

CHRIST OUR LIGHT



**MACKILLOP**  
Catholic College  
WARNERVALE

# STAGE 6

# PRELIMINARY HSC COURSE SUMMARY HANDBOOK

**2024**

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## **PATTERN OF STUDY FOR PRELIMINARY HSC 2024**

The overall requirements to satisfactorily complete the Preliminary Higher School Certificate course are:

- at least 12 units of study
- at least two units of a Board Developed course in English
- at least one unit of Studies of Religion or Studies in Catholic Thought
- no more than six units of Science
- at least three courses of two units value (or greater) and at least four subjects
- a pattern of study that includes 6 units of Board Developed courses.

### **Important dates for Term 2**

Term 1 – Careers Expo

Term 2 – Goal Setting, Careers quiz, Career investigation in PDHPE classes.

Week 3 – Introduction into pathways – Mrs Pearce

Week 5 – University Pathways – Mrs Pearce and UON

Week 7 – Apprenticeship and Traineeship Pathways – Mrs Pearce and CCGT

Week 7 – Explanation of HSC requirements and expectations. Course summary handbook available.

Week 9 – Vocational Education Pathways – Mrs Pearce

Week 6-10 LoLTs speak with students about course preferences – individual subjects

### **Important dates for Term 3**

Week 1-4 Mrs Pearce, Mrs Winkler, Mrs McGuinness and Mrs Ferguson interview Year 10 students about selections.

Week 2 Subject market (4pm start) & Information evening (6pm start) - Monday Week 2, 24th July.

- Subject Market - Parents and students are invited to speak with the LoLTs and teachers about courses
- Information Evening – outlining Stage 6 expectation, NESAs requirements and outline of the course selection process.

Week 4 Subject selections due.

Week 5 Students to re-select where necessary.

Week 7 Parent interviews on Tuesday 29th August confirming enrolment and Year 11 pattern of study, 4pm-7pm.

## PRELIMINARY and HSC COURSES FOR 2024-25

The following Stage 6 Courses will be offered at the College in 2024 for the Preliminary Higher School Certificate course. A sufficient number of students must be reached to determine whether or not a course proceeds.

The courses below are presented in KLA areas. All courses in *italics* are by **invitation** only. This involves discussion with the Leader of Curriculum and relevant LoLT (Leader of Learning and Teaching). 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 Lowe.

# eVET and SBAT are options involving organisations external to the College. These options may only be selected after an interview with the Leader of Learning and Teaching in VET and Careers Advisor, Mrs Pearce, and confirmation of arrangements or training plans.

### PART A – Compulsory – Select **ONE** English Course

<i>English – Life Skills</i>	English Studies	English Standard	English Advanced	<b><i>English Extension 1</i></b> <i>(must also study English Advanced at same time)</i>
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### PART B – Compulsory – Select **ONE** of Religion course

Studies in Catholic Thought 1 Unit	Studies of Religion 1 Unit	Studies of Religion 2 Unit
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### PART C

The following courses may be offered in 2024. You may select MORE THAN ONE subject from any particular area. You will need to select **FOUR** of these courses.

HSIE	Mathematics	PDHPE	Performing Arts
Aboriginal Studies	<b>Mathematics Extension 1</b> <i>(must also study Mathematics)</i>	PDHPE	Dance
Ancient History		Community & Family Studies	Drama
Business Studies	Mathematics Advanced		Music 1
Economics	Mathematics Standard 1 and 2		Music 2
Geography			
Legal Studies	<b>Mathematics- Life Skills</b>	<b>Japanese</b>	<b>Visual Arts</b>
Modern History		Japanese Continuers	Visual Arts
Society & Culture			
<b>Work &amp; Community Studies - Life Skills</b>			
Science	TAS	VET	External Options
Biology	Design & Technology	Business Services	VET - eVET - TAFE courses - SBAT, School Based Apprenticeship Training
Chemistry	Enterprise Computing	Construction	
Physics	Food Technology	Entertainment Industry	
Investigating Science	Industrial Technology - Timber Furnishings	Fitness (non-ATAR)	
	Textiles and Design	Hospitality	

### PART D

If you choose either Studies of Religion 1 Unit or Studies in Catholic Thought 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 2024.

Ceramics	Exploring Early Childhood	Marine Studies	Computer Applications (CANNOT be studied with Enterprise Computing)
Photography, Video and Digital Imaging	Sport, Lifestyle and Recreation	Visual Design	

## STAGE 6: PRELIMINARY COURSES – SUBJECT DESCRIPTIONS

<b>Aboriginal Studies</b>	Unit value: 2												
	Length of study: Preliminary & HSC												
School based specific requirements: Nil													
Exclusions: Nil													
<p>Description:</p> <p>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.</p> <p>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.</p> <p>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.</p>													
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<p>Particular course requirements:</p> <p>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.</p>													
<p>Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.</p>													
<p>For more information, contact: Mrs Monica Boyd, Leader of Learning and Teaching in HSIE</p>													

<b>Ancient History</b>	Unit value: 2										
	Length of study: Preliminary & HSC										
School based specific requirements: Proficient literacy & essay writing skills (recommended)											
Exclusions: Nil											
<p>Description:</p> <p>The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.</p>											
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<b>Biology</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Proficient science skills based on assessment tasks in Year 9 & 10 (recommended)					
Exclusions: Nil					
<p>Description:</p> <p>Biology explores the diversity of life from a molecular to an ecological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p>					
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<b>Business Studies</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Proficient literacy and essay writing skills (recommended)					
Exclusions: Nil					
<p>Description:</p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>					
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For more information, contact: Mrs Monica Boyd, Leader of Learning and Teaching in HSIE					

<b>Chemistry</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
<p>School based specific requirements: Proficient science skills based on assessment tasks in Year 9 &amp; 10 (recommended). The maths content in this course requires mathematical skills equivalent to year 10 5.3 level. Students not studying this level of Maths who would like to enrol in Chemistry are required to have a discussion with Mr Herbert.</p>					
Exclusions: Nil					
<p>Description:</p> <p>Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p>					
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For more information, contact: Mr Ryan Herbert, Leader of Learning and Teaching in Science					

<b>Community and Family Studies (CAFS)</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Nil					
Exclusions: Nil					
<p>Description:</p> <p>Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.</p> <p>Community and Family Studies utilises an ecological framework to investigate the interactions among the individual, family, community and society. Recognition of the interdependence of the individual and other groups is central to the framework. Consequently, this syllabus focuses the Preliminary course on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors.</p> <p>Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future.</p>					
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<p>Particular course requirements:</p> <p>Research is an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).</p>					
<p>Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.</p>					
<p>For more information, contact: Mr Damien Tomsett, Leader of Learning and Teaching in PDHPE</p>					

<b>Dance</b>	Unit value: 2
	Length of study: Preliminary & HSC
School based specific requirements: Willing to perform in groups and/or solo (Mandatory). See at least ONE outside Dance production during Preliminary course (highly recommended).	
Exclusions: Nil	
Description:	
<b>PRELIMINARY COURSE</b>	
Students undertake a study of Dance as an artform. 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.	
While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.	
<b>HSC COURSE</b>	
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, Performance, Composition, Appreciation or Dance and Technology.	
Topics covered:	
<b>PRELIMINARY COURSE</b>	<b>HSC COURSE</b>
Components to be completed are:	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, Performance, Composition, Appreciation or Dance and Technology.
<ul style="list-style-type: none"> <li>▪ Performance (Technique and Safe Practice)</li> <li>▪ Composition (Creating works using the elements of Dance)</li> <li>▪ Appreciation (History of Dance in Australia)</li> <li>▪ Additional – Dance and Technology ( Dance on Film )</li> </ul>	Core Components: Performance, Composition, Appreciation
	<ul style="list-style-type: none"> <li>▪ Major Study Electives: Performance or Composition or Appreciation or Dance and Technology.</li> </ul>
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.	
For more information, contact: Mrs Sharon Baird, Leader of Learning and Teaching in Performing Arts	

<b>Design &amp; Technology</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
School based specific requirements: Nil			
Exclusions: Nil			
<p>Description:</p> <p>Students study design processes, design theory and factors in relation to design projects.</p> <p>In the Preliminary course students study designing and producing, which includes the completion of at least two design projects.</p> <p>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.</p>			
<p>Topics covered:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>PRELIMINARY COURSE</b></p> <p>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.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>HSC COURSE</b></p> <p>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.</p> </td> </tr> </table>		<p><b>PRELIMINARY COURSE</b></p> <p>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.</p>	<p><b>HSC COURSE</b></p> <p>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.</p>
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<p>Particular course requirements:</p> <p>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.</p>			
<p>Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course (40%) and the Major Work worth (60%).</p>			
<p>For more information, contact: Mr Damian Clair, Leader of Learning and Teaching in TAS</p>			

<b>Drama</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Willing to perform in groups (Mandatory). See at least ONE outside Theatre production during Preliminary course (highly recommended).					
Exclusions: Nil					
<p>Description:</p> <p>Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>The Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>The HSC content comprises two topics which are studied experientially and assessed in essay format in the HSC examination. It also comprises a Group Performance which involves creating a piece of original theatre in small groups. It provides an opportunity for each student to demonstrate their performance skills. Finally, students also select an Individual Project, in which they demonstrate their expertise in a particular area. The Individual Project can be chosen from the areas of Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>					
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<p>Particular course requirements:</p> <p>The Individual and Group Project (60%) is negotiated between the student and the teacher at the beginning of the HSC course.</p>					
<p>Assessment:</p> <p>Preliminary - performances, production task, examination</p> <p>HSC - Mandatory HSC Examination in 2025 for the Year 12 component of the course worth 40% and Individual &amp; group projects externally marked worth 60%.</p>					
For more information, contact: Mrs Sharon Baird, Leader of Learning and Teaching in Performing Arts					

<b>Economics</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
School based specific requirements: Proficient literacy and essay writing skills (recommended)			
Exclusions: Nil			
<p>Description:</p> <p>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.</p>			
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course			
For more information, contact: Mrs Monica Boyd, Leader of Learning and Teaching in HSIE			

<b>English Studies</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
School based specific requirements: Students cannot study English (Standard) or English (Advanced) at the same time as English Studies			
Exclusions: Nil			
<p>Description:</p> <p>This subject will be offered as both a Preliminary and HSC Course.</p> <p>Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR. (NESA Assessment and Reporting in English Studies p 9.)</p> <p>At MacKillop we recommended that any student wishing to receive an ATAR selects the English Standard or English Advanced course.</p> <p>English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.</p> <p>Only students recommended by the Leader of Learning and Teaching in English will be allowed to enrol in English Studies.</p>			
<p>Topics covered:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>PRELIMINARY COURSE</b></p> <p>In Year 11 students study:</p> <ul style="list-style-type: none"> <li>• a mandatory first module: Achieving through English.</li> <li>• an additional 2–4 modules from the elective modules</li> <li>• study at least one substantial print text (for example a novel, biography or drama) study at least one substantial multimodal text (for example film or a television series).</li> </ul> </td> <td style="vertical-align: top;"> <p><b>HSC COURSE</b></p> <p>In Year 12 students study:</p> <ul style="list-style-type: none"> <li>• a common mandatory first module: Texts and Human Experiences which includes the study of one prescribed text.</li> <li>• an additional 2–4 modules from the elective modules</li> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series).</li> <li>• study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences</li> </ul> </td> </tr> </table>		<p><b>PRELIMINARY COURSE</b></p> <p>In Year 11 students study:</p> <ul style="list-style-type: none"> <li>• a mandatory first module: Achieving through English.</li> <li>• an additional 2–4 modules from the elective modules</li> <li>• study at least one substantial print text (for example a novel, biography or drama) study at least one substantial multimodal text (for example film or a television series).</li> </ul>	<p><b>HSC COURSE</b></p> <p>In Year 12 students study:</p> <ul style="list-style-type: none"> <li>• a common mandatory first module: Texts and Human Experiences which includes the study of one prescribed text.</li> <li>• an additional 2–4 modules from the elective modules</li> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series).</li> <li>• study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences</li> </ul>
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For more information, contact: Mrs Kathy Yates, Leader of Learning and Teaching in English			

<b>English (Standard)</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
School based specific requirements: Indicate on subject selection form that students wishes to obtain an ATAR.			
Exclusions: Cannot study English Studies at the same time			
<p>Description:</p> <p>English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.</p>			
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.			
For more information, contact: Mrs Kathy Yates, Leader of Learning and Teaching in English			

<b>English (Advanced)</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
School based specific requirements: Proficient literacy and essay writing skills (recommended).			
Exclusions: Students cannot study English (Standard or Studies) at the same time			
<p>Description:</p> <p>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 Leader of Learning and Teaching in English.</p> <p>English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.</p>			
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.			
For more information, contact: Mrs Kathy Yates, Leader of Learning and Teaching in English			

<b>English (Extension 1)</b>	Unit value: 1		
	Length of study: Preliminary & HSC		
School based specific requirements: Proficient literacy and essay writing skills (recommended).			
Exclusions: Students cannot study English (Standard or Studies) at the same time.			
<p>Description:</p> <p>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 Leader of Learning and Teaching (LoLT) in English. Students intending to undertake this course will need to have made a prior appointment with the English LoLT to discuss the suitability of this course.</p> <p>Only students recommended by the English LoLT will be allowed to enrol in English – Extension 1.</p> <p>English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.</p>			
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.			
For more information, contact: Mrs Kathy Yates, Leader of Learning and Teaching in English			

<b>Enterprise Computing</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Nil					
Exclusions: Technology Life skills (where computing technology is included within the course).					
<p>Description:</p> <p>The year 11 course allows students the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources whilst being aware of their social, ethical and legal implications. The year 12 course allows students to extend their knowledge. This will then be applied to the development of a major enterprise project using project management skills.</p>					
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.					
For more information, contact: Mr Damian Clair, Leader of Learning and Teaching in TAS					

<b>Food Technology</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Nil					
Exclusions: Nil					
<p>Description:</p> <p>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.</p>					
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.					
For more information, contact: Mr Damian Clair, Leader of Learning and Teaching in TAS					

<b>Geography</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Nil					
Exclusions: Nil					
<p>Description:</p> <p>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.</p> <p>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.</p>					
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.					
For more information, contact: Mrs Monica Boyd, Leader of Learning and Teaching in HSIE					

<b>Industrial Technology – Timber Furnishings</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
School based specific requirements: Nil			
Exclusions: Nil			
<p>Description:</p> <p>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.</p> <p>The Focus Areas: Timber Products and Furniture Industries.</p>			
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<p>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.</p>			
<p>Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.</p>			
<p>For more information, contact: Mr Damian Clair, Leader of Learning and Teaching in TAS</p>			

<b>Investigating Science</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
School based specific requirements: Proficient literacy skills (recommended)			
Exclusions: Nil			
<p>Description:</p> <p>Investigating Science is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science, scientific skills and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society.</p>			
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.			
For more information, contact: Mr Ryan Herbert, Leader of Learning and Teaching in Science			

<b>Japanese (Continuers)</b>	Unit value: 2
	Length of study: Preliminary & HSC
School based specific requirements: Studied Japanese in Years 9 & 10 (Mandatory)	
Exclusions: Japanese Beginners; Japanese Background Speakers	
<p>Description:</p> <p>Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Japanese. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.</p> <p>The theme, the individual, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.</p> <p>The theme, the Japanese-speaking communities, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.</p> <p>The theme, the changing world, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.</p>	
<p>Topics covered:</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• the Japanese-speaking communities</li> <li>• the changing world.</li> </ul> <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to an aural stimulus</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying Japanese culture through texts.</li> <li>•</li> </ul>	
Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course worth 80% and a 10 minute externally marked oral worth 20%	
For more information, contact: Mrs Helen Beech, Leader of Learning and Teaching in Japanese	

<b>Legal Studies</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Proficient literacy and essay writing skills (recommended)					
Exclusions: Nil					
<p>Description:</p> <p>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.</p> <p>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.</p>					
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Assessment: Mandatory HSC Examination in 2024 for the Year 12 component of the course.					
For more information, contact: Mrs Monica Boyd, Leader of Learning and Teaching in HSIE					

<b>Mathematics (Standard 1)</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Successful completion of the Year 10 5.1 Mathematics course and displayed a positive commitment to achieve.					
Exclusions: Students cannot study Mathematics and either of the two Standard Mathematics courses at the same time					
<p>Description:</p> <p>This subject will be offered as a Preliminary and HSC Course.</p> <p>Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).</p> <p>At MacKillop we strongly recommended that any student wishing to receive an ATAR selects the Mathematics Standard 2 or Mathematics Advanced course.</p> <p>Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate, they can manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.</p>					
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Particular course requirements: This subject will be offered as a Preliminary and HSC course with the Preliminary course sharing common content with the STANDARD 2 Course.					
Students intending to undertake this will have successfully completed the Stage 5 Mathematics Course in the 5.1 pathway.					
For more information, contact: Mr Graham Taylor, Leader of Learning and Teaching in Mathematics					

<b>Mathematics (Standard 2)</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Proficient in 5.2 Mathematics (recommended).					
Exclusions: Students cannot study any other Stage 6 Mathematics course at the same time. Students who do not meet standards in their preliminary year will be asked to move to Mathematics (Standard 1) which may impact their ATAR					
<p>Description:</p> <p>The Mathematics Standard 2 course is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.</p> <p>Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level in areas such as business, humanities, nursing and teaching.</p>					
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Assessment: Mandatory HSC Examination in 2025 after the completion of the Year 12 component of the course					
For more information, contact: Mr Graham Taylor, Leader of Learning and Teaching in Mathematics					

<b>Mathematics (Advanced)</b>	Unit value: 2																														
	Length of study: Preliminary & HSC																														
School based specific requirements: Proficient in 5.3 Mathematics course (Mandatory). Students must have a recommendation from their Mathematics teacher and be approved by the Leader of Learning and Teaching in Mathematics.																															
Exclusions: Students cannot study Mathematics Standard at the same time																															
<p>Description:</p> <p>The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p>																															
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For more information, contact: Mr Graham Taylor, Leader of Learning and Teaching in Mathematics																															

<b>Mathematics Extension 1</b>	Unit value: 1		
	Length of study: Preliminary & HSC		
School based specific requirements: Proficient in 5.3 Mathematics course (Mandatory). Students must have a recommendation from the Coordinator and their Mathematics teacher.			
Exclusions: Students cannot study Mathematics Standard at the same time.			
<p>Description:</p> <p>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.</p> <p>Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.</p>			
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Assessment: Mandatory HSC Examination in 2025 after the completion of the Year 12 component of the course.			
For more information, contact: Mr Graham Taylor, Leader of Learning and Teaching in Mathematics			

<b>Modern History</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
School based specific requirements: Proficient literacy and essay writing skills (recommended)			
Exclusions: Nil			
<p>Description:</p> <p>The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.</p>			
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.			
For more information, contact: Mrs Monica Boyd, Leader of Learning and Teaching in HSIE			

<b>Music 1</b>	Unit value: 2
	Length of study: Preliminary & HSC
School based specific requirements: Continue learning an instrument (including voice) outside class time (Mandatory)	
Exclusions: Students cannot study Music 2 at the same time	
<p>Description</p> <p>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.</p>	
<p>Topics covered:</p> <p>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.</p>	
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 NESAs to validate authorship of the submitted work.	
<p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Written Paper: Aural Skills (30 marks)</li> <li>2. Practice Examination – Core Performance (20 marks)</li> <li>3. Electives – (60 marks) <ol style="list-style-type: none"> <li>a. Performance (20 marks)</li> <li>b. Composition (20 marks)</li> <li>c. Musicology (20 marks)</li> </ol> </li> </ol>	
For more information, contact: Mrs Sharon Baird, Leader of Learning and Teaching in Performing Arts	

<b>Music 2</b>	Unit value: 2
	Length of study: Preliminary & HSC
School based specific requirements: Continue learning an instrument (including voice) outside class time (Mandatory)	
Exclusions: Students cannot study Music 1 at the same time	
<p>Description:</p> <p>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.</p>	
<p>Topics covered:</p> <p>Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.</p> <ul style="list-style-type: none"> <li>• In the Preliminary course, the Mandatory Topic is Music 1600–1900.</li> <li>• In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).</li> </ul>	
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 NESAs to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.	
<p>Assessment:</p> <p>Core Performance (one piece reflecting the mandatory topic)</p> <ul style="list-style-type: none"> <li>• Sight singing</li> <li>• Core composition (reflecting mandatory topic)</li> <li>• A 1 1/2-hour written examination paper</li> <li>• Musicology and aural skills</li> </ul> <p>One Elective representing the Additional Topic:</p> <ul style="list-style-type: none"> <li>• Performance (2 pieces) or</li> <li>• One Submitted composition or</li> <li>• One Submitted essay</li> </ul>	
For more information, contact: Mrs Sharon Baird, Leader of Learning and Teaching in Performing Arts	

<b>PDHPE</b>	Unit value: 2										
	Length of study: Preliminary & HSC										
School based specific requirements: Nil											
Exclusions: Nil											
<p>Description:</p> <p>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.</p> <p>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.</p>											
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.											
For more information, contact: Mr Damien Tomsett, Leader of Learning and Teaching in PDHPE											

<b>Physics</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
<p>School based specific requirements: Proficient science skills based on assessment tasks in Years 9 &amp; 10 (recommended). The maths content in this course requires mathematical skills equivalent to year 10 5.3 level. Students not studying this level of Maths who would like to enrol in this course are required to have a discussion with Mr Herbert.</p>			
Exclusions: Nil			
<p>Description:</p> <p>Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on varying scales – from nuclear particles and their interactions up to the size and age of the Universe. Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.</p>			
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Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.			
For more information, contact: Mr Ryan Herbert, Leader of Learning and Teaching in Science			

<b>Society &amp; Culture</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Proficient literacy and essay writing skills (recommended)					
Exclusions: Nil					
<p>Description:</p> <p>Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.</p>					
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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 2025 for the Year 12 component of the course worth 60% and the PIP worth 40%.					
For more information, contact: Mrs Monica Boyd, Leader of Learning and Teaching in HSIE					

<b>Studies of Religion 1</b>	Unit value: 1
	Length of study: Preliminary & HSC
School based specific requirements: Must have completed Year 10 RE, HSIE and English and have proficient literacy and essay writing skills. A recommendation will be given to students wishing to undertake this course in the lead up to subject selections and on the subject market night	
Exclusions: Students cannot study either Studies of Catholic Thought or Studies of Religion 2 at the same time	
Description:  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:	
<p><b>PRELIMINARY COURSE</b></p> <ul style="list-style-type: none"> <li>● Nature of Religion and Beliefs <ul style="list-style-type: none"> <li>○ The nature of religion and beliefs including Australian Aboriginal beliefs and spirituality, as a distinctive response to the human search for meaning in life.</li> </ul> </li> </ul> <p>Two Religious Traditions Studies from:</p> <ul style="list-style-type: none"> <li>● Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> <li>○ Origins</li> <li>○ Principal beliefs</li> <li>○ Sacred texts and writings</li> <li>○ Core ethical teachings</li> <li>○ Personal devotion/expression of faith/observance.</li> </ul> </li> </ul>	<p><b>HSC COURSE</b></p> <ul style="list-style-type: none"> <li>● Religion and Belief Systems in Australia post-1945</li> <li>● Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spirituality and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> </ul> <p>Two Religious Tradition Depth Studies from:</p> <ul style="list-style-type: none"> <li>● Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> <li>○ Significant people and ideas</li> <li>○ Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics</li> <li>○ Significant practices in the life of adherents.</li> <li>○</li> </ul> </li> </ul>
Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course. (3 Tasks in both Preliminary and HSC including a Preliminary Examination and a Trial HSC Examination)	
For more information, contact: Mrs Chrystal Price, Leader of Learning and Teaching in Religious Education	

<b>Studies of Religion 2</b>	Unit value: 2
	Length of study: Preliminary & HSC
School based specific requirements: Must have completed Year 10 RE, HSIE and English and have proficient literacy and essay writing skills. A recommendation will be given to students wishing to undertake this course in the lead up to subject selections and on the subject market night.	
Exclusions: Students cannot study either Studies in Catholic Thought or Studies of Religion 1 at the same time	
Description: 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:	
<p><b>PRELIMINARY COURSE</b></p> <ul style="list-style-type: none"> <li>• Nature of Religion and Beliefs, including Australian Aboriginal beliefs and spirituality, as a distinctive response to the human search for meaning in life.</li> </ul> <p>Three Religious Traditions Studies from:</p> <ul style="list-style-type: none"> <li>• Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> <li>○ Origins</li> <li>○ Principal beliefs</li> <li>○ Sacred texts and writings</li> <li>○ Core ethical teachings</li> <li>○ Personal devotion/expression of faith/observance.</li> <li>○ Religions of Ancient Origin</li> </ul> </li> </ul> <p>The response to the human search for ultimate meaning in two religions of ancient origin from:</p> <ul style="list-style-type: none"> <li>○ Aztec or Inca or Mayan</li> <li>○ Celtic</li> <li>○ Nordic</li> <li>○ Shinto</li> <li>○ Taoism</li> <li>○ an Indigenous religion outside Australia</li> </ul> <p>Religion in Australia pre-1945</p>	<p><b>HSC COURSE</b></p> <ul style="list-style-type: none"> <li>• Religion and Belief Systems in Australia post-1945 <ul style="list-style-type: none"> <li>○ Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spirituality and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> </ul> </li> </ul> <p>Three Religious Tradition Depth Studies from:</p> <ul style="list-style-type: none"> <li>• Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> <li>○ Significant people and ideas</li> <li>○ A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics</li> <li>○ Significant practices in the life of adherents.</li> </ul> </li> </ul> <p>Religion and Peace</p> <ul style="list-style-type: none"> <li>• The distinctive response of religious traditions to the issue of peace.</li> </ul> <p>Religion and Non-Religion</p> <ul style="list-style-type: none"> <li>• The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.</li> </ul>
Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course.	
For more information, contact: Mrs Chrystal Price, Leader of Learning and Teaching in Religious Education	

<b>Studies in Catholic Thought</b>	Unit value: 1										
	Length of study: Preliminary & HSC										
School based specific requirements: Category B – does not contribute to a student’s ATAR											
Exclusions: Students cannot study either Studies in Catholic Thought or Studies of Religion 1 or 2 at the same time											
<p>Description:</p> <p>The study of Studies in Catholic Thought develops students’ understanding of the Catholic tradition. It offers students the opportunity to focus on one religion that has made a significant contribution to the world; spiritually, ethically, politically, and socially.</p> <p>Studies in Catholic Thought requires students to engage with the theological, philosophical, ethical and aesthetic tradition of the Catholic Church. It equips students to engage with the richness of this faith tradition and the complex ways it continues to captivate people and ideas throughout the ages and in the modern world. Studies in Catholic Thought draws upon the liberal arts approach, to develop and challenge students’ thinking and analytical skills as they engage with the depth and breadth of the Catholic tradition.</p>											
<p>Topics covered:</p> <table border="0"> <thead> <tr> <th><b>PRELIMINARY COURSE</b></th> <th><b>HSC COURSE</b></th> </tr> </thead> <tbody> <tr> <td>• The Human Person</td> <td>• Virtue, Vice, Salvation</td> </tr> <tr> <td>• Who is a Human Person?</td> <td>• The Good Works</td> </tr> <tr> <td>• The Trinitarian God and Humanity</td> <td>• The Common Good</td> </tr> <tr> <td>• The Re-imagining of Creation</td> <td></td> </tr> </tbody> </table>		<b>PRELIMINARY COURSE</b>	<b>HSC COURSE</b>	• The Human Person	• Virtue, Vice, Salvation	• Who is a Human Person?	• The Good Works	• The Trinitarian God and Humanity	• The Common Good	• The Re-imagining of Creation	
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• The Trinitarian God and Humanity	• The Common Good										
• The Re-imagining of Creation											
Assessment: Students complete a variety of assessment tasks throughout the two years.											
For more information, contact: Mrs Chrystal Price, Leader of Learning and Teaching in Religious Education											

<b>Textiles &amp; Design</b>	Unit value: 2				
	Length of study: Preliminary & HSC				
School based specific requirements: Nil					
Exclusions: Nil					
<p>Description:</p> <p>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.</p> <p>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.</p>					
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<p>Particular course requirements:</p> <p>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.</p>					
<p>Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course worth 50% and complete a Textiles design project worth 50%.</p>					
<p>For more information, contact: Mr Damian Clair, Leader of Learning and Teaching in TAS</p>					

<b>Visual Arts</b>	Unit value: 2		
	Length of study: Preliminary & HSC		
School based specific requirements: Nil			
Exclusions: Nil			
<p>Description:</p> <p>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.</p> <p>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.</p>			
<p>Topics covered:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>PRELIMINARY COURSE</b></p> <ul style="list-style-type: none"> <li>● the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>● the role and function of artists, artworks, the world and audiences in the artworld</li> <li>● the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>● how students may develop meaning and focus and interest in their work</li> <li>● building understandings over time through various investigations and working in different forms.</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <p><b>HSC COURSE</b></p> <ul style="list-style-type: none"> <li>● how students may develop their practice in artmaking, art criticism, and art history</li> <li>● how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>● how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>● how students may further develop meaning and focus in their work.</li> </ul> </td> </tr> </table>		<p><b>PRELIMINARY COURSE</b></p> <ul style="list-style-type: none"> <li>● the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>● the role and function of artists, artworks, the world and audiences in the artworld</li> <li>● the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>● how students may develop meaning and focus and interest in their work</li> <li>● building understandings over time through various investigations and working in different forms.</li> </ul>	<p><b>HSC COURSE</b></p> <ul style="list-style-type: none"> <li>● how students may develop their practice in artmaking, art criticism, and art history</li> <li>● how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>● how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>● how students may further develop meaning and focus in their work.</li> </ul>
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Particular course requirements: Submission of a body of work for external marking worth 50% of the final HSC mark.			
Assessment: Mandatory HSC Examination in 2025 for the Year 12 component of the course worth 50% and complete a major body of work worth 50%.			
For more information, contact: Mrs Jillian Young, Leader of Learning and Teaching in Creative Arts			

## **SCHOOL DELIVERED VOCATIONAL EDUCATION & TRAINING COURSES**

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
- 

The following details should be considered when selecting a VET course for study at MacKillop:

- count as 4 Units of study towards (typically 2 units Preliminary, 2 units HSC)
- have dual accreditation - Higher School Certificate and a National qualification (AQF) eg. Certificate II in Business
- Assessments are mostly practical.
- are competency based ~ '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. Fitness requires 30 hours of work placement.

<b>Business Services</b>  <b>Certificate III in Business (BSB30120)</b>	Unit value: 2
	Length of study: Preliminary & HSC
	School based specific requirements: Nil
	Exclusions: Nil
<b>Description:</b>  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.	
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.	
<b>Particular course requirements:</b>  Students must complete a minimum of 70 hours of work placement over 2 years	
<b>Competency-based Assessment</b>  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 III in Business (BSB30120).	
For more information, contact: Mrs Kerrie Pearce, Leader of Learning and Teaching in VET	

<b>Construction</b>  <b>Certificate II in Construction Pathways (CPC 20220) AND</b>  <b>Statement of Attainment towards Certificate II in Construction (CPC20120)</b>	Unit value: 2
	Length of study: Preliminary & HSC
	School based specific requirements: Nil
	Exclusions: Nil
<b>Description:</b>  The purpose of this course is to provide students with an opportunity to develop basic knowledge and skills in the general construction industry.	
<b>Topics covered:</b>  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 workplace health and safety procedures, industry awareness, communicating with others, measuring and calculating, handling construction tools and materials.	
<b>Particular course requirements:</b>  Students must complete a minimum of 70 hours of work placement over 2 years (typically 2 x 1 week blocks)  Students must undertake a mandatory SafeWork NSW approved general WHS induction training program, commonly known as the 'White Card'  White Card course – school will organise at end of 2023 otherwise to be obtained privately	
<b>Competency-based Assessment</b>  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 (CPC20220) and a Statement of Attainment towards Certificate II in Construction (CPC20120)	
For more information, contact: Mrs Kerrie Pearce, Leader of Learning and Teaching in VET	

<b>Entertainment Industry</b>  <b>Statement of Attainment towards</b> <b>Certificate III in Live Production and Services</b> <b>(CUA30420)</b>	Unit value: 2
	Length of study: Preliminary & HSC
	School based specific requirements: Nil
	Exclusions: Nil
<b>Description:</b>  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.	
<b>Topics covered:</b>  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.	
<b>Particular course requirements:</b>  Students must complete a minimum of 70 hours of work placement over 2 years.  Students must undertake a mandatory SafeWork NSW approved general WHS induction training program, commonly known as the 'White Card'.  White Card course – school will organise at end of 2023 otherwise to be obtained privately	
<b>Competency-based Assessment:</b>  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 are awarded S.O.A. towards Certificate III in Live Production and Services (CUA30420).	
For more information, contact: Mrs Kerrie Pearce, Leader of Learning and Teaching in VET	

<b>Fitness</b>  <b>Certificate III in Fitness</b>  <b>Non-ATAR course</b>  <b>(SIS30321)</b>	Unit value: 2
	Length of study: Preliminary & HSC
	School based specific requirements: Nil
	Exclusions: Nil
<p>Description:</p> <p>The Certificate III in Fitness course prepares students to be able to assist new gym members to use equipment and lead small group classes through basic programming. This course leads into the Certificate IV in Fitness to become a qualified Personal Trainer. This course is delivered in partnership with Foundation Education.</p>	
<p>Topics covered:</p> <p>This course covers 13 topics/ competencies including:</p> <ul style="list-style-type: none"> <li>• Conduct fitness appraisals</li> <li>• Maintain equipment for activities</li> <li>• Facilitate groups</li> <li>• Provide healthy eating information</li> <li>• Provide health screening and fitness orientation</li> </ul>	
<p>Particular course requirements</p> <p>Students must complete a First Aid certificate which will be part of the course.</p> <p>Students must complete a minimum of 30 hours of work placement over 2 years.</p>	
<p>Assessment: Competency-based Assessment</p> <p>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'.</p> <p>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.</p> <p>Students successfully completing this course at the College are awarded S.O.A. towards Certificate III in Fitness (SIS30321).</p>	
<p>For more information, contact: Mrs Kerrie Pearce, Leader of Learning and Teaching in VET</p>	

<b>Hospitality – Kitchen Operations</b> <b>Certificate II in Cookery (SIT20421)</b> <b>Statement of Attainment towards</b> <b>Certificate III Catering (SIT30921)</b>	Unit value: 2
	Length of study: Preliminary & HSC
	School based specific requirements: Nil
	Exclusions: Nil
<b>Description:</b> <p>This course provides students with basic skills and knowledge as preparation for entry-level employment.</p> <p>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.</p>	
<b>Topics covered:</b> <p>Through completion of the compulsory units of competency students develop skills required to work effectively in a hospitality environment including:</p> <ul style="list-style-type: none"> <li>• work with customers and colleagues</li> <li>• work in a socially diverse environment</li> <li>• follow health, safety, security and hygiene procedures</li> <li>• verbal and non-verbal communication</li> <li>• teamwork</li> <li>• hospitality industry awareness.</li> </ul>	
<b>Particular course requirements</b> <p>Students must complete a minimum of 70 hours of work placement over 2 years</p> <p>Chef's uniform \$80 - self source</p>	
<b>Competency-based Assessment</b> <p>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'.</p> <p>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.</p> <p>To attain this qualification, students must provide evidence of participating in at least 12 'service periods'.</p>	
For more information, contact: Mrs Kerrie Pearce, Leader of Learning and Teaching in VET	

# EVET

## EXTERNALLY DELIVERED VOCATIONAL EDUCATION & TRAINING COURSES (VET)

There are a broad range of VET courses that senior secondary school students may study at an external training organisation (such as TAFE) while completing their HSC at school. eVET courses are taught by trainers at a separate campus or online. Students enrolled in eVET courses are subject to rights, obligations and policies enforced by the relevant institution.

eVET courses at a glance:

- count towards your HSC, typically 2 units
- some count towards an ATAR
- some require Work Placement
- some can contribute towards a Traineeship or Apprenticeship
- all eVET courses entail a considerable fee
- students need to apply or enrol to the external institution for eVET courses

eVET 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 the school day, students are discouraged from selecting eVET as an 'easy elective' or as a hobby/interest course.

As examples, students at MacKillop have studied courses in:

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

Hunter TAFE

Please see Mrs Pearce if interested in these courses. Applications for TAFE courses close early September. Delivery at TAFE is generally Tuesday afternoons 2.00pm – 6.00pm. Students leave MacKillop around 12.30pm every Tuesday and are absent from 3 of their timetabled classes at MacKillop. It is the student's responsibility to ensure that they 'catch-up' on work missed.

## 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.

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 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, on-the-job- training and formal trade training. If a student is interested in a SBAT please refer to <https://sbatinnsw.info/> and see Mrs Pearce if you have an employer interested. Some opportunities come our way which are communicated to students, however we are not in a position to source employers.

Outcome	Certificate II or Certificate III in a selected industry or trade Contribution towards the HSC Completion of a Traineeship or commencement of an Apprenticeship. A career path into a selected industry
Duration	School Based Apprenticeship: generally 5 years – 2 years part-time followed by 3 years full-time post the HSC School Based Traineeship: generally 1½ to 2 years
HSC Unit Credit:	A minimum of 4 units over two years (Preliminary and HSC).
Eligible for ATAR	Industry Curriculum Frameworks only.
Course delivery	The employment and training can be undertaken during school time, after school and during school holidays. On the job ~ generally a minimum requirement of 100 days of paid employment. This will generally require extra training during the holidays or after hours Off the job ~ 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.
How will you be assessed?	Both on the job and off the job through written tests, project work & practical exercises.
Cost	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. Many apprenticeships and traineeships are currently free under a Government initiative.
Industry-based Learning course	This optional course is offered as recognition of the significant work component involved in the school based traineeship - an additional 4 units of credit.

**1 UNIT**  
**CONTENT**  
**ENDORSED COURSES**  
**(CECS)**

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.

<b>Ceramics</b>	Unit value: 1
	Content endorsed content
School based specific requirements: Nil	
Exclusions: Nil	
<p>Description:</p> <p>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, jewellery, sculpture and decorative wall surfaces.</p> <p>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.</p> <p>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.</p>	
<p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Modules include:</li> <li>• Hand-building</li> <li>• Throwing</li> <li>• Sculptural Forms</li> <li>• Kilns</li> <li>• Glaze Technology</li> <li>• Casting</li> <li>• Surface Treatment</li> <li>• Mixed Media</li> </ul> <p>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 areas of ceramics.</p>	
Particular course requirements: Required to complete a diary and portfolio of work	
For more information, contact: Mrs Jillian Young, Leader of Learning and Teaching in Creative Arts	

<b>Computer Applications</b> Content endorsed course	Unit value: 1
	Length of study: Preliminary only
School based specific requirements: Nil	
Exclusions: Nil	
<p>Description:</p> <p>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.</p>	
<p>Topics covered:</p> <p>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.</p> <p>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.</p>	
For more information, contact: Mr Damian Clair, Leader of Learning and Teaching in TAS	

<b>Exploring Early Childhood</b>	Unit value: 1
	Length of study: Preliminary only
Content endorsed course	
School based specific requirements: Nil	
Exclusions: Nil	
<p>Description:</p> <p>Our society acknowledges childhood as a unique and intense period for growth, development and learning. When members of society are provided with knowledge about childhood development they will then be able to support and encourage this development when interacting with children.</p> <p>The Exploring Early Childhood course aims to achieve this by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.</p> <p>Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in this syllabus views childhood learning as experiential, that is, children are active learners and learn and make sense of the world around them through their experiences and through their interactions with others.</p> <p>Throughout this subject the terms infant, toddler, and pre-schooler are used to refer to children in the approximate age ranges of birth to twelve months, one to three years, and three to five years respectively. Where children are referred to as being in the early years of school, the years from Kindergarten to Year 2, or ages five to eight, are implied.</p>	
<p>Topics covered:</p> <p>Core A – Pregnancy &amp; Childbirth</p> <p>Core B – Child Growth &amp; Development</p> <p>Core C – Promoting Positive Behaviour</p> <p>Option – Starting School</p>	
Particular course requirements: Course highlights include RealCare Virtual Baby, Working within the Primary Classrooms	
For more information, contact: Mr Damien Tomsett, Leader of Learning and Teaching in PDHPE	

<b>Marine Studies</b>	Unit value: 1
	Length of study: Preliminary and HSC
Content endorsed course	
School based specific requirements: Nil	
Exclusions: Nil	
<p>Description:</p> <p>The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.</p> <p>The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century.</p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.</p> <p>Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.</p>	
<p>Topics covered:</p> <p>Core Modules (30 hours):</p> <ul style="list-style-type: none"> <li>● Marine Safety and First Aid</li> <li>● The Marine Environment</li> <li>● Life in the Sea</li> <li>● Humans in Water</li> <li>● Marine and Maritime Employment</li> </ul> <p>Optional modules to 30 hours selected by the teacher.</p>	
Assessment: Core weighting 50%, Module weighting 50%. One assessment task is a formal examination.	
For more information, contact: Mr Ryan Herbert, Leader of Learning and Teaching in Science	

<b>Photography, Video and Digital Imaging</b>	Unit value: 1
	Length of study: Preliminary only
Content endorsed course	
School based specific requirements: Nil	
Exclusions: Nil	
<p>Description:</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Topics covered:</p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>● Photography</li> <li>● Video</li> <li>● Digital Imaging</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>● Introduction to the Field</li> <li>● Developing a Point of View</li> <li>● Traditions, Conventions, Styles and Genres</li> <li>● Manipulated Forms</li> <li>● The Arranged Image</li> <li>● Temporal Accounts</li> </ul> <p>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.</p>	
Particular course requirements: Students are required to keep a diary and portfolio of work.	
For more information, contact: Mrs Jillian Young, Leader of Learning and Teaching in Creative Arts	

<b>Sport, Lifestyle and Recreation</b>	Unit value: 1
	Length of study: Preliminary only
Content endorsed course	
School based specific requirements: A regular participant in stage 5 practical PDHPE and an interest in sport and physical activity.	
Exclusions: Nil	
<p>Description:</p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>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.</p> <p>The students participate in two practical and two theory based lessons a fortnight. These lessons may change depending on the topic to be covered in the course.</p> <p>In Term 3 the students participate in an Outdoor Recreation unit, as an integral part of this unit the students will attend a <b>snow trip</b> to develop skiing and boarding skills, demonstrate teamwork and participate safely in snow activities. With the support of the College Executive, this is a <b>compulsory</b> excursion to broaden their learning of Outdoor Recreation, however due to the significant cost of this trip, we would like to provide parents and students notice to prepare and save. <b>The cost paid over and above school fees</b> and if your child is <b>unable to attend</b>, they may need to <b>reconsider</b> studying the <b>11 SLR</b> elective for next year and choose an alternative subject. To give an indication of price in 2023 the cost was \$700 per student, this will be increased in 2024 and is dependent on the number of students who select this course.</p>	
<p>Topics covered:</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>● knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>● knowledge and understanding of the principles that impact on quality of performance</li> <li>● an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>● a capacity to influence the participation and performance of self and others.</li> </ul> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>● Aquatics</li> <li>● Athletics</li> <li>● First Aid</li> <li>● Fitness</li> <li>● Specific Sports</li> <li>● Gymnastics</li> <li>● Outdoor Recreation</li> <li>● Sports Administration</li> <li>● Coaching</li> <li>● Social Perspectives of Sport</li> <li>● Healthy Lifestyle</li> </ul>	
For more information, contact: Mr Damien Tomsett, Leader of Learning and Teaching in PDHPE	

<b>Visual Design</b>  Content endorsed course	Unit value: 1
	Length of study: Preliminary only
School based specific requirements: Nil	
Exclusions: Nil	
<p>Description:</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Topics covered:</p> <p>Modules may be selected from Modules any of the four broad fields of:</p> <ul style="list-style-type: none"> <li>• graphic design</li> <li>• wearable design</li> <li>• product design</li> <li>• interior/exterior design</li> </ul> <p>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.</p>	
Particular course requirements: Students are required to keep a diary and portfolio of work throughout the course.	
For more information, contact: Mrs Jillian Young, Leader of Learning and Teaching in Creative Arts	

# 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 Skills  
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.

<b>English – Life Skills</b>	Unit value: 1
	Length of study: Preliminary & HSC 6 modules over 2 years
School based specific requirements: Interview with Leader of Curriculum and Learning Support Coordinator prior to enrolment	
Exclusions: Nil	
<p>Description:</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Topics covered:</p> <p>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.</p> <p>The modules are:</p> <ul style="list-style-type: none"> <li>● Communication</li> <li>● Speaking</li> <li>● Listening</li> <li>● Reading</li> <li>● Writing</li> <li>● Viewing</li> </ul> <p>Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the student's participation.</p>	
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 information, contact: Mrs Maryellen Lowe, Leader of Learning and Teaching in Learning Support	

<b>Creative and Performing Arts</b>  <b>- Life Skills</b>	Unit value: 2
	Length of study: Preliminary & HSC
School based specific requirements: Students who select one or more of these courses are undertaking a Life Skills pattern of study	
Exclusions: Students who are not undertaking Life Skills cannot select a Creative and Performing Arts Life Skills subject	
<p>Description:</p> <p>The Stage 6 Creative Arts Life Skills Syllabus includes the following Board Developed Courses:</p> <p>Dance Life Skills, Drama Life Skills, Music Life Skills, Visual Arts Life Skills</p> <p>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.</p>	
<p>Topics covered:</p> <ul style="list-style-type: none"> <li>• <b>Dance Life Skills</b> 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.</li> <li>• <b>Drama Life Skills</b> 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.</li> <li>• <b>Music Life Skills</b> 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.</li> <li>• <b>Visual Arts Life Skills</b> 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.</li> </ul>	
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 information, contact: Mrs Maryellen Lowe, Leader of Learning and Teaching in Learning Support	

<b>Human Society and Its Environment – Life Skills</b>	Unit value: 2
	Length of study: 2 Units, 240 hours
School based specific requirements: Interview with Leader of Curriculum and Learning Support Coordinator prior to enrolment	
Exclusions: Nil	
<p>Description:</p> <p>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.</p>	
<p>Topics covered:</p> <p>The Stage 6 Human Society and Its Environment Life Skills Syllabus includes the following Board Developed Courses:</p> <ul style="list-style-type: none"> <li>• <b>Aboriginal Studies Life Skills:</b> 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.</li> <li>• <b>Business and Economics Life Skills:</b> 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.</li> <li>• <b>Citizenship and Legal Studies Life Skills:</b> 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.</li> <li>• <b>Geography Life Skills:</b> 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</li> <li>• <b>History Life Skills:</b> 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.</li> </ul>	

- **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 requirements: 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 information, contact: Mrs Monica Boyd, Leader of Learning and Teaching in HSIE, OR Mrs Maryellen Lowe, Leader of Learning and Teaching in Learning Support

<b>Mathematics – Life Skills</b>	Unit value: 2
	Length of study: Preliminary & HSC
	6 modules over 2 years
School based specific requirements: Interview with Leader of Curriculum and Learning Support Coordinator prior to enrolment	
Exclusions: Nil	
<p>Description:</p> <p>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.</p> <p>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.</p> <p>Study in the Stage 6 Mathematics Life Skills course should enhance students' access to community living, further education, training and employment.</p>	
<p>Topics covered:</p> <p>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.</p> <p>The modules are:</p> <ul style="list-style-type: none"> <li>● Numeration</li> <li>● Operations</li> <li>● Time</li> <li>● Space</li> <li>● Money</li> <li>● Measurement.</li> </ul> <p>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.</p>	
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: s the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.	
For more information, contact: Mrs Maryellen Lowe, Leader of Learning and Teaching in Learning Support	

<b>Technology – Life Skills</b>	Unit value: 2
	Length of study: Preliminary & HSC
School based specific requirements: Interview with Leader of Curriculum and Learning Support Coordinator prior to enrolment	
Exclusions: Nil	
<p>Description:</p> <p>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 Catholic College we do not have the option for Agriculture Life Skills.</p> <p>The Stage 6 Technology Life Skills Syllabus includes the following Board Developed Courses:</p> <ul style="list-style-type: none"> <li>• Design and Technology Life Skills</li> <li>• Food Technology Life Skills</li> <li>• Industrial Technology Life Skills</li> <li>• Information Processes and Technology Life Skills</li> <li>• Textiles and Design Life Skills</li> <li>• Technology Life Skills</li> </ul> <p>Each of the courses comprises a 2 unit Preliminary course and a 2 unit HSC course.</p> <p>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.</p> <p>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.</p>	

Design and Technology Life Skills	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.
Food Technology Life Skills	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 safe handling of equipment, food preparation activities, and through the design, production and evaluation of food solutions.

Industrial Technology Life Skills	<p>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:</p> <ul style="list-style-type: none"> <li>• Automotive Technologies</li> <li>• Electronics Technologies</li> <li>• Graphics Technologies</li> <li>• Metal and Engineering Technologies</li> <li>• Multimedia Technologies</li> <li>• <b>Timber Products and Furniture Technologies</b></li> </ul> <p>Practical skills are developed in designing, producing and evaluating in the context of an Industrial Technology project. <b>Timber Products is the only Industrial Technology Life Skills offered at MacKillop.</b></p>
Information Processes and Technology Life Skills	<p>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.</p>
Textiles and Design Life Skills	<p>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.</p>
<p>Particular course requirements: The completion of a transition-planning process for each student is a condition of access to the Technology Life Skills courses.</p>	
<p>For more information, contact: Mrs Maryellen Lowe, Leader of Learning and Teaching in Learning Support or Mr Damian Clair, Leader of Learning and Teaching in TAS</p>	

<b>Work &amp; Community Studies</b>  <b>- Life Skills</b>	Unit value: 2
	Length of study: 6 modules over 2 years
School based specific requirements: Interview with Leader of Curriculum and Learning Support Coordinator prior to enrolment	
Exclusions: Nil	
<p>Description:</p> <p>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 post-school environments.</p> <p>The Stage 6 Work and the Community Life Skills course has 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. It is not necessary for students to address or achieve all of the Work and the Community outcomes.</p> <p>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.</p>	
<p>Topics covered:</p> <p>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.</p> <p>Communicating at work and in the community: 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.</p> <p>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.</p> <p>Problem solving at work and in the Community: 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.</p>	
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 information, contact: Mrs Maryellen Lowe, Leader of Learning and Teaching in Learning Support	

