STAGE 6
Preliminary Course
Year 11 – 2017
Course Information Handbook
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Year 11 2017
Subject information

HSC requirements for 2018

Candidates for the Higher School Certificate (HSC) 2018 must undertake a program of study comprising of at least:

- 12 units of Preliminary courses

AND

- 10 units of Higher School Certificate courses

Pattern of study for Year 11 2017 at MacKillop Catholic College

All students wanting to undertake the Preliminary Course in 2017

MUST include:

- at least six units of Board Developed courses
- at least two units of a Board Developed course in English
- at least three courses of two units value (or greater) and
  at least four subjects
- no more than six units of Science (not including Senior Science)
- at least one unit of Studies of Religion or Catholic Studies
- satisfy the requirements for Year 11 Preliminary Course before attempting the HSC Course

Students selecting 1 Unit Studies of Religion or Catholic Studies will need to undertake either a 1 Unit Content Endorsed Course or Extension English or Extension Mathematics to satisfy the Board of Studies Preliminary Course requirements (12 Units). The 1 Unit Content Endorsed Courses will NOT be offered for the HSC course.

Students wanting to be eligible for an Australian Tertiary Admission Rank (ATAR) must observe the following rules:

- a student must include a minimum of 10 units of Board Endorsed Courses or VET Courses
- a maximum of 2 units from Category B (VET Courses)
- Content Endorsed Courses offered by the College do NOT count towards an ATAR
- Not all TAFE delivered VET courses count towards an ATAR.
- Students who choose English Studies are ineligible for an ATAR.
- The General 1 Mathematics course does NOT count towards an ATAR.
Year 11 2017 Subject Selections Timetable

TERM 2

Week 3  Summary booklets distributed to Students – Tuesday period 6

Weeks 3 – 9  KLACs to speak to Year 8 and Year 10 students during Period 6 on Tuesdays

Week 8  Parent / Teacher Interviews

Week 10  Careers Expo – Year 10 out all day, Tuesday Week 10

TERM 3

Week 1  Subject Market and Information Evening – Wednesday 20th July. Subject market from 4 – 6:30pm. Then meeting in the Hall where Information Books will be distributed at the conclusion of the meeting. Key personnel from the College will speak to parents and students about the requirements of both the Preliminary and HSC. This will include the pattern of study, information about VET and TVET courses and what is expected as a senior student at MacKillop. Compulsory for all parents and students.

Week 2  Mr Evanson, Mr Jones, Mrs McGuiness and Mrs Ferguson interview Year 10 students about selections.

Tuesday Period 6 Year 10 to meet with Mrs Winkler and Mr Evanson to go through the online selection process

Week 3  Online Subject Selection – Monday 1st August – website opened for students to complete online selections

Week 4  Online Subject selection closed – Monday 8th August – Receipt for selections due at front office

Weeks 5 / 6  Students to re-select due to courses that may not run.

Week 6  Senior Registration Forms and Deposit – due Friday 26th August

Week 7  Year 10 Interviews - Wednesday 31st August – Compulsory meeting for students and parents/ guardians with Middle Leaders to finalise subject selections. Meetings start at 4pm.
PRINCIPAL’S MESSAGE

I am delighted to welcome and encourage all senior students at MacKillop Catholic College as they commence a very important and strategic level of school education.

The next two years are not ones to be afraid of, but more importantly, it is a time to explore opportunities, discuss with teachers, classmates, family members and former students your aspirations for the future. The course of senior study and all the subsequent discussions and advice will bring clarification with an air of expectancy for the possibilities of what lies ahead for these final two years of senior study. The key for success revolves around building good relationships with teachers and peers, excellent attendance and the completion of all learning tasks.

This handbook has been designed to assist and support how each student organises and manages their workload for senior studies, including assessment policies, schedules, weightings, plus course requirements, examination rules and the process for missed assessments and appeals.

MacKillop Catholic College offers seniors a wonderful opportunity to develop, discover and shape each student’s personal profile. We have seen students who may have considered themselves not up to gaining a HSC and completing Year 12, step up to all that is on offer at the College and become confident young men and women, happy with who they are and proud of their achievements, their family, their classmates and their journey through the College. This aspect of being a senior student at MacKillop Catholic College is what provides the platform for good results in external examinations such as the HSC. It is of even greater importance that each student develops a balanced perspective of life because when outside pressures and influences have to be dealt with, it is most reassuring for each student to know they have the inner strength to overcome these challenges. The spirituality shaped and formed in the Catholic school environment is a big plus for how we respond to life’s challenges and rewards.

To gain a HSC is the single best school credential that a student can obtain in NSW and so many career opportunities are available to students who have their HSC.

Please consider the following questions:

- What are my personal interests?
- What have been my academic strengths?
- Have I decided on what career I wish to follow? (It does not matter if you have not decided yet, although one should ask whether they are looking to study at University or not)
- Who are the best people to connect with in establishing a sound pattern of study and keeping up to date with the demands?

The next two years will seem somewhat of a blur and so much will happen, with highs, lows and all things in between. So keep things in perspective and always be connected to your support base of parents, family, your teachers, fellow students and a loving God who always picks us up at those times when we really feel lost.

Mr Steve Todd
College Principal
## COLLEGE CURRICULUM TEAM

**COLLEGE PRINCIPAL**  
Mr S Todd  

**SECONDARY PRINCIPAL**  
Mrs D Ferguson  

**ASSISTANT PRINCIPAL**  
Mrs M McGuinness  

**CURRICULUM COORDINATOR**  
Mr A Evanson  

**WELLBEING COORDINATOR**  
Mr J McNamara  

**RELIGIOUS EDUCATION COORDINATOR**  
Mrs C Price  

### KEY LEARNING AREA COORDINATOR

<table>
<thead>
<tr>
<th>Subject</th>
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<tr>
<td>Creative Arts (Visual Arts)</td>
<td>Mrs J Young</td>
</tr>
<tr>
<td>English</td>
<td>Ms A Lovett</td>
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<tr>
<td>Human Society &amp; Its Environment</td>
<td>Mrs M Boyd</td>
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<tr>
<td>Learning Support</td>
<td>Mrs S Small</td>
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<tr>
<td>Performing Arts (Music/Dance/Drama)</td>
<td>Mrs Milkins</td>
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<td>Japanese</td>
<td>Mrs Beech</td>
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<td>Personal Development/Health/Physical Education</td>
<td>Mr S Burns</td>
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<tr>
<td>Science</td>
<td>Mr I Cooper</td>
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<tr>
<td>Technological and Applied Studies</td>
<td>Mr D Clair</td>
</tr>
<tr>
<td>Vocational Education Training [VET]</td>
<td>Mr R Jones</td>
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<td>Careers Adviser</td>
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<tr>
<td>Externally Delivered Courses</td>
<td>Mr A Evanson</td>
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</table>
SELECTION OF COURSES

The purpose of this booklet and the Senior Subject Selection process is to ensure students are well informed of their options and to give students and their parents/guardians the opportunity to discuss the various courses with College staff.

In selecting courses it is important to consider the following:

- **Individual Capabilities and Talents**: Students should ask themselves these questions, ‘What subject am I good at?’, ‘In what subjects do I achieve good results?’

- **Student Interests**: ‘What subjects do I enjoy?’ These may highlight future careers.

- **Future Aims and Career Interests**: If students have an interest in a particular career path they should consider the types of courses which may assist them on this path. With this in mind, however, it is important to note that only some University courses have HSC course prerequisites. It is also relevant that many students change their goals between Years 10 and 12 so subject selection should not be too narrow.

- **Additional Costs**: Be aware of the additional costs involved with some courses, eg Industrial Technology, TVET courses, Hospitality etc, due to major works, uniform or excursion costs. Externally delivered courses through the Open High School-Languages and Diocese of Lismore Online Education.

- **Availability**: Not all Subjects may be available or some Subjects may be offered at the same time. In addition to English and Religion, students will be asked to select a subject in each of the lines, giving them a total of 12 Units. Students may be asked to re-select subjects if the Principal deems there are insufficient numbers to run a particular course.
1. **PATTERN OF STUDY**

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

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

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

2. **TYPES OF COURSES**

**A. Board Developed Courses**

These are courses developed by the Board of Studies. For each course the following information is available:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for VET courses – Category B)

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

**B. Board Endorsed Courses (BEC)**

These are courses developed by the individual schools in response to local interest or need that have been endorsed by the Board of Studies. Board Endorsed Courses count towards the HSC and are listed on your Record of Achievement. However, they do NOT count towards the calculation of the ATAR. **English Studies** is a BEC course and as such doesn’t count towards an ATAR but can be used as two units of Board Developed Courses.

**C. Content Endorsed Courses (CEC)**

These courses have had their syllabus content and assessment procedures stipulated by the Board of Studies. They are not externally examined or moderated. Content Endorsed Courses count towards the HSC but do not contribute towards the ATAR.

In 2013 the College will offer the following Content Endorsed Courses in Year 11 only as 1 unit courses: **Ceramics, Computer Applications, Exploring Early Childhood, Photography, Video and Digital Imaging, Sport, Leisure and Recreation and Visual Design.**
3. **Australian Tertiary Admission Rank**

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by UAC. The ATAR is a rank, not a mark. (See the Universities Admissions Centre website at [www.uac.edu.au](http://www.uac.edu.au))

**Eligibility**

satisfactory completion of at least 10 units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three Board Developed

Board Endorsed Courses [BEC] eg English Studies and General Mathematics cannot be included in an ATAR.

**Calculation**

Your ATAR is based on an aggregate of scaled marks* in 10 units of ATAR courses comprising your:

- best two units of English (excluding English Studies) and
- best eight units from the remaining units.

No more than two units of Category B courses can be included. The universities categorise Board Developed Courses as either Category A or Category B.

In 2016 some of the Category B courses that may be delivered to MacKillop Catholic College students are:

- Automotive (School Based Apprentices)
- Business Services
- Construction
- Entertainment Industry
- Hospitality
- Information Technology (delivered through TAFE )
- Primary Industries (delivered through TAFE )
- Retail Services (School Based Trainees)

If students want the result from a Category B course to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. (Inclusion of these results is also subject to the ATAR Rules).

Most TVET courses do not count towards the ATAR. Students studying TVET courses must check prior to enrolment if they intend on qualifying for the ATAR.
### HSC Marks and ATAR

<table>
<thead>
<tr>
<th>Your HSC marks</th>
<th>Your ATAR</th>
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<tbody>
<tr>
<td>Your HSC marks provide information about how well you have achieved in each of</td>
<td>Your ATAR provides information about how well you have performed overall</td>
</tr>
<tr>
<td>the courses you have completed.</td>
<td>against other students.</td>
</tr>
<tr>
<td>Your HSC Record of Achievement and course report provides a profile of your</td>
<td>Your ATAR allows you to be compared with students who have completed</td>
</tr>
<tr>
<td>performance in the different courses you have studied.</td>
<td>different combinations of courses.</td>
</tr>
<tr>
<td>Your HSC marks are reported against standards.</td>
<td>Your ATAR is a rank, not a mark.</td>
</tr>
<tr>
<td>Your HSC marks are provided by the Board of Studies.</td>
<td>Your ATAR is provided by UAC. For the purpose of University enrolments.</td>
</tr>
</tbody>
</table>

### Completion of tasks

Students studying any HSC course must make a genuine attempt to complete course requirements. The Board expects a student to undertake all assessment tasks.

**The minimum requirement is that students must make a genuine attempt at assessment tasks which contribute in excess of 50% of available task marks.**

Students studying VET framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

In the case of Extension courses, students who fail to meet assessment requirements for the common part of the course will not receive a result in the course at all.

If at any time it appears that a student is at risk of being given an unsatisfactory [N] determination in a course, the Principal will warn the student and advise the parent or guardian and soon as possible.

**The awarding of an 'N' in any one course may result in the student not being awarded the Preliminary Record of Achievement or the Higher School Certificate.**
**SCHOOL BASED REQUIREMENTS**

**Pattern of study for Stage 6 2017 – 18 at MacKillop Catholic College**

The structure of post compulsory education in NSW is offered by the Board of Studies as Stage 6.

Stage 6 is comprised of TWO distinct courses;

- Preliminary Course (Yr.11 – 2017 Term1 to Term 3 Wk 10)
- HSC Course (Yr.12 – 2017 Term 4 Wk 1 to 2018 Term 3 Wk 10)

All 2 Unit Board Developed Courses must be studied for a minimum of 120 hours. On the current College timetable, this equates to 8 lessons per fortnight. Any 1 Unit Board Developed Courses must be studied for a minimum of 60 hours. On the current College timetable, this equates to 5 lessons per fortnight.

All students undertaking the Preliminary Course in 2016, MUST enrol in at least 11 units of Preliminary course + at least 1 Unit of Studies of Religion.

Students wanting to undertake the study of Extension courses in either English or Mathematics will need to seek advice from the respective KLA Coordinator.

The pattern of study MUST include;

- at least six units of Board Developed courses;
- at least two units of a course in English;
- at least three courses of two units value (or greater); and
- at least four subjects

- no more than six units of Science (not including Senior Science)

- at least one unit - Studies of Religion or Catholic Studies

- students MUST firstly satisfy the requirements for Year 11 Preliminary Course before attempting the HSC Course
To help students considering University entry decide on which subjects may better equip them for their ATAR the table below is included. This table, developed by the University Admission Centre outlines the contribution of each of the various HSC subjects to the ATAR in 2013.

Table A3: Descriptive statistics and selected percentiles for HSC marks and scaled marks by course

Notes: 
(i) The P99, P90, P75, P50, P25 columns refer to the 99th, 90th, 75th, 50th and 25th percentiles respectively.
(ii) The table excludes courses with less than 10 students and no percentile data are given for courses with less than 40 students.
(iii) This table should not be used as a simple HSC to scaled mark conversion table. For each HSC mark there can be a range of raw marks and therefore a range of scaled marks.

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<tr>
<th>Course</th>
<th>Number</th>
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<th>Max. mark</th>
<th>P99</th>
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<th>P75</th>
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<td>9.1</td>
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<td>42.0</td>
<td>33.4</td>
<td>27.4</td>
<td>20.5</td>
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<tr>
<td>Financial Services Exam</td>
<td>229</td>
<td>HSC</td>
<td>37.3</td>
<td>5.5</td>
<td>48.0</td>
<td>46.0</td>
<td>44.5</td>
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<td>26.8</td>
<td>9.9</td>
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<td>46.4</td>
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<tr>
<td>Hospitality Exam</td>
<td>5,559</td>
<td>HSC</td>
<td>37.6</td>
<td>4.7</td>
<td>49.0</td>
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<td>19.4</td>
<td>9.8</td>
<td>43.5</td>
<td>39.9</td>
<td>32.9</td>
<td>26.8</td>
<td>18.8</td>
<td>11.8</td>
</tr>
<tr>
<td>Human Services Exam</td>
<td>576</td>
<td>HSC</td>
<td>26.3</td>
<td>4.0</td>
<td>49.5</td>
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<td>39.0</td>
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<td>19.3</td>
<td>8.7</td>
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<td>33.0</td>
<td>26.8</td>
<td>18.2</td>
<td>11.1</td>
</tr>
<tr>
<td>Information &amp; Digital Technology Exam</td>
<td>1,015</td>
<td>HSC</td>
<td>56.6</td>
<td>4.7</td>
<td>48.0</td>
<td>45.5</td>
<td>42.0</td>
<td>39.5</td>
<td>37.0</td>
<td>34.5</td>
</tr>
<tr>
<td></td>
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<td>17.8</td>
<td>9.7</td>
<td>41.8</td>
<td>38.6</td>
<td>31.1</td>
<td>25.2</td>
<td>17.5</td>
<td>10.4</td>
</tr>
<tr>
<td>Metal &amp; Engineering Exam</td>
<td>756</td>
<td>HSC</td>
<td>33.4</td>
<td>5.9</td>
<td>47.5</td>
<td>44.5</td>
<td>40.0</td>
<td>37.5</td>
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<td>scaled</td>
<td>14.0</td>
<td>9.4</td>
<td>38.0</td>
<td>35.9</td>
<td>29.0</td>
<td>21.7</td>
<td>13.2</td>
<td>7.2</td>
</tr>
<tr>
<td>Primary Industries Exam</td>
<td>614</td>
<td>HSC</td>
<td>37.2</td>
<td>4.6</td>
<td>46.5</td>
<td>47.0</td>
<td>42.5</td>
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<td>16.0</td>
<td>9.2</td>
<td>39.6</td>
<td>37.1</td>
<td>29.3</td>
<td>22.9</td>
<td>14.6</td>
<td>9.0</td>
</tr>
<tr>
<td>Retail Services Exam</td>
<td>1,034</td>
<td>HSC</td>
<td>55.4</td>
<td>4.9</td>
<td>48.5</td>
<td>44.0</td>
<td>41.0</td>
<td>39.0</td>
<td>38.0</td>
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<tr>
<td></td>
<td></td>
<td>scaled</td>
<td>16.0</td>
<td>10.0</td>
<td>40.6</td>
<td>38.3</td>
<td>30.3</td>
<td>24.4</td>
<td>14.7</td>
<td>7.5</td>
</tr>
<tr>
<td>Tourism &amp; Events Exam</td>
<td>531</td>
<td>HSC</td>
<td>37.7</td>
<td>3.9</td>
<td>48.0</td>
<td>46.5</td>
<td>43.0</td>
<td>40.5</td>
<td>38.0</td>
<td>35.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>scaled</td>
<td>19.6</td>
<td>9.1</td>
<td>42.1</td>
<td>40.6</td>
<td>32.5</td>
<td>26.3</td>
<td>15.6</td>
<td>13.1</td>
</tr>
</tbody>
</table>
The Record of School Achievement (RoSA) is a new credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

**A cumulative credential – recognising all your academic achievements**

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC continue on to complete some further courses.

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

**A credential for school leavers**

The RoSA will be awarded to all eligible students when they leave school.

- If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at this time.
- To receive a RoSA you will need to meet your school’s attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or Principal about leaving and if you are eligible, your RoSA credential will be sent directly to you.

If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.
**Fair grades for everyone**

Your RoSA grades will be determined by your teachers using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Year 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- Teachers are very experienced already in providing grades based on assessments. As part of introducing the RoSA, the Board will provide further support and resources to make sure grades are given fairly and consistently from school to school.

**Literacy and numeracy tests**

If you are leaving school before getting your HSC you will have the option of sitting literacy and numeracy tests

- The tests will be offered online and will be taken at your school under the supervision of a teacher. If you are leaving school you do not have to do these tests. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of ‘windows’ each year. You will only be able to sit the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again.
- The literacy and numeracy test results will be reported separately to the RoSA credential.
- The most recent results will be the results you are issued with when you leave school.
Stage 6 Preliminary Courses

This is to certify that Sample Student of Sample High School has received the results shown below:

Participated in the following courses until 12 April 2013.

Year  | Course                        |
------|-------------------------------|
2013  | English (Standard)            |
      | Mathematics                  |
      | Biology                       |
      | Visual Arts                  |
      | Personal Development, Health and Physical Education |
      | Hospitality                  |

Stage 5 Courses

Year  | Course                                      | Result |
------|---------------------------------------------|--------|
2012  | English (200)                               | A      |
      | Mathematics (200)                           | CS     |
      | Science (200)                               | B      |
      | Australian Geography (100)                  | D      |
      | Australian History (100)                    | C      |
      | History (Elective) (100)                    | B      |
      | Religion, Catholic Studies (100)            | D      |
      | Industrial Technology – Electronics (200)   | C      |
      | Personal Development, Health and Physical Education (200) | A |

Mandatory Curriculum Requirements

- Languages
- Technology
- Music
- Visual Arts
- Personal Development, Health and Physical Education

Sample Student has met the requirements for the award of a Record of School Achievement.
STUDENT COMPLETES PRELIMINARY COURSES

Record of School Achievement

This is to certify that Sample Student of Sample High School has received the results shown below:

### STAGE 6 PRELIMINARY COURSES

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>English (Standard)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Personal Development, Health and Physical Education</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Metal and Engineering</td>
<td>Refer to Vocational documentation</td>
</tr>
</tbody>
</table>

### STAGE 5 COURSES

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>English (200)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Mathematics (200)</td>
<td>C5</td>
</tr>
<tr>
<td></td>
<td>Science (200)</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Australian Geography (100)</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Australian History (100)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>History (Elective) (100)</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Religion, Catholic Studies (100)</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology – Electronics (200)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Personal Development, Health and Physical Education (200)</td>
<td>A</td>
</tr>
</tbody>
</table>

### Mandatory Curriculum Requirements

- Languages: Completed
- Technology: Completed
- Music: Completed
- Visual Arts: Completed
- Personal Development, Health and Physical Education: Completed

Sample Student has met the requirements for the award of a Record of School Achievement.
**STUDENT COMPLETES THE HSC**

**HIGHER SCHOOL CERTIFICATE**  
Record of Achievement

This is to certify that Sample Student of Sample High School has satisfactorily completed the courses listed below:

<table>
<thead>
<tr>
<th>2014 Board Developed Courses</th>
<th>Examination Mark</th>
<th>Assessment Mark</th>
<th>HSC Mark</th>
<th>Performance Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 unit English (Advanced)</td>
<td>74/100</td>
<td>71/100</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td>1 unit English Extension 1</td>
<td>44/50</td>
<td>46/50</td>
<td>45</td>
<td>E4</td>
</tr>
<tr>
<td>1 unit English Extension 2</td>
<td>39/50</td>
<td>34/50</td>
<td>37</td>
<td>E3</td>
</tr>
<tr>
<td>2 unit Drama</td>
<td>93/100</td>
<td>89/100</td>
<td>91</td>
<td>6</td>
</tr>
<tr>
<td>2 unit French Continuers</td>
<td>64/100</td>
<td>75/100</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>2 unit Entertainment</td>
<td>80/100</td>
<td>N/A</td>
<td>80</td>
<td>5</td>
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</table>

**2013 Board Developed Courses (Preliminary)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Advanced)</td>
<td>A</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>B</td>
</tr>
<tr>
<td>Drama</td>
<td>C</td>
</tr>
<tr>
<td>French Continuers</td>
<td>C</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Refer to Vocational documentation</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>B</td>
</tr>
<tr>
<td>Business Studies</td>
<td>D</td>
</tr>
</tbody>
</table>

ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE
STUDENT NOT ELIGIBLE FOR A RoSA

Transcript of Study

This is to certify that Sample Student of Sample High School has received the results shown below but is not eligible for a Record of School Achievement:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Mathematics (200)</td>
<td>C5</td>
</tr>
<tr>
<td></td>
<td>Science (200)</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Australian Geography (100)</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Australian History (100)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>History (Elective) (100)</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Religion, Catholic Studies (100)</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology – Electronics (200)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Personal Development, Health and Physical Education (200)</td>
<td>A</td>
</tr>
</tbody>
</table>

Mandatory Curriculum Requirements

- Languages: Completed
- Technology: Completed
- Music: Completed
- Visual Arts: Completed
- Personal Development, Health and Physical Education: Completed
Stage 6 courses for 2017-2018

The following Stage 6 Courses may be offered * at the College in 2017 for the Preliminary Course. *(for any course to run in 2017 there MUST be a sufficient number of students).

The courses below are presented in KLA areas NOT as subject lines.

All courses in italics are by invitation only. This involves discussion with the Curriculum Coordinator and relevant KLA Coordinator. You may not select these subjects without their approval. Those students wishing to do a Life Skills course may only select these courses after discussion with Mrs Small.

# TVET and SBAT are options involving organizations external to the College. These options may only be selected after an interview with the VET Coordinator, Mr Jones, and confirmation of arrangements or training plans.

PART A – Compulsory – Select ONE English Course

<table>
<thead>
<tr>
<th>English Advanced</th>
<th>English Standard</th>
<th>English Studies</th>
<th>English Life Skills</th>
<th>English Extension 1 (must also study English Advanced at same time)</th>
</tr>
</thead>
</table>

PART B – Compulsory – Select ONE Studies of Religion Course

<table>
<thead>
<tr>
<th>Studies of Religion 2 Unit</th>
<th>Studies of Religion 1 Unit</th>
<th>Catholic Studies 1 Unit</th>
</tr>
</thead>
</table>

PART C

The following courses may be offered in 2017. Depending on numbers. You may select MORE THAN ONE subject from any particular area, eg You could elect to do Ancient History and Modern History. Life Skills is offered in some courses.

<table>
<thead>
<tr>
<th>HSIE</th>
<th>Mathematics</th>
<th>PDHPE</th>
<th>Performing Arts</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>General Maths 1 and 2</td>
<td>PDHPE</td>
<td>Dance</td>
<td>Biology</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Mathematics</td>
<td>Community &amp; Family Studies</td>
<td>Drama</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Mathematics Extension 1 (must also study Mathematics at same time)</td>
<td></td>
<td>Music 1</td>
<td>Physics</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Mathematics- Life Skills</td>
<td>Music 2</td>
<td>Senior Science (can't be done with any other science)</td>
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<tr>
<td>Legal Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>JAPANESE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>Japanese - Continuers (Must have studied Japanese in Years 9 and 10)</td>
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<td></td>
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<tr>
<td>Society &amp; Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work &amp; Community Studies – Life Skills</td>
<td>HSIE Life Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSIE Life Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TAS | VET | Visual Arts
--- | --- | ---
Design & Technology | Business Services | Visual Arts
Food Technology | Construction |  
Information processing Technology | Entertainment |  
Industrial Technology | Hospitality |  
Textiles Technology | # TAFE VET Options ( TVET ) |  
| # SBAT – School Based Apprenticeship Training |  |

**PART D**

If you choose either Studies of Religion 1 Unit or *Catholic Studies 1 Unit* and do not select either English Extension 1 or Mathematics Extension 1, you must choose 1 of the following 1 Unit subjects. Please note that these subjects finish at the end of Year 11, Term 3 2017.

<table>
<thead>
<tr>
<th>Ceramics</th>
<th>Computer Applications (Can NOT be studied with IPT)</th>
<th>Photography, Video and Digital Imaging</th>
<th>Sport, Lifestyle and Recreation</th>
<th>Visual Design</th>
<th>Exploring Early Childhood</th>
</tr>
</thead>
</table>
## COURSE: Aboriginal Studies – Category A

### Length of Study:
- Preliminary and HSC course 1 year each

### School based specific requirements - Nil

### Exclusions – Nil

### Description of the course

Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to ‘learn together’ with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.

For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.

### Topics covered in the course

#### Preliminary Course

**Pre-contact to 1960s**

- Part I – Aboriginality and the Land
- Part II – Heritage and Identity
- Part III – International Indigenous Community: Comparative Study
- Part IV – Research and Inquiry Methods: Local Community Case Study

#### HSC Course

**1960s onwards**

- Part I – Social Justice and Human Rights Issues
  - A – Global Perspective AND B – Comparative Study
- Part II
  - A. Aboriginality and the Land OR B. Heritage and Identity
- Part III – Research and Inquiry Methods – Major Project

### Particular course requirements for students

In both the Preliminary and HSC courses there is a research project investigating the within the context of the local Aboriginal community. With the HSC course the Major Project is to be a topic of the student’s own choice that is related to an aspect of the course, and negotiated with their teacher.

### Assessment:
Mandatory HSC Examination in 2018 for the Year 12 component of the course.

### For more specific information contact:
Mrs Boyd (HSIE Coordinator)
COURSE: Ancient History – Category A

<table>
<thead>
<tr>
<th>Length of Study:</th>
<th>School based specific requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>It is recommended that students would have proficient literacy and essay writing skills</td>
</tr>
</tbody>
</table>

**Exclusions:**
Nil

**Description of the course**

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

**Topics covered in the course**

**PRELIMINARY COURSE**

Introduction

- Investigating the past: History, Archaeology and Science
- Studies of Ancient Societies, Sites and Sources

At least ONE study to be chosen.

Historical Investigation

The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

HSC Course

Cities of Vesuvius – Pompeii and Herculaneum

ONE Ancient Society

ONE Personality in their Times

ONE Historical Period

**External Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Mrs Boyd (HSIE Coordinator)
### COURSE: Biology – Category A

<table>
<thead>
<tr>
<th>Length of Study:</th>
<th>School based specific requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>It is recommended that students would have proficient science skills based on examination results.</td>
</tr>
<tr>
<td></td>
<td>Student entry into the course will be based on performance in the Board of Studies Stage 5 Science Course and upon receiving a recommendation from the KLA Coordinator</td>
</tr>
</tbody>
</table>

### Exclusions:

Students cannot study Preliminary Senior Science at the same time as Preliminary Biology

### Description of the course

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

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

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

### Topics covered in the course

#### Preliminary Course

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

#### HSC Course

- Core Modules
  - Maintaining a Balance
  - Blueprint of Life
  - The Search for Better Health

One Option from the following modules:
- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

### Particular course requirements for students

The Preliminary course includes a field study related to local terrestrial and aquatic environments.

### Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

### For more specific information contact:

Mr Cooper (Science Coordinator)
**COURSE: Business Studies – Category A**

<table>
<thead>
<tr>
<th></th>
<th>School based specific requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Study:</td>
<td></td>
</tr>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>Nil</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### Description of the course

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

### Topics covered in the course

**Preliminary Course**
- Nature of business
- Business management
- Business planning

**HSC Course**
- Operations
- Marketing
- Finance
- Human resources

### Particular course requirements for students

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:

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

### For more specific information contact:

Mrs Boyd (HSIE Coordinator)
### COURSE: Chemistry – Category A

<table>
<thead>
<tr>
<th>Length of Study:</th>
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<tbody>
<tr>
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<td>It is recommended that students would have proficient science skills based on examination results. Student entry into the course will be based on performance in the Board of Studies Stage 5 Science Course and upon receiving a recommendation from the KLA Coordinator</td>
</tr>
</tbody>
</table>

Exclusions:

- Students cannot study Preliminary Senior Science at the same time as Preliminary Chemistry.

Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Preliminary course develops knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students’ understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

### Topics covered in the course

#### Preliminary Course

**Core Modules**
- The Chemical Earth
- Metals
- Water
- Energy

#### HSC Course

**Core Modules**
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following modules:
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

**Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Mr Cooper (Science Coordinator)
### COURSE: Community and Family Studies – Category A

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<thead>
<tr>
<th>Length of Study:</th>
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</tr>
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<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>Nil</td>
<td>Nil</td>
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</table>

**Description of the course**

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

**Topics covered in the course**

**Preliminary Course**
- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual’s roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

**HSC Course**
- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

**HSC Option Modules**
Select one of the following (approximately 25% of course time):
- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

**Particular course requirements**

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

**Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Mr Burns (PDHPE Coordinator)
### COURSE: Dance – Category A

<table>
<thead>
<tr>
<th>Length of Study:</th>
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<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>Students should be willing to perform in groups and/or solo.</td>
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<td></td>
<td>It is recommended that students see at least ONE outside Dance production during the Preliminary Course.</td>
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<table>
<thead>
<tr>
<th>Exclusions:</th>
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</thead>
<tbody>
<tr>
<td>Nil</td>
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</table>

### Description of the course & topics

#### Preliminary Course

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:

- Performance (Technique and Safe Practice)
- Composition (Creating works using the elements of Dance)
- Appreciation (History of Dance in Australia)
- Additional – Dance and Technology (Dance on Film)

#### HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology.

- Core Components: Performance, Composition, Appreciation
- Major Study Electives: Performance or Composition or Appreciation or Dance and Technology.

### Particular course requirements

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.

### Assessment:

1. Written Paper: Core Appreciation (20 marks)
2. Practical Examinations: Core Performance (20 marks) Core Composition (20 marks)
3. Electives: Select one (40 marks)
   a) Written Paper – Major Study Appreciation
   b) Major Study – Performance
   c) Major Study – Composition
   d) Major Study – Dance and Technology

### For more specific information contact:

Mrs Milkins (Performing Arts Coordinator)
## COURSE: Design & Technology – Category A

<table>
<thead>
<tr>
<th>Length of Study:</th>
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<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>Nil</td>
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</tbody>
</table>

| Exclusions: | Nil |

### Description of the course

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course students study designing and producing, which includes the completion of at least two design projects.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

### Topics covered in the course

#### Preliminary Course

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

#### HSC Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation.

### Particular course requirements

In the HSC Course students will undertake a Major Design Project that is worth 60% of HSC assessment. The Major Work will be marked externally.

### Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course (40%) and the Major Work worth (60%).

### For more specific information contact:

Mrs Pearce (Acting TAS Coordinator)
**COURSE: Drama – Category A**

<table>
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<th>Length of Study:</th>
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<td>Preliminary and HSC course 1 year each</td>
<td>Students should be willing to perform in groups and/or solo.</td>
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<tr>
<td></td>
<td>It is recommended that students see at least ONE outside theatre production during the Preliminary Course</td>
</tr>
</tbody>
</table>

**Exclusions:**

Nil

**Description of the course**

**Course Description**

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

**Preliminary Course**

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. A core component of the Preliminary Course is the student’s participation in a major production, which takes place over a minimum of two nights.

**HSC Course**

2 Scripts (Australian Drama and Theatre) and 2 Scripts (Studies in Drama and Theatre) involve 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 Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills – logbook included. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama – logbook included.

**Topics covered in the course**

**Preliminary Course**

Improvisation, Playbuilding, 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 Individual and group Project (60%) is negotiated between the student and the teacher at the beginning of the HSC course.

**Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course worth 40% and Individual & group projects externally marked worth 60%.

**For more specific information contact:** Mrs Milkins (Performing Arts Coordinator)
**COURSE: Earth and Environmental Science**  
– Category A

<table>
<thead>
<tr>
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<tr>
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<tr>
<td></td>
<td>Student entry into the course will be based on performance in the Board of Studies Stage 5 Science Course and upon receiving a recommendation from the KLA Coordinator</td>
</tr>
</tbody>
</table>

**Exclusions:**

Students cannot study Preliminary Senior Science at the same time as Preliminary Earth and Environmental Science

**Description of the course**

Earth and Environmental Science is the study of the earth and its processes. This course aims to provide an understanding of systems and processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during Earth’s history, including changes in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere, and the evolution or organisms since the origins of life on Earth.

Practical experiences are an essential component of both the Preliminary and HSC courses. Students will complete 80 indicative hours of practical field work during both the Preliminary and HSC courses. Practical experiences must include at least one integrated open-ended investigation field study in both preliminary and HSC courses.

The HSC course builds on the Preliminary course as the Preliminary course contains content that is considered assumed knowledge for the HSC course.

**Topics covered in the course**

**Preliminary Course**

Core Modules
- Planet Earth and its Environment – A five thousand million year journey
- The Local Environment
- Water Issues
- Dynamic Earth

**HSC Course**

Core Modules
- Tectonic Impacts
- Environments Through Time
- Caring for The Country

One Option from the following modules:
- Introduced Species and the Australian Environment
- Organic Geology
- Mining and the Australian Environment
- Oceanography

**Particular course requirements for students**

The Preliminary course includes a field study related to local terrestrial and aquatic environments.

**Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Mr Cooper (Science Coordinator)
COURSE: Economics – Category A

Unit Value: 2

Length of Study:
Preliminary and HSC course 1 year each

School based specific requirements
It is recommended that students would have proficient literacy and essay writing skills.

Exclusions:
Nil

Description of the course
Economics provides 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.

Topics covered in the course

Preliminary Course
- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market

HSC Course
- The Global Economy – Features of the global economy and globalisation
- Australia’s Place in the Global Economy – Australia’s trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

Assessment:
Mandatory HSC Examination in 2018 for the Year 12 component of the course.

For more specific information contact: Mrs Boyd (HSIE Coordinator)
COURSE: English Studies – Board Endorsed Course

<table>
<thead>
<tr>
<th>Unit Value: 2</th>
</tr>
</thead>
</table>

This subject will be offered as both a Preliminary and HSC Course and can count towards the six units of Board Developed Courses.

There is NO HSC examination for this course.

This course can not be included as part of an ATAR.

**Students who DO NOT want an ATAR will automatically be enrolled in this course.**

| Exclusion – Students cannot study English – Standard or English – Advanced at the same time as English Studies. |

<table>
<thead>
<tr>
<th>Description of the course</th>
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</table>

The English Communication Studies course is intended to address the needs of specific students for an English course to support their successful completion of the HSC while advancing their vocational interests and pathways. The course is intended to extend knowledge and understanding about, skills in, accurate and appropriate use of language for current and future studies, careers and citizenship.

<table>
<thead>
<tr>
<th>Particular course requirements</th>
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</thead>
</table>

Students intending to undertake this course will need to have made a prior appointment with the English Coordinator to discuss the suitability of this course.

Only students recommended by the English Coordinator will be allowed to enrol in English Communication Studies.

<p>| For more specific information contact: Ms Lovett ( English Coordinator ) |</p>
<table>
<thead>
<tr>
<th><strong>COURSE: English – Standard – Category A</strong></th>
<th><strong>Unit Value:</strong> 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Study:</strong></td>
<td>School based specific requirements</td>
</tr>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>MUST INDICATE ON SUBJECT SELECTION FORM THAT STUDENT WISHES TO OBTAIN AN ATAR</td>
</tr>
<tr>
<td></td>
<td>Exclusions: Can not study English Studies at the same time.</td>
</tr>
</tbody>
</table>

**Description of the course**
In the Preliminary English (Standard) course, students explore and experiment with 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.

**Topics covered in the course**

**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 course 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.

**Assessment:**
Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Ms Lovett (English Coordinator)
**COURSE: English – Advanced – Category A**

*Unit Value: 2*

**Length of Study:**
Preliminary and HSC course 1 year each

**School based specific requirements**
- It is recommended that students would have proficient literacy and essay writing skills.
- Student entry into the course will be based on their overall performance in the Stage 5 English Course and upon receiving a recommendation from the KLA Coordinator.

**MUST INDICATE ON SUBJECT SELECTION FORM THAT STUDENT WISHES TO OBTAIN AN ATAR**

**Exclusions:**
Students cannot study English (Standard or Studies) at the same time

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

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

**Topics covered in the course**

**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 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 and C.

**Assessment:**
Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Ms Lovett (English Coordinator)
## COURSE: ENGLISH – Extension 1

**Category A**

<table>
<thead>
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<tbody>
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<tr>
<td></td>
<td>Student entry into the course will be based on their overall performance in the Stage 5 English Course and upon receiving a recommendation from the KLA Coordinator. Students intending to undertake this course will need to have made a prior appointment with the English Coordinator to discuss the suitability of this course.</td>
</tr>
<tr>
<td></td>
<td>Only students recommended by the English Coordinator will be allowed to enrol in English – Extension 1</td>
</tr>
</tbody>
</table>

**MUST INDICATE ON SUBJECT SELECTION FORM THAT STUDENT WISHES TO OBTAIN AN ATAR**

**Exclusions:**

Students cannot study English (Standard or Studies) at the same time.

### Description of the course

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

### Topics covered in the course

**Preliminary Extension Course 1**

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

**HSC English 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.

### Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

### For more specific information contact:

Ms Lovett (English Coordinator)
### COURSE: Food Technology – Category A

<table>
<thead>
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<th>Length of Study:</th>
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<tbody>
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<td>Nil</td>
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</table>

| Exclusions: | Nil |

### Description of the course

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

### Topics covered in the course

#### Preliminary Course
- Food Availability and Selection
- Food Quality
- Nutrition

#### HSC Course
- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Food Issues in Nutrition

### Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

### For more specific information contact:
Mrs Pearce (Acting TAS Coordinator)
**COURSE: Geography – Category A**

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<tbody>
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<td>Nil</td>
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**Description of the course**

The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.

**Topics covered in the course**

**Preliminary Course**
- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student’s own choosing.

**HSC Course**
- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

**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.

**Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Mrs Boyd (HSIE Coordinator)
### COURSE: Industrial Technology – Category A

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<td>Nil</td>
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### Description of the course

Industrial Technology Stage 6 consists of project work and an 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.

The Focus Areas include Automotive Industries; Building and Construction Industries; Electronics Industries; Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Plastics Industries; Timber Products and Furniture Industries.

### Topics covered in the course

#### Preliminary Course
The following sections are taught in relation to the relevant focus area:
- **Industry Study** – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety Issues
- **Design** – elements and principles of design, types of design, quality, influences affecting design
- **Management and Communication** – Manage work through the completion of a management folio linked to each project produced
- **Production**
- **Industry related manufacturing technology**

#### 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**
- **Major Project - Design and Management and communication, Production**
- **Industry related Manufacturing Technology**

### Particular course requirements
In the Preliminary course, students must design, develop and construct a minimum of 2 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. They also undertake a study of the overall industry related to the specific focus area.

### Assessment:
Mandatory HSC Examination in 2018 for the Year 12 component of the course.

### For more specific information contact:
Mrs Pearce (Acting TAS Coordinator)
**COURSE: INFORMATION PROCESSING & TECHNOLOGY – Category A**

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<th>Length of Study:</th>
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<td>Nil</td>
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<tr>
<td>Exclusions:</td>
<td>Can NOT study Computer Applications at the same time.</td>
</tr>
</tbody>
</table>

**Description of the course**

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

**Topics covered in the course**

**Preliminary Course:**
- Introduction to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

**HSC Course**
- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%)
- Students will select two of the following options:
  - Transaction Processing Systems
  - Decision Support Systems
  - Automated Manufacturing Systems
  - Multimedia Systems

**Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Mrs Pearce (Acting TAS Coordinator)
## COURSE: JAPANESE (Continuers)

**Category A**

### Length of Study:
- Preliminary and HSC course 1 year each

### School based specific requirements
- Nil

### Exclusions:
- Japanese Beginners; Japanese Background Speakers.
- Students must have studied Japanese in Years 9 & 10

### Description of the course

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

### Topics covered in the course

#### Themes:
- the individual
- the Japanese-speaking communities
- the changing world.

Students’ language skills are developed through tasks such as:
- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Japanese culture through texts.

### Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course worth 80% and a 10 minute externally marked oral worth 20%

### For more specific information contact:
Mrs Beech (Japanese Coordinator)
<table>
<thead>
<tr>
<th>COURSE: LEGAL STUDIES – Category A</th>
<th>Unit Value: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Study:</strong></td>
<td><strong>School based specific requirements</strong></td>
</tr>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>It is recommended that students would have proficient literacy and essay writing skills.</td>
</tr>
<tr>
<td><strong>Exclusions:</strong></td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Description of the course**

The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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.

**Topics covered in the course**

**Preliminary Course**
- The Legal System
- The Individual and the State
- The Law in Practice

**HSC Course**
- Human Rights
- Focus Study: Crime

Students will study two focus studies chosen from:
- Consumers
- Family
- Global environmental protection
- Indigenous peoples
- Shelter
- Workplace
- World order

**Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Mrs Boyd (HSIE Coordinator)
### COURSE: MATHEMATICS – GENERAL 1

**Content Endorsed Course at HSC Level**

This subject will be offered as a Preliminary and HSC Course. At HSC level it is a CONTENT ENDORSED COURSE and therefore there is NO HSC examination. However, school based assessment will apply.

This course cannot be included as part of an ATAR.

**Exclusion** – Students cannot study Mathematics and either of the two General Mathematics courses at the same time.

**Description of the course**

The Mathematics – General 1 course is intended to address the needs of specific students for a Mathematics course to support their successful completion of the HSC while advancing their vocational interests and pathways. The course is intended to extend knowledge, understanding and skills in the accurate and appropriate use of numeracy for current and future studies, careers and citizenship. It is similar to and replaces the old APPLIED Mathematics course.

**Topics covered in the course**

- Use of statistics and data
- Financial Mathematics
- Measurement
- Probability
- Algebra and Modelling

There are also six focus studies including:
- Mathematics and Household Finance
- Mathematics and Communication
- Mathematics and Driving

**Particular course requirements** –

This subject will only be offered as a Preliminary and HSC course. with the preliminary course sharing common content with the General 2 Course.

Students intending to undertake this will have successfully completed the Stage 5 Mathematics Course in the 5.1 pathway.

**For more specific information contact:** Mr Taylor (Mathematics Coordinator)
## COURSE: MATHEMATICS (General 2)

### Category A

<table>
<thead>
<tr>
<th>Length of Study:</th>
<th>Preliminary and HSC course 1 year each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>Students may <strong>not</strong> study any other Stage 6 Mathematics course in conjunction with General Mathematics 2. <strong>Pupils who do not meet acceptable standards in their commitment to this course will be asked to move to the General 1 course at the completion of the Preliminary year. This may have an impact on student’s eligibility for an ATAR</strong></td>
</tr>
<tr>
<td>School based specific requirements</td>
<td>The course is constructed on the assumption that students have acquired a good level of proficiency in the core of the 5.2 Mathematics Course. Those students in the course 5.1 Mathematics wishing to do this course would need to have a teacher recommendation and arrange an interview with the KLA Coordinator</td>
</tr>
</tbody>
</table>

### Description of the course

General Mathematics 2 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 application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These 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 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, paramedical sciences and teaching.

### Topics covered in the course

#### Preliminary Course
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

With focus studies in:
- Mathematics and Driving
- Mathematics and Communication

#### HSC Course
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

With focus studies in:
- Mathematics and Health
- Mathematics and Resources

### Assessment:

Mandatory HSC Examination in 2018 for Year 12 component of the course

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**For more specific information contact Mr Taylor (Mathematics Coordinator)**
COURSE:  MATHEMATICS – Category A

Length of Study:

Preliminary and HSC course 1 year each

School based specific requirements

The course is constructed on the assumption that students have acquired a high level of proficiency in the core of the Stage 5, 5.3 Mathematics Course, along with the recommended options.

Students must have a recommendation from the KLA Coordinator and also satisfactorily complete a skills assignment

Exclusions:

Students cannot study Mathematics (General) at the same time

Description of the course

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. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should enquire as to the possible need for the Mathematics Extension 1 course.

Topics covered in the course

Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry – geometrical properties
- 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:

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

For more specific information contact:  Mr Taylor (Mathematics Coordinator)
**COURSE: MATHEMATICS EXTENSION 1**

**Category A**

<table>
<thead>
<tr>
<th>Length of Study:</th>
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</thead>
<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>The course is constructed on the assumption that students have acquired a <strong>high level of proficiency in the core of the Stage 5, 5.3 Mathematics Course</strong>, along with the recommended options.</td>
</tr>
<tr>
<td></td>
<td>Students must have a recommendation from the KLA Coordinator and also satisfactorily complete a skills assignment.</td>
</tr>
</tbody>
</table>

**Exclusions:**

Students cannot study Mathematics (General) at the same time

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**Description of the course**

The content of this 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 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.

**Topics covered in the course**

**Preliminary Course**
- Further 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 Mathematics Preliminary course topics

**HSC Course**
- Methods of integration
- Primitive of $\sin^2x$ and $\cos^2x$
- Equation $\frac{dN}{dt} = k(N - P)$
- Velocity and acceleration as a function of $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

**Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

**For more specific information contact:** Mr Taylor (Mathematics Coordinator)
**COURSE: MUSIC 1 – Category A**

<table>
<thead>
<tr>
<th><strong>Length of Study:</strong></th>
<th><strong>School based specific requirements</strong></th>
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</thead>
<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>Students are expected to continue learning an instrument (including voice) outside class time.</td>
</tr>
</tbody>
</table>

**Exclusions:**

Students undertaking Music 2

**Description of the course**

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

**Topics covered in the course**

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

**Particular course requirements**

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:**

1. Written Paper: Aural Skills (30 marks)
2. Practice Examination – Core Performance (20 marks)
3. Electives – (60 marks)
   a. Performance (20 marks)
   b. Composition (20 marks)
   c. Musicology (20 marks)

**For more specific information contact:** Mrs Milkins (Performing Arts Coordinator)
**COURSE: MUSIC 2 – Category A**

<table>
<thead>
<tr>
<th>Length of Study:</th>
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</thead>
<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>Students are expected to continue learning an instrument (including voice) outside class time.</td>
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<table>
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<tr>
<th>Exclusions:</th>
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<tbody>
<tr>
<td>Students undertaking Music 1</td>
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</tbody>
</table>

**Description of the course**

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

**Topics covered in the course**

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600–1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

**Particular course requirements**

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology 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.

All students will be required to develop a composition portfolio for the core composition.

**Assessment:**

Core Performance (one piece reflecting the mandatory topic)

Sight singing

Core composition (reflecting mandatory topic)

A $1\frac{1}{2}$-hour written examination paper
  - Musicology and aural skills

One Elective representing the Additional Topic:
Performance (2 pieces) or
One Submitted composition or
One Submitted essay

**For more specific information contact:** Mrs Milkins (Performing Arts Coordinator)
COURSE: MODERN HISTORY – Category A

Length of Study:
Preliminary and HSC course 1 year each

School based specific requirements
It is recommended that students would have proficient literacy and essay writing skills.

Exclusions:
Nil

Description of the course

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C18th to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

Topics covered in the course

PRELIMINARY COURSE

- Case Studies of Historical Events from the 20th century

- A Historical Investigation
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

- The World at the Beginning of the C20th

HSC Course

- World War I: 1914–1919: A source-based study

- National Study

- ONE Personality in the C20th

- International Study in Peace and Conflict

Assessment:
Mandatory HSC Examination in 2018 for the Year 12 component of the course.

For more specific information contact: Mrs Boyd (HSIE Coordinator)
COURSE: PDHPE – Category A

<table>
<thead>
<tr>
<th>Length of Study:</th>
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<tbody>
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<td>Preliminary and HSC course 1 year each</td>
<td>Nil</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Description of the course

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. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Topics covered in the course

**Preliminary Course**

**Core Topics**
- Better Health for Individuals
- The Body in Motion

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

**HSC Course**

**Core Topics**
- Health Priorities in Australia
- Factors Affecting Performance

**Options**
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

For more specific information contact: Mr Burns (PDHPE Coordinator)
Length of Study:  
Preliminary and HSC course 1 year each

School based specific requirements

It is recommended that students would have proficient science skills based on examination results.

Student entry into the course will be based on performance in the Board of Studies Stage 5 Science Course and upon receiving a recommendation from the KLA Coordinator.

Exclusions:

Students cannot study Preliminary Senior Science at the same time as Preliminary Physics

Description of the course

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students’ understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles (such as car crashes) and the mechanisms that maintain the physical conditions of planet Earth.

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Topics covered in the course

**Preliminary Course**

Core Modules

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

**HSC Course**

Core Modules

- Space
- Motors and Generators
- From Ideas to Implementation

One Option from the following modules:

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

Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

For more specific information contact:  Mr Cooper (Science Coordinator)
COURSE: SENIOR SCIENCE – Category A

Length of Study:
Preliminary and HSC course 1 year each

School based specific requirements
Nil

Exclusions:
Preliminary courses in Biology, Chemistry or Physics

Description of the course

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

The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern students who have completed the Preliminary course in Biology, Chemistry, Earth and Environment Science or Physics and who discontinue that course may replace it with the HSC course in Senior Science. These students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics.

Topics covered in the course

Preliminary Course
Core Modules
- Water for Living
- Plants
- Humans at Work
- The Local Environment

HSC Course
Core Modules
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems
One Option from the following modules:
- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

Assessment:
Mandatory HSC Examination in 2018 for the Year 12 component of the course.

For more specific information contact: Mr Cooper (Science Coordinator)
COURSE: SOCIETY & CULTURE  
Category A  

<table>
<thead>
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<th>Length of Study:</th>
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<tbody>
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<tr>
<td>Nil</td>
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</tbody>
</table>

Description of the course

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

Topics covered in the course

Preliminary Course
- The Social and Cultural World – the interaction between aspects of society and cultures
- Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communication – how people in different cultures interact and communicate.

HSC Course
Core
- Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project – an individual research project.

Depth Studies
Two to be chosen from:
- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society.

Particular course requirements

During Year 12 students will need to Complete a Personal Interest Project (PIP) worth 40% of the HSC mark. The PIP is marked externally.

Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course worth 60% and the PIP worth 40%.

For more specific information contact: Mrs Boyd (HSIE Coordinator)
COURSE: STUDIES OF RELIGION 2

Category A

<table>
<thead>
<tr>
<th>Length of Study:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>Students must have completed Year 10 RE with due diligence and have proficient literacy and essay writing skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exclusions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students cannot study either Catholic Studies or Studies of Religion 1 at the same time</td>
</tr>
</tbody>
</table>

Description of the course

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Topics covered in the course

**Preliminary Course**

- Nature of Religion and Beliefs
  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Origins
    - Principal beliefs
    - Sacred texts and writings
    - Core ethical teachings
    - Personal devotion/expression of faith/observance.
- Religions of Ancient Origin
  - The response to the human search for ultimate meaning in two religions of ancient origin from:
    - Aztec or Inca or Mayan
    - Celtic
    - Nordic
    - Shinto
    - Taoism
    - an Indigenous religion from outside Australia
- Religion in Australia pre-1945
  - The arrival, establishment and development of religious traditions in Australia prior to 1945.

**HSC Course**

- Religion and Belief Systems in Australia post-1945
  - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Significant people and ideas
    - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
    - Significant practices in the life of adherents.
- Religion and Peace
  - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
  - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

**Assessment:**

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

For more specific information contact: Ms Lyons (Religious Education Coordinator)
# COURSE: STUDIES OF RELIGION 1

## Category A

<table>
<thead>
<tr>
<th>Length of Study:</th>
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<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>Students must have completed Year 10 RE with due diligence and have proficient literacy and essay writing skills.</td>
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<table>
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</thead>
<tbody>
<tr>
<td>Students cannot study either Catholic Studies or Studies of Religion 2 at the same time</td>
</tr>
</tbody>
</table>

## Description of the course

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

## Topics covered in the course

### Preliminary Course
- **Nature of Religion and Beliefs**
  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- **Two Religious Traditions Studies from:**
  - Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance.

### HSC Course
- **Religion and Belief Systems in Australia post-1945**
  - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- **Two Religious Tradition Depth Studies from:**
  - Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents.

## Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course.

## For more specific information contact:

Ms Lyons (Religious Education Coordinator)
<table>
<thead>
<tr>
<th>Length of Study:</th>
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<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>As a Category B subject, this course does not contribute to a student's ATAR.</td>
</tr>
</tbody>
</table>

**Exclusions:**

Students cannot study either Catholic Studies or Studies of Religion 1 or 2 at the same time.

**Description of the course**

Catholic Studies gives students an overview of the core beliefs of the Catholic Church and how those beliefs find expression in the lives of adherents. Students will investigate how the Catholic worldview is foundational for the ministries adherents undertake and the vocations they live.

**Topics covered in the course:**

**Preliminary Course**

- Catholic Worldview - Revelation (how God is revealed through history and culture); the Word of God Incarnate, Jesus the Christ; the ministries of the Church, response to the Gospel message.
- Church in the Modern World - How the Church has responded since the call of the Second Vatican Council.
- Ministry – caring for the pastoral needs of the world.

**HSC Course**

- Jesus of History/Christ of Faith – Jesus incarnated the values of God. What do we learn about the Kingdom through his life?
- The Call of Discipleship – all Christians are baptized into the life, suffering, death and resurrection of Jesus and of the presence of the Spirit.
- Liturgy and Life – how do Catholics ritualize and celebrate their human journey?

**Assessment:**

Students complete a variety of assessment tasks throughout the two years.

**For more specific information contact:** Ms Lyons (Religious Education Coordinator)
COURSE: TEXTILES & DESIGN – Category A

<table>
<thead>
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<th>Length of Study:</th>
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<tbody>
<tr>
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<td>Nil</td>
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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
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</tbody>
</table>

Description of the course

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.

The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Topics covered in the course

Preliminary Course

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries

HSC Course

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project

Particular course requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study Design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The Textiles project is worth 50% of the HSC mark.

Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course worth 50% and complete a Textiles design project worth 50%.

For more specific information contact: Mrs Pearce (Acting TAS Coordinator)
### Description of the course

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex 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.

### Topics covered in the course

#### Preliminary Course
- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted 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
- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

### Particular course requirements

Submission of a major body of work for external marking worth 50% of the final HSC mark.

### Assessment:

Mandatory HSC Examination in 2018 for the Year 12 component of the course worth 50% and complete a major body of work worth 50%.

### For more specific information contact:

Mrs Young (Visual Arts Coordinator)
School Delivered
Vocational Education & Training Courses
(VET – Category B)

VET (Vocational Education and Training) courses:

- are developed by industry to meet industry standards.
- are practical, 'hands on' courses.
- develop generic skills valued in the workplace.
- focus on skills and knowledge within a specific industry.
- contribute towards both the HSC and a national qualification

Some VET courses are approved by the Board of Studies to be undertaken within schools as part of a student’s HSC pattern of study, these are called Board Developed Industry Curriculum Framework courses.

The following details should be considered when selecting a VET course (Industry Curriculum Framework course ) for study at MacKillop:

- count as 4 Units of study towards (typically 2 units Preliminary, 2 units HSC)
- count towards the ATAR
  Only ONE Category B (VET) course can count towards the ATAR.
- have dual accreditation
  Higher School Certificate
  national qualification (AQA) eg. Certificate II in Business
- are competency based
  Assessments are mostly practical.

  No marks ~ 'checklist of skills/knowledge' where students are assessed as either Competent or Not Yet Competent. If a student is assessed as Not Yet Competent, they will be given other opportunities to demonstrate competence.
- require 70 hours of Work Placement over two years
## Description of the course

This course is for students who wish to work in the construction industry. The purpose of this course is to provide students with an opportunity to develop basic knowledge and skills in the general construction industry.

## Topics covered in the course

The compulsory units of competency represent the basic skills, knowledge and attitudes required by workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These compulsory units of competency focus on developing the skills required to work effectively within the industry. The compulsory units of competency specifically address occupational health and safety procedures, industry awareness, communicating with others, measuring and calculating, handling construction tools and materials.

## Particular course requirements

Students must complete a minimum of 70 hours of work placement over 2 years (typically 2 x 1 week blocks)

Students must also undertake a mandatory WorkCover approved general OHS induction training program, as well as work activity OHS training and site-specific OHS training before being allowed onto a work site.

## Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a construction environment. There is no mark awarded in competency-based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.

Students successfully completing this course at the College will be awarded a Certificate II in Construction Pathways (CPC20211).

## For more specific information contact

Mr Jones (VET Coordinator)
<table>
<thead>
<tr>
<th>COURSE: BUSINESS SERVICES</th>
<th>Unit Value: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category B</td>
<td></td>
</tr>
</tbody>
</table>

**Description of the course**

This course is intended for students who wish to work in clerical and administrative occupations.

It is based on units of competency developed by the business services industry to describe the competencies, skills and knowledge needed by clerical-administrative workers.

It incorporates a selection of units of competency from Certificate II in Business.

**Topics covered in the course**

Students develop a range of skills required to work effectively and safely in a modern office environment. These may include oral and written communication skills, information handling and record keeping, processing financial documents and operating office equipment including computers.

**Particular course requirements**

Students must complete a minimum of 70 hours of work placement over 2 years

(typically 2 x 1 week blocks)

**Competency-based Assessment**

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in an office environment. There is no mark awarded in competency-based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Students successfully completing this course at the College will be awarded a Certificate II in Business (BSB20112).

**For more specific information contact:** Mr Jones (VET Coordinator)
### Description of the course

This course provides students with the opportunity to develop basic skills and knowledge suitable for entry to employment in live production, theatre and events industries.

This course comprises five compulsory units of competency and a selection of elective units of competency from the entertainment industry (240 indicative hours) course.

### Topics covered in the course

The course is flexible, with students able to select units of competency from the entertainment and music industries. The compulsory units of competency represent the basic skills, knowledge and attitudes required for workers within the entertainment industry. The compulsory units of competency specifically address workplace communication, working with others in the industry, basic entertainment industry knowledge and working in culturally diverse environments.

Elective units of competency include areas such as vision systems, audio, lighting, staging, marketing and music industry.

### Particular course requirements

Students must complete a minimum of 70 hours of work placement over 2 years

(typically 2 x 1 week blocks)

Students must also undertake a mandatory WorkCover approved general OHS induction training program.

### Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the Entertainment Industry. There is no mark awarded in competency-based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Competency-based assessment determines the vocational qualification that a student will receive.

Students successfully completing this course at the College in 2018 are awarded S.O.A. towards Certificate III in Live Production and Services (CUA30413).

**For more specific information contact:** Mr Jones (VET Coordinator)
**COURSE: HOSPITALITY**

Category B

**Description of the course**

This course provides students with basic skills and knowledge as preparation for entry-level employment.

The course is based on units of competency which have been developed by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

**Topics covered in the course**

Through completion of the compulsory units of competency students develop skills required to work effectively in a hospitality environment including:

- work with customers and colleagues
- work in a socially diverse environment
- follow health, safety, security and hygiene procedures
- verbal and non-verbal communication
- teamwork
- hospitality industry awareness.

**Particular course requirements**

Students must complete a minimum of 70 hours of work placement over 2 years

(typically 2 x 1 week blocks)

**Competency-based Assessment**

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

**Students successfully completing this course at the College will be awarded a Certificate II in Kitchen Operations (SIT20312). To attain this qualification, students must provide evidence of participating in at least 12 ‘service periods’.

**For more specific information contact:** Mr Jones (VET Coordinator)
TVET
TAFE Delivered
Vocational Education & Training Courses
(VET – Category B)

TAFE delivered VET Courses (TVET) are courses that senior secondary school students may study at a TAFE NSW institute while completing their HSC at school. TVET courses are taught by TAFE teachers usually at a TAFE NSW college/campus. As these students are enrolled in TAFE NSW they are subject to student rights, obligations and policies enforced by this institution. Students also receive TAFE NSW credentials on successful completion of their studies. Because TVET students are concurrently enrolled at MacKillop Catholic College and a TAFE NSW Institute, they must meet the requirements of both learning institutions.

TVET courses at a glance:

- count towards your HSC
- some count towards an ATAR
- some require Work Placement
- some can contribute towards a Traineeship or Apprenticeship
- all TVET courses entail a considerable TAFE fee

- delivered at TAFE, generally Tuesday afternoons. Typically students leave MacKillop around 12.00 Tuesdays. Students are absent from 3 of their timetabled classes at MacKillop every Tuesday. It is their responsibility to ensure that they ‘catch-up’ on work missed.

TVET can be extremely valuable for particular students with specific vocational goals. It can be a ‘stepping stone’ to further study. Due to the associated costs and disruption to a student’s whole pattern of study, students are discouraged from selecting TVET as an ‘easy elective’ or an interest/hobby course.

As examples, students at MacKillop have studied courses in:

- Tourism
- Children’s Services
- Horticulture
- Animal Care
- Metals & Engineering
- Automotive

There are a broad range of courses offered as TVET delivery, please refer to www.hunter.tafensw.edu.au/tvet for courses available. Students must apply to TAFE for TVET courses.

Applications close early September.
TRADE TRAINING CENTRE

The Trade Training Centre has three formal partners (MacKillop Catholic College, St Peter’s Catholic College and The Aspect Central Coast School) working as a cluster and under the authority of the RTO function of the Catholic Schools Office, Diocese of Broken Bay. The Trade Training Centre was approved in 2010 and the construction of new facilities in Construction, Hospitality, Business Services, Entertainment and Metals and Engineering (St. Peter’s campus) where completed 2012.

Through the Trade Training Centre, MacKillop Catholic College is responsible for providing high quality delivery of VET to enable students to attain both the HSC credential and a clear pathway to Certificate III. The Trade Training Centre will deliver VET components up to a Certificate II qualification or equivalent, TAFE will deliver the Certificate III component for those students indentured for a School Based Apprenticeship.

School Based Apprenticeships and Traineeships (SBATs) provide a student with the opportunity to combine their HSC with paid employment and on-the-job training in a recognised industry or trade area and formal trade training. SBATs provide students with the knowledge and skills required to work in the selected industry. Students must have a strong interest in the selected industry and a commitment to complete both the HSC and traineeship/apprenticeship.

School based traineeships or apprenticeships:

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II or Certificate III in a selected industry or trade</td>
</tr>
<tr>
<td>Contribution towards the HSC</td>
</tr>
<tr>
<td>Completion of a Traineeship or commencement of an Apprenticeship.</td>
</tr>
<tr>
<td>A career path into a selected industry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Based Apprenticeship: generally 5 years – 2 years part-time followed by 3 years full-time post the HSC</td>
</tr>
<tr>
<td>School Based Traineeship: generally 1½ to 2 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Unit Credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 4 units over two years (Preliminary and HSC).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible for ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Curriculum Frameworks only.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>The employment and training can be undertaken during school time, after school and during school holidays.</td>
</tr>
<tr>
<td><strong>On the job</strong> ~ generally a minimum requirement of 100 days of paid employment. This will generally require extra training during the holidays or after hours</td>
</tr>
<tr>
<td><strong>Off the job</strong> ~ can be delivered face-to-face, classroom, flexibly or mixed mode. Delivery must be by a Registered Training Organisation such as MacKillop Catholic College, TAFE NSW or a private RTO.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both on the job and off the job through written tests, project work &amp; practical exercises.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>The costs for SBATs vary greatly depending on the RTO delivering the course, the industry and if the student qualifies for Smart and Skilled funding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry-based Learning course</th>
</tr>
</thead>
<tbody>
<tr>
<td>This optional course is offered as recognition of the significant work component involved in the school based traineeship - an additional 4 units of credit.</td>
</tr>
</tbody>
</table>

For further information about the Trade Training Centre please contact the VET Co-ordinator, Mr Jones.
1 Unit

Content

Endorsed Courses (CEC’s)

All students must select ONE of these courses, unless they have enrolled to undertake 2 Unit Studies of Religion or have enrolled in 1 Unit Studies of Religion and have chosen either Extension English or Extension Mathematics
**COURSE: Ceramics**

**Content Endorsed Content**

This subject is only offered as a 1 Unit Preliminary Course and will not carry through into the HSC year.

<table>
<thead>
<tr>
<th>Exclusion – Nil</th>
</tr>
</thead>
</table>

**Description of the course**

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewelry, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

**Topics covered in the course**

**Main Topics Covered**

Modules include:
- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media.

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more area of ceramics.

**Particular course requirements**

Required to complete a diary and portfolio of work

**For more specific information contact:** Mrs Young (Visual Arts Coordinator)
# COURSE: Exploring Early Childhood

## Content Endorsed Course

This subject is only offered as a 1 Unit Preliminary Course and will not carry through into the HSC year.

### Exclusion – Nil

### Description of the course

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.

### Topics covered in the course

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families become aware of the work opportunities available in the area of children’s services.

### Particular course requirements – Nil

### For more specific information contact: Mr Burns (PDHPE Coordinator)
COURSE: Photography, Video and Digital Imaging – Content Endorsed Course

This subject is only offered as a 1 Unit Preliminary Course and will not carry through into the HSC year.

Exclusions – NIL

Description of the course
Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Topics covered in the course
Modules may be selected in any of the three broad fields of:
- Photography
- Video
- Digital Imaging.

Modules include:
- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular course requirements
Students are required to keep a diary and portfolio of work throughout the course.

For more specific information contact: Mrs Young (Visual Arts Coordinator)
**COURSE:** Computer Applications  
**Content Endorsed Course**

<table>
<thead>
<tr>
<th>Unit Value: 1</th>
</tr>
</thead>
</table>

This subject is only offered as a 1 Unit Preliminary Course and will not carry through into the HSC year.

**Exclusions:** Students cannot study Information Processing Technology at the same time

**Description of the course**

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.

**Topics covered in the course**

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.

**Particular course requirements** – Nil

**For more specific information contact:** Mrs Pearce (Acting TAS Coordinator)
## COURSE: Sport, Lifestyle and Recreation

### Content Endorsed Course

<table>
<thead>
<tr>
<th>Unit Value: 1</th>
</tr>
</thead>
</table>

This subject is only offered as a 1 Unit Preliminary Course and will not carry through into the HSC year.

### Exclusions: NIL

### Description of the course

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

### Topics covered in the course

Through the course students will develop:
- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:
- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

### Particular course requirements

- Nil

### For more specific information contact:

Mr Burns (PDHPE Coordinator)
COURSE: Visual Design

Unit Value: 1

Content Endorsed Content

This subject is only offered as a 1 Unit Preliminary Course and will not carry through into the HSC year.

Exclusions – Nil

Description of the course

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

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Topics covered in the course

Modules may be selected from Modules any of the four broad fields of:
- graphic design
- wearable design
- product design
- interior/exterior design.

The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

Particular course requirements

Students are required to keep a diary and portfolio of work throughout the course.

For more specific information contact: Mrs Young (Visual Arts Coordinator)
LIFE SKILLS COURSES
Stage 6

What are the Stage 6 Life Skills courses?

Stage 6 Life Skills courses provide a curriculum option for the small percentage of students with special education needs for whom the regular outcomes and content are not appropriate. These courses have Board Developed status and can be used to meet the requirements for the award of the Higher School Certificate.

Each Life Skills course comprises a 2-Unit Preliminary course and a 2-Unit HSC course.

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.

Before deciding that the student should undertake one or more Life Skills courses, consideration should be given to other ways of assisting the student to achieve regular course outcomes. This assistance may include a range of adjustments at school level to course work, school-based assessment tasks including examinations and/or disability provisions for the HSC examinations.

The decision to access one or more Stage 6 Life Skills courses is made collaboratively with the student, parents/carers and other significant individuals in the student's life (eg teachers, learning support personnel and community service providers). Consideration should be given to the pathways that best meet the needs, interests and aspirations of the student.

Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7-10 Life Skills outcomes and content in one or more courses.

The Board expects that the majority of students who enrol in Stage 6 Life Skills courses will be students with an intellectual disability.
Stage 6: Life Skills Courses

Creative Arts Life Skills

- Dance Life Skills
- Drama Life Skills
- Music Life Skills
- Visual Arts Life Skills

- Community and Family Studies Life Skills
- English Life Skills
- Human Society and Its Environment Life Skills
  - Aboriginal Studies Life Skills
  - Business and Economics Life Skills
  - Citizenship and Legal Studies Life Skills
  - Geography Life Skills
  - History Life Skills
  - Society and Culture Life Skills
  - Religion Life Skills - Catholic Studies

- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Science Life Skills
- Technology Life Skills
- Work and the Community Life Skills
  - Design and Technology Life Skills
  - Food Technology Life Skills
  - Industrial Technology Life Skills
  - Information Processes and Technology Life Skills
  - Textiles and Design Life Skills

- Work and the Community Life Skills
Stage 6 Life Skills Courses – HSC rules and requirements

As detailed in the Board of Studies Assessment Certification and Examination (ACE) Manual, the eligibility requirements for the Higher School Certificate are the same for all candidates. Students must:

- have gained the School Certificate or other qualification that the Board of Studies considers satisfactory
- have attended a government school, an accredited non-government school, a school outside NSW recognised by the Board or a college of TAFE
- have satisfactorily completed courses that comprise the pattern of study for the Higher School Certificate and
- have undertaken and made a serious attempt at the required forms of assessment for each course.

Patterns of study

To qualify for the Higher School Certificate, all students, including those studying Stage 6 Life Skills courses, must complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses) and
- at least four subjects *.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

Students with special education needs can meet the requirements of the HSC using Board Developed courses (including Life Skills courses and Industry Curriculum Framework courses/options) or a combination of Board Developed courses and Board Endorsed courses (including Content Endorsed courses).

This flexibility allows schools to develop a pattern of study that challenges each student according to his or her needs and that facilitates a successful transition from school to adult life.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student’s ATAR.
## COURSE: ENGLISH LIFE SKILLS

<table>
<thead>
<tr>
<th>Length of Study:</th>
<th>School based specific requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Modules to be covered over 2 years.</td>
<td>Interview with Curriculum Coordinator and Learning Support Coordinator prior to enrolment</td>
</tr>
</tbody>
</table>

### Description of the course

The Stage 6 English Life Skills course focuses on the development of effective communication and literacy skills which will enhance the participation of students in all aspects of post-school life.

The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations. This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in, and understanding about, viewing a wide range of visual material.

Study in the Stage 6 English Life Skills course should enable students to access information, engage in a range of recreational and leisure activities and undertake further education, training and employment.

### Topics covered in the course

The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study selected modules or may engage all six modules.

The modules are:
- Communication
- Speaking
- Listening
- Reading
- Writing
- Viewing.

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student’s participation.

### Particular Course Requirements

The completion of a transition-planning process for each student is a condition of access to the English Life Skills course.

### Assessment:

The completion of a transition-planning process for each student is a condition of access to the English Life Skills course. As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.

For more specific information contact Mrs Small, Learning Support Coordinator
**COURSE: Creative and Performing Arts – LIFE SKILLS**

<table>
<thead>
<tr>
<th><strong>Length of Study:</strong></th>
<th><strong>School based specific requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary and HSC course 1 year each</td>
<td>Students who select one or more of these courses are undertaking a Life Skills pattern of Study</td>
</tr>
</tbody>
</table>

**Exclusions:**
Students who are not undertaking Life Skills cannot select a Creative and Performing Arts Life Skills subject.

**Description of the course/s**
The *Stage 6 Creative Arts Life Skills Syllabus* includes the following Board Developed Courses:

- Dance Life Skills
- Drama Life Skills
- Music Life Skills
- Visual Arts Life Skills.

Each Life Skills Course of Study is based on outcomes and content selected from the respective modules of each course. Students may select one or more of the above Life Skills Courses. Each course derived from the *Stage 6 Creative Arts Life Skills Syllabus* is considered to be a separate subject for the purpose of the patterns of study.

**Courses Offered**

**Dance Life Skills** This course provides opportunities for students to experience and respond to different movements and dance styles. Through these learning opportunities students can develop their own physical skills, awareness of the body and techniques that facilitate their participation in dance. They can also understand how dance offers opportunities for communication and the expression of personal and social ideas and meanings.

**Drama Life Skills** This course provides opportunities for students to make and perform drama to explore personal and community issues, develop social skills and self-expression. Responding to and participating in a variety of activities enhances students’ understanding of drama and theatre.

**Music Life Skills** This course provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Through these learning opportunities students can develop their own musical interests in singing, playing, and composing. Music forms an integral aspect of society and provides an important means of communication and personal and cultural expression.

**Visual Arts Life Skills** This course provides opportunities for students to investigate different ideas and interests that can be represented in 2D, 3D and 4D artworks. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of representing meaning in their work. Each of the forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.

**Assessment:**

Students studying a Life Skills pattern are not required to partake in the HSC examination for the Creative Arts Life Skill subject.

**For more specific information contact:** Mrs Small, Mrs Young (Visual Arts Co-ordinator) and Mrs Milkins (Performing Arts Co-ordinator)
COURSE: HUMAN SOCIETY AND ITS ENVIRONMENT
LIFE SKILLS

Length of Study:
2 Units 240 hrs

School based specific requirements
Interview with Curriculum Coordinator and Learning Support Coordinator prior to enrolment

Course Description
Students will have the opportunity to develop knowledge, understanding and skills to investigate and to gather, interpret and communicate information. Human Society and Its Environment Life Skills involves the study of outcomes and content drawn from any of the modules, this will be determined if a class is organised for 2017. Aboriginal Studies Life Skills, Business and Economics Life Skills, Citizenship and Legal Studies Life Skills, Geography Life Skills, History Life Skills, Society and Culture Life Skills and Studies of Religion Life Skills each involve the study of outcomes and content drawn from a single (corresponding) module.

Course structure
The Stage 6 Human Society and Its Environment Life Skills Syllabus includes the following Board Developed Courses:

- **Aboriginal Studies Life Skills**
  This module provides opportunities for students to learn about the historical and contemporary experiences and cultures of Aboriginal peoples in Australia and the world. Students explore initiatives and actions aimed to promote the social and cultural identity of Aboriginal people. Students gather and communicate information from a variety of perspectives.

- **Business and Economics Life Skills**
  This module provides opportunities for students to develop their financial literacy through the study of the economic behaviours of individuals, businesses, institutions and governments. Students learn about the role of businesses in society in designing, producing, marketing, delivering and supporting a range of goods and services.

- **Citizenship and Legal Studies Life Skills**
  This module provides opportunities for students to develop knowledge and understanding about the rights, responsibilities and roles of individuals and groups in society in relation to the law. Students develop an appreciation for informed citizenship and develop the skills required for participation in democratic processes.

- **Geography Life Skills**
  This module provides students with opportunities to develop knowledge and understanding about the characteristics and distribution of a range of environments. Students learn about the relationships between geographical processes, human activity and environments, and learn to use geographical tools and investigate and communicate geographically.

- **History Life Skills**
  This module provides students with opportunities to explore the past and develop an understanding of how people, groups and events have influenced past societies and the world today. Students participate in historical investigations identifying differing perspectives and interpretations of the past. Students are provided with opportunities to locate, select, organise, plan and present information within the historical context.

- **Society and Culture Life Skills**
  This module provides opportunities for students to develop an understanding of themselves, their own society and culture and the societies and cultures of others. Students explore the interactions between persons, societies, cultures, environments and time. Students are provided with opportunities to undertake social and cultural research individually and/or collaboratively.

Particular course exclusions
The completion of a transition-planning process for each student is a condition of access to the Work and Community Life Skills course.

Students may not study more than one 240-hour course in the same subject. For example a student cannot include both Stage 6 Geography Life Skills and Stage 6 Geography in the pattern of study for the award of the Higher School Certificate.

For more specific information contact: Mrs Monica Boyd HSIE KLAC OR Mrs Small Learning Support Coordinator
**COURSE: MATHEMATICS LIFE SKILLS**

<table>
<thead>
<tr>
<th>Length of Study:</th>
<th>School based specific requirements</th>
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<tbody>
<tr>
<td>6 Modules to be covered over 2 years.</td>
<td>Interview with Curriculum Coordinator and Learning Support Coordinator prior to enrolment</td>
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</table>

**Description of the course**

The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.

The course emphasises the application of mathematical operations to practical situations and the development of problem-solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations.

Study in the Stage 6 Mathematics Life Skills course should enhance students' access to community living, further education, training and employment.

**Topics covered in the course**

The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study selected modules or may engage all six modules.

The modules are:
- Numeration
- Operations
- Time
- Space
- Money
- Measurement.

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student’s participation in many aspects of daily living.

**Particular Course Requirements**

The completion of a transition-planning process for each student is a condition of access to the Mathematics Life Skills course.

**Assessment:**

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.

**For more specific information contact:** Mrs Small, Learning Support Coordinator
Technology Life Skills in Stage 6

The *Stage 6 Technology Life Skills Syllabus* provides students undertaking Life Skills courses with additional curriculum options in the Technology Learning Area. The syllabus contains seven Stage 6 Life Skills courses – a specific course in each of *Agriculture, Food Technology, Design and Technology, Industrial Technology, Information Processes and Technology, Textiles and Design*, and the option to develop a course that draws on a range of outcomes and content across the technologies (*Technology Life Skills*).

At MacKillop College we do not have the option for *Agriculture Life Skills*.

The *Stage 6 Technology Life Skills Syllabus* includes the following Board Developed Courses:

- Design and Technology Life Skills
- Food Technology Life Skills
- Industrial Technology Life Skills
- Information Processes and Technology Life Skills
- Textiles and Design Life Skills
- Technology Life Skills.

The *Food Technology Life Skills, Design and Technology Life Skills, Industrial Technology Life Skills, Information Processes and Technology Life Skills, Textiles and Design Life Skills* courses each provide students with the opportunity for a more in-depth study within a particular technology, drawn from a single corresponding module.

The *Technology Life Skills* course provides students with the opportunity to study outcomes and content drawn from any of the modules across the technologies. If a student undertakes the *Technology Life Skills* course and other course(s) from the syllabus, the *Technology Life Skills* course must not duplicate any of the outcomes and content being undertaken in the other course(s) being studied.

Each of the courses comprises a 2 unit Preliminary course and a 2 unit HSC course.

In studying one or more courses from the *Stage 6 Technology Life Skills Syllabus*, students will develop knowledge, understanding, skills, values and attitudes that reflect their priorities, needs and interests in the context of a design process. The objectives for each course will vary according to the selected outcomes and content. Teachers have the flexibility to determine the focus of a course of study and the depth to which outcomes and content are studied, based on the priorities, needs and interests of students.
<table>
<thead>
<tr>
<th>Design and Technology Life Skills</th>
<th>This module provides opportunities for students to engage in a design process and explore and develop technologies in the context of a design project. Design projects will involve the design, production and evaluation of a product, system or environment.</th>
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<tr>
<td>Food Technology Life Skills</td>
<td>This module provides opportunities for students to engage in a design process through the development of food products in a variety of settings. Practical skills are developed through the care and safe handling of equipment, food preparation activities, and through the design, production and evaluation of food solutions.</td>
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</table>
| Industrial Technology Life Skills | This module provides opportunities for students to study a focus area industry and engage in a design process. Industry study and design projects should be selected from one of the following focus areas:  
  - Automotive Technologies  
  - Electronics Technologies  
  - Graphics Technologies  
  - Metal and Engineering Technologies  
  - Multimedia Technologies  
  - **Timber Products and Furniture Technologies.**  
  Practical skills are developed in designing, producing and evaluating in the context of an Industrial Technology project. **Timber Products is the only Industrial Technology Life Skills offered at MacKillop.** |
| Information Processes and Technology Life Skills | This module provides opportunities for students to engage in the study of information processes and technology and the roles that information systems play in society. They will gain an appreciation of the nature of information, its ethical use and its impact on many aspects of life. Practical skills are developed in using information processes and technology to address needs. |
| Textiles and Design Life Skills   | This module provides opportunities for students to engage in a design process in developing a design project. Practical skills are developed in the design, selection, production, evaluation and care of textiles in the context of a design project.  
  Design projects should be selected from one or more of the following focus areas:  
  - apparel  
  - furnishings  
  - costume  
  - textile arts  
  - non-apparel. |
**COURSE: WORK & COMMUNITY STUDIES, LIFE SKILLS**

**Length of Study:**
6 Modules to be covered over 2 years.

**School based specific requirements**
Interview with Curriculum Coordinator and Learning Support Coordinator prior to enrolment

**Course Description**

The Stage 6 Work and Community Life Skills course focuses on generalising knowledge, understanding, skills values and attitudes across a range of post-school environments.

**Course structure**

The Stage 6 Work and the Community Life Skills course has six modules, which focus on generalising knowledge, understanding, skills, values and attitudes across a range of postschool environments.

The Stage 6 Work and the Community Life Skills course has an indicative time allocation of 120 hours in each of the Preliminary and HSC courses. It is not necessary for students to address or achieve all of the Work and the Community outcomes. The choice of modules, outcomes and content within each course, and the time spent on the content, provides the flexibility to develop rigorous, meaningful and age-appropriate programs that can address individual learning needs, strengths, interests and aspirations and facilitates a successful transition from school to adult life.

Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students. Students will not be required to complete all of the content to demonstrate achievement of an outcome. Any examples provided under the content points are suggested strategies only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

**Module Description**

1. **The Future**
   In this module students gain a conceptual understanding of what it is to work, to be an active member of a community and how this relates to their personal preferences, interests, aspirations and general wellbeing. Students will build their knowledge and understanding of the choices and challenges life after school can offer and will develop the skills and support networks to assist them with this transition.

2. **Communicating at work and in the community.**
   In this module students gain knowledge of communication skills that will enhance their employability, future study options and active participation in the community. Students will build their confidence and skills in computer literacy and information gathering as they develop work readiness skills. They will reflect on the employability skills they already have and how they can develop additional skills.

3. **Rights and responsibilities**
   In this module students gain knowledge of their rights and responsibilities as a student, employee and citizen and how these rights are protected. Students develop skills and confidence in self advocacy and build knowledge and understanding of their responsibilities towards others. Students are empowered by developing their understanding of the appropriate methods to resolve conflicts and disputes in relation to fair and equitable treatment in the workplace and community.

4. **Problem solving at work and in the Community.**
   In this module students build their confidence and resilience in the community enabling them to take on responsibility, advocate for themselves and learn how to manage difficult situations.

**Particular course requirements**

The completion of a transition-planning process for each student is a condition of access to the Work and Community Life Skills course.

**For more specific information contact:** Mrs Small, Learning Support Coordinator