Foreword

I welcome your interest in St Francis Xavier’s College and I hope that this handbook will provide you with worthwhile information.

The students at this College are in their final years of education. It is a time of great excitement, opportunity and responsibility. These two years will have a significant impact upon the opportunities that they will have in their future.

Therefore, it is most important that well informed decisions are made now about the courses of study for these two years. The selection of subjects is a process. It is a process that involves investigation, discussion, discernment and judgement. It is not something that can be undertaken quickly or superficially. It will take time and a rigorous thought process.

The role of the College in this process is to provide assistance and advice to the students and their parents. Teachers at the College are experts in the type and extent of work that is involved in each of their courses. At the Information Evening you will have the opportunity to engage with teachers of each subject and thereby gain worthwhile information that will be of assistance.

I believe that it is most important that the students make the most of the opportunities that are available. Accordingly, students at St Francis Xavier’s College will be expected to apply themselves to the best of their ability. For a student undertaking senior studies this will mean studying beyond the classroom so that they are able to gain a thorough understanding of their subjects. Those students who believe that it is appropriate to only meet the minimum requirement, will not reach their full potential and eventually underperform in the Higher School Certificate.

Above all else St Francis Xavier’s College is an educational community that believes in a holistic approach to education. Fundamental in this approach are the Catholic traditions that are embraced in the College where the Gospel values are promoted and experienced.

The College also offers a range of opportunities for students to develop and showcase their talents. Such opportunities exist in sport, performing and creative arts and mock trial. All students are encouraged to be involved in extra-curricular activities so that they can realise their full potential.

On behalf of St Francis Xavier’s College, I welcome you to our community and I hope that your years in our community are fulfilling and rewarding.

#
#
Br Robert Sutton, fms
Principal
Contacting St Francis Xavier’s College

<table>
<thead>
<tr>
<th></th>
<th>Main Office: (02) 4961 2863</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facsimile</td>
<td>(02) 4961 2384</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PO Box 300 Hamilton NSW 2303</td>
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<tr>
<td>In Person</td>
<td>Reception</td>
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<tr>
<td></td>
<td>Administration Building</td>
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<td></td>
<td>Hebburn Street</td>
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<td>Hamilton NSW</td>
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<tr>
<td>Office Hours</td>
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</tr>
<tr>
<td>Monday to Friday</td>
<td>Finance Office: 8.30 am – 3.00 pm</td>
</tr>
<tr>
<td></td>
<td>Student Office: 8:00 am – 3.00 pm</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.hamilton.catholic.edu.au">www.hamilton.catholic.edu.au</a></td>
</tr>
<tr>
<td>Email</td>
<td>St Francis Xavier’s College: <a href="mailto:admin@hamilton.catholic.edu.au">admin@hamilton.catholic.edu.au</a></td>
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<tr>
<td></td>
<td>Finance Office: <a href="mailto:hml-finance@mn.catholic.edu.au">hml-finance@mn.catholic.edu.au</a></td>
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<td></td>
<td>Student Office: <a href="mailto:hml-studentoffice@mn.catholic.edu.au">hml-studentoffice@mn.catholic.edu.au</a></td>
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![Map of St Francis Xavier's College](image)
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<td>Certificate III in Live Production and Services</td>
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<td>Hospitality Continuers</td>
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<tr>
<td>Certificate II in Kitchen Operations</td>
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<td>Only students who have completed the first year of the course are eligible</td>
<td></td>
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### Board Endorsed Courses

These are not externally examined but they have the school assessment mark recorded on the Record of Achievement and the Higher School Certificate.

**These subjects DO NOT count towards the ATAR**

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### Vocational Education & Training (VET) Courses - NON ATAR Courses

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<tr>
<td>Course will be delivered at St Pius X High School, Adamstown: Scheduled 1pm – 5pm Minimum of 10 students will be required to run the course</td>
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<td>TVET: TAFE Delivered Vocational Education and Training Information</td>
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### Stage 6 Life Skills

This is an alternate program of studies for students with special learning needs. Applicants for this program are required to have their learning needs assessed.

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Student Handbook is available on our College Website

[http://hmltn.mn.catholic.edu.au](http://hmltn.mn.catholic.edu.au)
Our Vision and Mission

Launched at the Student Commissioning Ceremony, February 18 2000

Preamble

St Francis Xavier's College is a comprehensive, co-educational Catholic senior high school serving the people of the greater Newcastle region. As part of the Catholic School System we receive our mandate from the Bishop of Maitland-Newcastle and within that the College is administered according to Diocesan Education Policy and shaped by the Marist Tradition of Education.

The College motto ‘Christ My Light’ animates the life of the College and we recognise and celebrate the contribution of our four House Patrons drawing on a central feature of each:

CHAMPAGNAT (Marist Brothers): Family
DOMINIC (Dominican Sisters): Truth
MacKILLOP (Sisters of Joseph): Service
McAULEY (Mercy Sisters): Mercy

We are committed to providing a curriculum that caters for the diversity of student needs, one that is Catholic and imbued with gospel values.

Such a curriculum is holistic (mind, heart, body, soul) challenging, appropriate and is concerned with excellence and a keen sense of personal and social responsibility.

We achieve this by striving to establish a learning community and an enlivening experience of Christian faith so that our graduates leave us as good Christians and good citizens having entered into a personal relationship with Jesus. They will take with them a Catholic perspective, they will be confident in themselves and their education and they will have an attitude to learning that will enable them to respond positively to the challenges and choices that will confront them in an ever-changing world.

Our Vision

St Francis Xavier's College will be recognised as a vital community, proclaiming Jesus as Lord, witnessing Excellence, Generosity and Compassion shaped by the Catholic tradition; where all engage in active evangelisation and quality teaching and learning; where senior students, along with their teachers, parents and carers participate fully in the life of the College reaching out to others through their families, parishes and society; and where all realise their full potential.

Our Values

Our College is a place where people:

- Know that God is recognised and spoken about.
- Feel welcome, accepted and valued.
- Grow as Christians.
- Pursue knowledge and lifelong learning.
- Develop an awareness of social justice and ethical issues.
- Exercise responsible care for each other.
- Understand and appreciate the role and contribution of families
- Grow towards wholeness.
- Develop their own special identity.
- Develop a healthy discipline and respect for self.

Our Mission

To bring St Francis Xavier's College closer to achieving its vision by bringing together the teaching, learning, resources and support services required so that all involved in the College feel enabled and empowered to achieve their vocation in life.
History of
St Francis Xavier's College

St Francis Xavier's College was established in 1985 to serve the Catholic youth of Newcastle and district for the last two years of their secondary schooling. It was seen as a continuation of the Catholic Education system founded in the Diocese of Maitland-Newcastle more than a hundred years ago.

The establishment of this Senior College was a result of a major restructuring of Catholic schools in the Newcastle area at the time. An essential principle of this restructuring was “to establish a system which would provide equality of access and opportunity for both boys and girls, thereby eliminating some inequality that currently existed throughout the city.”

In deciding on one senior co-educational College for the Newcastle area, the Bishop and his advisers reasoned that “St Francis Xavier's College will also be able to offer a wide range of electives and levels, improved class size and maximum use of senior school facilities”.

The choice of the site of Marist Brothers' High School, Hamilton was greatly influenced by its centrality and accessibility to transport facilities.

1985, the inaugural year of the new College, was a transitional year with co-educational classes in Year 10 as well as in Year 11, and with boys only in Year 12. It was not until the following year that there were only Years 11 and 12 at the College. 1986 saw a total student enrolment of approximately 850. This number has continued to grow steadily so that in 1994 we had an enrolment in excess of 1000 for the first time.

From the beginning there has been an ongoing building program necessitated by an increasing enrolment and a changing school curriculum. There were also the disastrous effects of the 1989 earthquake involving considerable damage to many of the College buildings. It took at least two years to restore some buildings and to replace others completely lost.

There is now an emphasis on creating a digital education environment as well as Trade Training facilities.

The MacKillop Centre, a special needs initiative, provides support for students with a disability enabling them to achieve a HSC credential. In the second half of this year work will begin on a Hospitality Block.

The College has developed a strong social justice focus. Some students have the opportunity to participate in an Immersion experience, leadership activities and local community activities.

The College looks to the future with much confidence, grounded in the knowledge that the foundations have been well laid by members of the College community in the past. We look to you, the present community, to add to its proud, rich and diverse history.
The Motto

“Christus Lux Mea” (Christ My Light) emphasises the reason for the existence of the College. It is essentially a Catholic community dedicated to the development of personal excellence in its members and the spread of this excellence to the wider community.

The Cross

In bold detail, is the centre, the strength and the uniting theme of the badge. It emphasises elements of self-discipline and self-sacrifice implied in the motto.

St Francis Xavier

When the Marist Brothers’ school “St Mary’s Star of the Sea” moved from Newcastle on the Hill to our present College site in 1928, St Francis Xavier was chosen as the Patron Saint of the new school. He was a great Jesuit scholar, a missionary to our Asian neighbours and one of the Patron Saints of Australia.

The Sailing Ship

Emphasises the missionary element in the life of St Francis Xavier and in the life of every Christian in spreading the “Good News”.

The Star

Mary, Mother of God, guides all Christians on their journey through life, and Mary “Star of the Sea” is a very old and favourite title given to her. As stated above, it was the name given to our first Newcastle school in 1898.
# College Staff 2015

## House Coordinators

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</thead>
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<td>Mr Nick Dalton</td>
</tr>
<tr>
<td>11 Dominic</td>
<td>Ms Kim Scully</td>
</tr>
<tr>
<td>11 MacKillop</td>
<td>Mr Peter Wilkinson</td>
</tr>
<tr>
<td>11 McAuley</td>
<td>Ms Cassie Mowbray</td>
</tr>
<tr>
<td>12 Champagnat</td>
<td>Mr Daniel Mitchell</td>
</tr>
<tr>
<td>12 Dominic</td>
<td>Mr Michael Sibert</td>
</tr>
<tr>
<td>12 MacKillop</td>
<td>Ms Jo Begley</td>
</tr>
<tr>
<td>12 McAuley</td>
<td>Mr Robert Sheridan</td>
</tr>
</tbody>
</table>

## Studies Team

### Creative & Performing Arts
- Mr Patrick Campbell

### English
- Mrs Carole Houston

### HSIE
- Mr Tony Stone

### Languages
- Ms Vlasta Veltruski

### Mathematics
- Mr Andrew Middleton

### PDHPE
- Mr Chris Henry

### Religion
- Rev Jonathon Noble

### Science
- Mr Peter Brown

### Technologies
- Mrs Patricia Stallard

### Vocational Education & Training
- Mrs Rosemary Sheridan

### Learning Support
- Miss Sascha Flick

### Learning Technology
- Mr Philip Oke

## Administration Personnel

### College Counsellors
- Mr Wayne Caruana
- Ms Renee Tyczynski

### Principal's Secretary
- Mrs Sue Maloney

### Finance Officer
- Mrs Debra Maynard

### Registrar
- Mrs Kirsty Bernasconi

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*Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition*
College Environment

The College sets out to present a safe and caring environment. Our commitment is to excellence in education and pastoral care on a group and individual basis.

The College is a place where you can:

- Know that God is recognised and spoken about.
- Feel welcome, accepted and valued.
- Grow as Christians.
- Pursue knowledge and lifelong learning.
- Develop an awareness of social justice and ethical issues.
- Exercise responsible care for each other.
- Understand and appreciate the role and contribution of families.
- Grow towards wholeness.
- Develop your own special identity.
- Develop a healthy discipline and respect for self.

To allow you to meet your full potential, it is necessary for you as a College student:

- to be determined about your program of study.
- to participate in what is offered to you within the College program.
- to recognise that in this community the rights and concerns of others have to be recognised as well.
- to work with one another and all of the staff to foster the welfare of all.
- to be a ‘giver’ rather than a ‘taker’.

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Tutor Group and House System

The Tutor Group is the basic pastoral care group within the College. Each group consists of fifteen to eighteen students. The Tutor Group, under the care of a member of staff known as the Tutor Group Teacher, stays together for the entire two years.

The purpose of Tutor Group is to give you a place “to be at home” within the College; it will be a place where you will feel most supported and very much at ease with a particular group of students and the member of staff appointed as the Tutor Group Teacher. The teacher develops a solid rapport with the students, and makes every effort to be available and to help you. You will be encouraged to be appropriately and fully involved in College life.

The Tutor Group meets each day. This time is devoted to prayer, to the general welfare of the students, as well as serving as a means of communication through the Daily Notices, and as an opportunity for the Tutor Group Roll to be marked.

The Tutor Group unit remains intact for the bigger events of the College calendar: the students for example, will generally go away as a group for the Year 12 Retreat. A pleasing feature of Tutor Group life is the social interaction among the students and their Tutor Group Teacher, not only on a daily basis at school, but also for an occasional evening meal together throughout the year.

The Tutor Groups are grouped together into four Houses with a House Coordinator appointed to each grouping.

The names of the Houses acknowledge the four religious orders who established Catholic education in the Diocese of Maitland-Newcastle.

**Champagnat** *(Marist Brothers)*

**Dominic** *(Dominican Sisters)*

**MacKillop** *(Sisters of St Joseph)*

**McAuley** *(Sisters of Mercy)*

Most of the College’s administration, its sport carnivals and its celebrations are carried out through the House system.

House Day Celebrations 2014

*Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition*
The House Names

The names of the four Houses which the students belong to come from the founders of the religious orders which firmly established Catholic education in the diocese in the last century.

Champagnat House
Takes its name from Saint Marcellin Champagnat, the founder of the Marist Brothers. The Brothers were founded in France in 1817 to respond to the spiritual and physical needs of the young and poor, especially through education. By the time Champagnat died in 1840, there were over 280 Brothers, and already some had left as missionaries in lands far away. Today, Marist Brothers live and work in 70 countries and number about 6000. They came to the Diocese of Maitland in 1898, opening schools in Maitland and Newcastle.

Dominic House
Is named after the Spaniard, St Dominic de Guzman, ca. 1170-1221, the founder of the Order of Preachers (the Dominicans). At an early age Dominic was motivated to oppose the heresy at the time which promoted the dual concept of a good God and an evil God. Travelling on foot, Dominic founded communities of his Priests and Sisters in France, Italy and Spain. The Sisters of St Dominic are now found in all parts of the world. They came to the Diocese of Maitland in 1867.

MacKillop House
Is named after Saint Mary MacKillop, the founder of the Sisters of St Joseph. Mary, the eldest of eight children, was born in Melbourne on 15 January 1842. Not a great deal is known about her early life and education, but as an adult she wrote that her home was not a happy one. Her father experienced great difficulty in supporting his family, emotionally and financially. At the age of 16 Mary sought employment and had a succession of jobs. In 1860, when she was 18, Mary went to Penola in South Australia, where she took up the position of governess. It was here that she first met Fr Julian Tenison Woods. Between them they established a new religious congregation dedicated to the work of educating children in the area. The Sisters of St Joseph were founded, and schools conducted by them spread rapidly. They came to the Diocese of Maitland, to Lochinvar, in 1883.

McAuley House
Is named after the Venerable Catherine McAuley, 1778-1841, the founder of the Sisters of Mercy. Born in Dublin, she established a House of Mercy for the poor in Dublin in 1827, and, with encouragement from the local archbishop, founded a religious community in 1831 to serve the poor, the sick, and the distressed. Between 1831 and 1841, the year of her death, Catherine personally opened twelve of the fourteen original Convents of Mercy. In time, the Sisters of Mercy became the largest group of women religious established in the English-speaking world. They came to the Diocese of Maitland, to Singleton, in 1875.
All students at the College have the potential for Leadership and are called upon to exercise it. Being a Senior College there ought to be a high level of maturity and responsibility among students.

At the formal level emphasis is placed on the role students play in the organisation of the College, and this takes the form of leading College assemblies, House Day celebrations and organisation, and pivotal roles in major College events.

**One area that involves everyone is the care that we should have for one another.**

Then there are the particular areas of leadership.

**Tutor Group Representatives**
The Tutor Group elects representatives who help to organise the Tutor Group and support the Tutor Group Teacher. They also meet with the other Tutor Group Representatives in their House and the House Captain.

**Student Council**
The Student Council comprises a group of students who are elected from the student body to represent their interests and to promote events which improve the way of life at the College for each student. There are two College Captains and two Vice-Captains. They are assisted by the House Captains and sometimes other representatives, who form the Council.

Four members of the Council fulfil the role of House Captain. They have the responsibility of holding meetings with the Tutor Group Representatives in their House and of presenting the concerns of the House to the Council.

There is a Leadership Camp held for potential College leaders at the end of the Preliminary Year. They nominate the students who are to be considered for appointment to the Student Council and the various Offices for the following year.

Attending the Leadership Camp are two elected representatives from each Tutor Group and those who have demonstrated leadership qualities during Year 11. From this group of approximately seventy students the leadership team is elected and appointed.

**Marist Schools’ Leaders**
The College leaders are also active in activities with student leaders from the broad range of Marist schools.
Fee Information 2016

Enrolment Fee
A condition of enrolment, directed by the Catholic School’s Office is the payment of a non-refundable Enrolment Fee of $100.00. This fee is payable when the Application Form is submitted.

Finalisation of school fee payments at your current school is a condition of enrolment at St Francis Xavier College. A Fee Clearance will be requested from your current Principal.

As ever, our system repeatedly declares that genuine inability to meet tuition and other school fees does not exclude access to a school within the Diocesan system by a child of a family genuinely committed to the Catholic faith and practice.

For financial enquiries, please contact the school Finance Office on (02) 4961 2863, Monday to Friday, between 8.30am and 3.00pm.

Applying for Fee Concession
Families are encouraged to contact the Finance Office to discuss. Application details will also be available at the time of interview.

Holders of Health Care Card or Pensioner Card, please submit your card details to the Finance Office from February 2016. The rebate is applicable to your tuition fees, less any family discount applied.

School fees are reviewed in the latter half of each year by the Catholic Schools Office, Diocesan Office and College Executive. Therefore 2016 School Fee costs are not currently available, however as a guide we have included the 2015 School Fee structure.

Please note that it is expected there will be an increase to school fees for 2016.

2016 School Fee Structure
(example only based on 2015 fees)

<table>
<thead>
<tr>
<th>Description</th>
<th>Yearly amount</th>
<th>Per term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Tuition Fee per Student</td>
<td>$2343.00</td>
<td>$781.00 x 3</td>
</tr>
<tr>
<td>*Family Discount: The family discount is applicable only to Tuition fees, which will be applied to each child enrolled in a Maitland-Newcastle Diocesan School.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Children per family</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 child family</td>
<td>0%</td>
</tr>
<tr>
<td>2 child family</td>
<td>10%</td>
</tr>
<tr>
<td>3 child family</td>
<td>20%</td>
</tr>
<tr>
<td>4 child family</td>
<td>40%</td>
</tr>
<tr>
<td>5 child family</td>
<td>50%</td>
</tr>
<tr>
<td>2015 Diocesan Family &amp; School Building Levy per family (eldest child)</td>
<td>$639.00</td>
</tr>
<tr>
<td>The Diocesan Family &amp; School Building Levy is a compulsory fee, a rebate is only applicable to families who contribute to the Parish Planned Giving. As the Diocesan Family &amp; School Building Levy is a compulsory fee it is not tax deductible.</td>
<td></td>
</tr>
</tbody>
</table>

| 2015 Year 11 Facilities & Resource Fee per student | $471.00 | $157.00 x 3 |
| 2015 Technology Levy per Family | $100.00 | $100.00 paid in Term 1 |
| 2015 High Cost Elective Course Fee per Student | Various amounts | Paid in Term 1 |
| 2015 Work placement Insurance (if applicable) | $20.00 | $20.00 paid in Term 1 |

NB: Each student will be insured for school related activities, included in the tuition fees will be an insurance component for Personal Accident and Disability.
**Student Uniform**

**The Uniform is one of the College’s expectations.**

*It is the responsibility of students to know and to follow the requirements of the College uniform, presenting themselves neatly and properly attired each school day and at every school function.*

A Uniform Code has a number of functions:

- Like many of our dressing rituals the donning of the uniform helps to focus our minds on what lies ahead. In this case it helps to focus the student on the school and the requirement that school work and learning be the priority.
- It removes the need to have a range of ‘fashion labels’ with which to attend school. We come dressed the same. It says something about all being in this together, and it is an external sign of our belonging.
- In a school this size, the uniform has a safety and welfare dimension. Students attend courses both here and other sites eg TAFE. It helps us to locate students and to ensure that all who come onto the College campus are enrolled here.
- It has a modifying influence on extreme forms of behaviour. The uniform and the College are well known. To the extent that it challenges students to behave in a way that safeguards or fosters the good reputation of the College, then it serves a useful purpose.

So, the uniform is part of the education we provide. Students are to wear it and wear it well! This includes black leather (polishable) shoes. The shoe should give protection to the upper foot and have safe heels and soles. This has been a requirement of enrolment.

*For ladies, the wearing of “ballet” style footwear DOES NOT conform to OH&S standards.*

*If for some reason a student is unable to present himself or herself in the complete uniform then a note should be carried to explain the situation. This is for reasons of accountability and courtesy.*

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**Alinta Apparel : College Uniform Supplier**

**OPENING HOURS**

- Tuesday
  8:30 am – 12:30 pm
- Thursday
  10:30 am – 12:30 pm

Convenor : Yvonne Hicks
Uniform Shop : (02) 4962 4423
Email: stfrancisxaviers@alinta.com.au

Alinta will take payments in the form of cash, credit card, or debit card.

Uniform price list & **online shopping** available at:
An area of concern is that sometimes students can miss learning opportunities due to absence. This is particularly relevant in regards to assessments. Therefore students taking leave during school time is of great significance especially in Years 11 and 12.

To this end I would like to highlight one area of concern – students taking leave during school terms. While we understand that families are sometimes only able to take holidays outside of school holidays there are now implications that parents/guardians need to be aware of in relation to the matter of student leave.

- To comply with government regulations absences must be authorised by parents or guardians within seven (7) school days of the absence occurring.
- All leave for more than five (5) days must be requested by letter to the Principal.
- Late students receive a printed receipt to be signed by a parent or guardian and returned to the Student Office.
- SMS messages are automatically sent each day unless the Student Office has been notified of the absence.
- Parents are advised of attendance issues by letter twice each term, first five weeks of term and last five weeks of term.

As a general rule students will not be granted leave during examination blocks – these blocks are:

- **Mid Course Exams**: Monday, 23 May, 2016-Wednesday, 1 June 2016 (inclusive)
- **Final Exams**: Monday, 5 September 2016-Thursdays, 15 September 2016 (inclusive)

- Student Office Phone number: 4961 2110
- Student Office email: hml-finance@mn.catholic.edu.au

To clarify, if students are absent during exams (other than ill) they will not be given an estimate for the exam. They may, depending on circumstances, be given the opportunity to sit for an alternate exam before the exam block. It is impossible to maintain security and to run a parallel exam timetable with 500 plus students to consider, neither is it fair for some students to have additional time to prepare for exams.

Parents should also be aware that if students are absent in the weeks prior to the examination block, students can be disadvantaged as teachers may be completing work or revising work that is included in the examination.

Should you have issues arise that impact on your child’s attendance it is very important that you contact the relevant House Coordinator, Assistant Principal-Dean of Students or Assistant Principal-Dean of Studies.
Religious Education Agreement

Instructions for student/parent/caregiver/legal guardian
1. Please read this document carefully.
2. Discuss the Religious Education Agreement with your child.
3. All students/parents/caregivers/legal guardians are required to sign this document.
4. The original form will be issued for signing prior to your final interview.

Religious Education is the foundation of our existence as a College. It is not only the academic classes such as Studies of Religion, which make up present day Religious Education. Studies of Religion or Catholic Studies are elements of our religious education program. These courses are knowledge based. In the case of Studies of Religion the syllabus is developed by the BOS, and is available to all HSC students in New South Wales.

The other very important elements of Religious Education are social justice and the personal Board of Studies spiritual and faith development component.

The ethos of our College is the essence of this: how we view our world as Catholic-Christians; how we relate in our Gospel tradition; the values we espouse based on our attitude to Christ and each other; our involvement and experience of our Catholic-Christian traditions.

To enhance our students' experience of our Catholic-Christian life we provide prayer and liturgical activities, and reflection and retreat experiences.

It is mandatory for students at St Francis Xavier's College to be available to participate in the Year 12 Retreat – held in Term 2

Attendance is Compulsory

We have read this Religious Education Agreement and we are aware of the College's expectation that it is mandatory for students at St Francis Xavier's College to be available to participate in Year 11 Reflection Day and Year 12 Retreat.

Name of Student
(please print) ___________________________ Signature ___________________________

Name of parent/caregiver/legal guardian
(please print) ___________________________

Signature of parent/caregiver/legal guardian ___________________________ Date ________________

Please note: This agreement for your child will remain in force as long as he/she is enrolled at the College. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.
Statement of Understanding Agreement

Instructions for student/parent/caregiver/legal guardian

1. Please read this document carefully.
2. Discuss the Statement of Understanding Agreement with your child.
3. All students/parents/caregivers/legal guardians are required to sign this document.
4. I understand that by NOT cooperating with the conditions shown below, the student’s continuing enrolment in this College may be placed in jeopardy.
5. The original form will be issued for signing prior to your final interview.

I, (student name – please print)……………………………………………………………………….… accept the offer of enrolment at St Francis Xavier’s College, and give an undertaking to abide by the following conditions.

1 I recognise and accept the aims of the College as a Catholic School and will support it’s religious practices and programs. I will attend and participate fully in all RE classes and College liturgies.
2 I understand that my attendance and participation at Year 12 Retreat is mandatory. Only the Principal can provide an exemption from this activity.
3 I will accept the rules and discipline and will abide by the directions given for the good management of the College. In particular I agree that I shall:
   • respect the rights of all people in the College community and their property.
   • be polite and courteous at all times.
   • be punctual to all my commitments.
   • wear my designated College uniform correctly at all times.
   • be well groomed.
   • remain on the College premises unless I have approved leave.
   • strive to behave in a manner that will be a credit to myself and the College in any activity, attending excursions, and especially when travelling to and from the College.
4 Realising that the two years of Senior Secondary education will require my best efforts, I will accept the conditions of study, which include attendance at all classes, and the work involved in such studies, as prescribed by the College and the Board of Studies. I understand that academic commitments normally take precedence over casual employment and external sporting involvement.
5 Realising the harmful nature of tobacco products, alcohol and illegal drugs, I agree to abide by the regulations which forbid their use and / or possession:
   • on my way to and from the College.
   • at the College.
   • on excursions, retreats, socials or any College associated activity.
6 I will use social networking in a positive way.
7 I will take an active part in College activities and will try to foster a sense of community spirit in the College.
8 I will not advertise or organise any activity which contradicts the values that the College upholds, and I will not use the College’s name in association with any social function without the approval of the Principal.

We have read this Statement of Understanding Agreement and we are aware of the College’s expectation of enrolment at St Francis Xavier’s College and give an undertaking to abide by the above conditions.

Name of Student
(please print).............................................................................................................. Signature ........................................................................

Name of parent/caregiver/legal guardian
(please print)..............................................................................................................

Signature of parent/caregiver/legal guardian ................................................................ Date ____________________

Please note: This agreement for your child will remain in force as long as he/she is enrolled at the College. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.
Safety Footwear Agreement

Personal Protective Equipment

Instructions for student/parent/caregiver/legal guardian

1. Please read this document carefully.
2. Discuss the Safety Footwear Agreement - Personal Protective Equipment - rules with your child.
3. **ALL** students/parents/caregivers/legal guardians are required to sign this document, regardless of what subjects have been selected.
4. The original form will be issued for signing prior to your final interview.

Students enrolled in the following subjects at St Francis Xavier's College are required to supply and wear appropriate safety work wear when participating in practical activities associated with the course and work placement:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Footwear</th>
<th>Personal Protective Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VET</strong> Construction</td>
<td>Steel capped leather work boots</td>
<td>• Hi Vis Shirt, Cotton Drill Work Shorts/Pants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Safety Glasses, Hearing Protection</td>
</tr>
<tr>
<td><strong>VET</strong> Metal &amp; Engineer</td>
<td>Steel capped leather work boots</td>
<td>• Cotton Drill Overalls OR Long Sleeve Cotton Drill Shirt and Cotton Drill Pants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Safety Glasses, Hearing Protection, Welding Gloves</td>
</tr>
<tr>
<td><strong>VET</strong> Furnishing</td>
<td>Steel capped leather work boots</td>
<td>• Apron, Safety Glasses, Hearing Protection</td>
</tr>
<tr>
<td><strong>VET</strong> Hospitality</td>
<td>Fully enclosed firm leather shoes</td>
<td>• Chef’s Uniform: Pants, Jacket, Neckerchief, Apron and Hat</td>
</tr>
<tr>
<td><strong>TAS</strong> Design &amp; Technology, <strong>AND</strong> Industrial Technology Furniture</td>
<td>Steel capped leather work boots</td>
<td>• Apron, Safety Glasses, Hearing Protection</td>
</tr>
</tbody>
</table>

This compliance is mandatory and deemed necessary for the College to fulfil its Work, Health & Safety regulations and its duty of care for the safety of the students. Students without the required footwear **WILL NOT** be able to take part in practical lessons or complete Work Placement.

We have read this Safety Footwear Agreement – Personal Protective Equipment, and we are aware of the College’s initiatives to maintain a safe learning environment. The student agrees to comply with these rules for all practical lessons and Work Placement.

Name of Student
*(please print)* ___________________________ Signature ___________________________

Name of parent/caregiver/legal guardian
*(please print)* ___________________________

Signature of parent/caregiver/legal guardian ___________________________ Date ___________________________

*Please note:* This agreement for your child will remain in force as long as he/she is enrolled at the College. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.
CyberSafety User Agreement for Secondary Students

Instructions for students

This document contains this cover page and three sections:

- **Section A:** Introduction
- **Section B:** Cybersafety Rules for Secondary Students
- **Section C:** Cybersafety Use Agreement Form.

1. Please read sections A and B carefully. If there are any points you would like to discuss with the school, let the school office know as soon as possible.

2. Discuss the cybersafety rules with your child.

3. Sign the user agreement form (Section C) and return that page to the school office.

4. Please keep Sections A and B for future reference.

**Important terms used in this document:**

(f) The abbreviation ‘ICT’ in this document refers to the term ‘Information and Communication Technologies’.

(g) ‘Cybersafety’ refers to the safe use of the Internet and ICT equipment/devices, including mobile phones.

(h) ‘School ICT’ refers to the school’s computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below.

(i) The term ‘ICT equipment’ used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, ICT device as they come into use.

(j) ‘Objectionable’ in this agreement means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment.

* The term ‘parent’ used throughout this document also refers to legal guardians and caregivers.

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Section A: Introduction

The school’s computer network, Internet access facilities, computers and other school ICT equipment bring great benefits to the teaching and learning programs and to the effective operation of the school. The use of the school’s ICT equipment are for educational purposes appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on or off the school site. Parents need to note that while our school has rigorous cybersafety practices in place, it is not possible to completely eliminate the risk of exposure to inappropriate online content.

The school may monitor traffic and material sent and received using the school’s ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email. You should be aware that general internet browsing by your child from home or other locations other than school are not monitored or filtered by the school.

The school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit.

All students will be issued with a user agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment.

Section B: Cybersafety Rules for Secondary Students

1. I cannot use school ICT equipment until my parent(s) and I have signed my Cybersafety User Agreement form and the completed form has been returned to school.
2. I will log on to school ICT with the user name the school has issued me with. I will not allow anyone else to use my user name. I will not tell anyone else my password.
3. While at school or a school-related activity, I will not have any involvement with any ICT material or activity which might put myself or anyone else at risk (e.g. bullying or harassing).
4. I understand that I must not at any time use ICT to upset, offend, harass, bully or threaten or in any way harm anyone connected to the school or the school itself, even if it is meant as a joke.
5. I understand that the rules in this use agreement also apply to mobile phones. I will only use my mobile phone(s) at the times that I am permitted to during the school day.
6. I understand that I can only use the Internet at school when a teacher gives permission and there is staff supervision.
7. While at school, I will not:
   a. Access, or attempt to access, inappropriate, age restricted, or objectionable material.
   b. Download, save or distribute such material by copying, storing, printing or showing it to other people.
   c. Make any attempt to bypass security, monitoring and filtering that is in place at school. This includes but is not limited to the use of Internet proxy anonymisers.
8. If I accidentally access inappropriate material, I will:
   a) Not show others
   b) Turn off the screen or minimise the window and
   c) Report the incident to a teacher immediately
9. I understand that I must not download any files such as music, videos, games or programs without the permission of a teacher. This makes sure the school complies with the Copyright Act 2006. I also understand that anyone who infringes copyright may be personally liable under this law.

10. I understand that these rules apply to any privately owned ICT equipment (such as a laptop, mobile phone, USB drive) I bring to school or a school-related activity. Any images or material on such equipment must be appropriate to the school environment. I also understand that the school can view the contents stored on these devices when brought to school or a school activity.

11. I will not connect any device (such as a USB drive, camera or phone) to, or attempt to run any software on, school ICT without a teacher’s permission. This includes all wireless technologies.

12. I will ask a teacher’s permission before giving out any personal information (including photos) online about myself or any other person. I will also get permission from any other person involved. Personal information includes name, address, email address, phone numbers, and photos.

13. I will respect all ICT systems in use at school and treat all ICT equipment with care. This includes:
   - Not intentionally disrupting the smooth running of any school ICT systems
   - Not attempting to gain unauthorised access to any system
   - Following all school cybersafety rules, and not joining in if other students choose to be irresponsible with ICT
   - Reporting any breakages/damage to a staff member.

14. I understand that the school may monitor traffic and material sent and received using the school’s ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.

15. I understand that the school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including email.

16. I understand that if I break these rules, the school may inform my parent(s). In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs. If illegal material or activities are involved, it may be necessary for the school to inform the police.
CyberSafety User Agreement for Secondary Students

Instructions for student/parent/caregiver/legal guardian
1. Please read this document carefully.
2. Discuss the CyberSafety User Agreement for Secondary Students rules with your child.
3. All students/parents/caregivers/legal guardians are required to sign this document.
4. The original form will be issued for signing prior to your final interview.

CyberSafety User Agreement for Secondary Students

Section C: Secondary School Cybersafety User Agreement

Schools and the CSO will be doing their best to enhance learning through the safe use of ICT. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or school ICT equipment and devices at school, or at school-related activities. Working progressively with students and their families, teachers will encourage and develop an understanding of the importance of cybersafety. This includes providing children with strategies to keep themselves safe in cyberspace and attending to enquiries from parents or students about cybersafety issues.

We will respond to any breaches in an appropriate manner as per the CSO Workplace Internet, Email and Network Usage Policy document.

To the student/parent/caregiver/legal guardian, please:
1. Read this page carefully to ensure that you understand your responsibilities under this agreement
2. Sign the appropriate section on this form
3. Detach and return this form to the school office
4. Keep the document for future reference, as well as the copy of this signed page which the school will provide.

Student responsibilities include:

- Reading this cybersafety use agreement carefully and discussing the agreement with my parents.
- Following the cybersafety rules and instructions whenever I use the school’s ICT
- Following the cybersafety rules whenever I use privately-owned ICT on the school site or at any school-related activity, regardless of its location
- Avoiding any involvement with material or activities which could put at risk my own safety, or the privacy, safety or security of the school or other members of the school community
- Taking proper care of school ICT. I know that if I have been involved in the damage, loss or theft of ICT equipment/devices, my family may be responsible for the cost of repairs or replacement
- Keep this document somewhere safe so I can refer to it in the future
- Asking the school’s staff if I am not sure about anything to do with this agreement.

Please detach and return this section to school.

I have read this cybersafety user agreement and I am aware of the school’s initiatives to maintain a cybersafe learning environment, including my child’s responsibilities.

Name of Student
(please print) ___________________________ Signature ___________________________

Name of parent/caregiver/legal guardian
(please print) ___________________________ ___________________________

Signature of parent/caregiver/legal guardian ___________________________ Date

Please note: This agreement for your child will remain in force as long as he/she is enrolled at the College. If it becomes necessary to amend any information or rule, parents will be advised in writing.

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Requirements for the Award of the HSC

There are three points about the structure of the Higher School Certificate (HSC) that you need to bear in mind.

1. The Board of Studies (BOSTES) divides the two years of Senior Schooling into PRELIMINARY (generally meaning Year 11) and HSC (generally meaning Year 12). Students must have satisfactorily completed the Preliminary course in a subject before they can attempt the HSC component of a course. The HSC courses commence in Term 4 of Year 11.

2. All courses offered for the Higher School Certificate have a unit value of either 1 or 2 units. Each Unit involves class time of about 120 hours and has a value of 50 marks in the HSC. Since most courses are 2 units it means that these will take 240 hours (four periods per week) and be marked out of 100.

3. Extension study is available in a number of subjects and they build upon the content of the 2 unit course. These extension courses are each of 1 Unit value. In the Preliminary Year (Year 11) extension courses are available in English and Mathematics. Continuing and additional extension courses are available in these subjects in the HSC year. Extension courses may also be available in the HSC year in History, Music, Languages and perhaps some of the VET courses. Students need to be high achievers in these subject areas if they are hoping to attempt the extension courses.

If you wish to be awarded the HSC

- You must have achieved some or all course outcomes.
- You must sit for and make a serious attempt at all internal assessments and the Higher School Certificate examinations.
- You must demonstrate a sustained and diligent effort to the set tasks and experiences provided in the course by the school.
- You must study at least 12 units in the Preliminary course and at least 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English.
  - at least three courses of 2 units value or greater.
  - at least four subjects, including English.
  - a maximum of 6 units of courses in Science can contribute to HSC eligibility.
- If studying a VET course must complete Work Placement.

If you wish to receive an ATAR (Australian Tertiary Admission Rank)

- You must study a minimum of 10 Board Developed units in the HSC course and count no more than 2 units of Category B courses in your best 10 units.

At St Francis Xavier’s College you must include at least 1 unit of Religion in your program.
If you wish to use your HSC to gain admission to a university you need to satisfy the requirements for an ATAR.

**Rule 1 – Eligibility for an ATAR**

To be eligible for an ATAR a student must complete at least ten units of Board Developed courses including at least two units of English (excluding English Studies). The Board Developed courses must include at least three courses of two units or greater, and at least four subjects.

**Rule 2 – Categorisation of Subjects**

Board Developed courses are classified by the universities as Category A or Category B. The criteria for Category A courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies.

Only the best TWO units from Category B courses are available for inclusion in the calculation of the ATAR. All of the VET courses eligible for an ATAR are Category B.

**Rule 3 – Calculation of the ATAR**

The ATAR will be based on an aggregate of the scaled marks in the best ten (10) units of Board Developed courses comprising:

- the best two units of English;
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.
Transition Information

For many students, choosing subjects can be daunting enough without choosing career pathways. It is important however, that students recognise the importance of course selection in helping to determine their final outcome.

Statistically, around half the Colleges’ students receive an offer from University. The remainder undertake apprenticeships, traineeships, attend TAFE or take up employment.

Students’ immediate post-school transitions are not as limited as they once were. Students may undertake many different pathways. Here is a brief description of entry levels of the five main post-school pathways students undertake:

Apprenticeships

While apprenticeships still occur, numbers available have declined. Employers prefer students with a HSC credential but apprenticeships usually do not require the HSC. Students who are intent on gaining an apprenticeship should consider Vocational Education and Training subjects (VET subjects).

Employment

Most students who engage in employment immediately after school typically enter positions that require little or no formal training. Depending on the industry however, some form of Vocational Education and Training (VET course) would assist.

TAFE and Other Education

TAFE entry varies depending on the course. Students who complete their HSC can generally enter at a Certificate III or IV. Similarly, minimum qualifications for other Registered Training Authorities may vary, though again the majority will accept the HSC for most courses. Students who are considering a TAFE level qualification should consider Vocational Education and Training (VET) in their intended area of study as it will provide credit towards their study.

University Entry

There are several ways to gain access to university, but for many school leavers the ATAR remains the key entry method. The Australia Tertiary Admission Rank ATAR can be used for access to most higher education institutions in the country. Students who are considering a University pathway could consider one VET Course as part of their ATAR.

Students and parents should consider transition information when making subject selections. Importantly, students should only consider an ATAR pathway where the intended outcome is University Entry.

Students who intend to undertake an apprenticeship or traineeship who do not complete some form of Vocational Education and Training relevant to their career pathways may find themselves disadvantaged.

Many students utilise TAFE and equivalent qualifications for entry into university. A Certificate IV may allow entry at the University of Newcastle, in many of their graduate courses.

For more information, please contact
Julie McLoughlin
Careers Coordinator
julie.mcloughlin@mn.catholic.edu.au
Subject Selection
By Industry

### Elective Pool – Industry Specific

<table>
<thead>
<tr>
<th>Industry (and example occupation)</th>
<th>Elective Pool</th>
</tr>
</thead>
</table>
| Automotive (eg, Automotive Mechanic) | TVET: Automotive  
VET: Metal & Engineering |
| Beauty (eg Hairdresser) | TVET: Beauty  
VET: Business Services |
| Business Services (eg Office Administrator) | VET: Business Services |
| Children’s Services (Child Care Worker) | TVET: Aged Care Work and Children’s Services  
Electives:  
* Community & Family Studies  
* Exploring Early Childhood is recommended as the 1 Unit elective course |
| Community Service (eg Aged Care) | VET: Community Services  
VET: Business Services  
* Community & Family Studies |
| Construction – Carpentry, Joinery and Cabinet Making  
Construction – Plumbing | VET: Furnishings  
VET: Construction  
VET: Metal and Engineering  
Maths |
| Electrical (eg Electrician) | TVET: Electrotechnology  
VET: Metal & Engineering  
VET: Construction & Maths |
| Engineering – trade (eg, Electrical Fitter)  
Engineering – paraprofessional (eg, Aviation Technician) | TVET: Electrotechnology  
VET: Metal & Engineering  
VET: Construction  
Design & Technology or Industrial Technology + Maths  
Engineering Studies: 2 unit Mathematics recommended |
| Health Services (eg Registered Nurse) | TVET: Community Services  
VET: Business Services  
Community & Family Studies & Biology |

<table>
<thead>
<tr>
<th>Industry (and example occupation)</th>
<th>Elective Pool</th>
</tr>
</thead>
</table>
| Hospitality Industry – Chef/Cook | VET: Hospitality  
VET: Business Services OR  
VET: Retail |
| Information Technology (eg Network Administrator) | VET: Information Technology  
TVET: Electrotechnology  
Any of Industrial Technology: Multimedia, Information Processes & Technology or Software Design & Development |
| Mining and Minerals | VET: Construction  
VET: Metal & Engineering  
TVET: Electrotechnology |
| Manufacturing – Metals  
Manufacturing – Wood | VET: Construction  
VET: Metal & Engineering  
TVET: Electrotechnology  
VET: Furnishings  
VET Construction |
| Primary Industry (eg Veterinary Nurse) | VET: Business Services  
TVET in Animal Care |
| Property Services (eg Real Estate Agent) | VET: Business Services  
TVET: Property Services  
VET: Retail Operations |
| Sport and Recreation (eg Personal trainer) | VET: Sports (Coaching)  
VET: Business Services or  
VET: Retail Services |
| Retail and Tourism (eg Travel Agent) | VET: Retail Services  
VET: Business Services |

Please note that this is a guide only.  
Consult Julie McLoughlin at the College for more information.
Subject Selection for University Entry

The information provided in this book, are recommendations only.

All students intending to enrol in University should be on an ATAR pathway. These students must enrol in either 1 Unit or 2 Unit Studies of Religion.

Students attending university should seriously consider their course choices, especially with regard to the following:

- Some courses have assumed knowledge – this is where a university assumes that students have undertaken study at this level. For example Engineering -> Mathematics (Band 5 or above).
- Some courses have recommended studies – that is, where a university has demonstrated that study in this area has assisted students in university level. For example Engineering - > Mathematics Extension 1.
- Some universities and courses offer ATAR reductions for particular choices. For example, University of Newcastle offers bonus points in Science and Engineering for high level Maths – with Bands 5 or 6.
- Some universities and courses offer ATAR ‘bonus points’ for students. For example -> University of Newcastle offers a bonus four ATAR points for Newcastle students – NOT for Law or Medicine.
- Some courses are difficult without prior knowledge. For example, Psychology -> Mathematics.
- Some courses have post-graduate entry – that is students are expected to complete a degree prior to entry. For example, Dentistry at Sydney University.

Subject recommendations are mostly common sense, such as:

- Art, Communication etc – Advanced English is recommended.
- Biomedicine, Medical Radiation Science – Mathematics, Physics and Chemistry.
- Education - minimum Band 4 in any 2 Units of English (Secondary and Primary) and any 2 Units of Mathematics (Primary only).
- Engineering, Surveying – Extension Mathematics, Engineering Science (either of Biology, Chemistry, Physics, Earth & Environmental Science.
- Law – English Advanced.
- Medicine, Vet Science & Pharmacy – Advanced English, Mathematics, Chemistry and/or Biology.
- Nursing – Chemistry and/or Biology.
- Nutrition & Dietetics, Occupational Therapy – Mathematics, Chemistry and Biology and/or Pdhpe.
- Psychology, Social Work, Social Science – Mathematics2 Unit.
- Speech Pathology, Podiatry, Physiotherapy – Biology, Chemistry, Mathematics and Advanced English.
- Science – Mathematics and science(s).

For more information on university entry details, please go to www.uac.edu.au.

Note: The information provided here is only a guide to subject selection. The College makes every effort to ensure the information is correct at the time of publication.

If you require more information on a possible program please contact me directly:
Julie McLoughlin
Careers Coordinator
julie.mcloughlin@mn.catholic.edu.au
<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Extension Courses (1 Unit)</th>
<th>HSC Extension Courses (1 Unit)</th>
<th>Preliminary &amp; HSC Courses Category B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
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<tr>
<td>Business Services</td>
<td></td>
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<tr>
<td>Business Studies</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Community &amp; Family Studies</td>
<td>✓</td>
<td></td>
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<tr>
<td>Construction</td>
<td></td>
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<td></td>
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<tr>
<td>Design &amp; Technology</td>
<td>✓</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Economics</td>
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<td>Electrotechnology</td>
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<tr>
<td>Engineering Studies</td>
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<tr>
<td>English Studies</td>
<td>✓</td>
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<tr>
<td>English Standard</td>
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<tr>
<td>English Advanced</td>
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<tr>
<td>English Extension</td>
<td></td>
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</tr>
<tr>
<td>English Fundamentals</td>
<td></td>
<td>1 Unit in Preliminary Only</td>
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<tr>
<td>Entertainment Industry</td>
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<tr>
<td>Food Technology</td>
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<tr>
<td>Geography</td>
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<td>History: Ancient</td>
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<tr>
<td>History: Extension</td>
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<tr>
<td>Hospitality</td>
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<tr>
<td>Industrial Technology</td>
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<tr>
<td>Information Processes &amp; Technology</td>
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<tr>
<td>Information &amp; Digital Technology</td>
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<tr>
<td>Languages</td>
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<td>Please see next page</td>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>Life Skills</td>
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<tr>
<td>Mathematics General</td>
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<td></td>
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<tr>
<td>Mathematics 2 Unit</td>
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<tr>
<td>Mathematics Extension</td>
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<tr>
<td>Metal &amp; Engineering</td>
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<tr>
<td>Music 1 and 2</td>
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<tr>
<td>Music HSC Extension</td>
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<td>PDHPE</td>
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<tr>
<td>Retail Services</td>
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</table>
See course notes following this table for additional explanations

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Extension Courses (1 Unit)</th>
<th>HSC Extension Courses (1 Unit)</th>
<th>Preliminary &amp; HSC Courses Category B</th>
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</thead>
<tbody>
<tr>
<td>Science: Biology</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science: Chemistry</td>
<td>✓</td>
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<tr>
<td>Science: Earth &amp; Environmental Science</td>
<td>✓</td>
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<tr>
<td>Science: Physics</td>
<td>✓</td>
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<tr>
<td>Science: Senior Science</td>
<td>✓</td>
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<tr>
<td>Society &amp; Culture</td>
<td>✓</td>
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<tr>
<td>Software Design &amp; Development</td>
<td>✓</td>
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<tr>
<td>Studies of Religion</td>
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<tr>
<td>Textiles &amp; Design</td>
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<tr>
<td>Visual Arts</td>
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</table>

Languages

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>French Beginners</td>
<td>✓</td>
</tr>
<tr>
<td>French Continuers</td>
<td>✓</td>
</tr>
<tr>
<td>German Beginners</td>
<td>✓</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>✓</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>✓</td>
</tr>
</tbody>
</table>

Other languages are available through external agencies. Please discuss further at interview.

NOTE the selected course fee/s for Distance Education range from $800 per year (based on 2014 fees) and this amount will be required to be paid with the lodgement of the Course Application Form/s.
Board Endorsed Courses

These subjects DO NOT count towards an ATAR

These courses are not externally examined but they have the school assessment mark recorded on the HSC Record of Achievement.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Course 1 Unit</th>
<th>Preliminary &amp; HSC Course 2 Units</th>
<th>Preliminary Course Only</th>
<th>HSC Course ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Studies</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computing Applications</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>English Studies</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Exploring Early Childhood</td>
<td>✓</td>
<td></td>
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<tr>
<td>Marine Studies</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
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<td>✓</td>
<td></td>
</tr>
<tr>
<td>Sport, Lifestyle &amp; Recreation</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Students can only select a maximum of two 1 Unit Courses.

Vocational Education & Training (VET Courses)

<table>
<thead>
<tr>
<th>Subject</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Furnishing</td>
<td>✓</td>
</tr>
<tr>
<td>Sport Coaching</td>
<td>✓</td>
</tr>
<tr>
<td>Hairdressing</td>
<td></td>
</tr>
</tbody>
</table>

Subject availability will be based on expressions of interest, numbers for the class and availability of teaching staff.
VET
Board Developed Courses
Vocational Education & Training (VET)

All VET courses at St Francis Xavier’s College, are recognised under the Australian Qualifications Framework (AQF). The AQF is a national system endorsed by the Australian Government and therefore an AQF qualification is recognised all around Australia and by other countries. AQF qualifications link with each other, creating learning pathways between school, vocational education and training and university as your education and career ambitions change or develop.

VET courses allow you to combine general and vocational studies and to gain practical business and industry experience which may help you get a job. Undertaking industry based training while at school can also help you to gain a dual qualification, your Higher School Certificate and credits towards a Vocational Certificate, Diploma or Degree qualification if you decide to go on to study at a TAFE, a university or with another private provider. The diagram below indicates how the AQF functions at the national level.

As all VET courses at the College are accredited under the AQF, students can receive Recognition of Prior Learning (RPL) or credit towards the same or similar units of competency at TAFE and other Registered Training Organisations (RTOs).

Typically, most courses when completed over two years lead to the awarding of a Certificate II level qualification.

NOTE: The above is a guide only and not all courses are offered at a Certificate II level. The above diagram is for illustration purposes only and parents and students should refer to the individual subject page, the Board of Studies (BOSTES) Syllabus document or the VET Coordinator for more information regarding articulation in VET subject areas.

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Work Experience

Work experience is a fantastic way to gain experience and understanding of particular occupations and industries, gain access to employers directly and gain on-the-job experience and skills.

Work experience is offered in a limited form at the College. Other than organised work experience programs offered by large industry and government sectors (e.g., Energy Australia and John Hunter Hospital), the organisation of work experience is the responsibility of the student. Work experience does not occur at a fixed time.

All students undertaking work experience must first complete a Work Readiness Program followed by the completion of the necessary insurance forms and other documentation, all available from the Careers Coordinator.

All work experience students are fully insured by the school’s work experience insurance. This insurance has several limitations on liability, so please ensure you speak to your Careers Coordinator prior to seeking work experience.

School Based Trainees and Apprentices

School Based Apprenticeships
School-Based apprenticeships allow senior high school students to commence an apprenticeship while at school. While studying for their HSC, school based apprentices work part time and undertake the first stage of their formal or off-the-job training.

Both the on-the-job and off-the-job training undertaken by school-based apprentices can contribute to their HSC. Providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years, school based apprentices will commence full time employment as a second year apprentice from January after their HSC.

A school based apprentice is required to undertake a specific number of days on the job during the first two years of the apprenticeship. 100 days is the minimum and can be at a maximum of 180 depending on the industry. Students will also receive a full Certificate III in their industry relevant qualifications. For most apprenticeship students this would mean 1.5 – 2 full days absent from school.

School Based Apprenticeships are available in the areas of Automotive, Construction, Electrotechnology, Hospitality, Metal & Engineering and Hairdressing.

School Based Traineeships
School-Based traineeships (SBAT) allow senior high school students to commence a traineeship while at school. While studying for the HSC, school based trainees work part time and undertake industry relevant VET studies either at the College, through TAFE or through another RTO.

A school based trainee is required to undertake 100 days of work placement as well as a Certificate II Qualification in their relevant industry area. For most SBAT students this would mean one day at work per week.

School Based Traineeships are available in a range of industries, including Retail, Hospitality, Business Services and Automotive.

If students from associated schools are interested in a School Based Apprenticeship or Traineeship they should contact their Career Advisor as early as possible. Most SBA/Ts require students to be enrolled prior to the commencement of Year 11. Non associated school students have to wait until they are accepted at St Francis Xavier’s College before they can apply for a School Based Apprenticeship or Traineeship.
**HSC Course Notes**

**English Fundamentals** is a Preliminary course and must be studied in conjunction with **English Standard or English Studies**. At St Francis Xavier’s College it is 1 Unit in Year 11.

**It counts as a Preliminary course, not a HSC course.**

A number of subjects include a requirement for the development of project work for either internal or external assessment. This applies to:

- Aboriginal Studies
- Community & Family Studies
- Design & Technology
- Drama
- Industrial Technology
- Society & Culture
- Software Design Development
- Textiles & Design
- Visual Arts

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

**These projects take a lot of time, so be careful of your combinations.**

**Furnishings 2 Unit** cannot be taken in association with Design & Technology Wood.

There is only one **History Extension course** and it is available ONLY in the HSC year. It can be studied with the **Ancient History** course and/or the **Modern History** course.

You **may not include** more than 6 units of the following **Science** courses:

- Biology
- Chemistry
- Earth & Environmental Science
- Physics
- Senior Science

in meeting the 12 Preliminary or 10 HSC units.

The **Senior Science course** may not be taken as a Preliminary course with any other Science course.

Mathematics General 1 (*HSC Year Only*) is a CEC (Non ATAR) course so students studying this subject need to ensure that they have at least 6 Board Developed Course units as part of their program in their HSC year in order to qualify for a HSC.

You **must** study the **Music Course 2** if you wish to study **HSC Extension Music**.

You **must** study the **Continuers** course of a language if you wish to study the **Extension course**.

You **may not** study both the **Studies of Religion 2** course and the **Studies of Religion 1** course. While changes from 2 Unit to 1 Unit are permissible the reverse does not apply.

**Software Design & Development** cannot be taken in association with Computing Applications.

Additional information about courses and the HSC is available on the Board of Studies Website:  
http://www.boardofstudies.nsw.edu.au
HSC

Taking more than Two Years

While the current two year pattern of study is likely to be the way most students attempt the HSC, provision has been made for students to adopt a more flexible approach.

Some students may like to combine part time school and part time work and/or study at an Institute of Technology (TAFE).

Some students who would find a "full load" of subjects too much, or who feel that they would like to concentrate their energies on a reduced study load, or who may have a heavy sport commitment may also like to think of accumulating the Higher School Certificate over a number of years. Students who wish to accumulate the HSC should be aware of a number of requirements:

- Accumulation of the HSC cannot extend over more than a five year period from the time the first subject is presented at an HSC examination.
- Result Notices will be issued by the Board of Studies (BOSTES) each year for each student who attempts a Preliminary or HSC course.
- The total number of Preliminary units studied must be at least 12.
- The total number of HSC units must be at least 10.

Generally students will present a Preliminary study of a subject in one year and then follow it the next year by the HSC course in that subject. At any time students may be studying some HSC courses and some Preliminary courses, or they may be repeating a HSC course.

There are a number of very specific rules governing students wishing to accumulate the HSC and students wishing to seek recognition of prior learning.

It is essential for any student thinking of doing either of these alternatives to contact the Dean of Studies at the College for advice as soon as possible to ensure that they meet Board requirements.

It is extremely difficult to combine Preliminary and HSC courses within the same year.
## BOARD DEVELOPED COURSES

### Category A

#### ATAR Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>32</td>
</tr>
<tr>
<td>Business Studies</td>
<td>33</td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>34</td>
</tr>
<tr>
<td>Design &amp; Technology: Multimedia Focus</td>
<td>35</td>
</tr>
<tr>
<td>Design &amp; Technology: Textiles</td>
<td>36</td>
</tr>
<tr>
<td>Design &amp; Technology: Wood</td>
<td>37</td>
</tr>
<tr>
<td>Drama</td>
<td>38</td>
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<tr>
<td>Economics</td>
<td>39</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>40</td>
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<tr>
<td>English Fundamentals NON ATAR</td>
<td>41</td>
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<tr>
<td>English Standard</td>
<td>42</td>
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<tr>
<td>English Advanced</td>
<td>43</td>
</tr>
<tr>
<td>English Extension: MUST also do English Advanced</td>
<td>44</td>
</tr>
<tr>
<td>Food Technology</td>
<td>45</td>
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<td>Geography</td>
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<tr>
<td>History: Ancient</td>
<td>47</td>
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<tr>
<td>History: Modern</td>
<td>48</td>
</tr>
<tr>
<td>Industrial Technology: Graphics Technologies</td>
<td>49</td>
</tr>
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<td>Industrial Technology: Multimedia Technologies</td>
<td>50</td>
</tr>
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<td>Industrial Technology: Timber Products &amp; Furniture Technologies</td>
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<td>Information Processes &amp; Technology</td>
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<td>Language: French Continuers</td>
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<td>Language: Japanese Beginners</td>
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<tr>
<td>Language: Japanese Continuers</td>
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<td>Legal Studies</td>
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<td>Mathematics Extension 1: MUST also do Mathematics 2 Unit</td>
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<td>Personal Development Health &amp; Physical Education (PHDPE)</td>
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<td>Science: Chemistry</td>
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<td>Science: Earth &amp; Environmental Science</td>
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<td>Science: Senior Science</td>
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<td>Society &amp; Culture</td>
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<tr>
<td>Software Design &amp; Development</td>
<td>72</td>
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<tr>
<td>Studies of Religion 1 Unit and 2 Unit - Catholic Studies refer Board Endorsed Course</td>
<td>73</td>
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<tr>
<td>Textiles &amp; Design</td>
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</tr>
<tr>
<td>Visual Arts</td>
<td>75</td>
</tr>
</tbody>
</table>
Aboriginal Studies 2 Unit
ATAR Course

Introduction
Aboriginal Studies is a 2 Unit course in both Year 11 and Year 12.

The Aboriginal Studies course involves the study of the historical and contemporary experiences of Aboriginal peoples. The course aims to develop students' knowledge, understanding and skills about the inter-relationship between the concepts of an Aboriginal world view, a shared history of Australia and social justice, with a view to enabling students to be active and informed citizens.

For Whom is the Subject Intended?
This course is for students who have an interest in the study of indigenous people.

Students studying this subject will develop skills in research, written and oral communication.

Students who have an interest in the subject, are able to express themselves well in writing, and have a willingness to work consistently in their study, should do well in this course.

The skills and knowledge acquired by students in this course have the potential to be recognised by industry and training organisations, including TAFE NSW.

Pre-Requisites
There are no pre-requisites for this course. It is not expected that students will have studied Aboriginal Studies as an elective in the previous school.

Content
Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Preliminary Course consists of four sections</td>
<td>The HSC course consists of three sections</td>
</tr>
<tr>
<td>Part I Aboriginality and the Land</td>
<td>Part I Social Justice and Human Rights Issues</td>
</tr>
<tr>
<td>Part II Heritage and Identity</td>
<td>Part II Aboriginality and the Land, OR</td>
</tr>
<tr>
<td>Part III International Indigenous Community – Comparative Study</td>
<td>Part III Heritage and Identity</td>
</tr>
<tr>
<td>Part IV Research and Inquiry Methods – Local Community Case Study</td>
<td>Part III Research and Inquiry Methods: Major Project</td>
</tr>
</tbody>
</table>

Assessment
During Years 11 and 12 there are a variety of assessment tasks which include short answer responses, structured responses, essays, research tasks and oral presentations.

Please note
In the HSC Year there is an internally marked MAJOR PROJECT, which constitutes 40% of the HSC school assessment.

Costs
Costs are included in the College Resource Fee. There may be an excursion in each year, and costs will be kept to a minimum.

Contact Person
Studies Coordinator: Tony Stone
Email: anthony.stone@mn.catholic.edu.au
Business Studies 2 Unit
ATAR Course

Introduction
Business Studies encompasses the theoretical and practical aspects of business which students will encounter throughout their lives. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to their learning. Students will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication.

Please note that Business Studies is very different from Commerce.

For Whom is the Subject Intended?
Students with an interest in the world of business will find this course stimulating and challenging. Students are offered a range of co-curricular opportunities that broaden their experiences and enhance their understanding of both the knowledge and skill outcomes of the course. One approach to the Business Plan Assignment leads into a state and then national competition which can be re-entered during the HSC Year.

Students in both Years are encouraged to participate in the Australian Stock Exchange Competition and the NSW University run Competition: PWC Australian Business Studies Competition.

Preparation for further study at TAFE or university in Business, Accounting, Finance, Marketing, Human Resources Management. Choosing this subject, in combination with Economics or Food Technology is a sound career option. Similarly when combined with VET courses eg Hospitality for future hospitality management careers.

Pre-Requisites
There are NO pre-requisites for this course.

Content

Pre-Primary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Business ............. 20% of Course Time</td>
<td>Operations............... 25% of Course Time</td>
</tr>
<tr>
<td>Business Management ............ 40% of Course Time</td>
<td>Marketing .................. 25% of Course Time</td>
</tr>
<tr>
<td>Business Planning ............... 40% of Course Time</td>
<td>Finance .................... 25% of Course Time</td>
</tr>
<tr>
<td></td>
<td>Human Resources............... 25% of Course Time</td>
</tr>
</tbody>
</table>

Assessment
The HSC examination is a 3 hour paper consisting of four sections:
1. 20 multiple choice
2. 4-6 short responses
3. A Business Report
4. An Extended Response

College Assessment in both the Preliminary and HSC course comprises a formal examination and a range of tasks, such as reports, research assignments.

Costs
Subject costs are included into the College Resource Fee.

Costs to cover UNSW Competition are included into the Subject’s Resource Fee.

Contact Person
Studies Coordinator: Tony Stone
Email: anthony.stone@mn.catholic.edu.au
Community & Family Studies 2 Unit
ATAR Course

Introduction
The central aim of Community & Family Studies is to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities. This is an interdisciplinary course drawing upon components of family studies, sociology, developmental psychology and students’ general life experiences. It develops students’ knowledge, skills and attitudes relevant to decision making, problem solving and management of everyday living.

Community & Family Studies can have a direct and positive influence on the quality of students’ lives both now and in the future.

For Whom is the Subject Intended?
This Course is especially suited to students who have an interest in current issues that are influential in Australian society (eg work, families and communities), and is relevant to careers in Early Childhood Studies, Sociology, and Management.

The students will need to develop strong research, organisational and writing skills. They need to be able to work effectively both independently and within group situations.

Pre-Requisites
There are NO formal pre-requisites.

Please note
An Independent Research Project is completed during the first term of the HSC Year. This is a formal Assessment Task and some of the work will be completed in the students’ own time.

Content
Preliminary Year and HSC Year
Research is an integral component of this subject. Students are required to develop and utilise skills of investigation, discovery, recording, analysis and synthesis as they translate observations and experiences in various research activities culminating in an Independent Research Project.

<table>
<thead>
<tr>
<th>Preliminary Course Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Management .................. 20% time</td>
</tr>
<tr>
<td>Individuals and Groups ........... 40% time</td>
</tr>
<tr>
<td>Families &amp; Communities ...... 40% time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methodology ................... 25% time</td>
</tr>
<tr>
<td>Groups in Context ....................... 25% time</td>
</tr>
<tr>
<td>Parenting and Caring .................... 25% time</td>
</tr>
<tr>
<td>Social Impact of Technology ...... 25% time</td>
</tr>
</tbody>
</table>

Assessment
Both Preliminary and HSC Courses are internally assessed. Tasks include:
• An Independent Research Project (HSC 25%)
• Formal Exams
• Research Reports
• Oral Presentations
• Research Methodologies including Case Studies, Interviews and Surveys

HSC EXAMINATION
The single examination is of 3 hours duration. It involves:
• Objective response questions on Core Modules (20 marks).
• Short answer questions on Core Modules (55 marks).
• Short & extended response questions on one Option Module (25 marks).

Costs
Subject costs are included in the College Resource Fee.

Contact Person
Studies Coordinator: Chris Henry
Email: chris.henry@mn.catholic.edu.au
Design & Technology
Multimedia Focus 2 Unit
ATAR Course

Introduction
Design & Technology allows students to understand technology and design and apply this knowledge creatively to specific design problems (challenges) through a series of projects.

It also seeks to develop students’ appreciation of the historical and cultural influences on design and the relationship between design, technology, society and the environment.

For Whom is the Subject Intended?
This is a course for designers of tomorrow. Design and Technology provides creative and innovative students with the opportunity to study design and production as they face design challenges. Students will be required to develop, manage and complete a major design project where a design folio and practical project are undertaken. This contributes to 60% of their final HSC result.

A student who wishes to pursue a career in the Multimedia and/or Graphic Design industry would benefit from studying this course.

This subject can provide fundamentals skills for future study at university and TAFE eg Design, Multimedia, Graphic Design, Information Digital Media and Technology, Visual Design, Visual Communication.

Pre-Requisites
Students DO NOT NEED to have previous experience in their chosen practical field, but it does assist them.

Content
Preliminary Year and HSC Year

Preliminary Course
Students will complete at least two minor design projects in the Preliminary Year, and the content area covers the following:
• design theory process and folio development
• manufacturing and Multimedia production in Multimedia
• study of practices in industry and enterprise
• researching and research methods
• computer-based technologies relevant for Multimedia ie Adobe Master Collection software
• safety in Multimedia

HSC Course
Students will complete a Major Project which contributes 60% of their final HSC result and content area covers the following:
Innovation and Emerging Technologies
• innovations in Multimedia
• intellectual property
• the study of emerging technologies in Multimedia Industry
• the impact of innovation(s) on Australian society

Assessment
Preliminary Course
• Two Design Projects – 50%
• Designer Case Study – 25%
• Exam – 25%

HSC Course
Internal Mark
• Innovation Research – 20%
• Major Project Proposal – 60%
• Exam – 20%
External Mark
• Major Design Project – 60%
• External Exam – 40%

Costs
Subject Cost: $100.00 pa
Other Costs: Excursions vary depending on changing exhibitions. Cost is kept to a minimum.

Contact Person
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
**Design & Technology Textiles 2 Unit**

**ATAR Course**

**Introduction**
Design & Technology allows students to understand technology and design and apply this knowledge creatively to specific design problems (challenges) through a series of projects.

It also seeks to develop students’ appreciation of the historical and cultural influences on design and the relationship between design, technology, society and the environment.

**For Whom is the Subject Intended?**
This is a course for designers of tomorrow. Design and Technology provides creative and innovative students with the opportunity to study design and production as they face design challenges. Students will be required to develop, manage and complete a major design project where a design folio and practical project are undertaken. This contributes to 60% of their final HSC result.

This subject offers further credit in some courses at University and TAFE eg Design Fundamental and Fashion Production.

**Pre-Requisites**
Students **DO NOT NEED** to have previous experience in their chosen practical field, but it does assist them.

**Content**

**Preliminary Year and HSC Year**

**Preliminary Course**
Students will complete at least two minor design projects in the Preliminary Year, and the content area covers the following:
- design theory process and folio development
- manufacturing and production
- study of practices in industry and enterprise
- researching and research methods
- computer-based technologies
- safety

**HSC Course**
Students will complete a Major Project which contributes 60% of their final HSC result and content area covers the following:

*Innovation and Emerging Technologies*
- innovations
- intellectual property
- the study of emerging technologies
- the impact of innovation(s) on Australian society

**Assessment**

**Preliminary Course**
- Two Design Projects – 50%
- Designer Case Study – 25%
- Exam – 25%

**HSC Course**

*Internal Mark*
- Innovation Research – 20%
- Major Project Proposal – 60%
- Exam – 20%

*External Mark*
- Major Design Project – 60%
- External Exam – 40%

**Exclusions**
This course **CANNOT be taken in association with Furnishings**

**Costs**
Subject Cost: $100.00 pa

*Other Costs: Excursions vary depending on changing exhibitions. Cost is kept to a minimum.*

**Contact Person**
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
Design & Technology
Wood 2 Unit
ATAR Course

**Introduction**
Design & Technology allows students to understand technology and design and apply this knowledge creatively to specific design problems (challenges) through a series of projects.

It also seeks to develop students’ appreciation of the historical and cultural influences on design and the relationship between design, technology, society and the environment.

**For Whom is the Subject Intended?**
This is a course for designers of tomorrow. Design and Technology provides creative and innovative students with the opportunity to study design and production as they face design challenges. Students will be required to develop, manage and complete a major design project where a design folio and practical project are undertaken. This contributes to 60% of their final HSC result.

This subject can provide fundamental skills and knowledge for the study of Product & Industrial Design.

**Pre-Requisites**
Students **DO NOT NEED** to have previous experience in their chosen practical field, but it does assist them.

**Content**
**Preliminary Year and HSC Year**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete at least two minor design projects in the Preliminary Year, and the content area covers the following:</td>
</tr>
<tr>
<td>- design theory process and folio development</td>
</tr>
<tr>
<td>- manufacturing and production</td>
</tr>
<tr>
<td>- study of practices in industry and enterprise</td>
</tr>
<tr>
<td>- researching and research methods</td>
</tr>
<tr>
<td>- computer-based technologies</td>
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<tr>
<td>- safety</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete a Major Project which contributes 60% of their final HSC result and content area covers the following:</td>
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<tr>
<td><em>Innovation and Emerging Technologies</em></td>
</tr>
<tr>
<td>- innovations</td>
</tr>
<tr>
<td>- intellectual property</td>
</tr>
<tr>
<td>- the study of emerging technologies</td>
</tr>
<tr>
<td>- the impact of innovation(s) on Australian society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Course</strong></td>
</tr>
<tr>
<td>- Two Design Projects – 50%</td>
</tr>
<tr>
<td>- Designer Case Study – 25%</td>
</tr>
<tr>
<td>- Exam – 25%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Mark</strong></td>
</tr>
<tr>
<td>- Innovation Research – 20%</td>
</tr>
<tr>
<td>- Major Project Proposal – 60%</td>
</tr>
<tr>
<td>- Exam – 20%</td>
</tr>
<tr>
<td><strong>External Mark</strong></td>
</tr>
<tr>
<td>- Major Design Project – 60%</td>
</tr>
<tr>
<td>- External Exam – 40%</td>
</tr>
</tbody>
</table>

**Exclusions**
This course **CANNOT** be taken in association with Industrial Technology-Timber & Furniture Products.

**Costs**
**Subject Cost:** $100.00 pa

**Other Costs:** Excursions vary depending on changing exhibitions. Cost is kept to a minimum.

**Contact Person**
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
**Drama 2 Unit**

**ATAR Course**

**Introduction**
This course is designed for students with an interest in Drama, regardless of their past dramatic experience. Students may have a performance background or be beginners with little knowledge of Drama.

Students are given the opportunity to perform individually and in groups, and they are encouraged to appreciate the rich dramatic tradition of our culture by watching, writing and performing.

**For Whom is the Subject Intended?**
Students of varying academic abilities can find success in this course. Drama involves detailed study of theoretical components and practical work and allows a wide range of choice within the subject. Students can maximise marks in areas where they show skill and interest.

However, all students will be required to write essays at an advanced level, and all students will be required to perform in a group presentation and to complete an Individual Project in one of the following areas:

- Scriptwriting
- Design
- Performance
- Video
- Critical analysis

**Pre-Requisites**
There are NO pre-requisites but students need to be average or above average English students and be confident to perform in front of an audience.

**Content**

**Preliminary Year and HSC Year**

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

### HSC Course
- Group Presentation
- Individual Project
- Australian Drama and Theatre
- Studies in Drama and Theatre – Black Comedy

**Assessment**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scripted Piece</td>
<td>30%</td>
</tr>
<tr>
<td>Group Presentation in a particular style</td>
<td>40%</td>
</tr>
<tr>
<td>Theatrical Traditions (Theory – two essays)</td>
<td>30%</td>
</tr>
</tbody>
</table>

This will be implemented as follows:

<table>
<thead>
<tr>
<th>Marking</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing</td>
<td>30%</td>
</tr>
<tr>
<td>Critically Studying</td>
<td>30%</td>
</tr>
</tbody>
</table>

Workshops will be 60% of Assessment Program.

<table>
<thead>
<tr>
<th>HSC Examination</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) There will be a 1½ hour written examination comprising two essays on Australian Theatre and World Drama.</td>
<td></td>
</tr>
<tr>
<td>(ii) The Group Presentation will be externally marked.</td>
<td></td>
</tr>
<tr>
<td>(iii) The individual Project will be externally marked.</td>
<td></td>
</tr>
</tbody>
</table>

Examination (Written)………………..40% Weighting
Group Presentation……………………30% Weighting
Individual Project…………………..30%Weighting

**Definition: Group Presentation**
A totally original piece of theatre written and performed by students in groups of three, four, five or six.

**Costs**
Subject Costs are included in the College Resource Fee.

*Other Costs:* Students will be required to have a black long sleeved T-Shirt and black track pants. Students will be invited to attend various dramatic performances throughout the year.

**Contact Person**
Studies Coordinator: Patrick Campbell
Email: patrick.campbell@mn.catholic.edu.au
Economics 2 Unit
ATAR Course

Introduction
Economics is for students who have an interest in current economic issues, and who wish to develop a greater understanding of how Australia’s economy functions, and how it is affected by global events and the role of government/politics in managing problems/issues. Please note, Economics is very different from Commerce.

For Whom is the Subject Intended?
Studying economics for the HSC gives students excellent preparation for further study in Business, Accounting, Finance, Media, Law, Marketing, Employment Relations, Tourism, History, Geography or Environmental Studies.

Studying HSC Economics is of major benefit to all Degree courses in Business Management, Commerce, Accounting, Economics – as it is a compulsory first year subject in these courses. Students who have completed HSC Economics course are greatly advantaged.

Pre-Requisites
There are NO pre-requisites for this course, but students with strong competencies in English and Maths are encouraged to consider this course.

Content
Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The preliminary course focuses on aspects of the economic behaviour of consumers, business and government, developing group skills. Six topics are studied.</td>
</tr>
<tr>
<td>• Introduction to Economics</td>
</tr>
<tr>
<td>• Economic Behaviour: Consumers and Firms</td>
</tr>
<tr>
<td>• The Market</td>
</tr>
<tr>
<td>• Labour Markets</td>
</tr>
<tr>
<td>• Financial Markets</td>
</tr>
<tr>
<td>• Government in the Economy</td>
</tr>
</tbody>
</table>

HSC Course
The HSC course examines the external framework in which the Australian economy operates with a focus on problems and issues. There are four topics.
• The Global Economy
• Australia’s Place in The Global Economy
• Economic issues
• Economic Policies and Management

Assessment
External assessment takes the form of the HSC examination.

Internal assessment consists of formal examinations at the College and writing tasks based on course work which are submitted periodically throughout both Preliminary and HSC years. These tasks can include research reports and stimulus based responses.

Costs
Subject costs are included in the College Resource Fee.

Costs to cover UNSW Competition are included into the Subject’s Resource Fee.

Contact Person
Studies Coordinator: Tony Stone
Email: anthony.stone@mn.catholic.edu.au
**Engineering Studies 2 Unit**

**ATAR Course**

**Introduction**
Engineering Studies is made up of a number of Engineering Application Modules and an Engineering Focus module based on study from particular Engineering fields. Both Preliminary and HSC Courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

**For Whom is the Subject Intended?**
It is ideally suited to students who intend to pursue careers in Architecture, Engineering or Technology at university level or TAFE.

TAFE may offer advanced standing in the following courses:
- Associate Diploma in Building and Mechanical Engineering.
- Certificate courses in Mechanical Technology and Industrial Engineering.

**Pre-Requisites**
Students must be capable of attempting 2 Unit Mathematics successfully. This means Pathways 5.3 or top 10% of Pathways 5.2 Maths.

**Content**

**Preliminary Year and HSC Year**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students undertake the investigation of engineering principles and practice through the study of 4 modules: Engineering Fundamentals, Engineering Products, Braking Systems and Bio Engineering. By studying “real work” scenarios, students are able to gain a realistic knowledge of current engineering innovation and impact on society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students undertake the study and develop engineering reports for:</td>
</tr>
<tr>
<td>- two applications modules being Civil structures and Personal and Public Transport.</td>
</tr>
<tr>
<td>- two focus modules – Aeronautical engineering and Telecommunications Engineering.</td>
</tr>
</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>Preliminary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules: 75% exams.</td>
</tr>
<tr>
<td>Engineering Report Assessments: 25%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules: 80% - exams.</td>
</tr>
<tr>
<td>Two Engineering Reports Assessment: 20%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>One paper of three hours.</td>
</tr>
</tbody>
</table>

**Costs**
Subject Costs are included in the College Resource Fee.

**Contact Person**
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
English Fundamentals 1 Unit
Non ATAR Course delivered as a 1 Unit in Year 11 Only

Introduction
St Francis Xavier's College offers English Fundamentals as a 1 unit course in the Preliminary Year.

The course offers support to students who need to develop knowledge, skills and understanding to assist them in their study and use of English. It is completed in addition to the Standard English Course or English Studies.

For Whom is the Subject Intended?
The English Fundamentals Course is designed for students who struggle with language and who need additional intensive assistance to achieve the outcomes of the Standard English course.

The English Fundamentals Course addresses the literacy needs of students undertaking the course and assists students to use the English language effectively in their study and for vocational and other purposes.

Students who have struggled in Stage 5 and achieved a D or E may consider studying English Fundamentals in addition to the Standard English Course.

Content

Preliminary Year
Students will undertake three modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>Approaches to Areas of Study in English</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Module E</td>
<td>Workplace Communications</td>
<td>Optional</td>
</tr>
<tr>
<td>Module C</td>
<td>Writing for Study</td>
<td>Optional</td>
</tr>
</tbody>
</table>

Assessment
Students in this course will not be formally assessed or ranked but will complete a series of competency exercises. Competency Certificates will be gained at the end of each term.

Costs
Subject costs are included in the College Resource Fee.

Other Costs: excursion and/ or project costs are kept to a minimum.

Contact Person
Studies Coordinator: Carole Houston
Email: carole.houston@mn.catholic.edu.au
English Standard 2 Unit
ATAR Course

Introduction
The course aims to develop proficiency in English to enhance the personal, social and vocational lives of students. It is the course that most students will undertake.

For Whom is the Subject Intended?
The Standard English course caters for a broad range of abilities, from students who have basic literacy skills to those who are reasonably competent in reading and writing.

The course provides a wide experience in English, encompassing a varied range of modern reading and viewing studied in relationship to the culture in which we live. Emphasis is placed on providing students with the opportunity to become confident and effective communicators.

Pre-Requisites
Students who are likely to attain a Grade C or D in Stage 5 are strongly advised to study the Standard English Course, if they wish to obtain an ATAR.

Content
Preliminary Year and HSC Year

Preliminary Course

In the Preliminary Standard English course students explore the ways events, experiences, ideas, values and processes are represented in and through texts. Students explore texts, develop skills in synthesis and analyse aspects of meaning.

In the Preliminary Course students study:
- Drama
- Prose Fiction
- Poetry
- A range of media, film, non-fiction and multi-modal texts

HSC Course
The HSC English (Standard) Course emphasises reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. It involves the close study of at least FOUR TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following:
- Prose Fiction
- Drama
- Poetry
- One drawn from non-fiction, film, media OR multimedia texts

Assessment
Assessment will include HSC examination-type tasks and a range of non-HSC examination tasks such as creative responses, a composition portfolio, oral presentation and listening task.

Modes to be assessed include listening, speaking, reading, writing, viewing and representing.

The external assessment is a written HSC examination consisting of two papers which examine the Area of Study and the Modules.

Costs
Subject costs are included in the College Resource Fee.

In the HSC Year students may be expected to purchase prescribed English texts through the College. Costs for each student will be estimated at the end of Term 3. This payment is tax deductible.

Other Costs: A mandatory component of both Preliminary and HSC Courses is drama as performance text. Students may, therefore, attend a live production in the course of their study. Parents will be notified of costs and details in an excursion letter closer to the date.

Contact Person
Studies Coordinator: Carole Houston
Email: carole.houston@mn.catholic.edu.au
The course aims to develop critical and sophisticated use of English to enhance the personal, social and vocational lives of students.

For Whom is the Subject Intended?
The Advanced English course is designed for students who enjoy wide reading, writing both imaginatively and analytically, actively participating in class work and discussion, working independently and being challenged by new ideas.

It will appeal to competent users of language who have shown a particular interest in all aspects of English in Years 7 to 10, and who are self-motivated and organised learners.

Candidates with a passion for English should consider the Preliminary Extension Course as an additional 1 Unit. This is a pre-requisite if you are considering additional units in English for your HSC.

Pre-Requisites
Students who are likely to attain a Grade A or B in Stage 5 are advised to study the English (Advanced) Course.

Content
Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Preliminary Advanced English course emphasises exploring the ways events, experiences, ideas, values and processes are represented in and through texts and an analysis of the ways in which texts reflect different attitudes and values.</td>
</tr>
</tbody>
</table>

In the Preliminary Course students study:
- Shakespearean Drama
- Prose Fiction
- Film
- Poetry
- A range of non-fiction, media and multimedia texts

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The HSC Advanced English course emphasises the analytical and evaluative response to and composition of texts. It centres on a more detailed focus on particular texts supported by wide reading.</td>
</tr>
</tbody>
</table>

For the HSC students study:
At least five types of prescribed text, one drawn from EACH of the following:
- Shakespearean drama
- Prose fiction
- Drama OR Film
- Poetry
- Non-fiction OR media OR multimedia texts

Assessment
Assessment will include both HSC examination – type tasks and a range of non-HSC examination tasks such as creative responses, a composition portfolio, oral presentation and listening task.

Modes to be assessed include listening, speaking, reading, writing, viewing and representing.

The external assessment is a written HSC examination consisting of two papers which examine the Area of Study and the Modules.

Costs
Subject costs are included in the College Resource Fee.

In the HSC Year students may be expected to purchase prescribed English texts through the College. Costs will be estimated at the end of Term 3 in the Preliminary course. This payment is tax deductible.

Other Costs: A mandatory component of both Preliminary and HSC Courses is drama as performance text. Students are, therefore, expected to attend a live production in the course of their study. Parents will be notified of costs and details in an excursion letter closer to the date.

Contact Person
Studies Coordinator: Carole Houston
Email: carole.houston@mn.catholic.edu.au
English Extension 1 Unit
ATAR Course

Introduction
This is a specialised study of English completed in addition to the Advanced English course.
The course aims to provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the process of responding to and composing texts.

For Whom is the Subject Intended?
Students who are in the top 20% of students undertaking the English (Advanced) Course.

These students will have demonstrated analytical and imaginative use of the language. They need to be capable of independent investigation and accomplished in the composition of texts.

Pre-Requisites
As a pre-requisite for the English Extension course students must study the Advanced English course from Year 11. Students would need a Grade A in Stage 5.

Students may undertake English Extension 2 in Year 12 only if they have completed the Preliminary Extension English course and are currently studying English Extension 1. The student’s results should also place them in the top third of the Advanced English Course.

Content
Preliminary Year and HSC Year

HSC Course 1
In the HSC English (Extension) Course 1, students must complete one elective chosen from one of the HSC Modules: Genre, Texts and Ways of Thinking; Language and Values.

Students will study in Extension 1:
- Drama
- Prose Fiction
- Poetry
- And a range of other media, film, multimodal and non-fiction texts as classroom learning experiences.

HSC Course 2
Students undertaking the HSC (Extension) Course 2 must complete a Major Work in the form of a sustained composition. The major work may be imaginative, investigative, interpretive or analytical, or any combination of these. The chosen form and medium should be appropriate to the nature of the task, the student’s interests and the resources available.

Assessment
The English Extension 1 course will be internally assessed through spoken, written, and visual presentation, and externally examined in a written examination in the HSC.

The English Extension 2 course internal assessment mark is based on the HSC Course only. The Major Work is assessed internally as a process, through a Major Work Reflection Statement, Journal and externally as a product.

Note
English Extension classes commence at 8am two mornings per week.

Costs
Subject costs are included in the College Resource Fee.

Other Costs: Students are responsible for any costs arising from the completion of the Major Work if they continue into English Extension 2 in the HSC Year. Students may be expected to attend a live production of the play being studied. Parents will be notified of costs and details in an excursion letter closer to the date.

Contact Person
Studies Coordinator: Carole Houston
Email: carole.houston@mn.catholic.edu.au
Food Technology 2 Unit
ATAR Course

Introduction
The Food Technology syllabus provides students with a broad knowledge of food related technology and skills that are relevant and transferable to other areas of life. Such skills include the ability to analyse, research, experiment, prepare food, manage resources and communicate. This Course has been written to complement both employment and further education options.

This course is suitable for students wishing to continue at either university or TAFE.

For Whom is the Subject Intended?
A thought-provoking and challenging course for those interested in the paddock to plate pathway of food. Food Technology studies the affect food has on our lifestyles, wellbeing and longevity.

It has a major emphasis upon theory, requiring discussion, research and analysis. Practical experiences are incorporated to support and supplement learning.

It will appeal to students keen to explore food related issues and/or a desire to work in the food industry, either in the agriculture, science, nutrition, hospitality, marketing or retail fields.

Complementary subject choices include

**Biology:** Nutritional aspects of human development, sensory perception and microbiology of food borne diseases. The use of genetic engineering technology in food production.

**PD/H/PE:** Nutrition and sports nutrition, dietary disorders and wellbeing.

**Business Studies/ Economics and Geography:** The impact of climates on food production. The influence of supply and demand on food trends and pricing. Concepts of marketing, market segments, profit and loss.

**Hospitality:** Food preparation techniques, Health, Safety and Hygiene, characteristics of food.

And to a lesser degree,

**Chemistry:** Basic food science, functional properties of food.

Pre-Requisites
There are NO pre-requisites to this Course.

Content

**Preliminary Year and HSC Year**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study of three core units.</td>
</tr>
<tr>
<td>1. Food Availability and Selection 30%</td>
</tr>
<tr>
<td>2. Food Quality – including properties of food 40%</td>
</tr>
<tr>
<td>3. Nutrition 30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study of four core units.</td>
</tr>
<tr>
<td>The core units are:</td>
</tr>
<tr>
<td>1. The Australian Food Industry 25%</td>
</tr>
<tr>
<td>2. Food Manufacture 25%</td>
</tr>
<tr>
<td>3. Food Product Development 25%</td>
</tr>
<tr>
<td>4. Contemporary Nutrition Issues 25%</td>
</tr>
</tbody>
</table>

Assessments
This Course has both practical and theory components. The practical component may consist of food analysis, experiments, food preparation and presentation. The HSC examination will be three hours in duration consisting of two extended response questions, multiple choice and short answer questions.

Costs
Subject Costs are included in the College Resource Fee.

Other Fees: Excursion costs are kept to a minimum.

Contact Person
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
**Introduction**
Geography is an ideal subject choice for students with an interest in, and awareness of the world around them. It presents a variety of perspectives of the world through time and over space. The subject has a strong environmental focus, examining a wide range of contemporary issues, both global and local. There is an emphasis on ‘hands-on’ learning, and students are frequently in the field, conducting research, observing, questioning, and recording.

The Course investigates issues such as:
- human impacts on ecosystems such as coral reefs, wetlands and coastal dunes.
- how economic activity is affected by global and local forces – wine industry.
- challenges of living in a ‘mega city’ of over 10 million eg Mumbai.
- issues concerning Sydney’s urban sprawl and inner city redevelopment eg Balmain.

**For Whom is the Subject Intended?**
Geography is suited to a wide range of students. Students will acquire a greater awareness and understanding of the world, and their place in it. The skills acquired will have many applications in their adult life and in tertiary education.

The study of geography is a logical choice for students wishing to pursue a career as a forester, travel consultant, town planner, meteorological technical officer, environmental scientist, journalist, pilot and many more.

TAFE NSW offers credit to geography students in courses such as Environmental Practices, Climate, Ecology amongst others.

**Pre-Requisites**
There are NO pre-requisites for this course.

**Content**

**Preliminary Year and HSC Year**

**Preliminary Course**
- Biophysical Interactions
- Population, Development, Natural Resources
- Senior Geography Project (SGP)

**HSC Course**
- Ecosystems At Risk
- Urban Geography
- People and Economic Activity

**Fieldwork**
30 hours over the two years is mandatory to meet Board of Studies requirements. Students not completing the required fieldwork may not be eligible for the Higher School Certificate in this subject.

**Assessment**

**Preliminary Course**
This is assessed by both course work and a final examination (1½ hours). An important component of course work is the SGP, a project where the student chooses a topic for investigation, designs a program of research and selects means of presenting the findings of this research. Students find this a most rewarding and satisfying achievement.

**HSC Course**
The HSC examination is of 3 hours duration. Internal assessment comprises a Trial HSC examination of 3 hours and a range of course work submitted during the year.

**Costs**
Subject costs are included in the College Resource Fee.

*Other Costs:* Excursions costs are kept to a minimum. There are two in Year 11 and three in Year 12. **Attendance is mandatory for all students as fieldwork is a BOSTES requirement.**

**Contact Person**
Studies Coordinator: Tony Stone
Email: anthony.stone@mn.catholic.edu.au
Ancient History 2 Unit

ATAR Course

Introduction

Ancient History involves a study of ancient societies including Egypt, Greece, Persia, China and Rome.

There is an extension course (an additional 1 Unit) available in Year 12 for those students who have shown particular interest and ability in the subject during Year 11.

For Whom is the Subject Intended?

Ancient History is for those people who are interested in the ideas and achievements of the ancient world, going back to about 5000 BC.

You will need to have sound literacy skills, including both reading and writing. Good comprehension skills are necessary entering Year 11, as you will be required to comprehend sources and express your ideas in writing.

In Year 11 and Year 12 you will need to write well-structured and detailed responses. Such responses require students to be able to account for historical events; to explain, describe or to make informed judgements in relation to historical issues. The course content is interesting, different and challenging.

Students who are prepared to participate in class, and do revision at home, will do well in this subject.

Students who are doing English Studies will find the reading and writing required too challenging.

Pre-Requisites

There are NO pre-requisites for this course.

Content

Preliminary Year and HSC Year

HSC Course

There are four sections to be completed for the HSC. These will build on the work covered in Year 11. The sections are:

a) Compulsory Core Study: (Pompeii and Herculaneum)

b) One Ancient Society: (from ten choices, including Egypt, Persia, Assyria and Greece)

c) One Important Individual: (from Twelve choices)

d) One Historical Period: (from Egypt, Persia, Greece or Rome)

Assessment

A variety of assessment tasks will be set in both Year 11 and Year 12. Ancient History is not an all essay subject. It contains a variety of short answer and extended responses.

There is one examination paper in the HSC, consisting of four sections worth 25% each. The types of questions include multiple choice in the Core Study, short answers, structured questions, and one extended response question, where there is a choice between questions. Some are based on source information provided with the questions.

There will also be internal (within the school) tasks set, including individual and/or group research, and tasks which reflect those in the HSC paper (as above).

Costs

Subject costs are included into the College Resource Fee.

Other Costs: There may be one or two excursions available (eg special study days in Newcastle and/or Sydney) at various universities. These costs are kept to a minimum.

Contact Person

Studies Coordinator: Tony Stone
Email: anthony.stone@mn.catholic.edu.au
Modern History 2 Unit
ATAR Course

Introduction
Modern History consists of a 2 Unit Course in both Years 11 and 12. There is an Extension Course (1 Unit) available in Year 12 for those students who display a high interest and ability in the subject.

Through the study of Modern History students have the opportunity to consider the great technological, economic, political and moral changes of the nineteenth and twentieth centuries that have made our world the way it is. This study requires students to analyse causes, the progress and effects of these changes in the world and finally to make judgements about them. Modern History is especially relevant today.

For Whom is the Subject Intended?
This Course is suitable for students with an interest in historical studies. Students will need to be prepared to further develop their skills in research methods and written and oral communication and they need to be able to express themselves well in writing.

History is useful in areas such as Journalism, Law, Research, Education, Government Administration, Private Enterprise and many more.

Pre-Requisites
There are NO pre-requisites for this course. It is advisable that students considering this course have sound literacy skills. This course is substantially different to the history studied in Stage 5.

Content
Preliminary Year and HSC Year

Preliminary Course
In the Preliminary Year students complete two Depth Studies from a variety of National Studies eg:
- The Storming of the Bastille
- Emancipation of the Serfs in Russia
- The French-Vietnam Relations 1945-1954
- The Boxer Rebellion in China
- The 1916 Easter Rebellion in Ireland
- The American Civil War
- The Indian Mutiny
- Bismarck and the Unification of Germany
- Zionism, Jewish Migration and Arab Nationalism to 1948

Preliminary Course continued
Students also complete a Historical Investigation where they develop their research and investigative skills on a topic of their choice. Students then complete the Core Study Topic: 'The World at the Beginning of the Twentieth Century'.

HSC Course
In the HSC Year students complete four sections.
1 Core Study: World War 1 1914-1919
2 National Studies: Choose ONE from:
- USA 1898-1941
- Japan 1904-1941
- China 1911-1949
- Russia/Soviet Union 1917-1945
- Germany 1918-1945
- India 1919-1947
- Indonesia 1950-1998
- Australia 1951-1996
3 Personalities in the Twentieth Century:
- eg Leni Riefenstahl, Zhu De
4 International Studies in Peace and Conflict: Choose ONE from:
- Global Peace-Keeping in the 20th Century
- The Pacific War 1941-1951
- Cold War 1945-1991
- Arab-Israeli Dispute 1948-1994
- South Africa 1947-1998
- Indo-China 1954-1980
- Anglo-Irish Relations 1967-1998

Assessment
A variety of Assessment Tasks are set in both Years 11 and 12. Modern History is not an all essay subject. The HSC paper in Modern History is of 3 hours duration.

Costs
Subject Costs are included in the College Resource Fee.

Other Costs: Usually local excursions in Year 11 and possibly an excursion to Sydney in Year 12.

Contact Person
Studies Coordinator: Tony Stone
Email: anthony.stone@mn.catholic.edu.au
**Industrial Technology Graphics Technologies 2 Unit**

**ATAR Course**

**Introduction**
Industrial Technology Graphics is a hands on course that involves the realisation of a Major Project and Portfolio. The Major 3D Project incorporates a set of related drawings and models around the design and planning of a product or structure.

**For Whom is the Subject Intended?**
Industrial Technology Graphics is suited to a diverse range of students wishing to develop technical drawing skills and gain an understanding of the graphics industry. This subject would be especially helpful for students who would like to enter the architectural, engineering or product design vocations. It would also help students interested in becoming tradesmen and reading technical drawings.

**Pre-Requisites**
NIL

**Content**

**Preliminary Year**

| Industry Study: | Study of the organisation and management of an individual business. |
| Design: | Design and plan projects. |
| Management & Communication: | Completion of a management folio for each project. |
| Production: | Acquisition of relevant graphical practical skills. |
| Industry Related Manufacturing Technology: | Development of knowledge of materials, processes, tools and equipment (including computer aided drawing, CAD). |

**HSC Year**

| Industry Study: | Broad study of industry. |
| Major Project: | Production of management folio and practical project. |
| Industry Related Manufacturing Technology: | Continued development of knowledge of materials, processes, tools and equipment (including computer aided drawing, CAD). |

**Assessment**

**Preliminary Course**

<table>
<thead>
<tr>
<th>Assessment Components</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Study</td>
<td>15%</td>
</tr>
<tr>
<td>Design</td>
<td>10%</td>
</tr>
<tr>
<td>Management &amp; Communication</td>
<td>20%</td>
</tr>
<tr>
<td>Production</td>
<td>40%</td>
</tr>
<tr>
<td>Industry Related Manufacturing Technology</td>
<td>15%</td>
</tr>
</tbody>
</table>

**HSC Course**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Industry Study</td>
<td>15%</td>
</tr>
<tr>
<td>Major Project</td>
<td>60%</td>
</tr>
<tr>
<td>Industry Related Manufacturing Technology</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Note**
Industrial Technology Graphics cannot be studied in conjunction with any other Industrial Technology subjects.

**Costs**

**Subject Fee: $120.00 pa**
This fee covers the cost of teaching materials, replacement of consumable items and hardware and software costs. It also includes the cost upgrade of equipment.

Additional cost for drawing equipment including drawing kit and templates may be required if student doesn’t already have them.

**Contact Person**

Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
Industrial Technology
Multimedia Technologies 2 Unit
ATAR Course

Introduction
Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

For Whom is the Subject Intended?
Industrial Technology is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of Information Communication Technologies (ICT) industry. Industrial Technology multimedia make a particularly good combination with VET Information Technology course, and/or Software, Design & Development (SDD), and/or Computer Applications, Information Processes & Technology (IPT).

Pre-Requisites
NIL. However, students with previous experience with ICT tools and programs would find it advantageous.

NOTE: Industrial Technology Graphics cannot be studied in conjunction with any other Industrial Technology subjects.

Content

Preliminary Year
- Multimedia Industry Study Analysis
- Design and Production Techniques of Multimedia Projects
- Management & Communication
- Industry Related Development of practical skills in Adobe CS Master Collection products Manufacturing Technology
- Multimedia skills in image editing, animation, web design, video editing and development.

HSC Year
- Industry Study
- Major Project (Design, Management & Communication, Production)
- Industry Related Manufacturing Technology of Multimedia Industry

Preliminary Course
Practical skills in image editing, animation, web design and video production. Minor projects combined with a study of Multimedia Industry.

HSC Course
The development of a Major Project and folio involving Multimedia elements and a broad study of Multimedia Industry.

Assessment

Preliminary Course

<table>
<thead>
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<tbody>
<tr>
<td>Industry Study</td>
<td>15%</td>
</tr>
<tr>
<td>Design, Management &amp; Communication</td>
<td>30%</td>
</tr>
<tr>
<td>Production</td>
<td>40%</td>
</tr>
<tr>
<td>Industry Related Manufacturing Technology</td>
<td>15%</td>
</tr>
</tbody>
</table>

HSC Course
For the HSC there is an external paper worth 40% and the Major Project and associated Management Folio 60%.

<table>
<thead>
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<tr>
<td>Industry Related Manufacturing Technology</td>
<td>25%</td>
</tr>
</tbody>
</table>

Preliminary Course

Course Outline Preliminary Year
Industry Specific Content & Production

Tools and Machines
- multimedia equipment and its uses – Eg: PCs, Graphics tablets, green screen/Chroma key
- exploring multimedia software packages – Adobe CS Master Collection
- design & development of projects
- Adobe CS Master Collection (Photoshop, Fireworks, Dreamweaver, Illustrator, Flash, After Effects & Premier Pro), Final Cut Pro

Materials & Resources
- file formats
- web resources & digital Libraries

HSC Year

A subject fee will apply as well.

Other Costs: Major Project Materials.

Course Outline HSC Year

Tools and Machines
- using multimedia equipment for Major Project
- manipulating multimedia software packages (eg Adobe CS Master Collection) for Major Projects
- publishing multimedia presentations

Materials & Resources
- file formats
- utilising web resources & digital libraries

Costs

Subject Fee: $120.00 pa
This fee covers the cost of teaching materials, replacement of consumable items and specialist hardware and software costs, associated with this Course and includes cost of upgrade of equipment. Also includes an excursion, demonstration and workshop by external company on Claymation/Stop Motion and video workshop excursion.

Contact Person

Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
Industrial Technology
Timber Products & Furniture Technologies 2 Unit
ATAR Course

Introduction
Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio.

For Whom is the Subject Intended?
Industrial Technology is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of industry. This subject would be especially helpful for students entering the following professions: joinery, carpentry and cabinet making.

Personal Protective Equipment
Students are to be aware that they have to supply personal protective clothing items such as workshop apron, hearing protection, disposable ear plugs and steel cap boots.

Exclusions
This course CANNOT be taken in association with VET Furnishings.

Pre-Requisites
NIL. However, students with previous experience in their selected strand would find it advantageous.

Content

Preliminary Course

<table>
<thead>
<tr>
<th>Industry Study</th>
<th>Study of the organisation and management of an individual business.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>Design and plan projects.</td>
</tr>
<tr>
<td>Management &amp; Communication</td>
<td>Completion of a management folio for each project.</td>
</tr>
<tr>
<td>Production</td>
<td>Acquisition of relevant practical skills.</td>
</tr>
<tr>
<td>Industry Related Manufacturing Technology</td>
<td>Development of knowledge of materials, processes, tools and machinery.</td>
</tr>
</tbody>
</table>

HSC Course

<table>
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<tr>
<th>Industry Study</th>
<th>Broad study of industry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Project</td>
<td>Production of management folio and practical project.</td>
</tr>
<tr>
<td>Industry Related Manufacturing Technology</td>
<td>Continued development of knowledge of materials, processes, tools and machinery.</td>
</tr>
</tbody>
</table>

Assessment

Preliminary Course

- Industry Study: 15%
- Design: 10%
- Management & Communication: 20%
- Production: 40%
- Industry Related Manufacturing Technology: 15%

HSC Year

- Industry Study: 15%
- Major Project: 60%
- Industry Related Manufacturing Technology: 25%

Note
Industrial Technology Timber Products & Furniture Technologies cannot be studied in conjunction with any other Industrial Technology subjects.

Costs
Subject Fee: $120.00 pa
This fee covers the cost of teaching materials, replacement of consumable items and hardware and software costs, associated with this Course and includes cost of biannual upgrade of equipment.

Contact Person
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
Information Processes & Technology 2 Unit

ATAR Course

**Introduction**
Information Processes and Technology is the study of computer-based information communication systems. It focuses on information processes performed by these systems and the procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need. This course has significant advanced standing at University and TAFE.

**For Whom is the Subject Intended?**
Information Processes and Technology is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of Information Communication Technologies (ICT) industry. Information Processes and Technology makes a particularly good combination with VET Information Technology course, and/or Industrial Technology (Multimedia) and/or Software, Design & Development (SDD).

**Pre-Requisites**
NIL. However, students with previous experience with ICT tools and programs would find it advantageous.

**Content/Assessment Components**

**Preliminary Year**
- Introduction to Information skills and systems – 20%
- Tools for Information Processes – 50%
- Developing Information Systems – 30% incorporating image/graphic editing, video production, multimedia, web/internet development, word processing, desktop publishing, spreadsheet, and database applications.

**HSC Year**
- Project management / project work – 20%
- Information Systems and Databases – 20%
- Communication Systems 20%
- Option strands – students select TWO of the below options – 40% (refer next column)

- Multimedia systems – Educational and Information Game development, Leisure and Entertainment, Virtual reality and simulators, web design and development, animation, image/graphic editing, and video multimedia
- Automated Manufacturing Systems – Robotic Systems for dangerous/repetitive tasks, CAD/CAM through numerical control systems, Rapid Prototyping, mail sorting
- Transaction Processing Systems – Banking and Financial systems, Data mining, data warehouse, management systems, enterprise systems

**HSC Assessment**
At the completion of this Course all students will sit for a three hour HSC exam, which is divided into three sections, containing multiple choice and short structured answers. NO ESSAYS!

**Preliminary and HSC Course**

**Course Outline Preliminary and HSC Year**

**Industry Specific Content & Production**

**Tools and Machines**
- Adobe CS Master Collection (Photoshop, Fireworks, Dreamweaver, Illustrator, Flash, After Effects & Premier Pro), Final Cut Pro
- Multimedia equipment and its uses – Eg: PCs, Graphics tablets, green screen/Chroma key
- Robotics using Lego and NXT technology
- Exploring multimedia software packages – Adobe CS Master Collection
- Microsoft Office 2010 applications and integration
- Communication devices such as routers, switches and cabling
- Design & development of projects

**Skills, Materials & Resources**
- Use of business software and its integration use of internet for communication
- File formats
- Web resources & digital Libraries
- Robotics

**Note**
This subject cannot be studied in conjunction with Computing Applications.

**Costs**
Subject costs are included in the College Resource Fee.

**Contact Person**
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Two Courses: Continuers and Beginners

French Continuers

For Whom is the Subject Intended?
Students who have studied French as an elective subject in Years 8 to 10.

Pre-Requisites
A satisfactory level of achievement in the Elective French Course in Years 8-10, or equivalent standard.

Content
Preliminary Year and HSC Year
The main Course aims are to develop the student’s:
- ability to use French to communicate with others.
- understanding and appreciation of the cultural contexts in which French is used.
- cognitive, learning and social skills.
- ability to apply French to work, further study, training or leisure.

There are three prescribed themes, each with associated topics.

<table>
<thead>
<tr>
<th>The individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal identity</td>
</tr>
<tr>
<td>• Relationships</td>
</tr>
<tr>
<td>• School life and aspirations</td>
</tr>
<tr>
<td>• Leisure and leisure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The French-speaking Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Daily life/lifestyles</td>
</tr>
<tr>
<td>• Historical influences on modern-day life</td>
</tr>
<tr>
<td>• Arts and entertainment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The changing world</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Travel and tourism</td>
</tr>
<tr>
<td>• The world of work</td>
</tr>
<tr>
<td>• Current issues</td>
</tr>
<tr>
<td>• The young person’s world</td>
</tr>
</tbody>
</table>

Assessment

Preliminary: Assessment components and their weightings are:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>20%</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>30%</td>
</tr>
<tr>
<td>Reading and responding</td>
<td>40%</td>
</tr>
<tr>
<td>Writing in French</td>
<td>10%</td>
</tr>
</tbody>
</table>

HSC Course: The internal HSC assessment mark for French Continuers is based on the external HSC examination assessment structure.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An oral examination consisting of:</td>
<td>20%</td>
</tr>
<tr>
<td>• Conversation</td>
<td></td>
</tr>
<tr>
<td>A written examination consisting of:</td>
<td>25%</td>
</tr>
<tr>
<td>• Listening and responding</td>
<td></td>
</tr>
<tr>
<td>• Reading and responding</td>
<td>40%</td>
</tr>
<tr>
<td>• Writing in French</td>
<td>15%</td>
</tr>
</tbody>
</table>

Costs
Subject costs are included in the College Resource Fee.

Other Costs: Students need to provide their own tapes/CD’s for listening practice. Students of French must have access to a cassette player/recorder/CD/MP3.

Optional Excursion: If the economy allows, the College Exchange/Pilgrimage Program offers the opportunity to spend time in a French-speaking environment. Approximate cost: $7,000 (Europe) or $2000 (Noumea). Spending money is extra.

Contact Person
Studies Coordinator: Vlasta Veltruski
Email: vlasta.veltruski@mn.catholic.edu.au
French Beginners

For Whom is the Subject Intended?
This Course is for senior secondary students who have little or no previous knowledge of French. It is for students who have not studied French in Stage 5. If students have studied French for more than 100 hours in Stages 4/5 they are ineligible.

The French Beginners Level Course is a 2 Unit Course. Students who complete this Course for the HSC may be admitted to the second year of French at University.

Pre-Requisites
An interest in the language and culture of France.

Content

Preliminary Year and HSC Year
The Course is constructed around the four language skills of listening, speaking, reading and writing. The development of the ability to understand spoken French and to communicate orally in French in the topic areas prescribed comprise half the allocated marks in the assessment. The main Course aims are to develop the student’s:
• ability to use French to communicate with others.
• understanding and appreciation of the cultural contexts in which French is used.
• cognitive, learning and social skills.
• ability to apply French to work, further study, training or leisure.

The major themes are:
• Family Life, Home & Neighbourhood
• People, Place & Communities
• Education & Work
• Friends, Recreation & Pastimes
• Holidays, Travel & Tourism
• Future Plans & Aspirations

Assessment
This Course has a heavy emphasis on practical skills: answers in assignment and assessment work are short answer type and no essay writing is required.

Preliminary
Assessment components and their weightings are based on the recommended syllabus weightings.

The HSC Examination will consist of two parts:
• Oral Examination (approximately 15 minutes)
• Listening and Written Examination (approximately 2½ hours)

<table>
<thead>
<tr>
<th>Assessment Components and Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
</tr>
<tr>
<td>Listening Skills – aural comprehension, the ability to understand spoken language.</td>
</tr>
<tr>
<td>Speaking Skills – oral communication, the ability to converse.</td>
</tr>
<tr>
<td>Reading Skills – the ability to understand written language.</td>
</tr>
<tr>
<td>Writing Skills – the ability to communicate written French.</td>
</tr>
</tbody>
</table>

The internally marked assessment tasks could take a variety of forms, which will assess the performance of the student in each of the skills areas: listening, speaking, reading and writing. Four to six such tasks will be used throughout both the Preliminary and HSC Courses.

Costs
Subject costs are included in the College Resource Fee.

Other Costs: Students need to provide their own tapes/CD’s for listening practice. Students of French must have access to a cassette player/recorder/CD/MP3.

Optional Excursion: If the economy allows, the College Exchange/Pilgrimage Program offers the opportunity to spend time in a French-speaking environment. Approximate cost: $7,000 (Europe) or $2000 (Noumea). Spending money is extra.

Contact Person
Studies Coordinator: Vlasta Veltruski
Email: vlasta.veltruski@mn.catholic.edu.au
German Beginners 2 Unit
ATAR Course

Introduction
German language study provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life. The ability to communicate in German may, in conjunction with other skills, provide students with enhanced vocational opportunities in many areas such as trade, tourism, banking, technology and education.

For Whom is the Subject Intended?
This Course is for senior secondary students who have little or no previous knowledge of German. It is for students who have not studied German in Stage 5. If a student has studied German for more than 100 hours in Stages 4/5 they are ineligible.

The German Beginners Level Course is a 2 Unit Course. Students who complete this Course for the HSC may be admitted to the second year of German at University.

Pre-Requisites
An interest in the language and culture of Germany.

Content
Preliminary Year and HSC Year
The Course is constructed around the four language skills of listening, speaking, reading and writing. The development of the ability to understand spoken German and to communicate orally in German in the topic areas prescribed, comprise half the allocated marks in the assessment. The main Course aims are to develop the student’s:
- ability to use German to communicate with others.
- understanding and appreciation of the cultural contexts in which German is used.
- cognitive, learning and social skills.
- ability to apply German to work, further study, training or leisure.

The major themes are:
- Family Life, Home & Neighbourhood
- People, Place & Communities
- Education & Work
- Friends, Recreation & Pastimes
- Holidays, Travel & Tourism
- Future Plans & Aspirations

Assessment
Preliminary: Assessment components and their weightings are based on the HSC course assessment components.

The HSC Examination will consist of two parts:
- Oral Examination (approximately 15 minutes)
- Listening and Written Examination (approximately 2½ hours)

<table>
<thead>
<tr>
<th>Assessment Components and Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Listening Skills – aural comprehension, the ability to understand spoken language.</td>
</tr>
<tr>
<td>Speaking Skills – oral communication, the ability to converse.</td>
</tr>
<tr>
<td>Reading Skills – the ability to understand written language.</td>
</tr>
<tr>
<td>Writing Skills – the ability to communicate written German.</td>
</tr>
</tbody>
</table>

The internally marked assessment tasks could take a variety of forms, which will assess the performance of the student in each of the skills areas: listening, speaking, reading and writing. Four to six such tasks will be used both throughout the Preliminary and HSC Courses.

Costs
Subject costs are included in the College Resource Fee.

Other Costs: Students need to provide their own tapes/CD’s for listening practice. Students of German must have access to a cassette player/recorder/CD/MP3.

Contact Person
Studies Coordinator: Vlasta Veltruski
Email: vlasta.veltruski@mn.catholic.edu.au
Japanese Beginners 2 Unit
ATAR Course

**Introduction**

Japanese language study provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in many areas such as trade, tourism, banking, technology and education.

**For Whom is the Subject Intended?**

This Course is for senior secondary students who have little or no previous knowledge of Japanese. It is for students who have NOT studied Japanese in Stage 5. If students have studied Japanese for more than 100 hours in Stages 4/5 they are ineligible.

The Japanese Beginners Level Course is a 2 Unit Course. Students who complete this Course for the HSC may be admitted to the second year of Japanese at University.

**Pre-Requisites**

An interest in the language and culture of Japan.

**Content**

**Preliminary Year and HSC Year**

The Course is constructed around the four language skills of listening, speaking, reading and writing. The development of the ability to understand spoken Japanese and to communicate orally in Japanese in the topic areas prescribed, comprise half the allocated marks in the assessment.

The writing component will consist of learning the hiragana and katakana syllabaries and 105 kanji (80 for active use and 25 for recognition). This Course has a heavy emphasis on practical skills: answers in assignment and assessment work are short answer type and no essay writing is required.

The main Course aims are to develop the student’s:
- ability to use Japanese to communicate with others.
- understanding and appreciation of the cultural contexts in which Japanese is used.
- cognitive, learning and social skills.
- ability to apply Japanese to work, further study, training or leisure.

The major themes are:
- Family Life, Home & Neighbourhood
- People, Place & Communities
- Education & Work
- Friends, Recreation & Pastimes
- Holidays, Travel & Tourism
- Future Plans & Aspirations

**Assessment**

**Preliminary:** Assessment components and their weightings are based on the HSC course assessment components.

The **HSC** Examination will consist of two parts:
- Oral Examinations (approximately 15 minutes).
- Listening and Written Examination (approximately 2½ hours).

**Assessment Components and Weightings**

<table>
<thead>
<tr>
<th>Component</th>
<th>HSC Weighting</th>
<th>Internal Preliminary Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Skills – aural comprehension, the ability to understand spoken language.</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Speaking Skills – oral communication, the ability to converse.</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Reading Skills – the ability to understand written language.</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Writing Skills – the ability to communicate written Japanese.</td>
<td>20</td>
<td>15</td>
</tr>
</tbody>
</table>

**Costs**

Subject costs are included in the College Resource Fee.

**Other Costs:**

- Students need to provide their own tapes/CD’s for listening practice. Students of Japanese must have access to a CD player/MP3 etc.
- Students are required to purchase an individual workbook for their two years of study. The cost is determined by the Publisher.

**Optional Excursion:** The College Exchange Program with Japan gives students the opportunity to spend two weeks in Japan. Approximate cost: $3,000, spending money is extra.

**Contact Person**

Studies Coordinator: Vlasta Veltruski
Email: vlasta.veltruski@mn.catholic.edu.au
**Japanese Continuers 2 Unit**

**ATAR Course**

**Introduction**
Japanese language study provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in many areas such as trade, tourism, banking, technology and education.

**For Whom is the Subject Intended?**
The course is designed for students who have studied Japanese as an elective subject in Years 8 to 10.

**Pre-Requisites**
- A satisfactory level of achievement in Elective Japanese course in Years 8 to 10, including Hiragana and Katakana syllabaries prescribed as part of the Junior Elective Course.
- Familiarity with the Kanji prescribed for use and recognition in the new Stage 4 & Stage 5 Syllabus.

**Content**

**Preliminary Year and HSC Year**
The main Course aims are to develop the student’s:
- ability to use Japanese to communicate with others.
- understanding and appreciation of the cultural contexts in which Japanese is used.
- cognitive, learning and social skills.
- ability to apply Japanese to work, further study, training or leisure.

There are three prescribed themes, each with associated topics. These topics may be studied over both the Preliminary and HSC years, in varying depth and complexity according to the needs and interests of the students.

**Assessment**

**Preliminary:** Assessment components and their weightings are based on the HSC course assessment components.

<table>
<thead>
<tr>
<th>Assessment Components and Weightings</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Skills – aural comprehension, the ability to understand spoken language.</td>
<td>30%</td>
</tr>
<tr>
<td>Speaking Skills – oral communication, the ability to converse</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Skills – the ability to understand written language.</td>
<td>40%</td>
</tr>
<tr>
<td>Writing Skills – the ability to communicate written Japanese.</td>
<td>10%</td>
</tr>
</tbody>
</table>

**HSC:** The internal assessment mark for Japanese Continuers is based on the external HSC examination assessment structure.

<table>
<thead>
<tr>
<th>Assessment Components and Weightings</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An oral examination consisting of:</td>
<td>20%</td>
</tr>
<tr>
<td>- Conversation.</td>
<td></td>
</tr>
<tr>
<td>A written examination consisting of:</td>
<td></td>
</tr>
<tr>
<td>- Listening and responding</td>
<td>25%</td>
</tr>
<tr>
<td>- Reading and responding</td>
<td>40%</td>
</tr>
<tr>
<td>- Writing in Japanese</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Costs**
Subject costs are included in the College Resource Fee.

**Other Costs:**
- Students need to provide their own tapes/CD’s for listening practice. Students of Japanese must have access to a cassette player/recorder or CD player.
- Students are required to purchase an individual workbook for their two years of study. The cost is determined by the Publisher.

**Optional Excursion:** The College Exchange Program with Japan gives students the opportunity to spend two weeks in Japan. Approximate cost: $3,000, spending money is extra.

**Contact Person**
Studies Coordinator: Vlasta Veltruski
Email: vlasta.veltruski@mn.catholic.edu.au
**Legal Studies 2 Unit**

**ATAR Course**

**Introduction**

Through this Course students are able to develop knowledge, understanding and skills about the effectiveness of the legal system in promoting a just and fair society.

This Course will assist students to understand their rights as a citizen within the Australian Legal System as well as the International Legal System. The study of this subject should empower students to think critically on the role of legal institutions and the law in society.

**For Whom is the Subject Intended?**

This Course is for any student with an interest in how the legal system operates both in Australia and Internationally.

The Course is not intended to lead directly to study in law at university but it does give an insight into legal proceedings and would be useful for students interested in further legal studies at the tertiary level.

The Course will enable students to better understand their rights and responsibilities by examining the way law is generated and structured and how it operates.

**Pre-Requisites**

There are NO pre-requisites for this course.

---

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Year and HSC Year</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Preliminary Course consists of three sections:</td>
</tr>
<tr>
<td>Part I - The Legal System</td>
</tr>
<tr>
<td>Part II - The Individual and the Law</td>
</tr>
<tr>
<td>Part III - The Law in Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The HSC course consists of three sections:</td>
</tr>
<tr>
<td>Part I - Crime</td>
</tr>
<tr>
<td>Part II - Human Rights</td>
</tr>
<tr>
<td>Part III - World Order - Shelter</td>
</tr>
</tbody>
</table>

**Assessment**

There are a variety of assessments throughout Years 11 and 12 with a focus on research of current legal issues and cases.

The HSC examination is of 3 hours duration and is divided into three sections which consist of multiple choice questions 20%, short responses and structured responses 30% and extended responses 50%.

**Costs**

Subject costs are included in the College Resource Fee.

*Other Costs:* Usually one excursion per year to the courts and a HSC Study Day in Year 12.

**Contact Person**

Studies Coordinator: Tony Stone

Email: anthony.stone@mn.catholic.edu.au
Introduction
Mathematics is not a compulsory subject. Students who decide to study Mathematics choose from the following Courses listed in order of decreasing difficulty.

Board Developed Courses (ATAR)
- Mathematics Extension 1 for the more able mathematics students. It is an additional 1 Unit Course.
- Mathematics (2 Unit Course).
- Mathematics General (2 Unit Course).
- Exceptional students can further specialise with Mathematics Extension 2 in Year 12.

Content Endorsed Course (Non ATAR)
- Mathematics General 1 (2 Unit Course).
  Available in Year 12 only. Must have completed the General Course in Year 11.

How to choose the most suitable Course
All of the Board Developed Courses start with the assumption that students have mastered certain skills and knowledge from Year 10. Therefore students should be guided by their past performance. In summary our recommendations are:

<table>
<thead>
<tr>
<th>Preliminary Board Course</th>
<th>Stage 5 Pathway</th>
<th>Stage 5 RoSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Extension 1</td>
<td>5.3</td>
<td>Grade A9 or 10</td>
</tr>
<tr>
<td>Mathematics 2 Unit</td>
<td>5.3</td>
<td>Grade B8 or better</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>5.1, 5.2 or 5.3</td>
<td>Grade C5 or better</td>
</tr>
</tbody>
</table>

Students who have studied the 5.1 Mathematics Pathway who still wish to have a Mathematics component in their course of study should choose General Mathematics with a view to selecting the General 1 Pathway for their HSC course of study.

Studies Coordinator: Andrew Middleton
Email: andrew.middleton@mn.catholic.edu
Mathematics General 2 Unit
ATAR Course

**Introduction**
All students attempting General Mathematics do the same Preliminary course with the option of doing the General 2 course or the General 1 course in their HSC year.

Mathematics General is a Board Developed ATAR Course.

*Mathematics General 1 is a Content Endorsed course non ATAR (no HSC Examination) available for study in Year 12 providing students have completed the Preliminary Course in General Maths.*

**Content**

**Preliminary Year and HSC Year**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Mathematics General 1 Course (CEC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand</strong></td>
<td>Financial Mathematics</td>
</tr>
<tr>
<td></td>
<td>Data and Statistics</td>
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<tr>
<td></td>
<td>Measurement</td>
</tr>
<tr>
<td></td>
<td>Probability</td>
</tr>
<tr>
<td></td>
<td>Algebra and Modelling</td>
</tr>
<tr>
<td><strong>Focus Study</strong></td>
<td>Mathematics and Design</td>
</tr>
<tr>
<td></td>
<td>Mathematics and Household Finance</td>
</tr>
<tr>
<td></td>
<td>Mathematics and the Human Body</td>
</tr>
<tr>
<td></td>
<td>Mathematics and Personal Resource Usage</td>
</tr>
</tbody>
</table>

**Assessment**
For both Preliminary and HSC courses students are to be assessed on:
- their knowledge and skills
- their ability to apply their knowledge
- their reasoning and interpretive skills
- their ability to explain and communicate methods and solutions

1. **Internal Assessment**
Students do traditional examinations plus a number of other tasks which have stronger emphasis on understanding, communication and interpretation.

2. **External Assessment**
Students do one externally set examination.
There is no external examination for Mathematics General

**Costs**
Subject costs are included in the College Resource Fee.

**Contact Person**
Studies Coordinator: Andrew Middleton
Email: andrew.middleton@mn.catholic.edu
Mathematics 2 Unit

ATAR Course

For Whom is the Subject Intended?
This Course is designed to provide a sufficient basis for university courses involving Mathematics as a minor discipline, such as the life sciences or commerce. It is a calculus-based course.

Pre-Requisites
Students should have studied the 5.3 Mathematics Pathway, and gained Grade B8 or better.

The 5.2 Pathway does not give adequate preparation for Mathematics 2 Unit.

Students need to have demonstrated competence in Mathematical Skills, especially Algebra.

Assessment
For both Preliminary and HSC Courses students are to be assessed on:
• their knowledge and skills.
• their ability to apply this knowledge to the real world.
• their reasoning and interpretive skills.
• their ability to explain and communicate methods and solutions.

1 Internal Assessment
Students will do traditional examinations plus a number of other tasks which have a stronger emphasis on understanding, interpretation and communication.

2 External Assessment
One three (3) hour examination.

Content
Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic Arithmetic and Algebra</td>
</tr>
<tr>
<td>• Real Functions</td>
</tr>
<tr>
<td>• Trigonometric Ratios</td>
</tr>
<tr>
<td>• Linear Functions</td>
</tr>
<tr>
<td>• The Quadratic Polynomial and the Parabola</td>
</tr>
<tr>
<td>• Plane Geometry</td>
</tr>
<tr>
<td>• Tangent to a Curve and Derivative of a Function</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review of Year 11 Preliminary Course</td>
</tr>
<tr>
<td>• Coordinate Methods in Geometry</td>
</tr>
<tr>
<td>• Applications of Geometrical Properties</td>
</tr>
<tr>
<td>• Geometrical Applications of Differentiation</td>
</tr>
<tr>
<td>• Integration</td>
</tr>
<tr>
<td>• Trigonometric Functions</td>
</tr>
<tr>
<td>• Logarithmic and Exponential Functions</td>
</tr>
<tr>
<td>• Applications of Calculus to the Physical World</td>
</tr>
<tr>
<td>• Series and Applications</td>
</tr>
<tr>
<td>• Probability</td>
</tr>
</tbody>
</table>

Costs
Subject costs are included in the College Resource Fee.

Contact Person
Studies Coordinator: Andrew Middleton
Email: andrew.middleton@mn.catholic.edu.au
Mathematics Extension 1 (Preliminary) 1 Unit
ATAR Course

For Whom is the Subject Intended?
This Extension Course gives students the basis for further university studies which are heavily dependent on Mathematics such as the physical and engineering sciences and Mathematics Degrees. However many students undertake this course for other reasons: they may be good at Mathematics and enjoy the challenge; they may want to leave some career options open; they may want to use their talents in this area to maximise their ATAR score.

It is recommended that students of outstanding mathematical ability should consider undertaking both Extension Courses 1 and 2 (1 Unit each) in the HSC year.

Pre-Requisites
The Course is intended for students who have demonstrated a mastery of the skills in Stage 5. They should have completed the 5.3 Mathematics Pathway and gained Grade A (A10 or A9).

Content
Preliminary Year and HSC Year
The Extension Course contains the whole of the 2 Unit Course with harder applications, plus the following topics:
- Further trigonometry and calculus
- Inverse Trig. Functions
- Proof by mathematical induction
- Permutations, combinations and probability
- Polynomials
- Projectile and simple harmonic motion
- Binomial theorem

Assessment
Extension students are assessed separately on both the Mathematics Course and the Extension 1 Course. They are awarded two results:

a mark out of 100 for Mathematics, and
b a mark out of 50 for Extension 1.

1 Internal Assessment
Students will do traditional examinations plus a number of other tasks which have a stronger emphasis on understanding, interpretation and communication.

2 External Assessment
Two Examinations:
Mathematics (3 hours), and Extension I (2 hours).

Note
Extension Mathematics Courses commence at 8am 2 mornings per week.

Costs
Subject costs are included in the College Resource Fee.

Contact Person
Studies Coordinator: Andrew Middleton
Email: andrew.middleton@mn.catholic.edu.au
Music 1 2 Unit
ATAR Course

Introduction
In Music 1 students are given the opportunity to make music in small and large groups as well as individually and they are encouraged to interpret and understand the many and varied types of music styles which exist through listening, composing, analysing and performing.

Music students may use this course to further their music study at University. This course can also be used to gain entry into TAFE music courses as well as private institutions eg. School of Audio Engineering, and Australian Institute of Music.

For Whom is the Subject Intended?
This course is for students with an interest in all types of music regardless of their past musical experience. Students may be already proficient musicians, or beginners with little or no prior knowledge. Students’ musical tastes and interests may vary widely. These are all catered for in this course.

All students will be required to sing or play an instrument. Students should be aware that many students undertaking this course are trained musicians of a high standard.

Pre-Requisites
There are NO pre-requisites. Students DO NOT need to be able to read and write music prior to entering this subject. However they should be aware that a number of students in the class will be skilled in this area.

Content

Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will perform, compose, analyse and listen (musicology and aural) to a variety of musical styles through a study of 3 topics. Examples of topics include Australian Music; Music for Small Ensembles; Music for Film, Radio, Television and Multimedia; Music of a Culture; Theatre Music.</td>
<td>Students will perform, compose, analyse and listen (musicology and aural) to a variety of musical styles through a study of at least three topics from a list of topics some of which include Rock Music; Jazz; Popular Music; Music of the 20th and 21st Centuries, An Instrument and its Repertoire; Theatre Music.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component/Weighting</th>
<th>Performance (10%); Musicology (10%); Composition (10%); Aural (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Electives:</td>
<td>Any combination from Performance, Composition and/or Musicology (45%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal – HSC Year</th>
<th>External – HSC Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component/Weighting</td>
<td>Performance (20 Marks); Aural (30 Marks)</td>
</tr>
<tr>
<td>Three Electives</td>
<td>Any combination from Performance, Composition and/or Musicology (60 Marks)</td>
</tr>
</tbody>
</table>

A mark out of 110 will be converted to a mark out of 100 by the Board of Studies for the final HSC result.

Definitions

Aural: refers to the ability to aurally discriminate between sounds and to make judgements about their use in a variety of styles, periods and genres.

Composition: refers to the organisation of sounds and the process of creating and writing music.

Musicology: refers to the study of musical styles, periods and genres. This occurs through listening, score observation, analysis, performance and composition.

Performance: refers to participation in any form of practical music making.

Costs
Subject costs are included in the College Resource Fee.

Other Costs: It is expected that all students will undertake private tuition on their chosen instrument.

Students are expected to attend and perform at various live musical performances throughout the years.

Contact Person
Studies Coordinator: Patrick Campbell
Email: patrick.campbell@mn.catholic.edu.au
Music 2  2 Unit
ATAR Course

Introduction
Music 2 involves the study of musical compositions from the last 500 years with a focus on music of the last 25 years. Students perform music, compose music, listen to music, analyse scores of printed music and write about the music of other composers. Music 2 students may use this course to further their music study at university and this is also the case for Music 1 students. The Music 2 course involves some group/ensemble work but students do spend a lot of time on their own practising, composing and examining music.

For Whom is the Subject Intended?
The Music 2 course is for students who enjoy music and are highly competent musicians. Music 2 is for students who enjoy studying, analysing, composing and performing all types of music with a particular focus on classical music from 1600 to the present day and some contemporary styles.

High achieving Year 11 Music 2 students may choose to extend and deepen their music study by choosing Music Extension (an additional 1 Unit) in their HSC year.

Pre-Requisites
Students must be able to read and write music fluently. Students must have a high level of formal training either as a singer or as an instrumentalist. Music 2 students need to have studied the Additional Course of Study in Music in Year 9 and/or Year 10 or the equivalent of that course. Vocal or instrumental private tuition is expected for all students who undertake this course.

Content

Preliminary Year and HSC Year
Through Performance, Composition, Musicology and Aural students will study a range of musical styles.

Preliminary Course
- Compulsory Topic: Music 1600 – 1900
- Additional Topic: Music 1900 – 1945 or Australian Music

Preliminary Course Component / Weighting
Musicology (25%); Composition (25%); Performance (25%); Aural (25%)

HSC Course
Compulsory Topic: Music of the Last 25 Years (with an Australian focus). Additional Topics may be chosen from the following:
- Music of A Culture
- Medieval Music
- Renaissance Music
- Baroque Music
- Classical Music
- Music of the 19th Century
- Music 1945 – Music 25 Years Ago

Internal – HSC Year
Component / Weighting
Performance (20%); Musicology (20%); Composition (20%); Aural (20%)

One Elective: Chosen from either Performance, Composition or Musicology (20%)

External – HSC Examinations
Component / Weighting
Performance (15%); Sight Singing (5%); Submitted Composition (15%); Combined Written Musicology and Aural Exam (35%)

One Elective - Either Performance Submitted Composition or submitted Musicology Essay (30%)

Definitions
Aural: refers to the ability to aurally discriminate between sounds and to make judgements about their use in a variety of styles, periods and genres.
Composition: refers to the organisation of sounds and the process of creating and writing music.
Musicology: refers to the study of musical styles, periods and genres. This occurs through listening, score observation, analysis, performance and composition.
Performance: refers to participation in any form of practical music making.

Costs
Subject costs are included in the College Resource Fee.

Other Costs: It is expected that all students will undertake private tuition on their chosen instrument for the entire duration of their senior years at the College. Students are expected to attend and perform at various live musical performances throughout the years.

Contact Person
Studies Coordinator: Patrick Campbell
Email: patrick.campbell@mn.catholic.edu.au
Personal Development, Health & Physical Education (PDHPE) 2 Unit

ATAR Course

Introduction
PDHPE involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It also studies social and scientific understandings about movement and enhanced performance potential.

The syllabus focuses on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects. Scientific aspects of the study of movement include anatomy, physiology, biomechanics and skill acquisition.

For Whom is the Subject Intended?
This Course is academically demanding and requires rigorous application to all aspects. It is especially suited to students with an interest in, or desire to enter, the sporting, educational or health professions. This Course is largely theory based with emphasis on the scientific aspects of movement and performance as well as on Australia’s health priorities.

Pre-Requisites
There are NO formal pre-requisites.

Content
Preliminary Year and HSC Year

Pre-Requisites
There are NO formal pre-requisites.

Assessment

School Assessment
Both Preliminary and HSC Courses are internally assessed. Tasks may include:
- Assignments and research reports
- Training program evaluations
- Formal exams
- Oral and practical presentations

HSC Examination
One written exam of 3 hours duration. It involves:
- Objective response questions on Core Modules (20 marks)
- Short answer questions on Core Modules (40 marks)
- Short answer and extended response questions on Option Modules (40 marks)

Costs
Subject Costs are included in the College Resource Fee.

Other Costs: Students require suitable attire for practical sessions, including appropriate footwear, shorts, T-Shirts and hats. Students should wear the College sports uniform when practical lessons are scheduled. Excursion costs are kept to a minimum.

Contact Person
Studies Coordinator: Chris Henry
Email: chris.henry@mn.catholic.edu.au
Biology 2 Unit
ATAR Course

Introduction
The Biology Course in Stage 6 Science provides students with a contemporary and coherent understanding of the concepts explaining the functioning, origins and evolution of life, and explores the levels of organisation of life, from molecular to cellular and higher levels of organisation structure and function.

Students can combine this subject with ONE or TWO other Science subjects selected from:
- Chemistry.
- Earth & Environmental Science.
- Physics.

For Whom is the Subject Intended?
The Biology Course is designed for students:
- who can work individually and with others in practical, field and interactive activities related to the theoretical concepts.
- who can apply investigative and problem-solving skills, effectively communicate biological information and understanding and appreciate the contribution that a study of Biology makes to their understanding of the world.

It is suited to students who wish to continue with further studies at TAFE or university such as Nursing, Pathology, Medical Sciences, Environmental studies, etc.

Pre-Requisites
Satisfactory completion of Year 10 Science.

Content
Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Local Ecosystem</td>
</tr>
<tr>
<td>Patterns in Nature</td>
</tr>
<tr>
<td>Life on Earth</td>
</tr>
<tr>
<td>Evolution of Australian Biota</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
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</thead>
<tbody>
<tr>
<td>Maintaining a Balance</td>
</tr>
<tr>
<td>Blueprint of Life</td>
</tr>
<tr>
<td>The Search for Better Health</td>
</tr>
</tbody>
</table>

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

Assessment
Three (3) hour external Higher School Certificate examination.
Internal Assessment program includes:
- Fieldwork
- Skills Tasks
- Examination

Costs
- Subject cost included in the College Resource Fee.
- Safety glasses are required.
- Revision Booklets ($25.00) are required and will be available from the College.
- Excursion costs are kept to a minimum.
- Experiment Fest $25.00.

Contact Person
Studies Coordinator: Peter Brown
Email: peter.brown@mn.catholic.edu.au

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Chemistry 2 Unit
ATAR Course

**Introduction**
This Course involves students in group and individual practical work, illustrating theoretical ideas and models. It is expected that throughout the Course students will read scientific periodicals and use a variety of other resource materials and technology.

The Course provides an understanding of Chemistry and its application in the context of technology, society and the environment and is intended for students who have at least a substantial achievement level at the Year 10 level.

In the organisation of the Course the needs and interests of students wishing to pursue careers involving Tertiary Education are addressed. The Course also allows credit transfer for some courses at TAFE.

Students can combine this subject with **ONE or TWO** other Science subjects selected from:
- Biology.
- Earth & Environmental Science.
- Physics.

**For Whom is the Subject Intended?**
Students considering this subject should be achieving at Grade A or B for Science during Year 10.

**Pre-Requisites**
Need to qualify for Mathematics 2 Units ie: 5.3 or near top in 5.2 course.

**Content**

**Preliminary Year and HSC Year**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
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</thead>
<tbody>
<tr>
<td>This part of the Course incorporates the study of:</td>
</tr>
<tr>
<td>• The Chemical Earth</td>
</tr>
<tr>
<td>• Metals</td>
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<tr>
<td>• Water</td>
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<tr>
<td>• Energy</td>
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</tbody>
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<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Production of Materials</td>
</tr>
<tr>
<td>• The Acidic Environment</td>
</tr>
<tr>
<td>• Chemical Monitoring and Management</td>
</tr>
</tbody>
</table>

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

**Assessment**
Three (3) hour external Higher School Certificate examination.
Internal Assessment program includes:
- Skills Tasks
- Examination

**Costs**
- Subject cost included in the College Resource Fee.
- Safety glasses are required.
- Revision Booklets ($25.00) are required and will be available from the College.
- Experiment Fest at the University of Newcastle $25.00.

**Contact Person**
Studies Coordinator: Peter Brown
Email: peter.brown@mn.catholic.edu.au

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Earth & Environmental Science 2 Unit
ATAR Course

Introduction
This course covers the study of Planet Earth and its processes. Students will understand the system and processes which influence aquatic and terrestrial environments. This is an even blend of Geology, Geography and Ecology.

The Course aims to assist students to recognise and understand our responsibilities to conserve, protect and maintain the quality of all environments for future generations.

Students can combine this subject with ONE or TWO other Science subjects selected from:
- Chemistry.
- Biology.
- Physics.

For Whom is the Subject Intended?
This Course is designed for students who have achieved at a substantial level or above in Years 7-10 Science.

Students need skills in research and experimenting, also the communicating and analysis of data is important for intending students.

Pre-Requisites
A genuine interest in the future of Planet Earth and Processes is a major advantage. Students need to have obtained at least a ‘Satisfactory completion of Year 10 Science’.

Content

Preliminary Year and HSC Year

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

HSC Course
- Tectonic Impacts
- Environments Through Time
- Caring for the Country

One Option from the following
- Introduced Species and the Australian Environment
- Environment
- Organic Geology – a non-renewable resource
- Mining and the Australian Environment
- Oceanography

Assessment
Three (3) hour external Higher School Certificate examination.

Internal Assessment program includes:
- Fieldwork
- Skills Tasks
- Examinations

Costs
Subject cost included in the College Resource Fee.

Safety glasses are required.

Excursion costs are kept to a minimum.

Contact Person
Studies Coordinator: Peter Brown
Email: peter.brown@mn.catholic.edu.au
Physics 2 Unit
ATAR Course

Introduction
This Course provides students with an understanding of energy, matter and their interactions. Investigating natural phenomenon and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe.

Students will apply investigative and problem-solving skills, effectively communicate the concepts and appreciate the study of Physics.

Physics builds on and draws on the knowledge and understanding, skills and values and attitudes developed in the science studied in Years 7 to 10.

Students can combine this subject with ONE or TWO other Science subjects selected from:
- Chemistry.
- Earth & Environmental Science.
- Biology.

For Whom is the Subject Intended?
Students considering this subject should be achieving at Grade A or B for Science during Year 10.

Pre-Requisites
Need to qualify for Mathematics 2 Unit, ie 5.3 Mathematics or near top in 5.2 course.

Content

Preliminary Year and HSC Year
The Preliminary Course and HSC Course each consists of 120 hours each and includes practical experiences of at least 45 hours in the Preliminary Course and at least 35 hours in the HSC Course.

<table>
<thead>
<tr>
<th>Preliminary Year</th>
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</thead>
<tbody>
<tr>
<td>• The World Communicates</td>
</tr>
<tr>
<td>• Electrical Energy in the Home</td>
</tr>
<tr>
<td>• Moving About</td>
</tr>
<tr>
<td>• The Cosmic Engine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Space</td>
</tr>
<tr>
<td>• Motors and Generators</td>
</tr>
<tr>
<td>• From Ideas to Implementation</td>
</tr>
</tbody>
</table>

Plus one Option chosen from:
- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

Assessment
Three (3) hour external Higher School Certificate examination.
Internal Assessment program includes:
- Skills Tasks
- Examinations

Costs
- Subject cost included in the College Resource Fee.
- Safety glasses are required.
- Revision Booklets ($25.00) are required and will be available from the College.
- Experiment Fest at the University of Newcastle $25.00.

Contact Person
Studies Coordinator: Peter Brown
Email: peter.brown@mn.catholic.edu.au
Senior Science 2 Unit

ATAR Course

Introduction
Most students will find this Course stimulating and interesting. The focus is on Science and the way it affects peoples personal lives. The Course deals with aspects of Biology, Chemistry, Physics, Earth & Environmental Science.

For Whom is the Subject Intended?
Students who have achieved a satisfactory to excellent achievement level in Science in Year 10 and who do not wish to pursue Science based courses at university.

Pre-Requisites
It is assumed that students have achieved satisfactory results in the Year 10 Course.

Please note Students CANNOT combine this subject with one of the other Science Courses in the Preliminary Year.

Students who complete any of the following Preliminary courses: Biology Chemistry, Earth & Environmental Science or Physics can pick up Senior Science in the Higher School Certificate year.

Content

Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Water for Living</td>
</tr>
<tr>
<td>• Plants</td>
</tr>
<tr>
<td>• Humans at work</td>
</tr>
<tr>
<td>• Local Environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lifestyle Chemistry</td>
</tr>
<tr>
<td>• Medical Technology – Bionics</td>
</tr>
<tr>
<td>• Information Systems</td>
</tr>
</tbody>
</table>

Options – choice of one from five topics:

• Polymers
• Preservations and Additives
• Pharmaceuticals
• Disasters
• Space Science

Assessment
Three (3) hour external Higher School Certificate examination.
Internal Assessment program includes:
• Fieldwork
• Skills Tasks
• Examinations

Costs
Subject Cost included in the College Resource Fee.

Other Costs:
• The following are required and available from the College:
  o Safety glasses $8.00
• Excursion costs are kept to a minimum.

Contact Person
Studies Coordinator: Peter Brown
Email: peter.brown@mn.catholic.edu.au

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Society & Culture 2 Unit
ATAR Course

Introduction
The Society and Culture course in Stage 6 focuses on the interaction of persons, societies, cultures, environments and time. This Course has relevance to the immediate needs of students and to their future lives. It enables students to achieve social and cultural literacy and develop an understanding of
• themselves.
• their own society and culture, and the societies and cultures of others.

For Whom is the Subject Intended?
This Course is intended for students who wish to study and investigate their own social world and that of others. Skills in seeking information and writing up results will be taught and developed. The subject is an excellent preparation for tertiary studies in the Humanities, especially Sociology and Psychology. The Course involves a Major Research Project, completed in Year 12.

Students will need to have good writing skills and be prepared to further develop all of their communication skills.

Pre-Requisites
There are NO pre-requisites for the study of Society and Culture.

Content

Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Social and Cultural World - 30%</td>
</tr>
<tr>
<td>• Personal and Social Identity – 40%</td>
</tr>
<tr>
<td>• Intercultural Communication – 30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
</tr>
<tr>
<td>• Personal Interest Project – 40%</td>
</tr>
<tr>
<td>• Social and Cultural Continuity and Change - 20%</td>
</tr>
</tbody>
</table>

Depth Studies – 40%
Two of:
• Popular Culture
• Belief Systems & Ideologies
• Social Inclusion and Exclusion
• Social Conformity and Non Conformity

Assessment
Students are assessed internally via research tasks and examination.

The HSC examination accounts for 60% of the student’s marks and is of 2 hours’ duration.

The Personal Interest Project which is marked externally is worth 40% of the HSC mark.

Costs
Subject costs are included in the College Resource Fee.

Contact Person
Studies Coordinator: Tony Stone
Email: anthony.stone@mn.catholic.edu.au
Software Design & Development 2 Unit
ATAR Course

Introduction
The Software Design and Development Course provides students with a systematic approach to problem-solving, an opportunity to be creative, with excellent career prospects and interesting content. Software Development is a distinctive field within the Computing discipline. Approaches to software development are many and varied. An understanding of these and the situations in which they are applied is essential. As well as an understanding of how hardware and software are interrelated.

In order to develop solutions communication, personal and team skills are required by the developers. Together, these components provide the basis for the course.

Computing is an area of rapid growth and change. While a variety of computer applications are used in this subject, they are not the primary focus. The focus of this subject is the development of computer-based solutions that require the design of computer smartphone and tablet software.

For Whom is the Subject Intended?
Students interested in the fields of software development, smart phone apps, game development, software for hardware and computer science will find this subject of value. The subject is not only for those who seek further study at TAFE and/or University but also for those who wish to understand the underlying principles of software design and development.

The subject is intended for both genders. The computing field, particularly in the area of software design and development, offers opportunities for creativity and problem-solving and a collaborative work environment where working with people and exploring issues is an integral part of the job. It is critical that students of both genders have the knowledge, understanding and skills necessary to pursue the many new, exciting and highly paid employment opportunities that exist in the field.

Software Design and Development promotes intellectual, social and ethical growth in students. On completion, the subject provides students with options in the workforce, TAFE and university study.

Pre-Requisites
It would be advantageous for students to have studied Computer Studies in Years 9 and 10, OR have good mathematical skills.

As the Course relies on students’ ability to break down a problem into a series of steps, students MUST be capable of undertaking 2 Unit Mathematics Content

Preliminary Year and HSC Year

Preliminary Course

Core Strands
- Concepts and Issues in the Design and Development of Software (30%)
- Software Development Cycle (50%)
- Developing Software Solutions (20%)

HSC Course

Core Strands
- Development and Impact (15%)
- Software Development Cycle (40%)
- Developing a Solution Package (25%)

Option Strands (20%)
One of the following options to be studied:
- Programming Paradigms/Language
- Software Developers View of Hardware

Assessment
At the completion of this Course all students will sit for a 3 hour HSC exam, which is divided into four sections, containing multiple choice, short structured answers, algorithm designs and some extended response answers. As part of the internal assessment, students will be required to undertake a major programming project each year, with an assessment weighting of 20% in the Preliminary Year and 25% in the HSC Year.

Exclusions
This course CANNOT be taken in association with Computer Applications.

Costs
Subject Cost included in the College Resource Fee. This fee covers the cost of teaching materials, replacement of consumable items and hardware and software costs, associated with this Course and includes cost of upgrade of equipment.

Contact Person
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
**Introduction**

A Religion Course is compulsory for all students at SFX. Although this Course is broad, in that it deals with many religious traditions there will be an emphasis on specific Catholic teachings in the Religious Tradition Study 1 - Christianity.

**For Whom is the Subject Intended?**

These Courses offer the opportunity of studying religion as an academic subject at the HSC level. As an HSC subject, Studies of Religion requires a consistent effort and commitment. Both courses have specific Assessment requirements and procedures and involve both an external examination and internal assessment as with other HSC subjects. Students should be aware that Studies of Religion is an academically rigorous subject, and is similar in nature to Modern History, Legal Studies and Ancient History. Students need to be very competent in English to be successful in the course.

The Course can be used by students as part of their ATAR.

**Pre-Requisites**

NIL

**Content**

_Preliminary Year and HSC Year_

### STUDIES OF RELIGION 1 UNIT

**Preliminary Course**

<table>
<thead>
<tr>
<th>SOR I</th>
<th>Duration (indicative hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Religion and Beliefs</td>
<td>16</td>
</tr>
<tr>
<td>Religious Tradition Study 1</td>
<td>22</td>
</tr>
<tr>
<td>Religious Tradition Study 2</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60 hours</strong></td>
</tr>
</tbody>
</table>

**HSC Course**

<table>
<thead>
<tr>
<th>SOR I</th>
<th>Duration (indicative hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion and Belief Systems in Australia – Post 1945</td>
<td>16</td>
</tr>
<tr>
<td>Religious Tradition Depth Study 1</td>
<td>22</td>
</tr>
<tr>
<td>Religious Tradition Depth Study 2</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60 hours</strong></td>
</tr>
</tbody>
</table>

For the purposes of this syllabus the religious traditions are considered to be the five major religions of Buddhism, Christianity, Hinduism, Islam and Judaism.

**Assessment**

**Internal**

For both Courses (1 Unit and 2 Unit) the School Assessment is made up of a variety of tasks: exams; written reports; research; oral, written and graphic communication.

**HSC**

The 1 Unit Course has a single paper of 1½ hours duration. The 2 Unit course has a 3 hour paper.

**Costs**

Subject costs are included in the College Resource Fee. _Other Costs:_ Excursions and/or guest speakers will be organised when deemed appropriate to the Course. These costs are kept to a minimum.

**Contact Person**

Studies Coordinator: Jon Noble
Email: jonathan.noble@mn.catholic.edu.au
Textiles & Design 2 Unit
ATAR Course

Introduction
The Textiles & Design syllabus enables students to develop an understanding and appreciation of the properties and performance of textiles through the study and analysis of fibre, yarn and fabric structures, allowing them to make informed consumer choices. They study the principles and elements of design as well as a variety of influences on design and the methods used to manufacture textile items. The role of the Textile industry along with innovation in textiles are also studied. Students undertake practical textile projects as an integral part of the course.

For Whom is the Subject Intended?
This is a course for fashion designers of tomorrow. Students should have an interest in designing and producing quality, innovative creative items of apparel, textile art, furnishing or costume.

Students with sound practical skills combined with an enquiring mind who are prepared to develop into the performance aspects of textiles should find this course rewarding and interesting.

This course has a strong theory and practical emphasis. A Major Textile Project is completed in the HSC Year in one of the following areas:
- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-apparel

This subject offers further credit in some courses at TAFE and University.

Pre-Requisites
Students DO NOT NEED to have previous experience in their chosen practical field, but it does assist them.

Content

Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three study areas are:</td>
</tr>
<tr>
<td>1. Communicating as a Designer 40%</td>
</tr>
<tr>
<td>2. Deconstructing Textiles 50%</td>
</tr>
<tr>
<td>3. Values and the Textile Industry 10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Colour and Culture 20%</td>
</tr>
<tr>
<td>2. Textile Innovations 20%</td>
</tr>
<tr>
<td>3. Sustainable Industry 10%</td>
</tr>
<tr>
<td>4. Major Textiles Project 50%</td>
</tr>
</tbody>
</table>

Assessment
This course has both practical and theory components. The practical components will be in the form of project-based work. The theory components may consist of experiments, research and examinations. Students complete two minor design projects in the Preliminary Year and one Major Textiles Project in the HSC Year, which is externally marked and contributes to 50% of their final HSC result.

Costs
Subject Fee: $100.00 pa

Other Costs: Students must provide their own materials for all project work. Excursions vary depending on changing exhibitions. Cost is kept to a minimum.

Contact Person
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au
Visual Arts 2 Unit
ATAR Course

Introduction
This Course is for students who enjoy looking at, reading about, discussing and creating Artworks. Students need to spend a lot of their own time to create the Artworks.

Visual Arts is a subject which can be enjoyed by many students. They are given the opportunity to create varied art works inspired by the student’s personal experience of the world and creative efforts of artists in a variety of social and cultural contexts.

For Whom is the Subject Intended?
Many students can find success in this course but all students will be required to produce a Body of Work of considerable depth. This takes talent and commitment. The theoretical component requires students to be average or above average English students.

The Course can be used in the calculation of the ATAR and students can enter a Visual Arts Degree at University with this course as well as a number of diploma and certificate courses at TAFE.

Pre-Requisites
There are NO pre-requisites, although it should be stated that past studies of Visual Arts would be beneficial.

Content
Preliminary Year and HSC Year

HSC Course

<table>
<thead>
<tr>
<th>Making Art</th>
<th>Study of Art (Criticism &amp; History)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: In Search of My Identity</td>
<td>Unit 1: The Subjective/Case Studies x 2</td>
</tr>
<tr>
<td>Painting/ Drawing/ Digital Media</td>
<td>Exam Section 1</td>
</tr>
<tr>
<td>Unit 2: The Found Object</td>
<td>Unit 2: Audience &amp; World Responses to Art</td>
</tr>
<tr>
<td>Sculpture/ Assemblage/ Appropriation</td>
<td>(Seminar &amp; Case Studies)</td>
</tr>
<tr>
<td>Unit 3: Icons &amp; Crucifix (Printmaking)</td>
<td>Unit 3: Text &amp; Narratives in Art</td>
</tr>
<tr>
<td>Photography</td>
<td>Artist &amp; Critic/ Historian</td>
</tr>
</tbody>
</table>

Assessment

Internal Assessment (Preliminary & HSC)

<table>
<thead>
<tr>
<th>Component/Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Body of Work and Final Presentation (Externally marked) 50%</td>
</tr>
<tr>
<td>Art Criticism, Art History, Essays, Formal Examinations 50%</td>
</tr>
</tbody>
</table>

HSC – External Examination

Students will sit for 1½ hour paper which is divided into two sections.
- **SECTION 1**: Student must attempt all questions in Section 1 based on frames/conceptual framework/practice history criticism. (25 marks)
- **SECTION 2**: Students will answer one question only from a selection of six questions (essay format) (25 marks) 50%

Body of Work – Final Submission 50%

Costs

Subject Fee: $120.00 pa

Other Costs: Students must cover the cost of the Body of Work which often needs to have the finished Artwork properly mounted.

Costs to cover excursions are kept to a minimum.

Contact Person

Studies Coordinator: Patrick Campbell
Email: patrick.campbell@mn.catholic.edu.au
<table>
<thead>
<tr>
<th>VET Courses Overview</th>
<th>page 77</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services: <em>Certificate II in Business</em></td>
<td>page 78</td>
</tr>
<tr>
<td>Construction: <em>Certificate II in Construction Pathways</em></td>
<td>page 79</td>
</tr>
<tr>
<td>Entertainment Industry: <em>Certificate III in Live Production and Services</em></td>
<td>page 80</td>
</tr>
<tr>
<td>Hospitality Continuers: <em>Certificate II in Kitchen Operations</em></td>
<td>page 81</td>
</tr>
<tr>
<td>Only students who have completed the first year of the course are eligible</td>
<td></td>
</tr>
<tr>
<td>Hospitality: <em>Certificate II in Kitchen Operations</em></td>
<td>page 82</td>
</tr>
<tr>
<td>Information &amp; Digital Technology: <em>A Statement of Attainment towards a Certificate III in Information, Digital Media &amp; Technology</em></td>
<td>page 83</td>
</tr>
<tr>
<td>Metal &amp; Engineering: <em>Certificate I in Engineering</em></td>
<td>page 84</td>
</tr>
<tr>
<td>Retail Services: <em>Certificate II in Retail Services</em></td>
<td>page 85</td>
</tr>
</tbody>
</table>
Vocational Education & Training

VET COURSES

An Overview
St Francis Xavier’s College will offer Vocational Education and Training (VET) Courses in a number of areas.

There are two types of Vocational Education and Training Courses:

**Industry Curriculum Framework (ICF) courses**

An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.

Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.

The examination mark from one VET course (Category B), and either Tourism, Human Services or Electrotechnology studied through TVET may be included in the calculation of a student’s (ATAR).

**School Based Assessment**

VET courses are competency based. This requires a focus on students developing the required skills and knowledge within each unit of competency. Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

**HSC Examination (optional)**

The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple choice, short answer and extended responses.

The examination is independent of the competency-based assessment undertaken during the course and has **no impact on the eligibility of a student to receive AQF qualifications**.

**Industry Curriculum Framework (ICF) courses include:**

- Business Services
- Construction
- Entertainment Events
- Hospitality
- Information, Digital Media & Technology
- Metal & Engineering
- Retail Services

**Other HSC VET Courses:**

**Board Endorsed Courses (BEC)**

These courses have been endorsed by the Board of Studies as HSC courses. They contribute to the students HSC but not to the ATAR.

Assessments are purely competency based and there is no HSC examination.

These courses include:

- Furnishing
- Sport Coaching
- Hairdressing

**Work Placement**

Students in the Industry Curriculum Framework courses and Sport Coaching have a BOSTES mandatory work placement component. For each year of study (120 hours), a minimum of 35 hours work placement must be completed. **Failure to complete the mandatory work placement may lead to an ‘N’ determination.**

**Recognition**

As Nationally Recognised Training qualifications, all VET courses offered at SFX are recognised by TAFE and other Registered Training Providers for further study.

**Benefits of VET**

Vocational Education and Training subjects are accessible to all students and have a good mix of practical and theory content.

The courses have real world application and for the majority of students have direct application to post-school career pathways or provide skills and knowledge which transfers across into broader career applications.

For ICF courses, the dual accreditation means students can cover both TAFE and University entrance requirements.

The courses may also be credited against a related traineeship or apprenticeship.

**Contact for VET course information**

Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au
Possible Career Paths

- Administrative assistant
- Customer Service
- Reception
- Office Administration
- Human Resources
- Office Management
- Recruitment
- Consultant
- Data Entry Operator

ST FRANCIS XAVIER’S COLLEGE

BUSINESS SERVICES
Certificate II in Business BSB2012

Course Description
This course provides students with entry level office skills, suitable for clerical or administrative work. Business Services includes functions related to management and administration; human resource management; accounting; finance and client services. Students develop skills in arrange of administrative and business technology. Employment opportunities are diverse and there are skills shortages in many of the specialist areas.

This course would suit students who are interested in any career associated with business administration

Course Information

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<tbody>
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<td>Unit Value &amp; hours</td>
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<td>Category</td>
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<tr>
<td>HSC exam</td>
<td>Optional but mandatory for inclusion in ATAR</td>
</tr>
<tr>
<td>Work Placement</td>
<td>Mandatory 35 hours each year</td>
</tr>
</tbody>
</table>

Assessment
Strategies used for assessment of competence include:
Demonstration of skills, written reports and projects, integrated practical tasks, role play simulations

NOTE: Only 2 Units of Category B subjects can be counted towards the ATAR.

Costs

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
<th>First Aid 2017</th>
<th>Work Placement 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>$80.00 pa</td>
<td>$80.00 pa</td>
<td>$70</td>
<td>$20.00 pa</td>
</tr>
</tbody>
</table>

Course Contact
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Possible Career Paths

- Bricklaying
- Carpentry
- Concreting
- Consulting
- Contracting
- Draining
- Estimating
- Glazing
- Joinery
- Painting and Decorating
- Plastering
- Plumbing
- Project Management
- Quantity Surveying
- Rigging
- Roofing
- Shop Fitting
- Steel Reinforcing
- Tiling

Course Description

In the construction industry you can gain skills in building, Work Health & Safety requirements, contracting and quoting, designing and managing projects and dealing with clients, workers and professionals. It addresses skills in handling tools, measurement and calculations, reading and interpreting plans, working sustainably in the construction and associated fields and handling construction materials.

This course provides training in general construction and covers a range of skills and knowledge appropriate for entry level into this industry. At the completion of this course students are well qualified for numerous entry level positions in the building and construction industry and with a suitable ATAR pathway, towards courses such as Construction Management.

Course Information

- Course recognition: This course is dual accredited i.e. it contributes to the HSC as well as an AQF qualification recognised by industry.
- Duration: 2 years
- Unit Value & hours: 240 hour course - 2 Unit Preliminary & 2 Unit HSC
- Category: Category B and counts towards your HSC
- HSC exam: Optional but mandatory for inclusion in ATAR
- Work Placement: Mandatory 35 hours each year

As part of this course students must undertake the WH&S General Induction for Construction Work. This is delivered as part of the Construction course and Work Cover will credit students who successfully complete the course. It is mandatory that all students complete this course prior to work placement. The WH&S General Induction allows students to work on a construction site.

Assessment

Competence is determined by demonstration of skills and knowledge applied in a range of projects and may include oral, practical and written tasks.

Note: Only 2 Units of Category B subjects can be counted towards the ATAR.

Costs

<table>
<thead>
<tr>
<th></th>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
<th>White Card Year 11 only</th>
<th>Work Placement 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$150.00 pa</td>
<td>$150.00 pa</td>
<td>$75</td>
<td>$20.00 pa</td>
</tr>
</tbody>
</table>

Course Contact

Rosemary Sheridan

Email: rosemary.sheridan@mn.catholic.edu.au

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Industry Curriculum Framework Vocational Education and Training Course

ST FRANCIS XAVIER’S COLLEGE

ENTERTAINMENT
A Statement of Attainment towards a Certificate III in Live Production and Services CUA30413

Course Description
The Entertainment course offers training opportunities to people who are interested in the staging; technical operations and organisation of live productions, performances and events.

The course provides training in a wide range of duties such as lighting and audio visual operations; staging; front of house; Work Health & Safety; stage management dealing with patrons and professionals and maintaining costumes; sets and props.

The framework is designed to enable students to acquire a range of technical practical, personal and organisational skills and knowledge related to working employment and further training within the Entertainment Industry sector.

Course Information

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<tr>
<td>Work Placement</td>
<td>Mandatory 35 hours each year</td>
</tr>
</tbody>
</table>

Assessment
The course is competency based and will be assessed using oral, practical and written assessment methods. Projects may be undertaken as a group or as individual tasks.

The work placement is a contributing and mandatory part of the assessment. As the entertainment industry is mostly performance and event based, work placement is frequently completed on a cumulative basis. Students will often attend various entertainment venues and opportunities as they arise and collect hours accordingly. This may involve out of normal school hours commitment.

Note: Only 2 units of Category B subjects can be counted towards the ATAR.

Costs

<table>
<thead>
<tr>
<th></th>
<th>Year 11</th>
<th>Year 12</th>
<th>First Aid</th>
<th>White Card</th>
<th>Work Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2017</td>
<td>2017</td>
<td>Year 11 only</td>
<td>2016 &amp; 2017</td>
</tr>
<tr>
<td>Costs</td>
<td>$150.00 pa</td>
<td>$150.00 pa</td>
<td>$70.00</td>
<td>$75</td>
<td>$20.00 pa</td>
</tr>
</tbody>
</table>

Course Contact
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
**ST FRANCIS XAVIER’S COLLEGE**

**HOSPITALITY CONTINUERS**
Certificate II in Kitchen Operations SIT20812

Only students who have completed the first year of the course are eligible

**This course continues on with the Stage 5 early commencement in Hospitality**

**Course Description**
The Hospitality industry is currently identified as a skill shortage industry. It contributes significantly to the Australian economy and employs a large percentage of the working population in both full-time and part-time positions.

Skills competency is aimed at students being able to undertake duties in safe and hygienic food preparation and handling, communication with team members in hospitality back of house or tourism fields.

**Course Information**

<table>
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<td>Work Placement</td>
<td>Mandatory 35 hours each year</td>
</tr>
</tbody>
</table>

**Assessment**
The course is competency based and will be assessed using oral, practical and written assessment methods and complete projects both as member of a team and individually.

All students in Hospitality undertake the First Aid Certificate.

Students will be expected to wear their full chef’s uniform with fully enclosed firm leather upper shoes.

**Students from St Pius X High School will be eligible to sit for the HSC exam at the end of 2016.**

**Note:** Only 2 Units of Category B subjects can be counted towards the ATAR.

**Costs**

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
<th>First Aid 2016 if not completed in Year 10</th>
<th>Work Placement 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200.00 pa</td>
<td>$200 pa</td>
<td>$70.00 pa</td>
<td>$20.00 pa</td>
</tr>
</tbody>
</table>

**Course Contact**
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au

*Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition*
Course Description
The Hospitality course is closely aligned with the Tourism industry and contributes significantly to the Australian economy and employs a large percentage of the working population in both full-time and part-time positions.

It is currently identified as a skill shortage industry. Skills competency is aimed at students being able to undertake duties in safe and hygienic food preparation and handling, communication with team members in hospitality back of house or tourism fields.

Course Information
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</tbody>
</table>

Assessment
The course is competency based and will be assessed using oral, practical and written assessment methods and complete projects both as member of a team and individually. All students in Hospitality undertake the First Aid Certificate.

Students will be expected to purchase a full apprentice chefs uniform with fully enclosed firm leather upper shoes.

Note: Only 2 Units of Category B subjects can be counted towards the ATAR.

Costs

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
<th>First Aid Year 11, 2016</th>
<th>Work Placement 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200.00 pa</td>
<td>$200.00 pa</td>
<td>$70.00 pa</td>
<td>$20.00 pa</td>
</tr>
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</table>

Course Contact
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
ST FRANCIS XAVIER’S COLLEGE

INFORMATION & DIGITAL TECHNOLOGY
A Statement of Attainment towards a Certificate III in Information, Digital Media & Technology

Course Description
Computers are in all industries and many advertised positions specify computing skills as a prerequisite. The Information Technology (IT) industry continues to be the fastest growing industry nationally and internationally. The IT Industry has been identified as a skills shortage area and there are many opportunities in the industry for employment.

This course would suit students interested in a career in the areas of computing multimedia hardware, software development, information systems, website development, and computer support. It will also support students interested in a variety of other careers that involve information technology including telecommunications, electrotechnology and small business operations. This course has a focus on the support and management of the use of information technology. It provides technical, business and interpersonal competencies such as installing software applications, operating computer hardware and software and workplace skills. At the end of this course students are well qualified for a number of introductory IT roles and further study.

Course Information

<table>
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<tr>
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</tr>
</tbody>
</table>

Assessment

Competence is determined by written tasks and a range of projects and practical tasks which demonstrate student knowledge and application of their skills.

Note: Only 2 Units of Category B subjects can be counted towards the ATAR.

Costs

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
<th>Work Placement 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100.00 pa</td>
<td>$100.00 pa</td>
<td>$20.00 pa</td>
</tr>
</tbody>
</table>

Course Contact
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au

Possible Career Paths
- Computer Operator
- Database Administrator
- Desktop Publisher
- Electronics Publisher
- Help Desk Officer
- Internet Specialist
- IT Consultant
- IT Marketing Manager
- IT Technician
- Multimedia Developer
- Network Administrator
- Programmer
- Software Developer
- Systems Engineer
- Systems Analyst
- Web Designer
- Client Support Manager

Note: Cannot study Computer Applications with IDT.
**Course Description**
The manufacturing, engineering and related service industries include a wide range of industry sectors. These industries are the largest provider of full time employment within NSW and employ approximately 170,000 people throughout the industries. 90% of these being full time positions.

This course is based on units of competency which have been developed by the metal, engineering and related service industries to describe the competencies, skills and knowledge required by workers in these industries as well as other trade pathways such as plumbing. At the completion of this course students are well qualified for a number of entry positions across numerous trades. **Metal and Engineering** is perfectly paired with courses such as **Electrotechnology** and **Construction**.

**Course Information**

<table>
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<td>Work Placement</td>
<td>Mandatory 35 hours each year</td>
</tr>
</tbody>
</table>

**Assessment**
The course is competency based and will be assessed using oral, practical and written assessment methods. The **HSC exam is optional** in Metal & Engineering, but is mandatory for those students seeking an ATAR.

**Students are required to supply overalls, steel capped boots, safety glasses, hearing protection and fabricator's gloves.**

**Note: Only 2 Units of Category B subjects can be counted towards the ATAR.**

**Costs**

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
<th>Work Placement 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100.00 pa</td>
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<td>$20.00 pa</td>
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**Course Contact**
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au
Industry Curriculum Framework Vocational Education and Training Course

ST FRANCIS XAVIER’S COLLEGE

RETAIL SERVICES
Certificate II in Retail Services SIR20212

Course Description
Whatever products people want, use or need there will always be some aspect of the retail industry involved in the transfer of these products. The Retail industry is the largest employer in Australia.

This course will develop student’s skills in customer service; operate retail equipment, developing sales and merchandising stock control and developing good communication skills and team work. It would suit students who are already working and interested in a career in the retail industry and other personal contact and service industries or who are seeking a traineeship or part time work in the retail industry. At the completion of the course, students are well qualified for a number of positions in the retail industry or are able to undertake further study or to advance their retail career.

Course Information

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<tr>
<td>Duration</td>
<td>2 years</td>
</tr>
<tr>
<td>Unit Value &amp; hours</td>
<td>240hour course - 2Unit Preliminary &amp; 2Unit HSC</td>
</tr>
<tr>
<td>Category</td>
<td>Category B and counts towards your HSC</td>
</tr>
<tr>
<td>HSC exam</td>
<td>Optional but mandatory for inclusion in ATAR</td>
</tr>
<tr>
<td>Work Placement</td>
<td>Mandatory 35 hours each year</td>
</tr>
</tbody>
</table>

Assessment
The course is competency based and will be assessed using oral, practical and written assessment methods.

Note: Only 2 Units of Category B subjects can be counted towards the ATAR.

Costs

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
<th>Work Placement 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>$120.00 pa</td>
<td>$120.00 pa</td>
<td>$20.00 pa</td>
</tr>
</tbody>
</table>

Course Contact
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au

EXCLUSION
Students studying Hairdressing and or Beauty Therapy cannot study Retail Services

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition

Page 85
## BOARD ENDORSED COURSES

### Non ATAR Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Studies 1 Unit</td>
<td>87</td>
</tr>
<tr>
<td>Computing Applications 1 Unit</td>
<td>88</td>
</tr>
<tr>
<td>English Studies 2 Unit</td>
<td>89</td>
</tr>
<tr>
<td>Exploring Early Childhood 1 Unit</td>
<td>90</td>
</tr>
<tr>
<td>Marine Studies 1 Unit</td>
<td>91</td>
</tr>
<tr>
<td>Photography 1 Unit</td>
<td>92</td>
</tr>
<tr>
<td>Sport Lifestyle &amp; Recreation 1 Unit</td>
<td>93</td>
</tr>
</tbody>
</table>
Catholic Studies 1 Unit
Non ATAR Course

Introduction
Catholic Studies is a 1 Unit Board Endorsed Course and is studied over Years 11 and 12. The Course offers a coherent and systematic study of the Church and its relationship with other traditions.

The Course aims to provide the opportunity for students to:
- Develop in their understanding of the faith, history and tradition, life and mission of the Catholic Church.
- Develop in their understanding and appreciation of the religious experience of other religious faiths and spiritual traditions.
- Critically reflect upon personal beliefs, values and commitments in light of revelation in the Scriptures and tradition, the mission of the Catholic Church and an analysis of Australia’s religious culture.

For Whom is the Subject Intended?
Religion is compulsory for all students in Years 11 and 12.

This Board Endorsed Course is intended for students who do not propose to pursue Tertiary studies and/or find the writing of essays difficult. Although the course has a deliberate emphasis on specific Catholic teachings, there are opportunities for comparative studies with other religious traditions.

Pre-Requisites
NIL

Content
Preliminary Year and HSC Year

Note that the Year 12 Retreat is an integral part of this course.

Preliminary Course
- Search for Meaning
- Jesus the Christ
- Biblical Studies
- Understanding Catholicism

HSC Course
- Peace & Justice Studies
- Contemporary Moral Issues
- Religion & Science
- Catholic Philosophy

Assessment
Although this Course values the development of attitudes and beliefs which cannot be assessed by theoretical methods; those objective areas which can be measured, will be assessed principally by means of assignments, assessments, and in-school examinations. Participation in class work, discussion and other activities will also be used in assessing the student’s performance.

Component/Weighting

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>60%</td>
</tr>
<tr>
<td>Skills</td>
<td>40%</td>
</tr>
</tbody>
</table>

The students DO NOT sit for an external HSC Examination, as all assessment is school-based.

Costs
Subject costs are included in the College Resource Fee.

Other Costs: Excursions and/or guest speakers will be organised when deemed appropriate to the Course. These costs are kept to a minimum.

Contact Person
Ministry Coordinator: Sue Paton
Email: susan.paton@mn.catholic.edu.au
Computing Applications 1 Unit
Non ATAR Course

Introduction
This Course cannot be used for admission to university courses. It is a Course which enables students to develop familiarity with common software packages.

This Course allows students to study aspects of computing they find interesting, and may be used as a general introduction to computing. It will help develop students’ technological literacy and will assist them in other courses they may be studying. Students will produce an efolio of work that they can use to help gain employment in the future. This is a basic course which may also be undertaken by those interested in gaining basic competency skills.

For Whom is the Subject Intended?
This is a highly flexible student-centred course based around computers.

This course is being offered as a 1 Unit course in the Preliminary Year with the potential to continue and do a further 1 Unit in the HSC Year.

Pre-Requisites
NIL

Content
Students study four modules for each unit in this course.
1 Unit = four modules.
2 Unit = eight modules.

- Hardware and software skills
- Graphics/ Photo editing
- Advanced graphic editing
- Animation
- Video Production
- Website Development
- Microsoft Office Skills
- Web 2.0 Skills and Projects
- Use Adobe Creative Suite Master Collection Software

Assessment
This Course is assessed internally with 40% coming from written tests on theory and 60% from practical tasks relating to the modules students are taking.

Exclusions
This Course cannot be taken in association with any other computing course including:
- Information Processes Technology 2 Units
- Software Design and Development 2 Units
- Information Technology 2 Units VET

Costs
Subject Costs are included in the College Resource Fee.

Contact Person
Studies Coordinator: Trish Stallard
Email: patricia.stallard@mn.catholic.edu.au

NOTE
There is NO guarantee that this course will continue in the HSC year. Continuance is dependent on student numbers and staff availability.
English Studies 2 Unit
Non ATAR Course

Introduction
The aim of English Studies is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society. English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives.

For Whom is the Subject Intended?
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.

Students in this course are **NOT** eligible for an ATAR.

Pre-Requisites
Students who have a vocational direction other than university directly from school OR students who are likely to attain a Grade D or E in Stage 5 are advised to study the English Studies Course.

Content
Students will study ONE mandatory module in each of the Preliminary and HSC years:

- *Careers and Community* is mandatory in the Preliminary course.
- *We are Australians - English in Citizenship, Community and Cultural Identity* is mandatory in the HSC.

Additional modules are selected based on students’ needs, interests, abilities, career aspirations and personal circumstances. A total of three to five modules (including the mandatory module) will be studied in the Preliminary course, and a total of three to five different modules (including the mandatory module) will be studied in the HSC course.

Assessment
There is no external examination of students in the English Studies Board Endorsed Course.

The HSC mark is based on school based assessment and provides a measure of a student’s achievement based on the range of syllabus content and outcomes. A variety of tasks, with flexibility in the design, are used to give students the opportunity to demonstrate outcomes in different ways.

Examples of the types of tasks include mock job interviews, letters, reports, reviews and multi-modal texts such as power points.

Tasks are design to develop the skills students will need at work.

Costs
Subject costs are included in the College Resource Fee.

Other costs may include excursions or project items but these costs will be minimal.

Contact Person
Studies Coordinator: Carole Houston
Email: carole.houston@mn.catholic.edu.au
Exploring Early Childhood 1 Unit
Non ATAR Course

Introduction
Exploring Early Childhood is a Content Endorsed Course offered as a 1 Unit subject in both the Preliminary and HSC years.

This Course has both practical and theoretical components. Students will develop understanding and awareness of the growth, development and learning of young children. Through gaining recognition of the uniqueness of all children, students will have the opportunity to reflect upon potential implications for themselves as parents or carers of children.

The Course does not contribute to an ATAR.

For Whom is the Subject Intended?
This subject presents many possibilities for students who have interest in, or who wish to work in, childcare services via further study at both TAFE and university.

Pre-Requisites
There are NO pre-requisites for this course.

Content
Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnancy and Childbirth</td>
</tr>
<tr>
<td>Conception, genetics, tests, foetal growth, preparations, labour and birth, postnatal and contemporary issues.</td>
</tr>
<tr>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>Physical, motor, social, emotional, cognitive and language development. Importance of families, Contemporary issues.</td>
</tr>
<tr>
<td>Promoting Positive Behaviour</td>
</tr>
<tr>
<td>Developing realistic expectations, Age appropriate behaviour. Positive strategies, Behaviour management, Responsibilities.</td>
</tr>
<tr>
<td>Childrens’ Literature</td>
</tr>
<tr>
<td>Books, First years of school, Choosing books, Poetry, Non-fiction, Sharing literature with children, Contemporary Issues.</td>
</tr>
</tbody>
</table>

HSC Course

| Play and the Developing Child |
| Defining play, Learning through play, Investigating Play Issues and factors influencing play, Contemporary issues. |
| Starting School |
| Transitions, Kindergarten, Curriculum, Contemporary Issues. |
| Child Health and Safety |
| Safety in the home, Maintaining environments, Toys and Play equipment, Road and outdoor safety, First Aid, Contemporary Issues. |
| Historical and Cultural Contexts of Childhood |
| History of childhood, Growing up in Australia, Childhood memories, Culture, Individual families, Multicultural society, Contemporary issues. |

Assessment
There is no external HSC examination for this Course – it does not contribute to an ATAR. The HSC Assessment Mark will appear on student’s HSC.

Student assessment throughout the Preliminary and HSC Courses will reflect the extent to which each student has achieved the Course objectives and outcomes. Assessment Tasks include school-based examinations, projects and reports.

Costs
Subject costs are included in the College Resource Fee.

Other Costs: Projects, materials and excursions are to be covered by students when required. These costs are kept to a minimum.

Contact Person
Studies Coordinator: Chris Henry
Email: chris.henry@mn.catholic.edu.au

NOTE
There is NO guarantee that this course will continue in the HSC year. Continuance is dependent on student numbers and staff availability.

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Marine Studies 1 Unit
Non ATAR Course

Introduction
This Course cannot be used for university entrance. It is a Course that explores numerous aspects of the marine environment and our interaction with it. It is not examined at the HSC.

For Whom is the Subject Intended?
It is most suited to students with the following interests:
- Vocational – tourism, merchant or Australian Navy, seafood catering, boating, etc.
- Environment – both local and global issues, attitudes to conservation.
- Recreational – water sports, development of knowledge and skills in the use of associated equipment.
- Technical – design, manufacture and evaluation of equipment and technique used in the different
- Marine associated industries.

Co-Requisites
There are co-requisites for this Course in addition to an interest in the area of study.
- Able to swim 200 metres in 5 minutes.
- Tread water/float for 10 minutes.
- Successfully complete resuscitation course.

Course Structure

<table>
<thead>
<tr>
<th>Units and Years of Study</th>
<th>Number of Hours</th>
<th>Preliminary</th>
<th>Number of Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit / 1 year</td>
<td>60</td>
<td>60 hours (two periods each week)</td>
<td>30 hour Core and 30 hours of optional modules</td>
</tr>
</tbody>
</table>

Content

Preliminary Year

Core Units (30 hours)
- The Marine Environment
- First Aid/Resuscitation
- Local Area Study
- Humans in the Water
- Life in the Sea

Select additional units from the following list:

Optional Units (30 hours)
- These will be selected from Modules. Final selection will depend upon student interest, staff expertise and available resources. They include:
  - Skindiving and Diving Science
  - Resuscitation Certificate
  - Dangerous Marine Creatures
  - Coastal Studies
  - Local Area Study
  - Personal Interest Project

Assessment
Assessment is school-based as follows:

Preliminary Course (Year 11)
- Two examinations – Mid Course and End of Course Examination.
- Demonstrate competency in swimming and Resuscitation.
- One assessment related to the skills developed in the course.

Costs
Subject costs are included in the College Resource Fee.

Other Costs: Students will be expected to meet costs associated with excursions and practicals. The extent of these will depend on the modules chosen. Costs are kept to a minimum. (Approximately $40.00)

NOTE
There is NO guarantee that this course will continue in the HSC year. Continuance is dependent on student numbers and staff availability.

Contact Person
Studies Coordinator: Peter Brown
Email: peter.brown@mn.catholic.edu.au
Photography 1 Unit
Non ATAR Course

Introduction
This Course cannot be used for admission to university courses. It is a Course designed as a practical Introduction to Photography. It covers the basics of camera operation, techniques of photography, developing your own photos and artistic considerations. These components are covered in both the Preliminary and HSC courses. The primary emphasis will be on Digital Photography. Continuation of the course in the HSC year will be dependent on student numbers.

For Whom is the Subject Intended?
Photography is intended for students with an interest in the practical nature of photography and a desire to further these skills.

Students should realise they will be given clear guidelines about the content of their photographs for Assessment Tasks but are encouraged to further their own skills. The Course can lead to further studies at TAFE.

Special Note
Extension of course into Year 12 Photography is dependent on student numbers.

Content
Preliminary Year and HSC Year
Note that students are required to maintain a photographic journal.

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to Photography - Composition - Streetscapes</td>
</tr>
<tr>
<td>• Thematic Studies – Appropriation</td>
</tr>
<tr>
<td>• Workplace Health &amp; Safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may extend their studies and cover the following content.</td>
</tr>
<tr>
<td>• Special Effects and Manipulated Images - Digital</td>
</tr>
<tr>
<td>• Portraits and Still Life Photography - Digital Unit</td>
</tr>
<tr>
<td>• Work of Famous Photographers – Analysis of the Frames eg Postmodern (Digital Unit)</td>
</tr>
</tbody>
</table>

Assessment
There is no HSC examination in this subject as it is a School Developed Course. An Assessment mark will appear on the student’s Record of Achievement. In both the Preliminary and HSC Year the Assessment Tasks will reflect the following weightings:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making</td>
<td>70%</td>
</tr>
<tr>
<td>Critical and Historical Studies</td>
<td>30%</td>
</tr>
</tbody>
</table>

Preliminary Course

<table>
<thead>
<tr>
<th>Module</th>
<th>Weighting</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Practice Digital</td>
<td>30%</td>
<td>Submit photographs of Streetscape</td>
</tr>
<tr>
<td>30%</td>
<td>• History of Photography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analyse images using the frames</td>
<td></td>
</tr>
</tbody>
</table>

| Developing and Point of View | 40% | Appropriate the work of famous photographers and submit digital images |

HSC Course

<table>
<thead>
<tr>
<th>Module</th>
<th>Weighting</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranged Image</td>
<td>30%</td>
<td>Submit photographs (Wet photography)</td>
</tr>
<tr>
<td>30%</td>
<td>Analysis of Photographic Image Frames / short answer responses</td>
<td></td>
</tr>
</tbody>
</table>

| Traditions, Conventions, Styles | 40% | Submit photographs in digital form |

Costs
Subject Costs are included in the College Resource Fee.

Other Costs: Cost for photographic material, are kept to a minimum.

Contact Person
Studies Coordinator: Patrick Campbell
Email: patrick.campbell@mn.catholic.edu.au

NOTE - There is NO guarantee that this course will continue in the HSC year. Continuance is dependent on student numbers and staff availability.
Sport, Lifestyle & Recreation 1 Unit
Non ATAR Course

Introduction
Sport, Lifestyle and Recreation aims to develop knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. It is a Content Endorsed Course offered as a 1 Unit subject in both the Preliminary and HSC years. The course has a greater emphasis on practical participation than the 2 Unit PDHPE Course.

The Course does not contribute to an ATAR.

For Whom is the Subject Intended?
Sport, Lifestyle and Recreation is suited to students who are interested in health, physical activity and performance. It meets the needs of the increasing number of students completing senior school who require a single unit course to finalise their suite of subjects.

This Course provides an alternative to the more academically demanding 2 Unit PDHPE Course, but may also be studied in addition to that Course. This allows students with strong interests in this area to supplement their study of the 2 Unit Course with further related theoretical, and particularly, practical experiences.

Pre-Requisites
There are NO formal pre-requisites for this Course, however students should not select it unless they are prepared to fully involve themselves in scheduled practical lessons.

Content
Preliminary Year and HSC Year

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games and Sports Applications I</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Includes activities where players share space.</td>
<td>Uses of Resistance Training, Muscles of body,</td>
</tr>
<tr>
<td>Defence involves contact, blocking passage of</td>
<td>Training Methods, Programming.</td>
</tr>
<tr>
<td>movement and interception eg Netball, Soccer,</td>
<td></td>
</tr>
<tr>
<td>Touch, Team Handball.</td>
<td>Outdoor Recreation</td>
</tr>
<tr>
<td>Social Perspectives of Games and Sports</td>
<td>Opportunities, Skills, Environmental</td>
</tr>
<tr>
<td>Sport in society, Media, Economics, Drugs in</td>
<td>Considerations, Planning</td>
</tr>
<tr>
<td>Sport, Careers.</td>
<td>Sports Coaching and Training</td>
</tr>
<tr>
<td>Games and Sports applications II</td>
<td>Roles and Responsibilities, Aspects of a Coaching</td>
</tr>
<tr>
<td>Includes games where players occupy space critical</td>
<td>Session, Psychology, Coaching Programs..</td>
</tr>
<tr>
<td>to opponent, contact and blocking don’t generally</td>
<td></td>
</tr>
<tr>
<td>occur eg Cricket, Volleyball, Tennis.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Assessment in both Courses will involve research and practical reports, planning tasks and formal school-based examinations. Emphasis will be on both knowledge and skills. There is no HSC exam. A student’s HSC Assessment Mark appears on their HSC.

Equipment
Students require suitable attire for practical sessions, including appropriate footwear, shorts, T-shirts and hats. Students should wear the College sports uniform when practical lessons are scheduled.

Costs
Subject Costs are included in the College Resource Fee.

Other Costs: Minor transport and court hire costs will be required in relation to some practical modules. Costs are kept to a minimum.

Contact Person
Studies Coordinator: Chris Henry
Email: chris.henry@mn.catholic.edu.au

NOTE
There is NO guarantee that this course will continue in the HSC year. Continuance is dependent on student numbers and staff availability.
<table>
<thead>
<tr>
<th>Vocational Education &amp; Training (VET Courses)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Endorsed Courses</td>
<td></td>
</tr>
<tr>
<td>Non ATAR Courses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furnishing (VET):</td>
<td>95</td>
</tr>
<tr>
<td>Certificate in Furniture Making</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Coaching (VET):</td>
<td>96</td>
</tr>
<tr>
<td>Certificate II</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hairdressing (VET):</td>
<td>97</td>
</tr>
<tr>
<td>Certificate II</td>
<td></td>
</tr>
</tbody>
</table>

This course will be delivered at St Pius X High School Adamstown
Scheduled: 1:00 pm – 5:00 pm
A minimum of 10 students will be required to run the course

**TVET**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE Delivered Vocational Education and Training</td>
<td>98</td>
</tr>
</tbody>
</table>

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
ST FRANCIS XAVIER’S COLLEGE

FURNISHING
Certificate II in Furniture Making MSF20313

Course Description
This is a NON ATAR Vocational Board Endorsed Course designed to enable students to acquire a range of skills and competencies that are valued and recognised in the furnishings industry.

This course would suit students who are interested in a career in furnishings, furniture, glazing, carpentry, joiner, cabinet making and related industries. Students may also wish to complete this course for general interest as it provides practical skills and training in workshop and equipment use.

At the completion of this course, students will be well suited to a number of wood related industries including those in the building, construction and manufacturing industries.

Furnishing is perfectly paired with courses such as Construction.

Course Information

<table>
<thead>
<tr>
<th>Course Recognition</th>
<th>The course is dual accredited ie it contributes to the HSC as well as an AQF qualification recognised by industry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 years</td>
</tr>
<tr>
<td>Unit Value &amp; hours</td>
<td>240hour course - 2Unit Preliminary &amp; 2Unit HSC</td>
</tr>
<tr>
<td>Category</td>
<td>Category B and counts towards your HSC</td>
</tr>
<tr>
<td>HSC exam</td>
<td>Does not have an HSC exam</td>
</tr>
<tr>
<td>Work Placement</td>
<td>Does not contribute towards your ATAR</td>
</tr>
<tr>
<td></td>
<td>No mandatory Workplacement</td>
</tr>
<tr>
<td></td>
<td>Optional Workplacement is available</td>
</tr>
</tbody>
</table>

Assessment
This course is competency based and will be assessed using a variety of methods such as observation, demonstration, testing, questioning, scenarios and practicals.

Costs

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>$150.00 pa</td>
<td>$150.00 pa</td>
</tr>
</tbody>
</table>

Course Contact
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au

EXCLUSION
This course CANNOT be studied in conjunction with Industrial Technology – Timber Products & Furniture Technologies.

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
ST FRANCIS XAVIER’S COLLEGE

SPORT COACHING
Certificate II Sports Coaching SIS20513

Possible Career Paths
- Sportsperson
- Sports Scientist
- Sports Official
- Sports Development Officer
- Fitness Instructor
- Sports Marketing Manager
- Sports Facility Manager
- Fitness Centre Manager
- Coaching Assistant
- Sports Coach
- First Aid Instructor
- Sports Manager
- Sports Administrator
- Sports Instructor

Course Description
This is a NON ATAR Vocational Board Endorsed Course designed to enable students to acquire a range of skills and competencies that are valued and recognised in the sport and recreation industry. The course is based on units of competency which have been developed for people wishing to enter the sport and recreation industry.

Main topics covered include:
- Sport Coaching: coaching styles and practices; preparing and conducting sessions
- Practical skills: may include a range of sports including Touch Football, Rugby League and Netball
- Careers in Sport, including Refereeing and Officiating
- Business and Sports Administration
- Communication in the workplace
- Work, Health and Safety and First Aid
- Sports Medicine
- Sports Nutrition – Meal Preparation

Course Information
- Course recognition: The course is dual accredited and contributes to the HSC as well as an AQF qualification recognised by industry.
- Duration: 2 years
- Unit Value & hours: 240 hour course - 2Unit Preliminary & 2Unit HSC
- Category B and counts towards your HSC
- HSC exam: Does not have an HSC exam
- Does not contribute towards your ATAR
- Work Placement: Mandatory Workplacement of 35 hours per year

Assessment
This course is competency based and will be assessed using oral, practical and written assessment methods.

Costs

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
<th>First Aid 2017</th>
<th>Work Placement 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100 pa</td>
<td>$100 pa</td>
<td>$70.00 pa</td>
<td>$20.00 pa</td>
</tr>
</tbody>
</table>

Course Contact
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au

Witnessing Excellence, Generosity and Compassion shaped by the Catholic Tradition
Vocation Educational and Training Course (Board Endorsed Course)

Hairdressing
Certificate II in Hairdressing SIH20111

This course will be delivered at St Pius X High School, Adamstown
Scheduled: 1:00 pm – 5:00 pm
A minimum of 10 students will be required to run the course

Course Description
This is a NON ATAR Vocational Board Endorsed Course designed to enable
students to acquire a range of skills and competencies that are valued and recognised
in the Hairdressing industry. The course is based on units of competency which have
been developed for people wishing to enter the Hairdressing and or Beauty industry.

In Australia, the hairdressing industry is characterised by a substantial number of
small businesses providing unique hairdressing services to clients. Hairdressing
requires high-level technical skills, creative and basic business skills. The course
covers a range of duties including customer care, Salon safety, Basin procedures, Drying
and styling hair, Colouring hair and Merchandising. Inclusion of Maths in your HSC is a
recommendation.

Course Information

Course recognition: The course is dual accredited ie it contributes to the HSC as well
as an AQF qualification recognised by industry.

Duration: 2 years

Unit Value & hours: 240hour course - 2Unit Preliminary & 2Unit HSC

Category: Category B and counts towards your HSC

HSC exam: Does not have an HSC exam

Does not contribute towards your ATAR

Work Placement: No mandatory Workplacement

Optional Workplacement is available

The 240 hours may also be credited against a related traineeship.

Assessment
The course is competency based and will be assessed using oral, practical and written
assessment methods on clients and in scenario settings.

Costs

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
<th>First Aid 2016 or 2017</th>
<th>Work Placement 2016 &amp; 2017</th>
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<tbody>
<tr>
<td>$600 pa</td>
<td>$600 pa</td>
<td>$70 pa</td>
<td>$20 pa</td>
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Course Contact
Rosemary Sheridan
Email: rosemary.sheridan@mn.catholic.edu.au
All TVET courses are studied at Hunter TAFE. It is students’ responsibility to make their own way to and from TAFE. Most TAFE courses run from 2:00 pm until 6:00 pm Monday, Tuesday or Wednesday.

There is a $600 pa fee for all TVET courses.

Students will be required to undertake an application process prior to enrolment in these courses.

Students interested in TVET must have made application through their Year 10 Careers Advisor before subject selection process.

These courses allow students in Years 11 and 12 to study selected vocational subjects not available at St Francis Xavier’s College. TVET courses can give you a head start in a chosen career path. You can gain work related skills or pursue further studies at TAFE or University.

TAFE NSW is an adult learning environment with industry experienced teachers. TAFE NSW courses encourage a 'hands-on' approach, often combining study with work placement. Students have access to industry standard workshops, careers, counselling, internet services, and library facilities.

- TVET courses provide significant benefits.
- Broader choices of study.
- The opportunity to get skills and training for the workplace.
- Learning skills that are valuable to employers.
- Gaining two sets of credentials from TAFE NSW and the NSW Board of Studies. If you go on to further studies with TAFE NSW you will be entitled to advanced standing, which means that you do not repeat any subjects you have successfully completed. You also have the opportunity to explore further career paths.

Course Contact
Julie McLoughlin
Email: julie.mcloughlin@mn.catholic.edu.au

WITNESSING EXCELLENCE, GENEROSITY AND COMPASSION SHAPED BY THE CATHOLIC TRADITION
Stage 6 Life Skills recognises the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

The Stage 6 Life Skills courses stress the application of knowledge, understanding, skills, values and attitude to a range of environments that will be accessed by students with special education needs.

This is an alternate program of studies for students with special learning needs. Applicants for this program are required to have their learning needs assessed

Courses currently offered:
- Creative Arts Life Skills
- English Life Skills
- HSIE Life Skills
- Mathematics Life Skills
- Technology Life Skills
- Work and the Community Life Skills

Please refer to next page for more information.
Stage 6 Life Skills

Introduction
A Life Skills Syllabus - Stage 6 is directed towards students for whom a regular course of study is inappropriate. The subjects presented within Life Skills consist primarily of NSW BOSTES Developed Life Skills courses. Students will normally enter a Stage 6 Life Skills Program at Year 11 and complete it at the end of Year 12. Students who complete both the Year 11 Preliminary course of study as well as the Year 12 Higher School Certificate course will receive a full Higher School Certificate testamur together with the related Record of Achievement. Students who complete the Preliminary Year 11 course will only receive the Board of Studies Record of Achievement (ROSA).

For Whom is the Program Intended?
Courses followed within the Life Skills Program are designed with the special learning needs of students in mind. The BOSTES expects that, in most instances, enrolled students will be those who experience an intellectual disability. Life Skills maintain a strong focus on the development of vocational and independent living skills.

Purpose of the Life Skills Program
The purpose of Life Skills is to provide a relevant and functional program of transition from the school context to the post-school environment. In support of this, students may be expected to undertake Work Experience each year. Where appropriate, opportunities for TAFE study are available. Students will combine Life Skills subjects with a selection of mainstream subjects. Close consultation with the College is required when choosing mainstream courses.

Program Pre-Requisites
The NSW BOSTES expects that, in most instances, prospective students would have completed at least four Life Skills subjects during a Stage 5 course of study. Consideration for enrolment in Life Skills can also be given under special circumstances. An example of this is where a student has experienced significant difficulties in one or more Stage 5 subjects. Under Board guidelines, the student may then apply to enrol in a Life Skills Course for that subject(s) only and to follow a regular course of study in his or her remaining subjects. Enrolment is approved in consultation with College staff after an interview and psychological testing process.

NB: Life Skills Subjects
Each of these are 2 Unit Board Developed Courses
- Creative Arts Life Skills
- English Life Skills
- HSIE Life Skills
- Mathematics Life Skills
- Technology Life Skills
- Work and the Community Life Skills
Whether the courses will run is dependent on student numbers. Students who have selected a Life Skill HSIE Course will cover the compulsory Catholic component of study required in Catholic Schools.

Enrolment
Enrolment in Life Skills subjects is made through application to the College. Parents will be individually notified of acceptance into Life Skills. A significant feature of Life Skills is the student’s Individual Planning Process. This process is based around a series of meetings, held at strategic points throughout both years of the program and involving key stakeholders in the student’s education. The student plays an important role in this process and is encouraged to take an active part in all decisions made. The first of these planning meetings usually occurs between May and July of the year prior to enrolment in the program. Prospective students are also invited and encouraged to visit the College during Term 4 prior to commencing as a component of their transition to the Senior College.

Assessment
Students undertaking Life Skills subjects will be assessed internally and in accordance with the assessment guidelines set by the NSW Board of Studies. The assessment process is built around achievement of outcomes set within the student’s Individual Planning Process. Students will satisfactorily complete a course of study if they apply themselves diligently and with sustained effort.

Costs
Subject Costs are included in the College Resource Fee. Other Costs: Students may need to purchase equipment or clothing for some work experience. Students will also be required to hold Work Experience Insurance. Regular community visits are an important part of this program and may incur a small cost from time to time, (eg: bus fare). For any extended excursions an additional cost will be applicable dependent upon transport and admission fees.

Contact Person
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Learning Support Coordinator
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