. Students who are permitted to drive to sport as indicated above, **are not** permitted to take passengers.
- ❖ Cars are not to be used during the College day. Specific permission to leave the College grounds must be sought from the Deputy Principal through the production of a note from a parent or guardian.
- ❖ Students who wish to travel in another student's car to and from the college should have a note from a parent or guardian confirming this request. This note must nominate the driver with whom the student is allowed to travel.
- ❖ Students are required to obey all traffic rules. They are also expected to drive slowly in streets adjacent to the College.
- ❖ Failure to abide by the above regulations will mean that students forfeit the privilege of driving to and from the College.

COLLEGE SPORT

It is the view of the College that the importance of Sport should not be underestimated as it adds a balancing dimension to the rigours and anxieties which come with senior academic studies.

Accordingly, Sport is a compulsory part of our College program until Term 2, Year 12, so every student is expected to actively participate in this program every week. Indeed, this is one of the conditions of enrolment at the College.

This means that we do not accept excuses for non-attendance at sport unless the circumstances are exceptional. Doctor, dentist and other appointments are not permitted on sport afternoons and, if a student is medically unable to participate, then he/she is expected to attend the venue along with everyone else and assist the teacher unless other arrangements have been made between parents and the College.

Students are expected to have the correct Sport uniform to wear to College and remain in that uniform all day.

Sport is not compulsory during Term 2 of Year 12. During Term 2 and 3 Year 12 students will be timetabled on lessons.

SENIOR UNIFORM

GIRLS

Girls' Skirt

Grey with navy and blue overcheck (Fabric YA7050)

- 4 stitched (15cm) knife pleats front and back.
- Back zip
- Fob pocket

Blouse

White polycotton overblouse

- Yoke and pleats to waistband
- Flat peaked collar approximately 7cm wide
- Tie approximately 80cm long to reverse points

White socks, black shoes

Stockings in winter – navy

A navy scarf maybe worn during winter months.

BOYS

Boys' Shirt

White polycotton poplin

- Pocket trim with girls' skirt fabric

School Grey Yakka Shorts (to be worn with a plain black belt).

Grey Yakka Trousers (no jeans)

Blue tie available from office (optional)

A navy scarf maybe worn during winter months.

SPORTS UNIFORM

GIRLS and BOYS

- A chambray sports polo in a polycotton rugby knit.
- Navy microfibre (tropical) shorts with a zipped pocket.
- White socks with College colour stripes.
- Mainly white sports **shoes** (blue or black stripes permitted, no fluorescent colours, must be suitable for sport and PE. Skate shoes are not acceptable as they do not offer support and safety for sporting activities).
- College Tracksuit (optional). Only to be worn with the sports uniform in Terms 2 and 3. Students are to have their skirt and/or shorts with them. Trackpants are not to be worn in Terms 1 and 4.

SENIOR HONOUR AWARD

1. BACKGROUND

- The purpose of the **Senior Honour Award** is to promote the pursuit of **excellence** amongst Year 11 and Year 12 students.
- Students who wish to be considered for an Honour Award must **make application** to the Award Committee, outlining how they qualify for an Award. The Principal, Deputy, Year Co-ordinator, Academic Co-ordinator and R.E.C. are entitled to **invite** a student to apply for an Honour Award.
- It is expected that as well as meeting criteria for an Honour Award, applicants are students who **positively reflect** the ethos of the College by their conduct, College spirit, co-operation and presentation.
- Students wishing to **apply** for an Honour Award are to write a **formal application** to the Principal using the published format available from the Office. (A sample is included in this booklet). The Principal, in consultation with the Award Committee and members of the College Executive, makes the decision as to whether or not an Award will be granted.
- Students are able to apply for Awards in **more than one** category.
- The Award shall consist of a **special certificate** and, where possible, will be presented to the student at a **College Assembly**. Students who receive awards in a given year will have their name placed on the **Senior Honour Board** in the foyer of Presentation House.
- **The Honour Award system does not replace the Merit system within the College.**

Honour Awards are granted specifically for students' achievements in Years 11 and 12.

2. CATEGORIES

A student will be able to make application for any of the following Honour Awards:

- Academic
- Leadership
- College Spirit
- Community Service
- Performing Arts
- Debating/ Public Speaking
- Sport
- Religious Contribution
- Special

3. CRITERIA

Students applying for any Senior Honour Award will need to reach an outstanding level of achievement in their chosen category.

Criteria for each of the categories is detailed below. However, these criteria are by no means exhaustive and will vary according to each applicant.

4. WHEN CAN AWARDS BE APPLIED FOR?

SENIOR HONOUR AWARDS

- Students can only apply in Year 12 but the application can cover activities in Year 11 and Year 12.
- The process of application will be outlined to Senior Students in Term 4 of Year 11.
- Applications will close at the end of Term 2 in Year 12.
- The Award Committee will meet during Term 3 and make their decision.
- In special circumstances application will be accepted in Term 3.
- The Awards will be announced and presented prior to Year 12 leaving for their Study Vacation.

PERFORMING ARTS HONOUR AWARD

A student receiving a Performing Arts Honour Award should have demonstrated **co-operation** and **involvement at a significant level** in **at least** four (4) activities during Years 11 and 12. Their contribution could be in the area of singing, directing, choreography, dancing, acting or playing a musical instrument. Recipients need to have been reliable, punctual, well-prepared, committed and co-operative. Some of the activities could include:

- College Musical
- Performing Arts Evenings
- College Reviews/Theatre Restaurant
- College Choir
- College Marching Band
- College Concert/Jazz/Stage Band
- College Liturgies (Masses and Paraliturgies)
- Easter and Christmas Presentations
- College items in the Murwillumbah Festival of Performing Arts
- Tableau Choir/Band
- Visual Arts Exhibition
- Creative Arts Evening
- Set design and construction
- Dance Items
- Play Presentations

ACADEMIC HONOUR AWARD

A student receiving an Academic Honour Award should have displayed **outstanding diligence and initiative** in their studies and **consistently excelled** in either the Year 11 Preliminary Course or Year 12 High School Certificate Course or both courses. A rank in the top three positions of the student's best ten units or a rank of top five in courses with large candidatures may be considered criteria for an Academic Honour. These can be varied at the discretion of the Award Committee e.g. where the applicant has gained five first ranks and one fourth rank.

LEADERSHIP HONOUR AWARD

A student receiving a Leadership Honour Award will display **loyalty, reliability, enthusiasm, hardwork and leadership**. They will **participate** in, and **organise**, College - related activities. Some examples of involvement could be:

- College Captain
- SRC
- Sporting House Captain
- Year 12 Committees
- St Vincent de Paul President
- Fundraising eg. Big Day Out

This award is not automatically given to student leaders and sports captains, but only to those, regardless of whether or not they hold elected office, who have demonstrated particular capacity and leadership in guiding and encouraging others.

COMMUNITY SERVICE HONOUR AWARD

A student receiving a Community Service Honour Award should display **willingness and a capacity to give considerable effort, over a period of time**, to community, social and charitable work. These could include significant contributions in areas such as the following:

- Red Shield Door Knock Appeal for the Salvation Army
- Participation in the 40 Hour Famine
- Participation in Clean Up Australia Day
- Participation in the Anzac March

COLLEGE SPIRIT HONOUR AWARD

A student receiving a College Spirit Honour Award should be involved in a **significant number** of the following:

- **Promotion of a positive spirit in the College** by
 - wearing correct uniform (no Ground Duty)
 - exemplary behaviour (no Detentions or major behaviour problems)
 - doing his/her best in everything
- **Participation in many aspects of College life** such as:
 - Athletics Carnival (Year 11)
 - Swimming Carnival (Years 11 and 12)
 - Socials
 - Open Day
 - Anzac Day March (Years 11 and 12)
- Membership of SRC.
- Assistance with day-to-day running of the College (homeroom, bins, unlocking buildings, monitors of rooms).
- Voluntary giving of free time to the promotion of the College.

SPECIAL HONOUR AWARD

A student who has represented at **State or National level** in any activity is entitled to apply for this award.

A student who shows **extraordinary talent** and **commitment to a cause** may also be considered eligible for this award

DEBATING / PUBLIC SPEAKING HONOUR AWARD

A student receiving a Debating or Public Speaking Honour Award should have performed **outstandingly** in either Year 11 or Year 12 or both years. The following are areas to be considered:

- **Catholic Schools Debating Competition – Bill Shield Trophy.**
The Team should have won at least the Regional Final and proceeded to the Finals.
- **Commonwealth Senior Debating Competition.**
The team should have won at least the Regional level.
- **S.M.H. Plain English Speaking Competition.**
The student should have won at least the Regional competition.
- **Lions Youth of the Year Competition.**
The student should have won at least the Regional Final.

RELIGIOUS CONTRIBUTION HONOUR AWARD

A student receiving the **Religious Contribution Honour Award** should **contribute significantly** to the **religious life** of the College and Parish. The recipient should have been involved, over a period of time, in activities which **promote** the **Catholic ethos of the College**. In addition, this student should provide a **positive Christian role model for other students**. The criteria would include the following:

- Being an active member of the St Vincent de Paul Society.
- Participation in College Masses
 - alter serving
 - reading
- Contributing to the Parish Mass by being on the roster for
 - reading
 - playing a musical instrument
 - singing
 - alter serving
- Organising prayer for the class to present at a College Assembly during senior years.

SECTION THREE

**BOARD
DEVELOPED**

SUBJECTS

MT ST PATRICK COLLEGE

HSC BOARD DEVELOPED COURSES (Count towards ATAR)

2Unit Courses	1Unit Courses
Biology Business Studies Chemistry Community & Family Studies Design & Technology Drama Earth & Environmental Science Economics (online) Engineering (online) 2 units of English is Compulsory - English Advanced - English Standard General Mathematics 2 Geography Hospitality Operations Industrial Technology – Timber Industrial Technology – Multimedia Japanese (online) Legal Studies Mathematics Modern History Music 1 Physics PD/Health/PE Senior Science Software Design Development (online) Visual Arts	English Extension 1 Mathematics Extension 1 Studies of Religion Compulsory

CONTENT ENDORSED COURSES (Do not count towards ATAR)

2 Unit Courses	1 Unit Courses
Sport, Lifestyle and Recreation Studies Work Studies English Studies General Mathematics 1	Exploring Early Childhood (Preliminary) Marine Studies Photography Sport, Lifestyle and Recreation Studies (Preliminary) Computing Processes

VISUAL ARTS (BDC)

Contact Person: Ms Clara Cahill

Course Category: A

Course Type: Board Developed Course

No of Units: 2

Exclusions between Content Endorsed courses and Board Developed Visual Arts course:

No. of Years Studied: 2

Furnishing – The Furnishing Integrated project(s) cannot be used as a Body of Work.

Course Fees: Year 11 - \$60
Year 12 - \$50

Photography – Visual Arts HSC Photography Body of Work
Design and Technology

Costs: Year 11 - \$30 approx - Excursions
Year 12 - \$30 approx - Excursions

COURSE DESCRIPTION:

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about practice and which demonstrates their ability to resolve a conceptually and technically strong work. Students critically investigate the work of critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

MAIN TOPICS COVERED:

Preliminary Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the artworld
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the artworld
- How students may further develop meaning and focus in their work.

PARTICULAR COURSE REQUIREMENTS:

Preliminary Course

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course

- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

ASSESSMENT: HSC Course only

Internal

Development of the body of work	50
Art criticism and art history	50
Total	100

External

A written paper	50
Submission of a body of work	50
Total	100



MUSIC 1 (BDC)

Contact Person: Mrs Antonia Pratt
Course Type: Board Developed Course
Prerequisites: Music mandatory course (or equivalent)
Exclusions: Music 2

Course Category: A
No of Units: 2
No. of Years Studied: 2
Course Fees: \$25
Costs: \$140 Excursion
 Non-compulsory (approximately)

COURSE DESCRIPTION:

In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

MAIN TOPICS COVERED:

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

PARTICULAR COURSE REQUIREMENTS:

HSC Course

In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

ASSESSMENT: HSC Course only

Internal

Core performance	10
Core composition	10
Core musicology	10
Core aural	25
Elective 1	15
Elective 2	15
Elective 3	15

Total 100

External

Aural exam (1 hour)	30
Core and Electives (weighted evenly)	70

- Core Performance (one piece) +

Three electives from any combination of:

- Performance (one piece)
- Composition (and submitted work)
- Musicology (*viva voce*)

Total 100



DRAMA (BDC)

Contact Person: Mr Desmond James

Course Type: Board Developed Course

Prerequisites: Nil

Exclusions:

Course Category:

No of Units: 2

No. of Years Studied: 2

Course Fees: \$30 for Year 11
\$50 for Year 12

Costs:

COURSE DESCRIPTION:

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

Preliminary Course content comprises an interaction between the components of Improvisation, Play-building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.

HSC Course content

Australian Drama and Theatre and Studies In Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.

The Group Performances of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the Individual Project students demonstrate their expertise in one particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

MAIN TOPICS COVERED:

Preliminary Course

Core content to be covered in 120 hours.

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

HSC Course

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

PARTICULAR COURSE REQUIREMENTS:

The Preliminary course informs learning in the HSC course. In the study of theoretical components. students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

ASSESSMENT: HSC Course only

HSC Course only

Internal

Australian Drama and Theatre	30
Studies in Drama and Theatre	30
Development of Group Performance	20
Development of Individual Project	20

Total 100

External

Group Presentation (Core)	30
Individual Project	30
A one and a half hour Written Examination comprising two compulsory sections:	
Australian Drama and theatre (Core)	
Studies in Drama and Theatre	40

Total 100

ENGLISH STANDARD (BDC)

Contact Person:	Mr Paddy Bailey	Course Category:	A
Course Type:	Board Developed Course	No of Units:	2
Exclusions:	English Advanced; English as a Second Language; Extension	No. of Years Studied:	2
Course Fees:	Nil		
Special Details:	Approximately \$100 costs (optional excursions)		

COURSE DESCRIPTION:

- In the **Preliminary English (Standard)** course students explore the ways events, experiences, ideas and processes are represented in and through texts.
- In the **HSC English (Standard) course** students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

MAIN TOPICS COVERED:

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content.

HSC Course

The course has two sections:

- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of the Modules.

PARTICULAR COURSE REQUIREMENTS:

In the Preliminary English (Standard) course students are required to:

- study Australian and other texts explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.

- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text

HSC English (Standard) course requires:

- the close study of at least **four types of prescribed text**, one drawn from **each** of the following categories: prose fiction; drama; poetry; non-fiction, film, media **or** multimedia.
- a wide range of additional related texts and textual forms.

ASSESSMENT:

Internal

Area of Study (Common course content)	40
Module A	20
Module B	20
Module C	20
Total	100

External

A written examination paper consisting of:

Paper 1 (2 hours) Areas of Study (Common course content)	40
Paper 2 (2 hours) Module A	60
Module B	
Module C	
Total	100

Assessment across the language modes:

- Listening	15
- Speaking	15
- Reading	25
- Writing	30
- Viewing and Representing	15
Total	100

ENGLISH ADVANCED (BDC)

Contact Person:	Mr Paddy Bailey	Course Category:	A
Course Type:	Board Developed Course	No of Units:	2
Exclusions:	English Standard; Fundamentals of English	No. of Years Studied:	2
Course Fees:	Nil		
Special Details:	Approximately \$100 costs (optional excursions)		

COURSE DESCRIPTION:

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

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

MAIN TOPICS COVERED:

Preliminary Course The course has two sections.

- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study.
- Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the Content.

HSC Course : The course has two sections:

- The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B or C.

PARTICULAR COURSE REQUIREMENTS:

Preliminary English (Advanced) course requires:

- study of Australian and other texts
- exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.

- wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
- engagement in the integrated study of language and text

HSC English (Advanced) course requires:

- the close study of at least **five** types of prescribed text, one drawn from **each** of the following categories: Shakespearian drama; prose fiction; drama **or** film; poetry; non-fiction **or** media **or** multimedia texts.
- a wide range of additional related texts and textual forms.

ASSESSMENT:

Internal

Area of Study (Common course content)	40
Module A	20
Module B	20
Module C	20
Total	100

External

A written examination paper consisting of:

Paper 1 (2 hours)	
Areas of Study (Common course content)	40
Paper 2 (2 hours)	
Module A	60
Module B	
Module C	
Total	100

Assessment across the language modes:

- Listening	15
- Speaking	15
- Reading	25
- Writing	30
- Viewing and Representing	15
Total	100

ENGLISH EXTENSION (BDC)

Contact Person:	Mr Paddy Bailey	Course Category:	A
Course Type:	Board Developed Course	No of Units:	1
Exclusions:	English Standard; Fundamentals of English; ESL	No. of Years Studied:	2
Prerequisites:	(a) English (Advanced) course (b) Preliminary English Extension course is prerequisite for Extension Course 1 (c) Extension Course 1 is prerequisite for Extension Course 2	Course Fees:	Nil
		Special Details:	Approximately \$100 costs (optional excursions)

COURSE DESCRIPTION:

- In the Preliminary English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- In the HSC English (Extension) course 1 students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

MAIN TOPICS COVERED:

Preliminary Extension Course

The course has one mandatory section, Module: Texts, Culture and Value

HSC Extension Course 1

The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.

HSC Extension Course 2

The course requires students to complete a Major Work

PARTICULAR COURSE REQUIREMENTS:

Preliminary English (Extension) course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives 2000, 2001).

The HSC English (Extension) course 2 requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

ASSESSMENT: HSC Extension Course 1

Internal

Module A, B, C	50
Total	50

External

A written examination paper of 2 hours duration	50
Total	50

Outline of internal assessment requirement

There will be two to three assessment tasks comprising the following components and weightings.

Component	Weighting
Knowledge and understanding of complex texts and of how and why they are valued	25
Skills in :	25
<ul style="list-style-type: none"> Complex analysis Sustained composition Independent investigation 	50

Knowledge and understanding of complex texts and of how and why they are valued

ASSESSMENT: HSC Extension Course 2

Internal

Proposal: Presentation of proposal for Major work	10
Viva Voce: Interview and discussion / Exploration of the work in progress	20
Report: the impact of independent investigation on the development of the Major Work	20
Total	50

External

Submission of Major Work	50
Including a 1000 – 1500 (maximum) reflection statement	
Total	50

STUDIES OF RELIGION I (BDC)

Contact Person: Mr Ryan Campbell

Course Type: Board Developed Course

Course Category: A

No of Units: 1

No. of Years Studied: 2

Course Fees: Nil

Costs: Year 11 - \$10 Retreat
 \$20.00 Brisbane Excursion
 Year 12 - \$120 Retreat

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

- Nature of Religion and Beliefs
- Australian Aboriginal beliefs and Spirituality
- Religious Tradition Study 1 – Christianity, as one of the major religious traditions as a living religious system.
- Religious Tradition Study 2 – Judaism, as one of the major religious traditions as a living religious system.

HSC Course

- Religion and Beliefs Systems in Australia post 1945
- Religious Tradition Depth Study 1 – The contributions of significant people, ideas, practices and ethical teachings to an understanding of Christianity as a living religious tradition.
- Religious Tradition Depth Study 2 – Judaism – The contribution of significant people, ideas, practices and ethical teachings to an understanding of Judaism as a living religious tradition.



PARTICULAR COURSE REQUIREMENTS:

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

ASSESSMENT: HSC Course Only

Internal

Section I Foundation Studies	20
Section II	
Religious Tradition Depth Study 1	15
Religious Tradition Depth Study 2	15
Total	50

External

A one and a half hour written examination

Section I Foundation Studies	30
Section II Religious Tradition Depth Study	20
Total	50



MODERN HISTORY (BDC)

Contact Person: Mr Chris Core

Course Type: Board Developed Course

Course Category: A

No of Units: 2

No. of Years Studied: 2

Course Fees: Nil

Costs: \$30 (approximate) excursions

COURSE DESCRIPTION:

Modern History is an enquiry-based study of past human experience which helps make the present more intelligible. The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society.

MAIN TOPICS COVERED:

The **Preliminary Course** is made up of 3 or 4 case studies and a Core Study which examines the world at the beginning of the 20th Century. The four case studies encourage the development of specific history skills and aptitudes through interesting studies of:

- The assassination of President Kennedy
- Civil Rights Movement in USA
- Decolonisation of Indo-China
- Bismark and the Unification of Germany

Students also complete their own historical investigation.

The **HSC Course** investigates the national and international forces which shaped the world in the 20th Century. It is made up of three parts as listed below:

• **Part I: Core Study**

25% World War 1 and its Aftermath, 1914 –1919

• **Part II: National Study**

Students complete the following:
Germany (1919-1939)

• **Part III: One Personality**

Students will undertake the study of one significant individual within the context of the National Study (Leni Riefenstahl).

• **Part IV: International Study in Peace and Conflict**

Students complete the following:
Conflict in Indo-China (1954-1979)

The study of Modern History will provide interesting insights into why the world is like it is. It will develop

critical thinking and prepare students for informed and active citizenship in the contemporary world.

PARTICULAR COURSE REQUIREMENTS:

The Preliminary course is a prerequisite for the HSC course.

ASSESSMENT:

Assessment of the HSC Course will be based on a variety of school-based tasks involving research, source analysis, oral and written communication and formal examinations. The external examination is a three hour examination with four sections corresponding to the HSC Course topics.

Internal

Core, national and international studies are assessed through a range of tasks including:

Knowledge and Understanding	40
Historical Inquiry & Research	30
Source base Skills	20
Oral communication	10
Total	100

External

A three hour written examination in four parts
Total 100



ANCIENT HISTORY

Contact Person: Mr Chris Core

No of Units: 2

Course Type: Board Developed Course

No. of Years Studied: 2

Flexible Delivery only
(See information on page 13)

Course Fees: Online Course Fees

Course Category: A

COURSE DESCRIPTION:

Ancient History, like all history is the study of people and how they react at times of crisis and how people live and govern themselves from day to day. So if you like to understand people, Ancient History offers you the opportunity to improve your understanding of human nature. Is there anything more relevant than this?

The use of technology is important in Ancient History in both the presentation and the gathering of knowledge, this not only includes the internet but also non-traditional historical texts such as film and television.

MAIN TOPICS COVERED:

The new HSC offers an opportunity for students to study non-traditional areas of Ancient History, particularly in the preliminary course where the focus is on exploring as many different Ancient Societies as possible (for example the Celts, the Mayans, Egyptians, Greeks, and the Chinese or Japanese) and on understanding how we learn about the past. There is a strong emphasis on the role of science in History in the preliminary course; which shows the growing link between our understanding of the past and new developing technology.

Preliminary Course

- **Part I**
(a) Investigating the Past: History, Archaeology and Science –20%
(b) Case Studies – at least one – 20%
- **Part II** Ancient Societies – at least two from **two** of the following areas: Egypt, Near East, Greece and Rome – 60%

HSC Course

- **Part I:** Ancient Personality in the Context of Their Time – one personality to be studied from the Personality options offered in the syllabus – 25%
- **Part II:** Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus – 25%
- **Part III:** Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus – 25%
- **Part IV: One other** Ancient Society **or one other** Historical Period – to be studied from the relevant options offered in the syllabus – 25%

Students must make their selections in the HSC course from at least **two** of the following areas: Egypt, Near East, Greece and Rome.

PARTICULAR COURSE REQUIREMENTS:

Dedication to external study and good time management is necessary for this subject. At present this course is delivered as an Online Course, supplied by the Diocese of Lismore. Students have to fit strict criteria to be able to undertake the Online Course.

ASSESSMENT:

Internal Assessment:

The four parts of the course are assessed through a range of tasks including:

- Research
- Source analysis
- Oral and written communication

External Assessment:

A 3 hour written examination involving a short answers section, a structured essay question and 2 free response essay questions.



BUSINESS STUDIES (BDC)

Contact Person: Mr Chris Core

Course Type: Board Developed Course:
Flexible Delivery Course (see Pg 13)

Course Category: A

No of Units: 2

No. of Years Studied: 2

Course Fees: Nil

Costs: Year 11 - \$40 Excursion (Brisbane EKKA)
Year 12 - \$20 Excursion (Marketing)

COURSE DESCRIPTION:

Business Studies investigates the role, operation and management of businesses within Australia and the world. Students will learn how to establish, operate and manage a small business and investigate the role and operation of global businesses and their impact on Australian businesses.

A study of business will develop the student's research and independent learning skills as well as analytical and problem solving competencies which are essential for success in a competitive commercial society.

MAIN TOPICS COVERED:

The **Preliminary Course** develops key business knowledge and skills through four broad topics:

- Nature of Business
- Key Business Functions
- Establishing a Business
- Developing a Business Plan

Students will participate in an excursion to the Brisbane EKKA to investigate the business activity in a trade fair environment.

The **HSC Course** develops in-depth knowledge skills relating to the management functions of business as well as the role and impacts of global businesses. The HSC topics are:

- Operations
- Financial Planning and Management
- Marketing
- Human Resource Management

Students will participate in an excursion to Pacific Fair as part of their management and marketing studies.

PARTICULAR COURSE REQUIREMENTS:

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

ASSESSMENT:

Preliminary Course

Assessment will be based on a major research project focusing on an investigation of a small business or the development of a business plan for a new business (which may be entered into the Australian Business Plan Competition) as well as topic tests and formal examinations.

HSC Course

Assessment of student achievement for the HSC Course will be based on a variety of tasks relating to business case studies, business skills based on stimulus material and examinations. The external HSC examination is a three hour written paper involving multiple-choice, short answer and extended response questions.

Internal

Knowledge and Understanding	40
Stimulus-based skills	20
Inquiry and research	20
Communication of business information, ideas and issues in appropriate forms	20

Total 100

External

A three hour written examination

Total 100



ECONOMICS (BDC)

Contact Person: Mr Chris Core

Course Type: Board Developed Course

Course Category: A

No of Units: 2

No. of Years Studied: 2

Course Fees: Online Course Fees

Costs: Lismore HSC Lecture - \$30
Sydney HSC Lectures - \$35 + Airfare

COURSE DESCRIPTION:

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students.

There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

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, town planning and environmental studies. A wide range of careers require knowledge and skills from economics.

COURSES COVERED:

Preliminary Course

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

HSC Course

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

Flexible Delivery Course

If there are insufficient student numbers to run an economics class, the opportunity now exists for highly motivated and conscientious students to undertake Economics as a flexible delivery course. The Diocese of Lismore is making Economics available via emerging internet technologies that would supplement texts and set work. This mode of learning would involve a cost, over and above existing school fees. More detailed information can be obtained from Mr Chris Core, HSIE Co-ordinator.

ASSESSMENT: HSC Course only

Internal

Knowledge and Understanding	40
Stimulus-based skills	20
Inquiry and research	20
Communication of business information, ideas and issues in appropriate forms	20

Total 100

External

A three hour written examination

Total 100



GEOGRAPHY (BDC)

Contact Person: Mr Chris Core

Course Type: Board Developed Course

Course Category: A

No of Units: 2

No. of Years Studied: 2

Course Fees: Nil

Costs: \$40 Excursions over two years

COURSE DESCRIPTION:

Geography is an investigation of the world providing an accurate description and interpretation of the earth and its people.

Two aspects which are emphasised in senior Geography are:

- The ecological dimension which considers how humans interact with environments.
- The spatial dimension which focuses on where things are, why they are there and how people interact differently with environments in different places.

The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world. Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied.

There are four primary reasons why students should study the subject of Geography:

- By definition, Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world.
- Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet.
- With a strong grasp of Geography, students are well prepared to explore issues as informed citizens in a changing world.
- Students of Geography develop skills and understandings transferable and applicable to the world of work.

MAIN TOPICS COVERED:

Preliminary Course

- Biophysical studies 45% of course time
- Global studies 45% of course time
- The Senior Geography Project 10% of course time (includes a field study of the student's Own design)
- Field Study of coastal environments at Coolangatta.

HSC Course

- Ecosystems at Risk 33% of course time
- Urban Places 33% of course time (Gold Coast Field Study)
- People and Economic Activity 33% of course time – Tourism. (Field study included)

PARTICULAR COURSE REQUIREMENTS:

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

ASSESSMENT: HSC Course only

Internal

Fieldwork	10
Geographical research	30
Interpretation and synthesis of geographical stimulus	20
Geographical explanations, discussion, expositions and reports	40
Total	100

External

A three hour written examination	
Total	100



LEGAL STUDIES (BDC)

Contact Person: Mr Chris Core

Course Type: Board Developed Course

Course Category: A

No of Units: 2

No. of Years Studied: 2

Course Fees: Nil

Costs: \$30 (approximately) Excursion to Brisbane Law Courts

COURSE DESCRIPTION:

Preliminary course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Legal Studies has a significant impact on students' confidence in dealing with law-related matters. It allows students to acquire skills in analysis and independent research and helps to prepare them for future education, training and employment.

MAIN TOPICS COVERED:

Preliminary Course

- The Legal System 40% of course time
- The Individual and the Law 30% of course time
- Law in Practice 40% of course time

HSC Course

- Crime 30% of course time
- Human Rights 20% of course time
- Options 50% of course time

Two focus studies are selected from consumers, **family**, global **environment**, indigenous people, shelter, **workplace**, world order.

Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

PARTICULAR COURSE REQUIREMENTS:

No special requirements

ASSESSMENT: HSC Course only

Internal

Core and focus studies assessed through:	
Knowledge and Understanding	60
Research	20
Communication	20
Total	100

External

A three hour written examination:	
Crime and Human Rights	20
Core	30
Options	50
Total	100



MATHEMATICS GENERAL (BDC)

Contact Person: Mrs Sue Hoy

Course Type: Board Developed Course

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with General Mathematics

Course Category: A

No of Units: 2

No. of Years Studied: 2

Course Fees: Nil

Prerequisites: **Preliminary Mathematics General (ATAR and NON ATAR) Mathematics General 2 (ATAR)**

For **Preliminary Mathematics General** students should have studied the content and achieved the outcomes of the Mathematics Years 7 – 10 syllabus up to and including the content and outcomes of Stage 5.1. However, to continue to study the **HSC Mathematics General 2** course (ATAR Choice) it is necessary that the Stage 5.2 have been completed. This is due to the nature of content in Algebra and trigonometry.

COURSE DESCRIPTION:

Mathematics General focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modelling tasks.

The modelling tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

MAIN TOPICS COVERED:

Preliminary Course

- Financial mathematics
- Data and Statistics
- Measurement
- Probability
- Algebraic and Modelling

and 2 Focus Studies:

1. Mathematics and Communication
2. Mathematics and Driving

HSC Course

- Financial mathematics
- Data and Statistics
- Measurement
- Probability
- Algebraic and Modelling

and 2 Focus Studies:

1. Mathematics and Health
2. Mathematics and Recourses

At the conclusion of the Preliminary Mathematics General course students may elect to continue to Mathematics General 2 (BDC and ATAR) or Mathematics General 1 (CEC – Content Endorsed Course – not examined at the HSC therefore non ATAR). Please refer to NON-ATAR for Mathematics General 1)

ASSESSMENT:

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics.

No more than 30% of the assessment is to be based on the Preliminary course.

Internal

A variety of assessment tasks across all of the content of the course

Total 100

External

A single HSC examination of 2 ½ hours' duration. No more than the equivalent of three 10 mark questions will be based on the Preliminary course. Questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the three question allowance from the Preliminary course.

Total 100



MATHEMATICS (BDC)

Contact Person: Mrs Sue Hoy

Course Type: Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Advanced (5.3) Mathematics course.

Course Category: A

No of Units: 2

No. of Years Studied: 2

Course Fees: Nil

COURSE DESCRIPTION:

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

MAIN TOPICS COVERED:

Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and derivative of a function

HSC Course:

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

ASSESSMENT: HSC Course Only

Internal

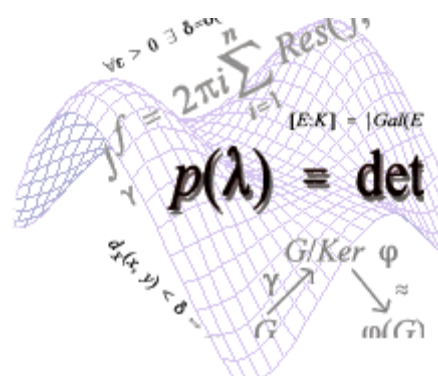
The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student's reasoning, interpretive, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.

Total 100

External

A single written examination paper of 3 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used

Total 100



MATHEMATICS EXTENSION 1 (BDC)

Contact Person:	Mrs Sue Hoy	Course Category:	A
Course Type:	Board Developed Course	No of Units:	1
Prerequisites:	The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.3 Advanced Mathematics course for Stage 5. Must be done concurrently with mathematics. The difficulty of this course required that students have worked at an exceptional level in the 5.3 course and have been working in the accelerated class.	No. of Years Studied:	2
		Course Fees:	Nil

COURSE DESCRIPTION:

The content of this course, which includes the whole of the Mathematics course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Extension I course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension II course which is offered in Year 12.

MAIN TOPICS COVERED:

Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and derivative of a function

HSC Course

- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary 2 unit course

- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Equation
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Interactive methods for numerical estimation of the roots of a polynomial equation
- Harder applications of the HSC Mathematics course

ASSESSMENT:

Internal

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student's reasoning, interpretive, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.

Total 100

External

Two written examination papers. One paper is identical to the paper of 3 hours' duration for the Mathematics course and will be sat 1 year early in Year 11. The other paper is based on the Extension I course and is of 2 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

Total 100

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION (BDC)

Contact Person:	Mrs Sue Staunton	Course Category:	A
Course Type:	Board Developed Course	No of Units:	2 (240 Hours)
Exclusions:	Nil	No. of Years Studied:	2 (Years 11 & 12)
		Course Fees:	Nil
		Costs:	\$250 (3 day camp) approximately

COURSE DESCRIPTION:

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance and undertake optional study from a range of choices. These include investigating the health of young people or of groups experiencing health inequities, improving performance and safe participation by learning about advanced approaches to training and sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

MAIN TOPICS COVERED:

Preliminary Course

Core Topics 60% Total

- Better Health for Individuals 30%
- The Body in Motion 30%

Options 40% Total

Students to select two options each from

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics 60% Total

- Health Priorities in Australia 30%
- Factors Affecting Performance 30%

Options 40% Total

Students to select two options each from

- The Health of Young People

- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

ASSESSMENT: HSC course only

Internal

- Knowledge, understanding of actors that affect health and the way the body moves 40
- Skills in influencing community health and taking action to improve participation and performance in physical activity. 30
- Skills in critical thinking, research and analysis 30

Total 100

External

A three hour written paper

Total 100

VOCATIONAL IMPLICATIONS

TAFE Credit Transfer or Advanced Standing provisions are applicable to this course.

This course is designed for all students with substantial interest in the area of health and exercise issues. It provides a direct link with study and vocational pathways in recreational, paramedical, movement and health sciences areas.

FURTHER INFORMATION

There are no formal pre-requisites for this course. The syllabus would benefit any student interested in learning more about personal and community health issues. Also how the body functions during exercise.

The course would help those who would like to extend their knowledge in areas of human movement, PDHPE teaching, exercise science, physiotherapy, sports medicine, nursing, general science, corporate fitness, coaching, community health organisations.

COMMUNITY & FAMILY STUDIES BDC

Contact Person:	Mrs Sue Staunton	Course Category:	A
Course Type:	Board Developed Course	No of Units:	2 (240 hours)
Exclusions:	Nil	No. of Years Studied:	2 (Years 11 & 12)
		Course Fee:	Nil
		Costs:	\$40 approximately

COURSE DESCRIPTION:

Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

This course investigates how to function effectively in our everyday lives in families and communities (life skills we all need!). The development of management skills is an essential focus for student learning.

CONTENT:

PRELIMINARY COURSE

Resource management

- Basic concepts of the resource management process. (Indicative course time: 20%)

Individuals and Groups

- The individual's role, relationship and tasks with groups. (Indicative course time: 40%)

Families and Communities

- Family structures and functions and the interaction between family and community. (Indicative course time: 40%)

HSC COURSE

Resource Methodology

- Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25)

Groups in Context

- The needs of specific community groups. (Indicative course time: 25%)

Parenting and Caring

- Individuals and groups who adopt roles in parenting and caring in contemporary society. (Indicative course time: 25%)

HSC OPTION MODULES: Select one of the following (Indicative course time: 25%)

Family and Societal Interactions

How government and community structures support and protect family members throughout their lifespan

Social Impact of Technology

- The impact of evolving technologies on individuals, families, work and communities.

Individuals and Work

- Contemporary issues confronting families as they manage their roles within both their family and work environments.

ASSESSMENT:

HSC COURSE ONLY

Internal

- | | |
|---|-----|
| • Knowledge, understanding of how the following impact on wellbeing: resource management, positive relationships, range of societal factors and nature of groups, families and communities. | 40% |
| • Skills in: applying managements processes to meet the needs of individual, groups, families and communities; planning to take responsible action to promote well being. | 25% |
| • Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating. | 35% |

Total 100%

External: 3 hour written paper.

Total 100%

VOCATIONAL IMPLICATIONS:

This course provides a valuable foundation for a range of courses at universities and other tertiary institutions. In addition it assists students to prepare for employment and full and active participation as citizens. There are opportunities to gain TAFE credit transfers and recognition in other vocational education and training courses.

FURTHER INFORMATION:

This course would benefit any student interested in the quality of life and its maintenance, (ie., learning how to find an appropriate balance between competing individual, family and career demands). This course would help those who would like to extend their knowledge in areas such as real estate, leisure, banking, childcare and many other community roles.

CHEMISTRY (BDC)

Contact Person: Mrs Sherree O'Brien
Course Type: Board Developed Course
Exclusions: Senior Science (Preliminary)

Course Category: A
No of Units: 2
No. of Years Studied: 2
Course Fees: Nil
Costs: Approximately \$250 (excursions)

COURSE DESCRIPTION:

Chemistry provides students with a contemporary understanding of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

Students investigate natural and man made substances, their structures, changes and environmental importance; they learn about the history and philosophy of science as it relates to Chemistry; students work individually and with others in practical, field and interactive media experiences related to chemistry; they undertake experiments and decide between competing theories. They assess the impact of scientific decisions on society, based on an understanding of chemistry.

The course builds on the foundations laid in Stage 5 Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

MAIN TOPICS COVERED:

Preliminary Course

- The Chemical Earth
- Metals
- Water
- Energy

HSC Course

Core Topics

- Identification and Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following:

- Biochemistry and Muscles
- The Chemistry of Art
- Industrial Chemistry
- Shipwrecks, corrosion and conservation

PARTICULAR COURSE REQUIREMENTS:

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

ASSESSMENT: HSC Course Only

Internal

Core	75
Option	25
Total	100

External

A 3 hour written examination	
Core	75
Option	25
Total	100



BIOLOGY (BDC)

Contact Person: Mrs Sherree O'Brien
Course Type: Board Developed Course
Exclusions: Senior Science (Preliminary)

Course Category: A
No of Units: 2
No. of Years Studied: 2
Course Fees: Nil
Costs: Approximately \$250 (excursions)

COURSE DESCRIPTION:

The Preliminary course incorporates the study of the mechanisms and systems living things use to obtain, transport and use material for their own growth and repair; biotic and abiotic features of the environment and the relationships between and interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes that took place during the formation of modern Australia on the diversity of Australian biota.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

MAIN TOPICS COVERED:

Preliminary Course

- Patterns in Nature
- A Local Ecosystem
- Life on Earth
- Evolution of Australian Biota

HSC Course

Core Topics

- Blueprint of Life
- Maintaining a Balance
- Search for Better Health

One Option from the following:

- Communications
- Biotechnology
- Genetics – the Broken Code
- The Human Story
- Biochemistry

PARTICULAR COURSE REQUIREMENTS:

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

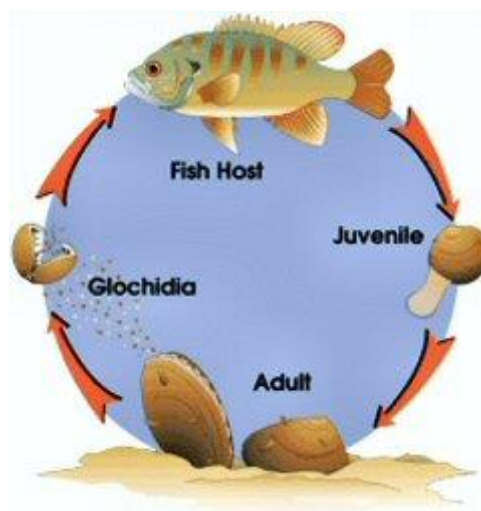
ASSESSMENT: HSC Course Only

Internal

Core	75
Option	25
Total	100

External

A 3 hour written examination	
Core	75
Option	25
Total	100



PHYSICS (BDC)

Contact Person: Mrs Sherree O'Brien
Course Type: Board Developed Course
Exclusions: Senior Science (Preliminary)

Course Category: A
No of Units: 2
No. of Years Studied: 2
Course Fees: Nil
Costs: Approximately \$250 (excursions)

COURSE DESCRIPTION:

The Preliminary course incorporates the study of kinematics and dynamics; the properties of waves; electrical energy, electric and magnetic fields, generators, superconductors and transformers; and the interaction between energy and matter that brought about the formation of the Earth.

The HSC course builds upon the Preliminary course. It examines the effects of gravitational fields, momentum, projectile and circular motion and the development of our understanding of the macro and atomic world throughout the Twentieth Century.

MAIN TOPICS COVERED:

Preliminary Course

- Electrical Energy in the Home
- The World Communicates
- Moving About
- The Cosmic Engine

HSC Course

Core Topics

- Space
- Motors & Generators
- From Ideas to Implementation

One Option from the following:

- Medical Physics
- Astrophysics/Cosmology
- Geophysics
- From Quanta to Quarks
- The Age of Silicon

PARTICULAR COURSE REQUIREMENTS:

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

ASSESSMENT: HSC Course Only

Internal

Core	75
Option	25
Total	100

External

A 3 hour written examination	
Core	75
Option	25
Total	100



SENIOR SCIENCE

Contact Person: Mrs Sherree O'Brien
Course Type: Board Developed Course
Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics

Course Category: A
No of Units: 2
No. of Years Studied: 2
Course Fees: Nil
Costs: Approximately \$250 (excursions)

COURSE DESCRIPTION:

The Preliminary course incorporates the study of some aspects of human anatomy and discusses issues associated with the protection of the body in the workplace; the interactions between organisms in local ecosystems; the collection, storage and conservation of water resources; and the structure and function of plants with an emphasis on Australian native plants.

The HSC course examines the range and importance of biological molecules found in humans and other organisms; the physical and chemical properties of chemicals used by people on and in their bodies; the structure and function of organs of the human body and the physical features of these organs that can be detected by medical technology.

MAIN TOPICS COVERED:

Preliminary Course

- Humans at Work
- Plants
- Local Environment
- Water for Living

HSC Course

Core Topics

- Lifestyle Chemistry
- Medical Technology
- Information Systems

One option

- Polymers, Preservatives and Additives
- Disasters
- Space Science
- Pharmaceuticals

PARTICULAR COURSE REQUIREMENTS:

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

ASSESSMENT: HSC Course Only

Internal

Core	75
Option	25
Total	100

External

A 3 hour written examination

Core	75
Option	25
Total	100



EARTH AND ENVIRONMENTAL SCIENCE (BDC)

Contact Person:	Mrs Sherree O'Brien	Course Category:	A
Course Type:	Board Developed Course	No of Units:	2
Exclusions:	Senior Science (Preliminary)	No. of Years Studied:	2
		Course Fees:	Nil
		Costs:	Approximately \$250 (excursions)

COURSE DESCRIPTION:

The **Preliminary course** incorporates the study of the formation of Earth and the evolution of its atmosphere, biosphere, hydrosphere and lithosphere; the physical and chemical features of the environment; Australia as an island continent with a wide range of climates; the use of water as a chemical essential for life on Earth and its importance in the maintenance of Australian biomes; and the interplay of forces internal and external to the Earth.

The **HSC course** builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time and pressures on the Australian environment and the indicators of environmental ill-health.

MAIN TOPICS COVERED:

Preliminary Course

- Planet Earth and Environment – a five thousand million year journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course

Core Topics

- Tectonic impacts
- Environments through time
- Caring for the country

1 Option from the following:

- Introduced Species and the Australian Environment
- Organic Geology – a non-renewable resource
- Oceanography

PARTICULAR COURSE REQUIREMENTS:

The Preliminary course includes field experience in the identification of landforms, rocks and soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

ASSESSMENT: HSC Course Only

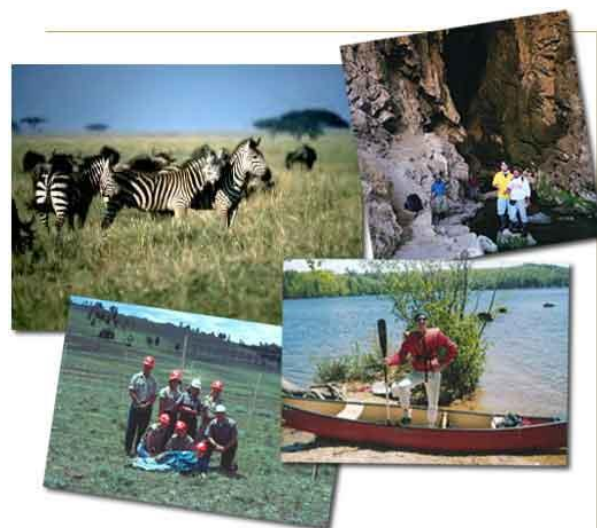
Internal

Core	75
Option	25
Total	100

External

A 3 hour written examination

Core	75
Option	25
Total	100



INDUSTRIAL TECHNOLOGY

(Multimedia Technologies)

Contact Person: Mrs Natalie Webster

Course Type: Board Developed Course

Course Category: A

No of Units: 2

No. of Years Studied: 2

Course Fees: Year 11 - \$120
Year 12 - \$120

COURSE DESCRIPTION:

Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

MAIN TOPICS COVERED:

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational health and Safety.
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics.
- Industry Specific Content and Production.

Mt St Patrick College will offer the Technology Multimedia Focus Area.

Minor Projects: Students complete practical projects and other activities related to the use of digital technologies. These projects are used to prepare the student for the rigours of the Major Work in HSC.

Related Theory: Drawing, Design and Planning, Investigating and using a range of software tools and techniques used in the development and publishing of a multimedia product.

Industry Study: Students investigate and report on the structure and function of one organisation within the industry focus area.

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major project and a study of the relevant industry.

- Industry Study
- Design
- Management and Communication
- Industry related Manufacturing Technology.

The students complete a Major Work using appropriate software depending on the chosen industry focus area.

PARTICULAR COURSE REQUIREMENTS:

In the preliminary course, students must design, develop and create a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and create a major project with a management folio and undertake a study of the overall industry related to the specific focus area. NB. Students may be required to use extra time outside class, in order to complete the Major Work.

ASSESSMENT: HSC Course Only

Internal;

Knowledge and understanding of:

- organization,
- management
- processes
- techniques

used in multimedia industry

40

Knowledge, Skills and Understanding in:

- Designing
- Managing
- Problem solving
- Communicating
- Safe use of processes

through the design and production of a quality Major Project

60

TOTAL (Internal): 100

External

A one and a half hour written examination

- **Section I** (common to each industry focus area) **10**
- **Section II** (industry focus area) **15**
- **Section III** (600 words on Industry Study) **15**

Major Project Product and Folio **60**

TOTAL (External): 100



INDUSTRIAL TECHNOLOGY

(Timber Products and Furniture Industries)

Contact Person: Mr Dan Keogh, Mr Peter Callaghan and Mr Jeff Pratt

Course Type: Board Developed Course

Course Category: **A**

No of Units: 2

No. of Years Studied: 2

Course Fees: Year 11 - \$90
Year 12 - \$30

COURSE DESCRIPTION:

Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

MAIN TOPICS COVERED:

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational health and Safety.
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics.
- Industry Specific Content and Production.

Mt St Patrick College will offer the Timber Products and Furniture Industries, and Metals and Engineering Industries Focus Areas.

Minor Projects: Students complete practical projects and other activities related to the use selected material. These projects are used to prepare the student for the rigours of the Major Work in HSC.

Related Theory: Drawing, Design and Planning, Fittings and Allied Materials, Processes, Tools and Machinery and Finishing.

Industry Study: Students investigate and report on the structure and function of one organisation within the industry focus area.



HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major project and a study of the relevant industry.

- Industry Study
- Design
- Management and Communication
- Industry related Manufacturing Technology.

The students complete a Major Work using either timber and timber products or metals depending on the chosen industry focus area.

PARTICULAR COURSE REQUIREMENTS:

In the preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio and undertake a study of the overall industry related to the specific focus area. NB. Students may be required to use extra time outside class, in order to complete the Major Work.

ASSESSMENT: HSC Course Only

Internal;

Knowledge and understanding of:

- organization,
- management
- processes
- techniques

used in furniture industry **40**

Knowledge, Skills and Understanding in:

- Designing
- Managing
- Problem solving
- Communicating
- Safe use of processes

through the design and production of a quality Major Project **60**
TOTAL (Internal): 100

External

A one and a half hour written examination

- **Section I** (common to each industry focus area) **10**
- **Section II** (industry focus area) **15**
- **Section III** (600 words on Industry Study) **15**

Major Project Product and Folio **60**
TOTAL (External): 100

Hospitality – Kitchen Operations (240 indicative hours)

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC																																																
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)																																																
Exclusions with other Board Developed Courses – nil																																																	
<p>Course Description</p> <p>This qualification reflects the role of individuals involved in routine tasks, using a defined range of food preparation and cookery skills.</p> <p>This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.</p> <p>Possible job titles include breakfast cook, catering assistant, fast food cook, sandwich hand and takeaway cook.</p>																																																	
<p>AQF VET Qualification(s)</p> <p>Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none"> Statement of Attainment towards SIT20312 - Certificate II in Kitchen Operations <p>Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au</p>																																																	
<p>Units of Competency</p> <table border="1"> <thead> <tr> <th colspan="2">Compulsory</th> <th>Stream</th> <th>Kitchen Operations and Cookery</th> </tr> </thead> <tbody> <tr> <td>BSBWOR203B</td> <td>Work effectively with others</td> <td>SITHCCC101</td> <td>Use food preparation equipment</td> </tr> <tr> <td>SITHIND201</td> <td>Source and use information on the hospitality industry</td> <td>SITHCCC201</td> <td>Produce dishes using basic methods of cookery</td> </tr> <tr> <td>SITXFSA101</td> <td>Use hygienic practices for food safety</td> <td>SITHCCC207</td> <td>Use cookery skills effectively</td> </tr> <tr> <td>SITXWHS101</td> <td>Participate in safe work practices</td> <td>SITHKOP101</td> <td>Clean kitchen premises and equipment</td> </tr> <tr> <td></td> <td></td> <td>SITXFSA201</td> <td>Participate in safe food handling practices</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Elective – minimum 75 HSC indicative hours</td> </tr> <tr> <td></td> <td></td> <td>SITXINV202</td> <td>Maintain the quality of perishable supplies</td> </tr> <tr> <td></td> <td></td> <td>SITHFAB204</td> <td>Prepare and serve espresso coffee</td> </tr> <tr> <td></td> <td></td> <td>SITHCCC202</td> <td>Produce appetisers and salads</td> </tr> <tr> <td></td> <td></td> <td>SITH CCC103</td> <td>Prepare sandwiches</td> </tr> <tr> <td></td> <td></td> <td>SITHCCC102</td> <td>Prepare simple dishes</td> </tr> </tbody> </table>		Compulsory		Stream	Kitchen Operations and Cookery	BSBWOR203B	Work effectively with others	SITHCCC101	Use food preparation equipment	SITHIND201	Source and use information on the hospitality industry	SITHCCC201	Produce dishes using basic methods of cookery	SITXFSA101	Use hygienic practices for food safety	SITHCCC207	Use cookery skills effectively	SITXWHS101	Participate in safe work practices	SITHKOP101	Clean kitchen premises and equipment			SITXFSA201	Participate in safe food handling practices			Elective – minimum 75 HSC indicative hours				SITXINV202	Maintain the quality of perishable supplies			SITHFAB204	Prepare and serve espresso coffee			SITHCCC202	Produce appetisers and salads			SITH CCC103	Prepare sandwiches			SITHCCC102	Prepare simple dishes
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<p>Recognition of Prior Learning</p> <p>Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>																																																	
<p>Students with Special Education Needs</p> <p>Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.</p>																																																	
<p>Assessment and Course Completion</p> <p>Competency-based Assessment</p> <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p> <p>HSC examination</p> <p>Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.</p> <p>N Determinations</p> <p>Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p>Appeals</p> <p>Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.</p>																																																	
<p>School-based Apprenticeship/Traineeship</p> <p>A school-based apprenticeship/traineeship is available. For more information: www.sbatinnsw.info</p>																																																	
<p>More Information</p> <p>For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html</p>																																																	
<p>Course Costs Year 11 = \$110 Year 12 <i>Commercial Cookery</i> = \$125 plus purchase of uniform and chefs kit (costs depend on the purchase of new or second hand)</p>																																																	

SOFTWARE DESIGN AND DEVELOPMENT

Contact Person: Mr Chris Core

Course Type: Board Developed Course

Flexible Delivery only
(See information on page 13)

Course Category: A

No of Units: 2

No. of Years Studied: 2

COURSE DESCRIPTION:

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course, and asks students to develop and document software using a variety of data structures and language facilities, and through these will learn to solve a number of interesting and relevant software problems.

MAIN TOPICS COVERED:

Preliminary Course

Concepts and issues in the design and development of software

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to software development

- Planning
- Building
- Checking
- Modifying

Developing software solutions

HSC Course

Development and impact of software solutions

- Social and ethical issues
- Application of software development approaches

Software Development cycle

- Understanding
- Planning and designing
- Implementation
- Testing and evaluation
- Maintenance

Developing a solution package

- Project work

Option strands

- Evolution of programming language or

The software developer's view of the hardware

PARTICULAR COURSE REQUIREMENTS:

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.

This course requires a solid background in Mathematics.

ASSESSMENT:

HSC Course only

Internal Assessment

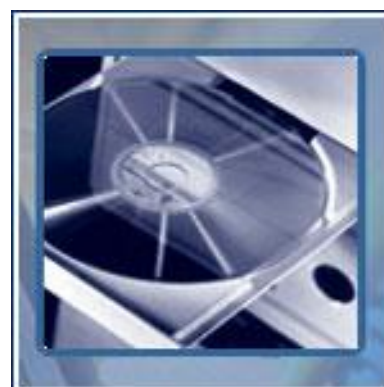
- Knowledge and understanding about development and impact of software solutions, the software development cycle
- Design and development of software solutions
- Project management techniques including documentation, team-work and communication project

100

External Assessment

A three hour written examination

100



SECTION FOUR

CONTENT ENDORSED

COURSES

SPORT, LIFESTYLE AND RECREATION (CEC) 1 UNIT

Contact Person: Mrs Sue Staunton

Course Category: Non ATAR

Course Type: Content Endorsed Course

No of Units: 1 (60 Hours)

No. of Years Studied: 1 (Year 11 or 12)

Course Fees: Nil

Costs: \$75 (approximately) Excursion

COURSE DESCRIPTION:

Sport, Lifestyle and Recreation develops in each student the knowledge, understanding and skills needed to adopt active and health promoting lifestyles as well as supporting a lifelong commitment to this area.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

Students who select this course must have a keen interest in this area and be willing to participate in practical activities which will lead to a better understanding of the need for recreation and a healthy lifestyle.

MAIN TOPICS COVERED:

Relevant course modules are selected according to student needs and interests, teacher expertise and resources. Emphasis is given to practical orientated modules that promote confidence and success in a range of games, sports and movement activities.

Modules include:

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Applications I
7. Games and Sports Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training

ASSESSMENT:

Knowledge and Understanding	50%
Skills	50%

VOCATIONAL IMPLICATIONS:

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.



SPORT, LIFESTYLE AND RECREATION (CEC) 2 UNIT

Contact Person:	Mrs Sue Staunton	No of Units:	2 (240 Hours)
Course Type:	Content Endorsed Course	No. of Years Studied:	2 (Years 11 & 12)
Course Category:	Non ATAR	Costs:	\$300 (approximately) Excursions, Training Courses, Coaching Certificates, and other fees
Course Fees:	Nil		

COURSE DESCRIPTION:

Sport, Lifestyle and Recreation develops in each student the knowledge, understanding and skills needed to adopt active and health promoting lifestyles as well as supporting a lifelong commitment to this area.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

Students who select this course must have a keen interest in this area and be willing to participate in practical activities which will lead to a better understanding of the need for recreation and a healthy lifestyle.

MAIN TOPICS COVERED:

Relevant course modules are selected according to student needs and interests, teacher expertise and resources. Emphasis is given to practical orientated modules that promote confidence and success in a range of games, sports and movement activities.

Modules include:

16. Aquatics
17. Athletics
18. Dance
19. First Aid and Sports Injuries
20. Fitness
21. Games and Sports Applications I
22. Games and Sports Applications II
23. Gymnastics
24. Healthy Lifestyle
25. Individual Games and Sports Applications
26. Outdoor Recreation
27. Resistance Training
28. Social Perspectives of Games and Sports
29. Sports Administration
30. Sports Coaching and Training

ASSESSMENT:

Knowledge and Understanding	50%
Skills	50%

VOCATIONAL IMPLICATIONS:

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.



EXPLORING EARLY CHILDHOOD

Contact Person: Mrs Sue Staunton

Course Category: Non ATAR

Course Type: Content Endorsed Course

No of Units: 1 (60 Hours)

No. of Years Studied: 1 (Year 11)

Course Fees: Nil

COURSE DESCRIPTION:

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

This course has a practical as well as a theoretical base.

MAIN TOPICS COVERED:

The core studies are compulsory. There are three parts to the core:

Part A: Pregnancy and Childbirth

Part B: Child Growth and Development

Part C: Promoting Positive Behaviour

Relevant course modules are selected according to student needs and interests, teacher expertise and resources. Modules include:

1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children's Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children's Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

ASSESSMENT:

Knowledge and Understanding	50%
Skills	50%

The study of Exploring Early Childhood will provide initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. The content and learning opportunities will also be useful as a foundation for parenthood, which is a role in life that seems to need special skills.



PHOTOGRAPHY (CEC)

Contact Person:	Ms Clara Cahill	Course Category:	Non ATAR
Course Type:	Content Endorsed Course	No of Units:	1
Exclusion:	Visual Arts – Photography HSC submitted work	No. of Years Studied:	1
Special Details:	Students must have their own 35 mm film camera – Preferable a SLR (Single Lens Reflex) camera. In addition a digital camera is optional and supply a USB stick for storing images	Course Fees:	\$50
		Costs include:	Black and white film, photographic chemicals, photographic and inkjet paper, ink, negative sleeves, mount board.

COURSE DESCRIPTION:

Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news; we study pictures that figure prominently in newspapers and holiday brochures; we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer-enhanced images transmitted across space; we take x-ray photographs of our interiors to a doctor for interpretation; we use photocopiers and fax machines as standard office equipment.

MAIN TOPICS COVERED:

This course in Photography will allow students to:

- increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- develop an understanding of the methods photographers use to build meanings;
- develop skills through the acquisition of the techniques of photography;
- use photography as a means of visual communications and a process to aid observation and analysis;
- gain an understanding of careers involving photography.

PARTICULAR COURSE REQUIREMENTS:

Students are required to have a 35mm film camera (SLR – single lens reflex or compact camera)

ASSESSMENT:

Making	60%
Critical and Historical Studies	40%



MARINE STUDIES (CEC)

Contact Person: Mrs Sherree O'Brien
Course Type: Content Endorsed Course

Course Category: Non ATAR
No of Units: 1
No. of Years Studied: 1
Course Fees:
Costs: \$400 (approximately) Excursions

COURSE DESCRIPTION:

This course is a one Unit 1 year content endorsed course that can be taken either in Year 11 or Year 12.

This course is ideally suited to students who wish to pursue careers in Marine Biology, some sciences and hospitality and tourism.

The fast developing ecotourism industry employs many people and this course would be an appropriate choice.

MAIN TOPICS COVERED:

The course consists of core and elective units

Examples of Core Units:

- Marine Environment
- Marine Animal Anatomy and physiology
- Humans in water
- Adaptations of Plants and Animals

Examples of Elective Units include:

- Studies of Coastal Areas
- Dangerous Creatures
- Mangrove and Wetlands Investigations
- Open Water Scuba Diving and Snorkelling Training
- Environmental studies
- Boat Licence Training
- First Aid Certificate Training

ASSESSMENT:

This course has a high practical and skills component. Students will be required to attend excursions such as Seaworld, beach areas, reefs and wetlands.

VOCATIONAL IMPLICATIONS:

Student who select this must have a keen interest in this area and be willing to participate in practical activities.

Students who have ideas of careers in tourism or sciences would benefit.



COMPUTING APPLICATIONS (CEC)

Contact Person: Mr Peter Storey and
Miss Catherine Ord

Course Type: Content Endorsed Course

Exclusion: Board Developed Courses –
Information Processes and
Technology; Software Design and
Development and courses within the
Information Technology Curriculum
Framework.

Course Category: Non ATAR

No of Units: 1

No. of Years Studied: 1

Course Fees: Year 11 - \$35

COURSE DESCRIPTION:

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation. Computing and related information is a 'hands-on' skills based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

MAIN TOPICS COVERED:

It is a basic course requirement that individual and/or group project work must form part of the teaching and learning program. It is highly recommended that project work be integrated throughout modules; however, it is a minimum requirement that a project forms a significant part of at least one module.

Modules

Hardware and Software Skills; Graphics I; Graphics II; Spreadsheets I; Spreadsheets II; Desktop Publishing I; Desktop Publishing II; Databases; Communications I; Communications II; Multimedia I; Multimedia II.

ASSESSMENT:

There are no external examinations of students in Stage 6 Content Endorsed Courses.

Assessment provides a measure of a student's achievement based on the range of syllabus content and outcomes. A variety of tasks will be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

Assessment Components, Weightings and Tasks:

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content; and
- skills outcomes and content.

Weighting 100% Marks 100

Assessment tasks may include the following: short-answer tests, critical reviews, oral reports, problem-solving assignments/tests, critical reviews, individual and group project work, debates, diary/learning log, essays, written reports on case studies, excursions, field trips, surveys, multiple choice tests, individual/group reports, internet-based research assignments, products, small business projects, demonstrations, website development, interviews. At least one task must be project-based.

- 120 hour course — minimum 30% weighting for Project Work in the HSC course



CATHOLIC STUDIES

Contact Person: Mr Ryan Campbell

Course Type: Board Endorsed Course

Course Category: NA

No of Units: 1

No. of Years Studied: 2

Course Fees: Nil

Costs: Year 11 - \$10 Retreat
\$25.00 Brisbane Excursion
Year 12 - \$120 Retreat

SPECIAL DETAILS:

Religious Education is a compulsory subject at Mt St Patrick College for students from Year 7 to Year 12. In the Preliminary Course students who are studying for an ATAR must choose Studies of Religion 1 unit. Students choosing not to study for their ATAR vocational program may choose to study Catholic Studies.

COURSE DESCRIPTION

"Religion, Catholic Studies" Stage 6 involves 60 hours of course work taught during the Preliminary year and 60 hours in the HSC year. The course utilises the Archdiocese of Sydney's Religious Curriculum document.

"Faithful to God, Faithful to People". Students are required to complete a number of prescribed modules from five Key Areas: A – Scripture and Jesus; B – Church and Community; C – God, Religion and Life; D – Prayer, Liturgy and Sacraments; E – Morality and Justice. The following modules will be studied:

Preliminary:

- World religions
- Leadership and Ministry
- Sacraments at the Service of Community

HSC

- Catholic Moral Teaching and Conscience
- Justice and Compassion
- Living with Good and Evil

ASSESSMENT:

Assessment is completely internal and follows the same timetable as students studying their ATAR.

The assessment schedule includes an oral component, practical reports and examinations.

MATHEMATICS GENERAL 1 (CEC)

Contact Person: Mrs Sue Hoy

Course Type: Content Endorsed Course

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Applied Mathematics.
This is a non ATAR course.

Course Category: Non ATAR

No of Units: 2

No. of Years Studied: 2

Course Fees: Nil

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes of any of the three stage 5 courses.

COURSE DESCRIPTION:

Year 11 will follow the Mathematics General Preliminary course and will have the same assessment tasks as students studying the Mathematics General Course. In Year 11, the course content is written in five areas of study, with an emphasis on applications and modelling tasks and two focus studies.

The Year 12 course Mathematics General 1 has been written to meet the needs of students who have demonstrated competence in the Preliminary Mathematics General Course and who do not wish to sit an HSC examination in this course or pursue an ATAR and University degree.

The four focus studies have been designed to provide students with an understanding of and competence in aspects of mathematics through real-world applications for:

- concurrent HSC studies ie. Vocational education and training
- other practically oriented courses
- some humanities courses
- vocational pathways in the workforce or further training.

MAIN TOPICS COVERED:

Preliminary Course

- Financial mathematics
- Data and Statistics
- Measurement
- Probability
- Algebraic and Modelling

and 2 Focus Studies:

1. Mathematics and Communication
2. Mathematics and Driving

HSC Course

- Financial mathematics
- Data and Statistics
- Measurement
- Probability
- Algebraic and Modelling

and 4 Focus Studies:

1. Mathematics and Design
2. Mathematics and Household Finance
3. Mathematics and the Human Body
4. Mathematics and Personal Resource Usage

ASSESSMENT:

All Year 11 Mathematics General students follow an identical course regardless of their preference for ATAR or NON ATAR. In Year 12 mathematics General 1 students have separate assessments and are not compared to the ATAR course in assessment tasks or reporting.

Internal

A variety of assessment tasks across all of the content of the course with an emphasis on assignment work and a variety of assessment types.

Total 100

External

There is no external assessment or examination for this course.



ENGLISH STUDIES (CEC)

Contact Person:	Mr Paddy Bailey	No of Units:	2
Course Type:	Content Endorsed Course	No. of Years Studied:	2
Exclusions:	English Advanced; English as a Second Language; Extension: English Standard	Course Fees:	Nil
Course Category:	Non ATAR	Special Details:	Approximately \$100 Costs (optional excursions)

COURSE DESCRIPTION:

The Stage 6 English Content Endorsed Course is a 240-hour study consisting of a 120-hour Preliminary course and a 120-hour HSC course. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

Preliminary course: 120 indicative hours
3-5 modules
20-40 indicative hours per module

HSC course: 120 indicative hours
3-5 modules
20-40 indicative hours per module

- The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course.
- The module *We are Australians - English in citizenship, community and cultural identity* is mandatory in the HSC course.
- Additional modules are to be selected from the elective modules listed below considering factors such as students' needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances.
- A total of three to five modules (including the mandatory module) will be studied in the Preliminary course, and a total of three to five different modules (including the mandatory module) will be studied in the HSC course.
- Schools have the option of developing one 20-hour module of their own design to cater for the specific learning needs of their students. School-designed modules may be delivered in the Preliminary year only and should be based on the framework of the modules outlined in this syllabus.

In each of the Preliminary and HSC years students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

MAIN TOPICS COVERED:

MANDATORY MODULES

Preliminary: *Achieving through English: English and the worlds of education, careers and community.*

HSC: *We are Australians: English in citizenship, community and cultural identity.*

Elective modules

Telling us all about it - English and the media
On the road - English and the experience of travel
Digital worlds - English for the web
Playing the game - English in sport
Landscapes of the mind - English and the creative arts
The way we worked - English for exploring the past through industrial events in Australia
In the marketplace - English and the world of business
Discovery and investigation - English and the sciences
Part of the family - English and family life
The big screen - English in film-making

Modules and levels of challenge

Elective modules may be studied in either the Preliminary course or the HSC course but it is expected that as students' progress in English Studies there will be an increasing level of challenge. As students advance into the HSC course they should be presented with increased levels of conceptual and textual difficulty consistent with the progress in their learning.

ASSESSMENT:

Assessment components and weightings

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content and
- skills outcomes and content as follows:

Component	Weighting
Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.	30
Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	30
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25
Students will develop skills in planning and working individually and collaboratively.	15
	100

A GLOSSARY OF KEY WORDS TO BE USED ACROSS ALL SUBJECT AREAS.

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

This glossary will help students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different form; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into

Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



REFERENCING - THE HARVARD SYSTEM

When you write an assignment it is necessary to provide references for all material you did not think of yourself. References are cited (identified) briefly in your essay and in a detailed list at the end. You must cite all references to:

- acknowledge your sources
- allow the reader to verify the data
- provide information so the reader can consult your source independently.

One commonly used system is the Harvard or Author-date System. It is generally used in sciences and social sciences.

- When you write an assignment you must include in your text references to all material you have used as sources for the content of your work
- These references must be provided wherever you quote (use exact words), paraphrase (use ideas in different words) or summarise (use main points of someone else's opinions, theories or data). Your references may be to things such as books, periodicals, articles, newspapers, reports or personal communication (eg. letter or conversation)
- To identify references within your text the author's surname, year of publication of the material cited, and page numbers if appropriate, should be stated. Page numbers are necessary when you quote or paraphrase particular passages, lists or figures, for example in the following quote:

Smith (1982, pg.45) has argued 'the relative seriousness of the two kinds of errors differs from situation to situation.'

or

It has been argued that 'the relative seriousness of the two kinds of errors differs from situation to situation (Smith, 1982, pg.45)

- If you paraphrase material you must make it clear that you are referring to someone else's work:

A recent study (Jones and Chan, 1986) has shown...

- Reference to material written by more than two authors should include the surnames of all authors the first time it is cited. In later citations of the same reference, include only the surname of the first author and the abbreviation et al. (meaning 'and the others'):

A recent study (Lim, Smith, Brown and Nguym 1983) has shown....

The research previously cited (Lim et al., 1983) suggests...

- Reference to different authors with the same surname should be distinguished by using the authors' initials or full names:

A recent study (C.L. Jones, 1985) has shown ... but A.G. Jones (1979) has suggested ...

- When you have read an account of original work by one author (*primary reference*) in another book or article (*secondary reference*), both sources must be acknowledged in your reference. In these examples, Marini is the primary reference and Jones is the secondary reference:

a) Marini (Jones, 1986) states ...

or

b) Marini's study in 1975 (cited in Jones, 1986) states ...

or

c) Jones (1986), in reporting Marini's 1975 study, states ...

- If you need to cite several references at the same point, separate the authors' names with semi-colons, with es in alphabetical order.

Recent studies (Brown, 1981; Kuwl@-, 1978; Wong and Smith, 1983;) have shown ...

- References to two or more publications in the same year by a given author should be distinguished by adding a, b, etc.

A recent study (Jones, 1987b) has shown ...

Recent studies (Jones, 1985, 1987a and 1987b) have shown ...

- References to personal communications should include initials, *pers. comm.* and date.

They probably represent distal turgidities (K.A.W. Crook, *pers. comm.*, 1989) ...

QUOTATIONS

- When the exact words of a writer are quoted they must be reproduced exactly in all respects: wording, spelling, punctuation, capitalisation and paragraphing.
- Quotations should be carefully selected and sparingly used, as too many quotations can lead to a poorly integrated argument.
- The intention of the original text must not be altered by your context for the quotation. .
- Unless it is clearly stated otherwise, the citation of another's opinions or conclusions signifies your acceptance of the point of view as your own.

- Use of a direct quotation is justified when:

- Changes, through paraphrasing, my cause misinterpretation:
 - the original words are so concisely and convincingly expressed that they cannot be improved upon;
 - a major argument needs to be documented as evidence;
 - it is important to comment on, refute or analyse the ideas expressed.
- In short quotations (fewer than thirty words) incorporate the quotation into the sentence or paragraph without disrupting the flow of the text. Use single quotation marks and acknowledge the source:

A number of different languages are used to define data. These include free narrative, key word, separator, and fixed-position forms' (Senn, 1990, pg.339)

- In long quotations (more than thirty words) do not use quotation marks. Indent the quotation from the remainder of the text. Use small type, or italics if available. Introduce the quotation appropriately, and acknowledge the source. For example:

These types of problems have been identified in the a= of information communication:

Semantic: How precisely do the transmitted symbols convey the desired meaning?

Effectiveness: How effectively does the received meaning affect behaviour in the desired way?

(Shannon & Weaver, 1949, pg.96)

- When words in the original text need to be added or changed (eg. replacing a pronoun with a noun) to fit in with the essay, the changes are enclosed in square brackets:

'Some [scientists] believe this is the most likely outcome' (Lam, 199 1, pg.73).

- An irrelevant section can be omitted from a quotation but must be replaced by three spaced dots, called an ellipsis:

'To avoid this tax when ethanol is used for other commercial or industrial purposes, manufacturers must denature the alcohol' (Bailey& Bailey, 1989, pg.241).

could be quoted as

'To avoid this tax ... manufacturers must denature the alcohol' (Bailey& Bailey 1989, pg.24 1).

- [Sic] indicates that the original has been reproduced exactly, even though it appears to have an error. Sic means 'so' or 'thus'.

For example:

'This was a commonly [sic] held view in the nineteenth century' (Green 1991, pg.23).

REFERENCE LIST

The reference list is placed at the end of the assignment. It is arranged in alphabetical order of authors' surnames and chronologically for each author. The reference list includes only references cited in the text. The author's surname is placed first, immediately followed by the year of publication. This date is placed in brackets. The title of the publication either italicised or underlined (be consistent), appears after the date, followed by place of publication, then publisher. Titles of journal articles are enclosed in single quotation marks; volume and page numbers are given.

BIBLIOGRAPHY

A bibliography uses the same format as a reference list. While the reference list includes only those texts actually cited in your essay, a bibliography includes all material used in the preparation of your essay

SAMPLE REFERENCE LIST

Beasley, V. (1984) Eureka! or how to be a successful student. Bedford Park, South Australia, Flinders university.

Betts, K. and Seitz, A. (1986) Writing essays in the social sciences. Melbourne, Thomas Nelson.

Bransford, J., Sherwood, R., Vye. N. and Rieser, J. (1986) 'Teaching and problem solving.' American Psychologist. October, pg. 1078-186'.

Clanchy, J. and Ballard, B. (1981) Essay writing for students. Melbourne, Longman Cheshire.

or

Lapidues, G. (1989) 'Can Go Gorbachev bridge the gap?' Weekend Australian. 23-24 September pg.23.

Marshall, L.A. and Rowland, F. (1981) A guide to learning independently. Melbourne, Longman Cheshire.

Adapted by the language and Learning staff of the university of South Australia. 11991, from a series of ledgers prepared by the South Australian College of Advanced education Study Skills Team, second education, 1989.



ASSIGNMENTS DONE ON COMPUTER

In the new syllabi, the Board of Studies is placing more emphasis on technology. Beginning in 2003, Year 10 students will sit a computer skills test along with English, Maths, Science and HSIE, to be externally marked as part of the School Certificate tests.

In light of this integration of technology skills throughout the curriculum, teachers are setting more assignments to be completed on the computer. All such assignments will be set, giving students ample time to access school computers during lessons to ensure that those students who do not have a computer at home are not disadvantaged. Teachers are also available at lunch time by arrangement.

All students now have an individual password and 20 megabytes of space on the school system. This space is accessible only by the individual student with his/her password.

To minimise problems with printers, accidental deletion etc, all students should .

- Save their work frequently as they progress
- Print draft copies as substantial additions are made to the assignment

Students may also save their work on floppy disks in all computer labs with the exception of Room 25. Students can access their files on the computers in the library as well. The cost of printing in the library is 10¢ per page.

Students who do all their assignments on computers at home

- The assignment must be submitted in printed form and not on a floppy disk unless specifically requested by the teacher.
- Excuses such as "my printer wasn't working" will not be accepted unless a draft in print form can be produced.
- If relying on printing in the library, it is the student's responsibility to check that programmes are compatible with the school system.

Normal 'late' penalties will be applied ie 10% off per day for each day late up to 5 days when zero marks will be awarded.

How to cite a Web site (including World Book Online)

Footnote format:

Author's name (if available), "Article or Web page title," *Web site title*, URL, access date.

Footnote example:

Maurine H. Beasley, "Roosevelt, Eleanor," *World Book Online*, <http://wbonline.worldbook.com>, August 27, 1998.

Bibliography format:

Author's name, last name first (if available). "Article or Web page title," *Web site title*, URL, access date, city: producer. [city and producer are optional]

Bibliography example:

Beasley, Maurine H. "Roosevelt, Eleanor," *World Book Online*, <http://wbonline.worldbook.com>, August 27, 1998, Chicago: IBM/World Book, Inc.

How to cite a CD-ROM encyclopedia

Footnote format:

Author's name (if available), "Article title," *Encyclopedia title*, version, edition or copyright or publication date (if the year is not part of the title).

Footnote example:

David L. Garrison, "Marine biology," 1999 *World Book*, Version 2.0.

Bibliography format:

Author's name, last name first (if available). "Article title," *Encyclopedia title*, version, producer, edition or copyright or publication date.

Bibliography example:

Garrison, David L. "Marine biology," 1999 *World Book*, Version 2.0, IBM/World Book, Inc., 1998.

Mt St Patrick

Mt St Patrick College
PO Box 105, Murwillumbah NSW 2484
Phone 02 6672 2340
Fax 02 6672 3893
Email mspcmbah@lism.catholic.edu.au
Web <http://mspc.lism.catholic.edu.au>