



Subject Selection Guide

Year 11 - 2017

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Purpose of This Guide

This guide has been produced to help students and their parents select courses of study for the award of a Higher School Certificate at the end of Year 12. It explains all of the information that you need to know about choosing the subjects that you want to study for the next two years.

This guide helps with:

- Understanding the possible future options
- Finding out about the courses offered in Years 11 and 12
- Informing parents and students about the Senior School and the requirements for gaining a HSC.

You need to make good use of this guide and also seek advice and assistance from parents, teachers, Teaching and Learning Coordinator (Mrs Maxworthy) and the Careers Advisor (Mrs Barrett).

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What are you going to do after Year 10?

Leave school after completing Year 10, or come back to Senior School?

This is the first major decision of your life and it needs to be taken very seriously. Because it is such an important decision, you need to be doing a lot of research into your future career as this will largely determine what you will be doing in 2017 and beyond.

All students after completing Year 10 until they turn 17 must be either:

1. In school
2. In approved education or training (TAFE, traineeship/apprenticeship)
3. In full time paid employment
4. In a combination of the above.

Having completed Year 10, there are a number of different options available.

- Leave school and go to full time work (minimum of 25 hours)
- Leave school and go to work and training eg apprenticeship, traineeship
- Leave school and study full time at TAFE (minimum of 25 hours)
- Return to Year 11 while looking for full time work
- Return to Year 11 and leave school to go to work or training when you turn 17
- Return to Year 11, complete Year 12 and then go to work
- Return to Year 11, complete Year 12 followed by study at TAFE or college
- Return to Year 11, complete Year 12 followed by study at university

Do you have the ability to cope with the degree of difficulty of the senior courses?

This is another very important question that you need to answer honestly for yourself.

The content of the courses in Years 11 and 12 is significantly more difficult than the subjects studied so far in Years 7 – 10. In addition, teachers will expect you to be able to:

- work independently,
- show initiative on your own,
- be self-motivated and
- be responsible for your own work and success.

If you cannot work independently, cannot take initiative, lack self-motivation and cannot take responsibility for your own learning, then staying at school for Years 11 and 12 will be difficult for you.

Use the remainder of this year to get your learning in order, develop positive study routines, work to your full potential in all of your classes **NOW** and set positive, challenging goals so you can get a true picture of what is required in senior school.

What do you need to consider?

Here is a list of questions for you to answer to assist you to make a wise decision.

- Where are you heading?
- Do you want to spend another two years at school or would you prefer to start full time work or training at TAFE?
- What work opportunities are available to you with the skills you currently have?
- Will Year 10 be sufficient to get you a job in your chosen career?
- Have you got a resume together?
- Have you sent your resume out to potential employers?
- Have you approached any employers expressing your interest in working with them?
- Have you contacted local organisations that arrange apprenticeships in the Tamworth district?
- Do you have some contacts through friends and family that might lead to full time job opportunities?
- Do you need to continue with school because it will provide you with what you need for your future career?
- Do you need to do further study at TAFE or at university?
- Do you need a HSC for what you are aiming for?
- Do you need to go to university for your career and hence will you need an ATAR for what you are aiming for?
- Will the Year 11 and 12 subjects be too difficult for you?
- Are you a really motivated and conscientious student?
- If you stay at school are you prepared to work hard throughout the senior school?
- Can you work independently?
- Will you accept responsibility for your own education?
- Are you prepared to spend long hours completing homework, doing assessment tasks and studying for exams?
- Are you prepared to cut back on the amount of hours you work in a casual job?

Who can assist you with this decision?

All of these people and organisations can offer advice on your career planning.

Family: Parents, family and friends

School: Teachers and KLA Coordinators of each faculty
Year Advisor – Mrs Gale
Careers Advisor – Mrs Barrett
Teaching and Learning Coordinator – Mrs Maxworthy
Assistant Principal - Mrs Sparke

Outside agencies: TAFE Careers counsellors
Local RTO'S - Registered Training Organisations who organise apprenticeships
Joblink and other local employment agencies

References and Websites:

- Use JobJump on the School's Career page, click on ATAR and watch the UAC Year 10 Presentation Choosing HSC Courses: Facts and Myths.
- www.myfuture.edu.au
- www.jobsearch.gov.au
- The Job Guide

Definitions of Key Terms

Units

- Each subject is described as a 2 unit course and is studied for 9 lessons per fortnight.
- Students will complete 12 units in the Year 11 Preliminary course and a minimum of 10 units in the Year 12 HSC course.
- Each 2 unit course is marked out of 100.
- Each 2 unit subject is offered in a line of the timetable at our school. Students must choose 6 subjects to complete in Year 11.
- 1 unit equals approximately two hours of class time each week or 60 hours per year. Studies of Religion is a Board Developed 1 unit course in both Year 11 and Year 12 and can be used in ATAR calculations.

HSC – Higher School Certificate

- The qualification awarded to students at the end of Year 12 who complete all of the requirements set out by the Board of Studies.
- Students must attend regularly, attempt assessment tasks and exams and “apply themselves with diligence and sustained effort”.

Preliminary Courses

- All senior subjects are divided into two sections. The content studied in the first three terms of Year 11 is called the Preliminary Course and it is the foundation for the HSC content.
- There is no automatic progression from the Preliminary course to the HSC course.
- Students need to satisfactorily meet certain criteria in the Preliminary course before being permitted to commence the HSC course in Term 4.
- Students who do not meet all of the Preliminary requirements will not go onto the HSC section and may have to repeat all of their Year 11 courses.

HSC Courses

- This is the second section of each senior subject. It refers to the content studied from Term 4, Year 11 onwards through to Term 3, Year 12.
- The HSC exam for the subject will be largely based on the content of the HSC course, however aspects of the Preliminary course will be relevant as part of the HSC exam.

Board of Studies

- The organisation responsible for determining the content of the courses to be studied, setting the external HSC exam and awarding the Higher School Certificate to successful students.
- There are two types of courses that the Board of Studies allows schools to offer students to study: Board Developed Courses or Board Endorsed Courses.

ROSA

- The Record of School Achievement (ROSA) is the credential created for students who leave school after completing Year 10, but before receiving the Higher School Certificate.
- The ROSA will be a record of the full range of student achievements right up to the day they do their HSC or leave school. It will:

- ♦ Provide an electronic record of achievements that students can use at any time
- ♦ Use assessment by teachers in schools, moderated by the BOSTES, NSW to ensure reliability and fairness of grades.
- ♦ Offer on-line literacy and numeracy tests, with particular emphasis on work readiness that students will be able to undertake twice a year from next year.

Board Developed Courses – BDC – Contribute towards an ATAR

- A course that has had its syllabus developed by the Board of Studies.
- Students across the state study this common course.
- HSC examinations for these courses are set by the Board of Studies.
- All Board Developed Courses can contribute to the calculation of the ATAR.
- UAC determine that these courses are Category A courses.

Board Endorsed Courses – BEC Do NOT contribute to an ATAR

- The second type of course that the Board of Studies allows students to study
- These courses count towards qualifying for a HSC but do not count towards the calculation of the ATAR.
- There are no final externally set examinations for these courses.
- The results from the school's internal assessment program will appear on the student's Higher School Certificate.
- UAC determine that these courses are Category B courses.

UAC - University Admissions Centre

- In September of Year 12, students who wish to go to university must apply to the University Admission Centre nominating their preferred university and course options that they hope to gain entry into.
- All of the Board Developed Courses created by the Board of Studies have been described as either a Category A or Category B course based largely on the degree of difficulty of the course.
- Students aiming for university should study mostly Category A courses with a very limited number, if any, of Category B courses in their set of subjects.

Category A Courses

- Category A courses are those that are considered to have sufficient academic rigour, depth of knowledge and understanding and contribute to the assumed knowledge required for study at the university.
- All Category A courses have a compulsory HSC exam and can be included in the calculation of the ATAR.

Category B Courses

- This is the second group of Board Developed Courses that students can study however the universities have placed a restriction on the number that can be included in the calculation of the ATAR.
- Students in Year 11 can choose to do 2 category B courses but only 1 subject will count towards their ATAR.
- Students can study more than one Category B course but the marks from only their best one will be included.

ATAR – Australian Tertiary Admission Rank

- A ranking of student performance, calculated by the Universities Admissions Centre to determine eligibility for entry to courses at university.

- This mark is based on the best 10 units that the student scores in his/her HSC. It must include 2 units of English with a maximum of one only Category B course in the best of 10 units included in the ATAR calculation.

VET – Vocational Education and Training Courses

- Courses developed by the Board of Studies in conjunction with industry representatives.
- Students can study these courses as part of their HSC and ATAR and simultaneously be working towards a TAFE credential that is recognised nationally by industry.
- These courses are competency based with students being assessed on their demonstrated ability to meet set standards of course skills (competencies).
- No marks are awarded for these subjects.
- If a VET course is to be used in a student's calculation of their ATAR, then the student must complete the optional HSC exam and the mark is obtained from this exam performance. No internal school assessment counts toward the HSC mark.
- Not all VET courses can count towards an ATAR only those that are 'Framework' courses.
- These courses are determined to be Category B courses by UAC.

TVET – TAFE delivered Vocational Educational and Training Courses

- Courses are offered by local TAFE colleges to Year 11 and 12 students. Students can complete these courses as part of their HSC and also gain qualifications at TAFE.
- Some of these courses are used to calculate the ATAR. Others are Board Endorsed Courses that cannot be included in the calculation of the ATAR rank.
- Courses are held on different days of the week in the afternoons from about 1:30pm till 6.00pm.
- Limited spaces are available as most of the private and public secondary schools in the Tamworth district access these courses.
- Many of these courses are online or a combination of online and face to face. All have compulsory work placement requirements during school.
- All students applying for a TVET course will be interviewed by the careers advisor and Teaching & Learning Coordinator.

SBAT – School Based Apprenticeships and Traineeships

- SBAT's are a pathway for students to train and work whilst they are completing the HSC.
- They are paid work, training and school.
- Some count towards an ATAR.
- The student MUST find the employer willing to sign them up in a work and training contract.
- They involve a specific workplace component and a minimum number of hours working.
- These courses are delivered by TAFE or other providers.
- Only SBAT's are eligible to undertake Industry Based Learning as a 2 unit subject.

Distance Education and Online Learning

- A small number of specialty subjects may be studied via Distance Education or Online.
- All of these subjects incur additional fees.
- Students must be self directed learners in order to undertake these courses.
- Any student wishing to do these courses must make an appointment to see Mrs Maxworthy.

Extension Subjects

- Some subjects have an additional section which builds on the content of the 2 unit course and requires students to study beyond the depth of the 2 unit course.
- Most extension courses are studied in the HSC year only but there are some extension courses offered in Year 11 as part of the Preliminary course e.g. Preliminary Extension I in English, Extension 1 Mathematics.
- Additional time is allocated to the study of these extension subjects.

Exclusions

- Exclusions arise from situations where there is the potential for overlap in the content that is studied and/or the projects that students are asked to complete.
- By restricting these, no student gains an advantage over others by any duplication of work. For example, students cannot take Early Childhood at school and Child Studies at TAFE; Computer Applications cannot be studied as well as IPT; Senior Science cannot be studied with any other Science course.
- As you read the course outlines you will see listed any exclusion that applies to that course.

Prerequisites

- There may be subjects that students need to have studied previously or concurrently in order to do a particular course in the HSC year. For example Extension 1 Mathematics is a prerequisite for any student wishing to study the Extension 2 Mathematics course. Preliminary Extension 1 English must be studied in conjunction with the Advanced English course. Extension 1 Mathematics must be studied in conjunction with the Mathematics course.

Assessment & Reporting

- Each subject will be assessed both externally with HSC exams and internally at school.
- Internal assessment involves all students completing certain compulsory assessment tasks in each subject during their time in both Year 11 and Year 12.
- Marks are allocated to each student in each course based on the student's performance in the compulsory pieces of work e.g. exams, essays, assignments, projects, performances, etc.
- For Year 12 students, these internal assessment marks count towards 50% of their final HSC mark in each of their subjects. The other 50% of their marks will come from their performance in the HSC exams.
- The number and type of assessment tasks varies between courses and is determined by each faculty.
- Students who do not meet the due dates or fail to complete the task satisfactorily will receive warning letters.
- Students who receive a number of warning letters will be deemed as having not satisfactorily completed either the Preliminary or HSC course and not be eligible to receive either their Year 11 Record of Achievement or Year 12 Higher School Certificate.
- Only those students who are deemed to be satisfactory in the Preliminary course will be permitted to proceed on to the HSC course.
- Your HSC mark for 2 Unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in

knowledge, skills and understanding. The band from 90–100 will correspond to the highest level of achievement.

- On satisfactory completion of your HSC you will receive a portfolio containing:
 - The HSC Testamur
(The official certificate confirming your achievement of all requirements for the award.)
 - Record of Achievement
(This document lists the courses you have studied and reports the marks and bands you have achieved.)
 - Course Reports
For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. (A graph showing the state-wide distribution of marks in the course is also shown.)
- The School will report on each assessment task.
- Half Yearly and Yearly Examinations will show a mark and rank and comment for each examination undertaken. These are distributed as the Half Yearly and Yearly Reports for Year 12. Year 11 reports are based on cumulative assessment.

Pathways

- Students can study for their HSC over a maximum of five years. This is beneficial for students who have very busy schedules in addition to their school commitments or have medical reasons that inhibit their academic performance.
- Most students who take this option spread their studies over three years rather than the typical two years. They complete all of their Preliminary (Year 11 courses) in the first year and then spread their HSC subjects over the remaining two years.
- Students planning to do this need to discuss this carefully with the Assistant Principal (Mrs Sparke)

Qualifying to Receive a HSC

To be eligible to receive a Higher School Certificate, students must:

- be enrolled at a school or TAFE,
- study a permitted combination of courses (see subject requirements below),
- complete all associated Preliminary courses to a satisfactory standard,
- complete the requirements of each course, including any necessary oral, practical or project work,
- complete tasks designed for the internal assessment program in each HSC course at school, and
- sit for, and make a genuine attempt at, the Higher School Certificate examinations.

Subject Requirements to Receive a HSC

In choosing your combination of courses students must ensure that they follow a pattern that meets the following requirements:

To be eligible for the award of the Higher School Certificate, students must satisfactorily complete:

- at least 12 units (6 two unit subjects) in the Preliminary study pattern and
- at least 10 units (5 two unit subjects) in the HSC study pattern.

Both Preliminary and HSC study patterns must include:

- at least six units (3 subjects) of Board Developed Courses
- at least 2 units (1 subject) of a Board Developed Course in English
- at least three subjects of two unit value or greater

No more than six units of courses in Science can contribute to the 12 Preliminary units and the 10 HSC units required for the award of a HSC.

It is compulsory at McCarthy Catholic College to include a Religion course in a senior pattern of study.

Requirements to Receive an ATAR

Students wishing to go to university must ensure that their subject selections also meet the following guidelines.

- Students must study and complete at least 10 units of Board Developed HSC courses.
- From the units studied, the marks from the best 10 units with the compulsory inclusion of 2 units of English are used in the calculation of the ATAR,
- A maximum of one Category B course can be included in the calculation of the ATAR
- Students studying VET courses must complete the optional HSC exam if they want that subject to be included in their ATAR
- Marks achieved by students in Board Endorsed Courses that they have studied will not be included in the calculation of the ATAR.

The Stages to be Completed

FOR YEAR 11, 2017

Listed below are the stages to be undertaken as part of the process for students to determine their subjects that they wish to study in Years 11 and 12.

Student Information Day and Parent Information Evening

The McCarthy Catholic College Subject Selection Guide for Senior Students 2017 is given to all Year 10 students and their parents to allow them to begin making some decisions about their options after Year 10.

During the Student Information Day, students will rotate through workshops held by each KLA Coordinator during school and parents and students are encouraged to attend the information evening at the published time.

Reading through this booklet

Families should read through this information and seek additional information and answers to their questions.

TVET / SBAT Information Evening

Students who are interested in Vocational Pathways attend this evening at the published time with their parents / guardians.

Selection of subjects for Year 11, 2017

Each student will be asked to make their subject choices that they want to study in Year 11, 2017. Subjects must total a minimum of 12 units.

School will determine which courses are viable.

The school will determine which courses are able to be offered based on the number of students wishing to study the subjects, the availability of staff and the problems identified by the students.

Subject changes

The school will conduct an interview with students who are unable to study their first selection choice, so they can reselect.

Timetables

Students will be issued with a Timetable for 2017.

Frequently Asked Questions

QUESTION What sort of subjects should I do?

ANSWER Choose subjects that you are interested in and enjoy. Consider subjects that you are good at and those that are related to your chosen career. Make sure that you choose subjects that you will be successful at. When choosing your subjects, be realistic and honest with yourself. Read the course outlines carefully and ask lots of questions from teachers who can give you good advice. Don't choose a subject because your friends are doing it.

QUESTION Will I get to do all of my preferred courses that I have selected?

ANSWER Every effort is made to ensure that as many courses as possible are available for the students to study. But if insufficient students choose a particular course then that course will not be offered and the students would need to modify their selection of courses. Most students will get 5 of their preferred subjects and have to study a less favoured course as their sixth subject.

QUESTION How many units do I have to complete satisfactorily in Year 11?

ANSWER 12 units (i.e. six 2 unit subjects)

QUESTION How many units do I have to complete in Year 12?

ANSWER At least 10 units (i.e. five 2 unit subjects)

QUESTION What type of subjects do I have to study in Year 12?

ANSWER At least five 2 unit subjects, including English and 2 other Board Developed Courses.

QUESTION I only want to get my HSC (I don't want to go to Uni), what subjects do I need to do?

ANSWER In Year 11, you need to choose 3 Board Developed Courses including English as one of your subjects. You can then choose the remaining 3 subjects from any of the remaining courses.
In Year 12, you must keep the 3 Board Developed Courses as part of your minimum of 5 subjects.

QUESTION What happens if I am not declared satisfactory in some or all of my subjects at the end of the Preliminary course?

ANSWER This would lengthen the time that the student would have to be at a school before they would have met all of the requirements for the award of a HSC. The student will not be eligible to go on and study the HSC section of these courses until the Preliminary course(s) have been completed satisfactorily. The Preliminary course(s) will have to be repeated and the student would not receive their Preliminary Record of Achievement until the following year. The HSC content of the course(s) would then have to be studied resulting in a further delay.

QUESTION How many Science subjects can I study?

ANSWER It is not recommended to study more than two different science subjects unless you are an extremely academic student. If you wish to study more than two science courses please consult with the Science Coordinator, Mr Vella.

QUESTION Can I study Senior Science if I am also studying Chemistry, Physics or Biology?

ANSWER No, not in Year 11

QUESTION If I don't do well in Physics, Chemistry or Biology in Year 11, can I change to Senior Science for Year 12?

ANSWER If you were studying one or two Science subjects, you can change to Senior Science. If, however, you were studying three science subjects you could not change one of them to Senior Science. i.e. In HSC you may study Senior Science plus one other science subject.

QUESTION Do the internal assessment tasks set in Year 11 count towards my HSC?

ANSWER Marks in each subject obtained during Year 11 do not count towards your final HSC mark. Only the marks obtained during the HSC courses contribute to your school assessment which is 50% of the final HSC mark.

QUESTION How do I get into the courses offered at TAFE ?

ANSWER Attend the TVET information evening at the published time. Fill in an application form with Mrs Maxworthy by mid Term 3. You will not know if you are successful until later in the year. You should choose 6 subjects at school and drop one of them if you get into your preferred TAFE course. Further information regarding TVET courses are in this subject selection guide.

HSC Courses Which May Be Offered At McCarthy Catholic College for 2017

(See course notes following this table)

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Agriculture	Agriculture		
Ancient History	Ancient History		
Biology	Biology		
Business Studies	Business Studies		
Catholic Studies	Catholic Studies (1 Unit)		
Chemistry	Chemistry		
Community & Family Studies	Community & Family Studies		
Computer Applications	Computer Applications		
Drama	Drama		
Economics	Economics		
English	English Standard English Advanced English Studies	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Exploring Early Childhood	Exploring Early Childhood		
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology	Industrial Technology		
Information Processes and Technology	Information Processes and Technology		
Languages	Please see end of page		
Legal Studies	Legal Studies		
Mathematics	Mathematics General Mathematics	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		HSC History Extension
Music	Music 1 Music 2		HSC Music Extension
PD/Health/PE	PD/Health/PE		
Physics	Physics		
Senior Science	Senior Science		
Sport, Lifestyle and Recreation			
Studies of Religion	Studies of Religion I (1 or 2 Unit)		
Textiles & Design	Textiles & Design		
Visual Arts	Visual Arts		
Work Studies	Work Studies		

NB 1: **The study of Languages is available through Distance Education.**

NB 2: **Courses will only run if sufficient numbers of students choose them.**

Agriculture

COURSE	2 Unit Board Developed Course
CONTACT	Ms Suzanne Day
COURSE DESCRIPTION	<p>The Preliminary Course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system.</p> <p>The HSC Course builds upon the Preliminary Course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the Farm Enterprise/Product Study.</p>
SPECIAL REQUIREMENTS	Costs associated with excursions.
SUITABLE CANDIDATES	Students who possess good literacy and numeracy skills, are self-motivated, independent workers who enjoy getting their hands dirty and have an interest in Agriculture.
EMPLOYMENT / FURTHER STUDY	Agriculture HSC graduates may choose to complete further studies at a tertiary level before seeking employment in industry, research, management and consultation. Various other fields linked to certificate courses.
MAIN TOPICS COVERED	<p>Preliminary Course Overview of Australian Agriculture (15%) The Farm Case Study (25%) Plant Production (30%) Animal Production (30%)</p> <p>HSC Course - Core Topics 80% Plant/Animal Production (50%) Farm Product Study (30%)</p> <p>Elective (20%) – Choose one from following Agri-food, Fibre and Fuel Technologies Climate Challenge Farming for the 21st Century</p>

Ancient History

COURSE 2 Unit Board Developed Course

CONTACT Mrs Louise Vella

COURSE DESCRIPTION Ancient History provides students with an opportunity to study the skills and methods of Archaeology, as well as the personalities, historical events and societies of Ancient Rome, Egypt and Greece. It allows students to study and analyse past societies by drawing on written and archaeological sources such as literature, coins, inscriptions, art, architecture, artefacts and human remains. Additionally it introduces students to scientific methods used in investigating archaeology.

Students study Ancient History because it allows them to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply research skills as well as critically question and interpret evidence about the ancient world. Ancient History introduces students to a wide range of religious beliefs and customs, as well as other cultures, encouraging them to appreciate and tolerate different points-of-view. It gives them knowledge, understanding, skills values and attitudes that are useful for their whole life. These skills, knowledge and understanding help to equip students for the world of employment and informed citizenship.

SPECIAL REQUIREMENTS There are no special requirements.

SUITABLE CANDIDATES Most students would be suitable. Students need to be able to communicate in appropriate written and oral forms.

EMPLOYMENT / FURTHER STUDY Ancient History is useful with professions such as law, journalism, politics, teaching, research and so on. It is also a useful background course for occupations within the Public Service, travel, business and administration etc. Students undertaking trade courses which require a communication or humanities component in their course requirements will also benefit from and be interested by studying Ancient History.

MAIN TOPICS COVERED

Preliminary Course

Part I
Investigating the Past: History, Archaeology and Science
Case Studies (at least one)

Part II
Ancient Society – at least one from the following areas: Egypt, Near East, Greece and Rome

Part III
Historical Investigation

Ancient History (Continued)

HSC Course

Part 1

Core: Cities of Vesuvius – Pompeii and Herculaneum – 25%

Part II

Ancient Societies – 25%

Part III

Personalities in their Times – 25%

Part IV

Historical Period – 25%

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

Biology

COURSE	2 Unit Board Developed Course
CONTACT	Mr James Vella
COURSE DESCRIPTION	Biology is the branch of Science which is concerned with the study of living things - their structure and function and their inter-relationships. It explores the levels of organisation of life, from the molecular level to higher levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It includes developing an understanding of the interactions within and between organisms and between organisms and their environment.
SPECIAL REQUIREMENTS	Practical Work is a required component of the course.
SUITABLE CANDIDATES	There are no formal pre-requisites for this course, a good performance in junior school Science would indicate the ability to cope with the Biology syllabus and perform well. A genuine interest in nature and living things would be an advantage. Commitment to participating actively in practical work is essential as is determination and willingness to work consistently. Students will be required to remember and process large amounts of information through summarising, note taking and collecting second hand data.
EMPLOYMENT / FURTHER STUDY	<p>Biology HSC graduates may choose to complete further studies at a tertiary level in the areas of Agriculture, Aquaculture, Biochemistry, Genetics, Horticulture, Medical Imagery technology, Naturopath, Nursing, Optometrist, Psychology, Teaching, Veterinary, Viticulture, Zoology, Exercise and Sport Science.</p> <p>Biology is also suitable as a general interest subject for students who wish to study subjects other than science at university, or who have no interest in university studies.</p>
MAIN TOPICS COVERED	<p>Preliminary Course Patterns in Nature, A Local Ecosystem, Life on Earth, Evolution of Australian Biota</p> <p>HSC Course - Core Topics Maintaining a Balance, Blueprint of Life, The Search for Better Health</p> <p>HSC Course - one option from the following: Communication, Biochemistry, The Human Story, Biotechnology, Genetics and the Code Broken?</p>

*NB: Students may study Biology with Chemistry and/or with Physics. Biology **may not** be studied with Senior Science.*

Business Studies

COURSE 2 Unit Board Developed Course

CONTACT Mrs Louise Vella

COURSE DESCRIPTION Business activity is a feature of everyone's life. As consumers and producers, employees, employers or self-employed, savers and investors and as importers and exporters, people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. Business Studies is distinctive in that it includes the theoretical and practical aspects of business and management which students will encounter in life. Business Studies investigates the role, operation and management of businesses within our society. Students investigate the role of global business and its impact on Australian business. Students develop research skills and problem solving competencies through their studies. This course emphasises the importance of small business to the Australian economy

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

SUITABLE CANDIDATES Students who have an interest in how businesses operate, whether large or small and students who think they may pursue a business career are particularly suited. Students who have studied Commerce in Year 10 are also suitable candidates.

EMPLOYMENT/ FURTHER STUDY Student who complete HSC Business Studies would have an advantage if they were to pursue a business course at a tertiary level. Business courses are offered by most large tertiary institutions. Many students may pursue a business career as either a manager or owner or part-owner of their own business.

MAIN TOPICS COVERED

Preliminary Course
Nature of Business
Business Management
Business Planning

HSC Course
Operations
Marketing
Finance
Human Resources

NB: It is not necessary that you have studied Commerce if you want to study Business Studies.

Catholic Studies

COURSE 1 Unit Board Endorsed Course

CONTACT Mrs Cate Allen / Mrs Kerry Ackhurst

COURSE DESCRIPTION Students who study Catholic Studies explore their Catholic tradition and as well gain an understanding of current religious issues confronting the society in which they live. Catholic Studies has no external exam in the Higher School Certificate and the assessment mark submitted to BOSTES is the culmination of three school tasks. The subject challenges students to accept diversity and enables them to make some informed moral decisions.

SUITABLE CANDIDATES This subject is suitable for students who wish to focus on career or tertiary specific subjects as well as students who are not wishing to receive a University Assessment Index (ATAR). It is a Diocesan requirement for students to undertake Studies of Religion or Catholic Studies.

MAIN TOPICS COVERED The course consists of units chosen from the following strands. These are studied across Stage 6.

- Scripture and Jesus, eg Christology; Mary and Women in the Scriptures
- Church and Community, eg Being Catholic
- God, Religion and Life, eg Nature of Religion, Living with Good and Evil
- Prayer, Liturgy and Sacraments, eg Praying Through the Liturgy
- Morality and Justice, eg Justice and Compassion, Moral Issues

Note that it does not contribute to an ATAR.

Chemistry

COURSE	2 Unit Board Developed Course
CONTACT	Mr James Vella
COURSE DESCRIPTION	Chemistry is the branch of Science which is concerned with the composition of substances, the nature of matter and materials and the interaction between substances. The emphasis is on the impact of chemistry on our everyday lives. Students will investigate the physical and chemical properties of a wide range of substances, their reaction and processes. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.
SPECIAL REQUIREMENTS	Practical Work is a required component of the course.
SUITABLE CANDIDATES	The course should appeal to students who have an interest in scientific procedures. Chemistry is for the person who can think logically and who is willing to sit down and take time to find the solution to a problem.
EMPLOYMENT / FURTHER STUDY	It is highly recommended course for students planning to study any Science or related course at university. This would include areas such as Medicine, Natural Resources, Marine Biology, Physiotherapy, Nutritional Studies and Engineering.
MAIN TOPICS COVERED	Preliminary Course The Chemical Earth Metals Water Energy HSC Course - Core Topics Production of Materials The Acidic Environment Chemical Monitoring and Management HSC Course - One Option from the following: Industrial Chemistry Shipwrecks, Corrosion and Conservation The Biochemistry of Movement The Chemistry of Art Forensic Chemistry

NB: Students may study Chemistry with Physics and/or with Biology. Chemistry may not be studied with Senior Science.

Community and Family Studies

COURSE	2 Unit Board Developed Course
CONTACT	Mr Ian McKenzie
COURSE DESCRIPTION	Community & Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues found in families and communities.
SPECIAL REQUIREMENTS	Students are required to complete an Independent Research Project as part of the HSC internal assessment – the focus of this should be related to course content of one or more of the following areas: individuals, groups, families, communities, resource management.
SUITABLE CANDIDATES	Students who are interested in the way individuals develop and the roles of family and community in our wellbeing.
EMPLOYMENT / FURTHER STUDY	All social welfare related areas. Management and Personnel orientated careers. Education (Primary/Secondary).
MAIN TOPICS COVERED	<p>Preliminary Course Resource Management Individuals and Groups Families and Communities</p> <p>HSC Course Research Methodology Groups in Context Parenting and Caring</p> <p>HSC Option Modules (Select one of the following) Family and Societal Interactions Social Impact of Technology Individuals and Work</p>

Computer Applications

COURSE	2 Unit Content Endorsed Course (Category B)												
CONTACT	Ms Suzanne Day												
COURSE DESCRIPTION	<p>Computing Applications in Year 11 and Year 12 has a role as a discrete subject for students who wish to improve their practical computer skills. In most cases, students who have studied the Information and Software Technology elective in Years 9/10 and succeeded at the top level will be more suited to study Information Processes and Technology (IPT), for their academic ability and career aspirations.</p> <p>The aim of Computing Applications Stage 6 is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations.</p>												
SPECIAL REQUIREMENTS	It is a basic course requirement that individual and/or group project work must form part of the teaching and learning program.												
SUITABLE CANDIDATES	Computing Applications is designed for students who DO NOT wish to obtain an ATAR and who want to improve their practical computer skills.												
MAIN TOPICS COVERED	<p>Course Structure The course comprises twelve modules:</p> <table><tr><td>1. Hardware and Software Skills</td><td>7. Desktop Publishing II</td></tr><tr><td>2. Graphics I</td><td>8. Databases</td></tr><tr><td>3. Graphics II</td><td>9. Communications I</td></tr><tr><td>4. Spreadsheets I</td><td>10. Communications II</td></tr><tr><td>5. Spreadsheets II</td><td>11. Multimedia I</td></tr><tr><td>6. Desktop Publishing I</td><td>12. Multimedia II</td></tr></table>	1. Hardware and Software Skills	7. Desktop Publishing II	2. Graphics I	8. Databases	3. Graphics II	9. Communications I	4. Spreadsheets I	10. Communications II	5. Spreadsheets II	11. Multimedia I	6. Desktop Publishing I	12. Multimedia II
1. Hardware and Software Skills	7. Desktop Publishing II												
2. Graphics I	8. Databases												
3. Graphics II	9. Communications I												
4. Spreadsheets I	10. Communications II												
5. Spreadsheets II	11. Multimedia I												
6. Desktop Publishing I	12. Multimedia II												
ASSESSMENT	There are no external examinations of students in Stage 6 Content Endorsed Courses. Assessment will be based on a minimum of 30% project work plus a range of tests and practical work.												
OTHER	<p>Content endorsed courses can be counted towards the units required for either the Preliminary Record of Achievement or the HSC Record of Achievement, depending on the year(s) in which they are studied.</p> <p><i>Content Endorsed Courses do not count in the calculation of the ATAR.</i></p> <p><i>Computing Applications cannot be studied in conjunction with Information Processes and Technology (IPT), Software Design and Development (SDD) or the VET Information Technology framework.</i></p>												

Drama

COURSE	2 Unit Board Developed Course
CONTACT	Mrs Deborah Fulwood
COURSE DESCRIPTION	Students will develop skills in improvisation, playbuilding and scripted performance. Students will study the styles of theatre and the elements of drama.
SPECIAL REQUIREMENTS	All students are expected to perform in many different situations and contexts.
SUITABLE CANDIDATES	Students who are strong in English and willing to improve and develop confidence and communication skills. Students who have studied Drama in Stage 5.
EMPLOYMENT / FURTHER STUDY	The course is suitable preparation for the audition with NIDA, tertiary theatre courses or any theatre company.
MAIN TOPICS COVERED	Preliminary Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project

Economics

COURSE 2 Unit Board Developed Course

CONTACT Mrs Louise Vella

COURSE DESCRIPTION Economics provides for students an understanding of 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 affect business, government and the individual. 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 current problems and issues in the Australian economy.

SUITABLE CANDIDATES The course is suited to students who enjoy discovering the cause and effect of economic problems. It is a course which is very relevant to the economics of everyday life in Australia and will therefore suit students who enjoy challenging contemporary studies.

EMPLOYMENT / FURTHER STUDY There are many tertiary courses for which the study of Economics is very useful. In addition, the knowledge of how the economy operates is very useful in everyday life. Job opportunities include banking, finance, accounting, journalism, the public service, management and administration.

MAIN TOPICS COVERED

Preliminary Course
Introduction to Economics
Consumers and Business
Markets
Labour Markets
Financial Markets
Government and the Economy

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

NB: *It is **not** necessary that you have studied Commerce if you want to study Economics.*

English Advanced

COURSE	2 Unit Board Developed Course
CONTACT	Mrs Katrina Sullivan
COURSE DESCRIPTION	In Advanced English, students are encouraged to become critical and sophisticated users of English through the exploration of a range of set texts (including Shakespeare) and materials of their own choosing. They will compose a variety of texts of their own, demonstrating their critical, creative and interpretive skills.
SUITABLE CANDIDATES	Advanced English is designed for students who enjoy the challenge of analysing and responding to complex texts.
EMPLOYMENT / FURTHER STUDY	Advanced English encourages students to develop higher order thinking skills and become excellent communicators. These skills will be beneficial in both the workplace and further study. Successful students could consider studies in communication, media and law.
MAIN TOPICS	<p>Preliminary Course The course has two sections. Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content.</p> <p>Two electives are offered in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The electives comprise 60% of the course content.</p> <p>HSC Course The course has two sections. The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.</p> <p>Modules emphasise particular aspects of shaping meaning and representation, textual integrity and ways in which texts are valued. Students are required to study one elective from each of three modules A, B and C.</p>

English Standard

COURSE	2 Unit Board Developed Course
CONTACT	Mrs Katrina Sullivan
COURSE DESCRIPTION	Students study a range of texts including fiction, drama, film and poetry. They look at the ideas raised in texts and at how these are communicated. Students research their own material to gain a broader understanding of the concepts explored in the texts. They produce a variety of tasks practising their own skills in communication, analysis and composition.
SUITABLE CANDIDATES	Standard English is designed for those who wish to become more effective communicators.
EMPLOYMENT / FURTHER STUDY	Standard English will give students opportunities to gain the confidence and skills to become effective communicators in the workplace. Skills in analysing material, organising writing tasks, completing group projects and discussing broad societal issues will assist students who are undertaking further study in any area.
MAIN TOPICS COVERED	<p>Preliminary Course The course has two sections: Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. This comprises 40% of the course content.</p> <p>Two electives in which students explore and examine texts and analyse aspects of meaning will be offered for study. The electives comprise 60% of the course content.</p> <p>HSC Course The course has two sections: The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced Courses. Students analyse and explore texts and apply skills in synthesis in the Area of Study.</p> <p>Modules emphasise particular aspects of shaping meaning and demonstrate the effectiveness of texts for different audiences and purposes. Students are required to study one elective from each of the three modules A, B and C.</p>

English Extension 1

COURSE	1 Unit Board Developed Course
CONTACT	Mrs Katrina Sullivan
COURSE	English Extension 1 enables students to refine their understanding and appreciation of cultural roles performed by texts and their significance. The course also provides students with opportunities to extend their own composition skills.
SPECIAL REQUIREMENTS	Students must be studying Advanced English to enrol in this subject.
SUITABLE CANDIDATES	Advanced English students who have an interest in how language shapes our culture and who wish to pursue an additional and specialised study of English at a more intensive level.
EMPLOYMENT / FURTHER STUDY	Skills gained in dealing with abstract concepts, critical analysis and independent study will be beneficial in the workplace and in further study.

English Studies

COURSE 2 Unit Board Developed Course

CONTACT Mrs Katrina Sullivan

COURSE DESCRIPTION English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts.

SUITABLE CANDIDATES English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course.

The course contributes to the required Preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units. The course is not examined externally. **Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).**

MAIN TOPICS COVERED

Mandatory Modules

The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary Course.

HSC Course

The module *We are Australians – English in citizenship, community and cultural identity* is mandatory in the HSC Course.

Elective Modules may be chosen from:

Telling us all about it – English and the media

On the road – English and the experience of travel

Digital worlds – English for the web

Playing the game – English in sport

Languages of the mind – English and the creative arts

The way we worked – English for exploring the past through industrial events in Australia

In the marketplace – English and the world of business

Discovery and investigation – English and the sciences

Part of the family – English and family life

The big screen – English in film-making

Exploring Early Childhood

COURSE 2 Unit Board Endorsed Course

CONTACT Mr Ian McKenzie

COURSE DESCRIPTION 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. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implication for future interaction with children, be these as a parent, friend, carer or educator.

SUITABLE CANDIDATES Exploring Early Childhood is designed for students who **DO NOT** wish to obtain an ATAR and who want to enter into the field of Childcare.

MAIN TOPICS COVERED **Preliminary Course and HSC Course**
Exploring Early Childhood comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. The optional modules expand on the issues introduced in the compulsory core component.

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

- Part A: Pregnancy and Childbirth
- Part B: Child Growth and Development
- Part C: Promoting Positive Behaviour

Optional Modules

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

Food Technology

COURSE	2 Unit Board Developed Course
CONTACT	Ms Suzanne Day
COURSE DESCRIPTION	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.
SPECIAL REQUIREMENTS	There is no prerequisite study for the 2 Unit Preliminary course. There is a mandatory Practical Component in this course.
SUITABLE CANDIDATES	All students
EMPLOYMENT / FURTHER STUDY	This course provides invaluable knowledge which would be used in careers involving the hospitality industry, food production industries and community health areas. This subject would be of special interest to anyone considering the careers in the following areas: nursing, teaching, dietetics, food research, health sciences, chef, catering, food control, nutrition.
MAIN TOPICS	Preliminary Course Food Availability and Selection (30%) Food Quality (40%) Nutrition (30%) HSC Course The Australian Food Industry (25%) Food Manufacture (25%) Food Product Development (25%) Contemporary Nutrition Issues (25%) In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

Geography

COURSE	2 Unit Board Developed Course
CONTACT	Mrs Louise Vella
COURSE DESCRIPTION	<p>Geography is an investigation of the world, the varied character of the earth and its people. Students will investigate biophysical interactions, global challenges, ecosystems at risk, urban places and economic activities operating locally and globally. Geography students become well prepared to explore issues as informed citizens in a changing world. Students investigate the unique characteristics of our world through fieldwork, map reading skills and the study of contemporary geographical issues.</p>
SPECIAL REQUIREMENTS	<p>Students must complete a senior Geography project as part of the Preliminary course and complete a minimum of 12 hours fieldwork in both the Preliminary and HSC courses. This will involve excursion costs of between \$200 and \$300. Students will be required to submit both oral and written geographic reports.</p>
SUITABLE CANDIDATES	<p>All students are suitable Geography candidates. Those who enjoyed Geography in junior years will continue to do so in senior years.</p>
EMPLOYMENT / FURTHER STUDY	<p>Geography assists students to prepare for employment as full and active citizens. A wide range of jobs have a geographic background. Many university courses will suit those with a background in Geography. The study of Geography at Tertiary level can lead to careers in Ecotourism, Environmental Law, Natural Resources, The National Parks and Wildlife Service, Marine Biology as well as the opportunity to act in advisory roles in government departments at Federal, State and Local levels. Some TAFE courses will acknowledge prior learning in Geography.</p>
MAIN TOPICS	<p>Preliminary Course Biophysical studies Global studies The Senior Geography Project</p> <p>HSC Course Ecosystems at Risk Urban Places People and Economic Activity</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.</p>

Industrial Technology

COURSE 2 Unit Board Developed Course

CONTACT Ms Suzanne Day

COURSE DESCRIPTION Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production. The course seeks to raise student's awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction.

Students will study the focus area of Timber Products and Furniture Technologies in both the Preliminary and HSC courses.

SPECIAL REQUIREMENTS The Preliminary course consists of practical project work as well as an industry study. The Major Project in the HSC course will consist of an individual product of one or more related items within Timber Products and Furniture Technologies and an accompanying management folio. This project is worth 60% of the HSC mark.

Students are responsible for the cost involved with their chosen projects in both courses.

SUITABLE CANDIDATES Students who enjoy design and creating. Those who studied Industrial Technology in Years 9 and 10 will find Stage 6 Industrial Technology an extension of this basic work, although it is NOT a prerequisite.

EMPLOYMENT / FURTHER STUDY The course forms a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Industrial Technology Stage 6 assists students to prepare for employment and full and active participation as citizens.

MAIN TOPICS COVERED

Preliminary Course

- * Industry Study (15%)
- * Design, Management and Communication (30%)
- * Production (40%)
- * Industry Related Manufacturing Technology (15%)

HSC Course

- * Industry Study (15%)
- * Major Project: Design, Management, Communication and Production (60%)
- * Industry Related Manufacturing Technology (25%)

Information Processes and Technology

COURSE	2 Unit Board Developed Course
CONTACT	Ms Suzanne Day
COURSE DESCRIPTION	Information Processes and Technology is the study of computer based information systems. Students will develop general competencies in collecting, analysing and organising information, communicating ideas and information, planning and organising personal and group projects and solving problems of an investigation nature. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.
SPECIAL REQUIREMENTS	Access to a computer would be helpful at certain times throughout the course.
SUITABLE CANDIDATES	Any student is capable of participating in this course using computing knowledge and experience gained in previous years. It is NOT compulsory to have completed elective computing in Years 9 & 10
EMPLOYMENT / FURTHER STUDY	Further studies at university in the Information Technology field. Any employment where the use of computers plays a role.
MAIN TOPICS COVERED	Preliminary Course Introduction to Information Skills and Processes Tools for Information Processes Planning, Design and Implementation Personal / Group Systems and Project work HSC Course Information Systems and Databases Communication based Information Systems Transaction Processing Systems Multimedia Systems Project work

Legal Studies

COURSE	2 Unit Board Developed Course
CONTACT	Mrs Louise Vella
COURSE DESCRIPTION	<p>The Preliminary Course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. Students learn about how our legal system works, our court system, our parliamentary system and how laws are made in our society. Throughout the entire course students will keep up to date with legal issues and how much the law is linked with our everyday lives. So much of what we read in newspapers or see on television is connected with the law.</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>
SPECIAL REQUIREMENTS	An excursion to Sydney to meet syllabus requirements of court visitation will occur at a cost of between \$250 - \$350.
SUITABLE CANDIDATES	Most students would be suitable, particularly anyone who has an interest in the law and enjoys other humanities subjects. Students need to be able to communicate in appropriate written and oral forms.
EMPLOYMENT / FURTHER STUDY	Any career associated with the law eg police, solicitors, lawyers, legal secretaries, court reporters etc. An understanding of how the legal system operates is beneficial to everyone in society and useful in most jobs or areas of further study.
MAIN TOPICS COVERED	<p>Preliminary Course The Legal System (40%) The Individual and the State (30%) The Law in Practice (30%)</p> <p>HSC Course Crime (30%) Human Rights (20%) Additional Focus Studies (25% each)</p>

Mathematics

COURSE	2 Unit Board Developed Course
CONTACT	Mrs Jane Ashcroft
COURSE DESCRIPTION	Mathematics builds on and extends many of the concepts covered in the Mathematics Stage 5.3 Course. It has a high algebra content and introduces many new mathematical concepts including Calculus.
SPECIAL REQUIREMENTS	The course is constructed on the assumption that students have successfully completed the Years 9 and 10 Mathematics Stage 5.3 Course or who have achieved the outcomes of the Years 9 and 10 Mathematics 5.2 Course with appropriate options to a very high standard. Students will require a scientific calculator available for purchase from the school (\$21).
SUITABLE CANDIDATES	Mathematics best suits those students who have achieved the outcomes of the Mathematics Stage 5.3 Course to a high level or who have done exceptionally well in the Mathematics Stage 5.2 Course.
EMPLOYMENT / FURTHER STUDY	Mathematics is useful for studies in science and commerce. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as life sciences or commerce. A number of universities will require Mathematics as a required subject to enrol in a course.
MAIN TOPICS COVERED	Preliminary Course Basic arithmetic and algebra Real functions Trigonometric ratios Linear functions The quadratic polynomial and the parabola Plane geometry Tangent to a curve and derivative of a function HSC Course Coordinate methods in geometry Applications of geometrical properties Geometrical applications of differentiation Integration Trigonometric functions Logarithmic and exponential functions Applications of calculus to the physical world Probability Series and Series applications

Mathematics Extension 1

COURSE	1 Unit Board Developed Course that can only be studied as an addition to the Mathematics course
CONTACT	Mrs Jane Ashcroft
COURSE DESCRIPTION	The Mathematics Extension 1 course is an extension of the Mathematics course. It treats the content of the Mathematics course at a deeper level as well as introducing some new topics and concepts. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics including many which are applicable to the real world.
SPECIAL REQUIREMENTS	Students will require a scientific calculator available for purchase from the school (\$21).
SUITABLE CANDIDATES	This course requires a high degree of mathematical ability. It should only be attempted by students who have done exceptionally well in the Mathematics Stage 5.3 Course in Year 10. They should have demonstrated a mastery of the skills of this course and be interested in the study of further skills and ideas in Mathematics.
EMPLOYMENT / FURTHER STUDY	This course is recommended for students who wish to study Mathematics as a subject at tertiary level or for the support of the physical sciences and engineering.
MAIN TOPICS COVERED	Preliminary Course Other inequalities Circle geometry Further trigonometry Angles between two lines Internal and external division of lines into given ratios Parametric representation Permutations and combinations Polynomials Harder applications of the Preliminary 2 Unit Course HSC Course Methods of integration Primitive of \sin^2x and \cos^2x Equation Velocity and acceleration as a function of x Projectile motion Simple harmonic motion Inverse functions and inverse trigonometric functions Induction Binomial theorem Further probability

Modern History

COURSE	2 Unit Board Developed Course
CONTACT	Mrs Louise Vella
COURSE DESCRIPTION	<p>The course investigates forces that have shaped and impacted on our lives. The Preliminary course investigates individuals, groups, events, institutions, societies and ideas in the Nineteenth and Twentieth Century, including the Russian Revolution, war in Vietnam and the social, military and economic change in modern Europe which led to modernisation, revolution and WW1.</p> <p>The HSC Course investigates national and international forces in war and peace in the 20th Century including the people and events that shaped WW1, Hitler's Germany, and the Cold War period.</p>
SPECIAL REQUIREMENTS	There are no special requirements.
SUITABLE CANDIDATES	Most students would be suitable. Students need to be able to communicate in appropriate written and oral forms.
EMPLOYMENT / FURTHER STUDY	Modern History is useful with professions such as law, journalism, politics, teaching, research and so on. It is also a useful background course for occupations within the Public Service, travel, business and administration etc. Students undertaking trade courses which require a communication or humanities component in their course requirements will also benefit from and be interested by studying Modern History.
MAIN TOPICS COVERED	<p>Preliminary Course</p> <p>Part I: Case Studies</p> <p>Part II: Historical Investigation</p> <p>Part III: Core Study: The World at the Beginning of the Twentieth Century</p>
HSC Course	<p>Part I: Core Study: World War 1 1914-1919: Source Based</p> <p>Part II: National Studies</p> <p>Part III: Personalities in the Twentieth Century</p> <p>Part IV: International Studies in Peace and Conflict</p>

HSC History Extension may be studied in the HSC Year by selected students.

Music 1

COURSE	2 Unit Board Developed Course
CONTACT	Mrs Deborah Fulwood
COURSE DESCRIPTION	Students will study the concepts of music through the learning experiences of performances, composition, musicology and aural within the context of a range of styles, periods and genres. Students do not need to have completed the junior elective music course.
SPECIAL REQUIREMENTS	<p>In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.</p> <p><i>Music 1 may not be studied with Music 2.</i></p>
SUITABLE CANDIDATES	The course is well suited to students who have a genuine interest in music and are capable of either performing on an instrument or singing or have an interest in talking about music or composing. The course provides a framework for students to expand their knowledge and appreciation of various musical styles.
EMPLOYMENT / FURTHER STUDY	This course would be beneficial for students interested in pursuing a musical career such as professional musician, radio, film, television, journalism, music teaching, management and production. It is accepted as a suitable prerequisite for entry into tertiary music courses.
MAIN TOPICS COVERED	Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres and include music of the 20th and 21st Centuries, An Instrument and Its Repertoire and Popular Music.

All students will be required to undertake study in voice OR an instrument of their choice and participate in the McCarthy extra curricula music programs eg bands, choirs.

Music 2

COURSE	2 Unit Board Developed Course
CONTACT	Mrs Deborah Fulwood
COURSE DESCRIPTION	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. Students do not need to have completed the junior elective music course, but an equivalent to AMEB Theory Grad 3 or above is advised.
SPECIAL REQUIREMENTS	<p>In addition to core studies in performance, composition, aural and musicology, students nominate ONE elective study in performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a Composition Portfolio for the core composition.</p> <p><i>Music 2 may not be studied with Music 1.</i></p>
SUITABLE CANDIDATES	The course is well suited to students who have a genuine interest in music and are capable of either performing on an instrument or singing or have a strong interest in studying musicology including score analysis or composition. The course provides a framework for students to expand their knowledge and appreciation of various musical styles.
EMPLOYMENT / FURTHER STUDY	This course would be beneficial for students interested in pursuing a musical career such as professional musician, radio, film, television, journalism, music teaching, management and production. It is accepted as a suitable prerequisite for entry into tertiary music courses.
MAIN TOPICS COVERED	Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary Course the Mandatory Topic is Music 1600 – 1900, in the HSC course the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Music 2 is a prerequisite to studying Music Extension in the HSC Course.

Personal Development, Health and Physical Education

COURSE 2 Unit Board Developed Course

CONTACT Mr Ian McKenzie

COURSE DESCRIPTION The Preliminary Course examines a range of areas in 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. 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. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

SPECIAL REQUIREMENTS In addition to core studies students study two options in each of the Preliminary and HSC courses. These options are generally chosen by the class teacher with respect to student interest and resource availability. There are practical options in areas such as First Aid, Outdoor Recreation, composition and performance and fitness choices. The practical component of this course is very limited in comparison to the PD/H/PE Course in Years 7 - 10.

SUITABLE CANDIDATES Students require a general interest in personal development, personal and community health, physical education and sport as well as language skills, plus a willingness to comprehend complex issues.

EMPLOYMENT / FURTHER STUDY This course would be an ideal choice for those desiring further study or employment in recreation, physical education, coaching, physiotherapy, medicine, sports administration, health workers and ambulance service.

MAIN TOPICS COVERED

Preliminary Course
Core Topics (60%)
Better Health for Individuals
The Body in Motion

Options (2)
First Aid
Fitness Choices

HSC Course
Core Topics (60%)
Health Priorities in Australia
Factors Affecting Performance

Options (2)
Sports Medicine
Improving Performance

Physics

COURSE	2 Unit Board Developed Course
CONTACT	Mr James Vella
COURSE DESCRIPTION	<p>Physics is the branch of Science which is concerned with the study of natural laws and processes. The Preliminary Course incorporates the study of kinematics and dynamics; the properties of waves; electrical energy, electric and magnetic fields; momentum and the interaction between energy and matter that brought about the formation of the Earth.</p> <p>The HSC Course builds upon the Preliminary Course. It examines the effects of gravitational fields, momentum, projectile and circular motion and the development of our understanding of the macro and atomic world throughout the Twentieth Century. The course encourages the ability to think logically and the development of a systematic approach to problem solving.</p>
SPECIAL REQUIREMENTS	Practical work is a required component of the course.
SUITABLE CANDIDATES	<p>Students who possess good literacy and numeracy skills, are self-motivated, independent workers. Students who can logically develop a sequence of ideas and apply these ideas to new and unusual situations.</p> <p>It is recommended that students choosing Physics for the HSC will have completed the Years 9 and 10 Advanced or Intermediate Course in Mathematics with a fair degree of success and will have demonstrated an interest and ability in science at the School Certificate Level.</p> <p>It is also suitable for students who are uncertain about their career directions or students planning to study areas other than Science at university and who have some mathematical ability and interest.</p>
EMPLOYMENT / FURTHER STUDY	Highly recommended for those taking a science degree, including radiography, nuclear medicine, astronomy, communications, space. May be an advantage to those considering engineering. Some defence force careers may require Physics such as Air Force Pilot.
MAIN TOPICS COVERED	Preliminary Course Electrical Energy in the Home The World Communicates Moving About The Cosmic Engine

Physics (CONTINUED)

HSC Course

Core Topics

Space

Motors & Generators

From Ideas to Implementation

One Option from the following:

The Age of Silicon

Astrophysics

From Quanta to Quarks

Medical Physics

Geophysics

*Students may study Physics with Chemistry and/or with Biology.
Physics may not be studied with Senior Science.*

Senior Science

COURSE	2 Unit Board Developed Course
CONTACT	Mr James Vella
COURSE DESCRIPTION	Senior Science provides students with a contemporary and coherent understanding of some of the basic laws, theories and principles of Biology, Chemistry, Physics and Earth and Environmental Science and their application. It covers how technology uses these laws, theories and principles and the impact of this science and technology on society. It reflects the interdisciplinary nature of science, technology and society.
SPECIAL REQUIREMENTS	Practical work is a required component of the course.
SUITABLE CANDIDATES	Senior Science caters for a wide range of students, providing stimulation for students who have achieved elementary to substantial achievement levels in the Science Stages 4-5 Course.
EMPLOYMENT / FURTHER STUDY	Senior Science is suitable for students who may or may not wish to study at university. Senior Science is a recommended study or assumed knowledge for some university courses. Consult the university entry requirements for further information. Senior Science is also suitable as a general interest subject for students wishing to study a multi discipline science.
MAIN TOPICS COVERED	Preliminary Course Water for Living Plants Humans at Work The Local Environment HSC Course – Core Topics Lifestyle Chemistry Medical Technology – Bionics Information Systems HSC Course – One Option from the following Options Topics Polymers Preservatives and Additives Pharmaceuticals Disasters Space Science

Senior Science may not be undertaken with Biology, Chemistry, Physics in the Preliminary Year.

Students who have completed the Biology, Chemistry or Physics in the Preliminary Course but do not wish to continue on to the HSC in that Course can elect to undertake the Senior Science HSC Course.

Sport, Lifestyle and Recreation

COURSE	2 Unit Board Endorsed Course
CONTACT	Mr Ian McKenzie
COURSE DESCRIPTION	The Sport, Lifestyle and Recreation content endorsed course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles..
SPECIAL REQUIREMENTS	Practical work is a required component of the course.
SUITABLE CANDIDATES	This course provides a sound platform for further study in coaching or in the fitness industry. It builds upon the learning of PDHPE in years 7 to 10 and suits students who have an interest in sport and physical activity. Note that it does not contribute to an ATAR and is not as academically challenging as Stage 5 PDHPE.
MAIN TOPICS COVERED	<p>Preliminary and HSC Course</p> <p>The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.</p> <ol style="list-style-type: none">1. Aquatics2. Athletics3. Dance4. First Aid and Sports Injuries5. Fitness6. Games and Sports Applications I7. Games and Sports Applications II8. Gymnastics9. Healthy Lifestyle10. Individual Games and Sports Applications11. Outdoor Recreation12. Resistance Training13. Social Perspectives of Games and Sports14. Sports Administration15. Sports Coaching and Training

Studies of Religion

COURSE 1 or 2 Unit Board Developed Course

CONTACT Mrs Cate Allen / Mrs Kerry Ackhurst

COURSE DESCRIPTION Studies of Religion is a two year 1 or 2 Unit Board Course and may be counted in the number of units for ATAR purposes. Undertaking Studies of Religion or Catholic Studies is an essential part of the ethos of the school and forms part of the overall Religious Education at McCarthy. The course is designed to extend the knowledge of students over a wide variety of topics that fall under the heading of Studies of Religion.

Studies of Religion promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context.

In the Preliminary Year students studying Studies of Religion I will study the Nature of Religion and Beliefs and two Religious Tradition Depth Studies from Christianity, Buddhism, Hinduism, Islam and Judaism.

Students studying Studies of Religion II will study the Nature of Religion and Beliefs as well as THREE Religious Tradition Depth Studies. In addition, they will study Religions of Ancient Origins and Religion in Australia Pre1945.

This pattern of study is repeated in the HSC Year.

Textiles and Design

COURSE 2 Unit Board Developed Course

CONTACT Ms Suzanne Day

COURSE DESCRIPTION The Textiles & Design course is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

This course investigates the science and technology of textiles through a study of properties and performance, allowing students to make informed consumer choices in the textiles area. Technological and practical skills are developed and enhanced through the use of textile related principles, as being both functional and aesthetic and as part of the creative design process, are examined within the specialised field of textiles.

This course investigates textiles in society and promotes a greater understanding of the significance of different cultures and their specific use of textile materials. A study of the Australian Textile, Clothing, Footwear and Allied Industries offers students the opportunity to explore advances in technology and current issues facing the industry and employment opportunities.

SPECIAL REQUIREMENTS

Preliminary Course requirements:

- * Textile Project I - from the area of Study of Design
- * Textile Project II - from the area of Properties and Performance of Textiles

HSC Course requirements:

- * Major Textiles Project (students select ONE focus area either apparel, furnishing, costume, textile arts or non-apparel). This project is worth 50% of the HSC Mark.

Students are responsible for the costs involved with their chosen projects in both courses.

SUITABLE CANDIDATES

Students who enjoy design, science and creating. Those who studied Textiles Technology in Years 9 and 10 will find Textiles and Design an extension of this basic work, however, Textiles Technology is NOT a prerequisite to study Textiles and Design.

EMPLOYMENT / FURTHER STUDY

The course provides invaluable basic knowledge for university, TAFE and private college courses in Fashion or Textiles Design.

Visual Arts

COURSE 2 Unit Board Developed Course

CONTACT Mrs Deborah Fulwood

COURSE DESCRIPTION Visual Arts Stage 6 is offered as a course for students with a wide range of needs, abilities and interests. The course caters for the full range of students through learning opportunities based on a flexible content structure consisting of practice (artmaking, art criticism and art history), the conceptual framework (artist, artwork, world, audience) and the frames (subjective, cultural, structural and postmodern). These aspects of content can be engaged more broadly and deeply as students develop increasing autonomy in their practical and theoretical understanding, knowledge and skills.

The Preliminary Course is broad, while the HSC Course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts Courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

SPECIAL REQUIREMENTS

- * artworks in at least 2 expressive forms and use of a Visual Arts Process Diary
- * a broad investigation of ideas in art criticism and art history
- * development of a body of work and use of a process diary

Students are responsible for some of the costs of special materials they choose for the development of their Body of Work in the HSC course e.g. photographic paper.

SUITABLE CANDIDATES This course is suitable for students with interests in developing artmaking skills as well as developing an appreciation of artworks throughout time and place.

EMPLOYMENT / FURTHER STUDY Visual Arts will be useful for students considering careers in areas such as design (landscape, interior, fashion etc), teaching (pre-school, primary, high school and tertiary), film and television industry, architecture, art galleries and museums and many more.

Work Studies

COURSE	1 or 2 Unit Board Endorsed Course (Category B)
CONTACT	Mrs Louise Vella
COURSE DESCRIPTION	Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. It also allows for students to develop a range of skills and attitudes in actual workplace contexts.
SUITABLE CANDIDATES	Work Studies is designed for students who do not wish to obtain an ATAR and who want to develop their workplace skills. It complements any other work-based subject ie SBA, SBT, TVET subjects.
MAIN TOPICS COVERED	<p>The modular structure comprises a compulsory common core and optional course modules.</p> <p>The Core</p> <p>Core studies are compulsory. The core provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules.</p> <p>Core 1: Work and Change Core 2: Experiencing Work</p> <p>Course Modules</p> <p>The course modules expand on the issues introduced in the core. The twelve course modules supplied are:</p> <ol style="list-style-type: none">1. Career Planning2. Job Seeking and Interviews3. Workplace Communication and Interpersonal Skills4. Equity Issues and Work5. Work and Lifestyle6. Workplace Issues7. Self-Employment8. Investigating an Enterprise9. Social Issues and Work10. Work Health and Safety and First Aid in the Workplace11. Work Project12. Work Placement
OTHER	Content endorsed courses can be counted towards the units required for either the Preliminary Record of Achievement or the HSC Record of Achievement, depending on the year(s) in which they are studied. <i>Content Endorsed Courses do not count in the calculation of the ATAR.</i>

TVET COURSES

What are TVET Courses?

TAFE delivered HSC VET Courses (known as TVET) are courses, developed or endorsed by the Board of Studies, which senior secondary school students may study at a TAFE NSW institute while completing their HSC at school. These are vocationally based courses. All TVET contribute to your HSC units but not all can count towards your ATAR which is the ranking universities use to make offers to students.

As TVET courses are taught by TAFE teachers at a TAFE NSW college/campus, these students are also enrolled in TAFE NSW. They are subject to student rights, obligations and policies and also receive TAFE NSW credentials on successful completion of their studies. The range of subjects being offered as TVET courses may vary from year to year. Students can check with TAFE or the school to see which TVET courses are available, *but must apply through the school*. Please be aware that students should be responsible for arranging their own transport home from the TAFE NSW college/campus and that travel out of school hours may be necessary.

Why study TVET

All TVET courses count as units towards your HSC and provide nationally accredited qualifications. TVET courses teach you skills that can give you a head start in some careers, but they can also be used as a foot in the door to further study at TAFE NSW or in a few university courses.

TVET options

The options for study through TAFE are:

- Subsidised courses: with the school and the Catholic Schools Office subsidising the cost of TAFE fees. **Parents make a contribution of \$300 per course per year.** (This is a 2016 fee but it may vary in 2017.) Due to a limited pool of funding available, students are required to undergo the following application process which is finalised by the end of Year 10 with all applicants being advised whether they are successful or not.
- Self-funded TVET courses: whereby parents pay the entire cost of the TVET course which is an option if their child is unsuccessful in applying for a subsidised TVET course or if they do not apply within the time frame allocated for school subsidised applications.

All must be finalised by the end of Week 4 in Term 1 of the Preliminary Year.

Continuation of the TVET from the Preliminary Year to the HSC Year is subject to satisfactory completion of the TAFE course and of satisfactorily meeting school expectations and requirements.

School Based Apprenticeships (SBA) School Based Traineeships (SBT)

What are they?

Over recent years, some changes in curriculum have evolved that allow students to commence an apprenticeship or traineeship whilst still at school in Years 11 and 12 and working towards the HSC.

However, participation in a school-based apprenticeship or traineeship must be considered carefully and only a limited number can be supported financially by the Catholic Schools Office at any one time. For 2017 the CSO charged those completing a school-based traineeship or apprenticeship a levy of \$270 per student per year to offset the costs of supporting these initiatives. This fee may vary in 2017. (If your child does not receive funding support, costs for the course will be up to \$4000 per student. In some cases this could be more.)

Indigenous students may be able to access Traineeships through the Aboriginal Employment Strategy (AES). These Traineeships still require the student to follow the school application process.

School Based Apprentices:

- enter into a Training Contract for a nominal duration of generally five years – two years part-time (Years 11 and 12) followed by three years full-time after the HSC
- undertake a minimum requirement of 100 days of paid employment by 31 December of the year they will complete their HSC (or 180 days for plumbing and electrotechnology or 144 days for bricklaying)
- enrol in a minimum 240-360 hours of study/course work in the chosen Certificate III trade qualification level as specified in the Vocational Training Order (VTO). This will mean they achieve a Statement of Attainment towards Certificate III. This will count for 4-6 units towards Year 11 and 12.
- will continue the apprenticeship, generally with the same employer and RTO, on a full-time basis from 1 January in the year after the HSC for a maximum further three years.

School Based Trainees:

- demonstrate competencies that meet the requirements of the VTO
- receive a nationally recognised VET qualification from the RTO at the relevant level
- receive HSC unit credit for the formal training component
- receive a Certificate of Proficiency issued under the Apprenticeship and Traineeship Act upon completion of their traineeship contract post HSC
- can progress to a related higher-level traineeship post school with credit where appropriate and if desired OR
- progression to a full time apprenticeship post school with credit where appropriate or desired.
- progression using the traineeship is an option and does not guarantee employment.

How will a school-based apprenticeship or traineeship fit in with my HSC?

Both these options involve time out of school. Students must be **very** motivated to catch up on missed work and must also understand that the responsibility for doing this is theirs.

School based apprenticeships and traineeships **will not** suit the needs of all students. Much is required and expected of them. Students will still need to:

- 1) meet the requirements of all subjects – including catching up on any work missed and meeting all assessment deadlines
- 2) have a strong commitment to remain at school and obtain their Higher School Certificate. They must be organised, demonstrate initiative and self-discipline, and be willing to meet the work placement requirements during their school holidays.

The on-the-job component for a school based traineeship will be undertaken in the workplace, and depending on the study schedule, trainees may work during school, after school, on weekends and in school holidays. The formal (off-the-job) training is completed either face-to-face, flexibly or through a combination of both and may be undertaken during school time, after school and during school holidays.

Application Process

Notify Mrs Maxworthy as soon as you have a guaranteed employer.

School-based apprenticeships and traineeships require students to complete time at the workplace and to undertake study, often through TAFE. The Catholic Schools Office undertakes to pay the cost of this training and hence all applications must be approved by them.

Indigenous students who are applying for a Traineeship via the AES are still required to follow the school application process.

STEP BY STEP APPLICATION PROCESS

STEP	TIMING
<p>1. RESEARCH</p> <ul style="list-style-type: none"> • Find out what is involved by attending information nights eg ‘Live, Train, Work, in Tamworth’ and school information evenings • Talk to people at school – Careers Advisor, VET Coordinator, AEW, Teaching & Learning Coordinator about the advantages and disadvantages • Attend the mandatory <i>SBAT/TVET Parent/Student Information Evening - date to be advised</i> • Talk to students currently involved in a school based apprenticeship • Approach employers to find someone willing to employ you as a SBA or SBT • Arrange work experience with potential employers through the Careers Adviser • Indigenous students approach Mrs Herden and attend the TVET Information Night 	<p>Terms 2 and 3 Year 10</p>
<p>2. AT SCHOOL</p> <ul style="list-style-type: none"> • Make an appointment to see the VET Coordinator • Collect an application form • Complete promptly and return to the VET Coordinator who will forward it to the CSO 	<p>Term 3 Year 10</p>
<p>3. CATHOLIC SCHOOLS OFFICE</p> <ul style="list-style-type: none"> • Catholic Schools Office assesses the application and availability of funds • CSO determines if application successful • CSO notifies school of decision 	<p>Term 4 Year 10</p>
<p>4. SIGNING UP</p> <ul style="list-style-type: none"> • A meeting is arranged between all relevant parties – student, parents, CSO, school, training agent, employer • Contracts are signed 	<p>Term 4 Year 10</p>
<p>5. COMMENCE SBA or SBT</p> <ul style="list-style-type: none"> • Following the school’s deadline for changing Preliminary Year subjects, the final date for commencing a SBA is the end of Week 4 of Term 1 in 2017 • Most school students undertaking school-based traineeships will commence at the beginning of Year 11 or the end of Year 10 in order that the minimum part-time employment of 100 days can be met by 31 December of the HSC year. 	<p>Term 1, Week 4 Year 11</p>

Please keep this information in mind if you intend to seek support for a School-based Apprenticeship or Traineeship at McCarthy Catholic College.