

# **Loyola Senior High School**



## **CURRICULUM HANDBOOK**

**2015 - 2016**

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# FOREWORD

A school is more than what transpires in a classroom. It is a community embarked on a journey that enables the individual to grow in an environment that both challenges and provides hope. This is especially true of a Catholic school and Loyola seeks to be a community not only in word but also in action. The Ignatian stress on education seeks to engage both the head and the heart.

To this end, Loyola is committed to excellence in every area of our students' formation. The school endeavours to provide opportunities within and beyond the classroom to draw out the full potential and talents of each student.

Loyola strives for the freedom of liberal education, of Christian humanism, engaging and nurturing the whole person. Consequently, in addition to English, Mathematics and the Sciences, there is an emphasis on Art and Music (which develop the imagination and aesthetic sense), on Public Speaking, Debating and Drama (cultivating eloquence and confidence), Community Service (teaching leadership through service), and Sport (for individual discipline and to build a strong sense of belonging).

To view the curriculum at Loyola, then, in specific subject terms alone is to lose the richness and diversity of the total educational package. Programs like Faith Serving Others and social responsibility and justice groups like Saint Vincent De Paul and Young Christian Students (YCS) are as much as an integral part of a Loyola student's curriculum as Mathematics, English or Science. Furthermore, the work done by the school in the area of work placements and helping all students to secure their futures has been a significant part of the Loyola story.

Since 1993 there has been a steady growth and development in the package of courses offered at Loyola. The TAFE courses, Trade Training Centre opportunities, and the on site developing links with the Australian Catholic University, as well as the range of HSC Board of Studies courses offered at Loyola, cater for a very broad range of students with differing needs and interests.

Mr Robert Laidler  
Principal

## CURRICULUM STRUCTURE FOR 2015

The Curriculum structure to be adopted at Loyola Senior High School in 2015 is designed to accommodate the needs and aspirations of all students who attend the school.

The structure will be broad, flexible and reflective of the numerous pathways that students can now undertake to complete the Higher School Certificate.

Many students will come to Loyola Senior High School seeking a Higher School Certificate that will gain them entrance to a university. These students will seek a HSC pathway and course of study that will make them eligible to receive an ATAR (Australian Tertiary Entrance Rank).

If students are unsure as to whether they will require an ATAR or not in the future, it is advisable that at least during the Preliminary stage of the HSC (Year 11) they adopt a pattern of study that will make them eligible for the ATAR.

Others will seek a HSC but will elect not to go down the pathway of obtaining an ATAR as their future lies in career paths that do not require entrance to a university.

Some students will adopt a pattern of study that will include a number of courses taught at TAFE (TAFE delivered vocational education courses). These courses have a strong vocational basis and will provide students with the possibility of gaining nationally recognised industry credentials. Moreover, many of these TAFE delivered courses can be studied in conjunction with other more traditional courses at Loyola, and provide students with advanced standing in TAFE courses undertaken after a student completes the Higher School Certificate.

TAFE delivered vocational education courses are not the only avenue available to those students enrolled at Loyola who wish to undertake a Higher School Certificate with a strong vocational basis. Students enrolling at Loyola are able to take advantage of a variety of vocational framework courses such as Hospitality, Entertainment, Construction, Business Services, Information and Digital Technology and Retail. These courses have proven extremely popular and add a new dimension to senior study.

Some students will choose to enrol in the Loyola Trade Training Centre (TTC), established to provide young people with the skills needed for a successful career and the best chance possible of entry into an apprenticeship. Loyola TTC enables Year 11 and 12 students to gain experience and skills in their chosen trade while completing their Higher School Certificate (HSC). Unlike most schools and trade schools, Loyola offers a diverse range of courses at Certificate III level.

The study of other languages is offered at the Saturday Schools of Community Languages. These courses are included as part of a student's study pattern with appropriate allowances made in those students' timetables.

There are many pathways and patterns of study possible at Loyola Senior High School. Each student can tailor a pattern of study that reflects their interests, needs and aspirations for the future. **No one pathway is better or more important than another.** Rather, students need to consider carefully all possible options and to seek advice so that the pattern of study they choose provides them with the necessary foundation for success in their senior studies.

# **THE HIGHER SCHOOL CERTIFICATE CURRICULUM AT LOYOLA SENIOR HIGH SCHOOL**

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. The Award of the HSC to a student recognises 13 years of schooling. It is an internationally recognised credential that provides a strong foundation for the future whether you wish to pursue university qualifications, vocational training or employment.

## **REQUIREMENTS FOR THE AWARD OF THE HSC**

### **A. THE BOARD OF STUDIES REQUIREMENTS**

If you wish to be awarded the HSC by the Board of Studies:

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

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

### **B. REQUIREMENTS FOR STUDENTS AT LOYOLA SENIOR HIGH SCHOOL**

In addition to the guidelines set out above in A, your pattern of study at Loyola must comply with the following requirement:

- Completion of at least 20 hours of the school's Faith Serving Others Program.

## **REQUIREMENTS FOR ATAR ELIGIBILITY (UNIVERSITY ENTRANCE)**

If you wish to receive the Australian Tertiary Entrance Rank (ATAR) you must study a minimum of 10 Board Developed units in your HSC pattern of study. Of these ten units, 2 units must come from an English Course studied for the Higher School Certificate.

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 contributed to foundation knowledge required for university study. All Category A courses units can be included in the calculation of the ATAR.

Very few HSC Board Developed courses have been classified as Category B courses. Most are courses offered by TAFE or delivered as part of the Board of Studies Vocational Education Frameworks.

**Only the best two units from all Category B courses studied by a student are available for inclusion in the calculation for the ATAR.**

The Category B courses are:

<b>COURSE</b>	<b>UNIT VALUE</b>
Accounting	2
Business Services (240 hours)	2
Construction - VET (240 hours)	2
Electronics Technology	2
Entertainment - VET (240 hours)	2
Information and Digital Technology - VET (240 hours)	2
Retail – VET (240 hours)	2
Hospitality – VET (240 hours)	2
Tourism (240 hours)	2

**Students wishing to include a category B course for the calculation of the ATAR must undertake the optional written HSC examination offered by the Board of Studies in each course.** Only students undertaking the optional written examination can have one of these course results available for inclusion in the ATAR.

## **SAMPLE ATAR and NON ATAR STUDY PROGRAMS**

### **John: 10 HSC Units - Eligible for the ATAR**

<b>SUBJECT</b>	<b>CATEGORY</b>	<b>UNIT VALUE</b>
English Standard	A	2
PDHPE	A	2
Modern History	A	2
Studies of Religion	A	2
Retail - VET	B	2

(John undertook the optional HSC written examination as part of his Retail assessment).

John did not do Mathematics in his HSC year; however, he did complete two units of Mathematics in his Preliminary Year (Year 11).

### **Yola: 10 HSC Units - Not eligible for the ATAR**

<b>SUBJECT</b>	<b>CATEGORY</b>	<b>UNIT VALUE</b>
English ESL	A	2
Business Studies	A	2
Business Services – VET (No optional exam taken by Yola)	B	2
Tourism (No optional exam taken by Yola)	B	2
Mathematics General	A	2

At Loyola, Yola also undertook 1 Unit Catholic Studies - a non ATAR course. As Yola only has 6 units of Category A courses, she is not eligible for a ATAR. However, she fulfils the requirements for award of an HSC.



## WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

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

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

<b>2 UNIT COURSE</b>	<ul style="list-style-type: none"><li>• This is the basic structure for all courses. It has a value of 100 marks.</li></ul>
<b>EXTENSION COURSE</b>	<ul style="list-style-type: none"><li>• Extension study is available in a number of subjects. Extension courses build on the content of the 2 Unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, some Languages and VET.</li><li>• English and Mathematics extension courses are available at 'Preliminary' and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.</li><li>• HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.</li></ul>
<b>1 UNIT COURSE</b>	1 unit equals approximately 2 hours of class time each week or 60 hours per year.
	<ul style="list-style-type: none"><li>• Studies of Religion can be undertaken as either a 1 unit or 2 unit course in the HSC year.</li></ul>

## WHAT TYPES OF SUBJECTS AND COURSES CAN I SELECT AT LOYOLA SENIOR HIGH SCHOOL?

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

- **Board Developed Courses**

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

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

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

- **Board Endorsed Courses**

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

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

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

## **LOYOLA TRADE TRAINING CENTRE**

Loyola Trade Training Centre (TTC) has been established to provide young people with the skills needed for a successful career and the best chance possible of entry into an apprenticeship. Loyola TTC enables Year 11 and 12 students to gain experience and skills in their chosen trade while completing their Higher School Certificate (HSC). Unlike most schools and trade schools, Loyola offers a diverse range of courses at Certificate III level. The unique 2 year program offers students an edge over other training facilities at other schools.

Students study Certificate III courses relevant to the following trades:

- Automotive – Light Vehicle
- Carpentry
- Electro-Technology
- Engineering – Metal Fabrication
- Hairdressing
- Hospitality - Commercial Cookery
- Shop Fitting – Joinery
- Children's Services
- Beauty

### **What are the Benefits?**

- Complete Years 11 and 12 in a Catholic school
- Gain the Higher School Certificate
- Achieve outcomes towards Certificate III trade qualifications
- Complete the equivalent of a first year apprenticeship
- Undertake industry training and the opportunity to complete paid work with a workplace mentor if enrolled in a school-based apprenticeship
- Improved transition from school to work
- Develop essential employability skills
- Learn with greater flexibility and relevance
- Online learning in a technology rich environment
- Be supported by mentors who provide valuable advice to students and are vital contacts for parents and employers
- Learn in a young adult environment (Senior High School)

Each student's package of study is determined by their chosen trade. The non-ATAR program of study assists students to achieve their HSC without the demands of HSC exams.

**A separate enrolment form must be completed for interested Trade Training Centre students.**

## **LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY**

Students with special education needs can meet the study requirements for both the Preliminary and HSC years using a combination of:

- Board Developed Life Skills courses and/or
- Board Developed courses and/or
- Board Endorsed courses (including content endorsed courses)

It is important that students with special education needs consult with the Learning Support Co-ordinator to develop an appropriate program of study. This consultation will usually take the form of an individual transition planning meeting.

We can negotiate the number of units of study in both the Preliminary and HSC years and combine this with learning in the workplace.

A student will satisfactorily complete a Life Skills course if, in the Principal's view, he or she has:

- followed an appropriate pattern of study
- applied themselves with diligence and sustained effort to the set tasks and experiences of the program
- achieved some of the course outcomes.

Students with special education needs may also accumulate units towards an HSC. They may also be eligible for special provisions.

Life skills courses available at Loyola Senior High School include the following:

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

These courses are individually designed and implemented to meet the student's needs. Each Life Skills course is 120 hours in both the Preliminary and HSC years.

More information about these Life skills courses is available from the Learning Support Co-ordinator.

## VOCATIONAL EDUCATION & TRAINING (VET) COURSES

Board Developed (Framework Courses) or Board Endorsed Courses.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students must spend in the workplace. At the end of their HSC students receive documentation showing the competencies gained during the course. Loyola will deliver most of these courses, while some may be delivered by local Colleges of TAFE.

- All VET Curriculum Framework courses are dual-accredited courses. This means that students will not only finish with a HSC but also an Industry recognised credential such as a Certificate Level II or a Statement of Attainment. These credentials are recognised by TAFE and by Industry. Students who go on to further education can use these credentials to gain credit transfer, which means they will not be required to re-sit these subjects at TAFE. This could mean they finish their course in less time.
- These courses have been designed in conjunction with Industry and are taught to Industry standards. All teachers undertake additional training, which allows them to teach these courses.
- All VET Curriculum Framework courses are very practical and 'hands on'. They are designed for students who may wish to build a career in these Industry areas.
- Curriculum Framework courses can be run within the school timetable or on a Thursday afternoons as a 3 hour block, with students undertaking a further one hour of independent study.
- Some VET courses will attract additional fees to contribute towards the cost of materials and some courses require students to purchase uniforms, textbooks or other equipment e.g.:-
  - Hospitality - uniforms and food – approx. \$100
  - Construction – steel capped boots and protective clothing
  - Entertainment – first-aid course.
- A mandatory part of all Curriculum Framework courses require students to undertake 70 hours of work placement in industry. This may mean weekend or after hours work – especially in Entertainment.

**Further information is available from the Leader of Learning Vocational Education.**

## ASSESSMENT IN VET COURSES

VET courses deliver dual qualifications for the HSC and for industry and have dual assessment systems for these qualifications.

Business Services 240 hours	Hospitality 240 hours
Construction 240 hours	Information and Digital Technology 240 hours
Entertainment 240 hours	Retail Services 240 hours
Tourism 240 hours	

### COMPETENCY BASED ASSESSMENT

**VET courses are assessed against competency standards.** The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competency is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

**Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts. VET courses are assessed on a continuous basis.**

The techniques used for collecting evidence of competency may include:

* workplace performance	* a project
* role play/simulation	* written exercises
* oral questioning	* oral presentations
* tests or examinations	* finished product
* demonstration of specific skills/knowledge	

**REMEMBER:** In competency based assessments you are either competent or not yet competent. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

**APPEALS** - *If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should follow the process as outlined in the VET Information Handbook.*

### STANDARDS REFERENCED ASSESSMENT

Students studying VET courses can choose to sit the HSC Examination and may have **one** VET course mark counted towards their ATAR. The external HSC exam for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR **must** sit the HSC examination.

The marking of the HSC examination is standards referenced as is the marking of general HSC courses. Some tasks and internal examinations will be based on standards referenced assessment to give students HSC practice. Internal examinations such as the Trial HSC in Year 12 will be the basis for determining an HSC ESTIMATE MARK for each student. An HSC estimate mark is a prediction of the likely performance of each student in the HSC examination based on internal evidence and the professional judgement of the teacher. The HSC estimate mark will only be used if the student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination. Further information about each VET course appears in the section listing the HSC courses available.

## **WORKPLACEMENT**

- Students undertaking all VET Industry Curriculum Framework courses should note that work placement is a **COMPULSORY** component of their course. Thirty five hours each year is a mandatory requirement for all VET courses.*
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. .
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement.
- Absences from work placement **MUST** be reported to the employer **and** to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.

## **THE TAFE DELIVERED VET PROGRAM (TVET)**

The TAFE delivered VET program allows secondary school students to study Vocational courses at TAFE as part of their preliminary and/or HSC courses. These courses are all 2 unit courses and offer dual accreditation – from the Board of Studies and also from TAFE NSW. TAFE courses take place once a week during a 4 hour block – generally 2-6pm. Students are expected to make their own way to and from TAFE.

Board developed two year TVET courses (e.g. Accounting, Tourism) can contribute to the ATAR if students undertake the optional HSC exam. ALL Board developed TVET courses are category B courses. NOTE: only ONE category B course may count towards the ATAR.

Board endorsed one year TVET courses (e.g. Children's Services, Automotive, Beauty, Hairdressing, Plumbing etc) are also available but do not count towards the ATAR.

The cost of TVET courses is significantly subsidised by the Catholic Education Office, however, all courses will incur an additional enrolment cost.

Any student interested in undertaking a TVET course while at Loyola Senior High School should ensure they complete the appropriate application forms when they become available. The Leader of Learning Vocational Education will speak to students about TVET courses when the information and application forms become available (usually around July/August).



**Important:**

If you are considering a two year TVET course, you must enrol in your current school before you complete year 10. Please contact the Leader of Learning Vocational Education at your school if you are enrolled in a diocesan school, or seek advice from your careers advisor. Please contact the Leader of Learning Vocational Education (Ph: 040 737 1992) for further information about TVET courses.

## **THE FAITH SERVING OTHERS PROGRAM**

"Here am I among you, as one who serves." (Luke 22:27)

In the Preliminary year all students complete the Faith Serving Others program. One of the ideals of Loyola Senior High School and of the Religious Education Faculty is to form women and men who show concern for others and who will venture into the community with a sense of commitment. This is a key component of Jesuit and Ignatian philosophy.

The *Characteristics of Jesuit Education* states:

Jesuit education helps students to realise that talents are gifts to be developed, not for self satisfaction or self gain, but rather, with the help of God, for the good of the human community.

To this end, a program has been devised which will require all Preliminary year students to participate in twenty (20) hours of service over a period of one school term. Each student is required to find his or her own placement and the voluntary work is done in the student's own time. However, lists of possible placements, and other help and guidance, are available from Loyola.

*(The Faith Serving Others - Action and Reflection Program)* has been designed to help each student grow as a Christian person.

Christ calls us all to "service" and this involves using all aspects of our personality and talents and it involves challenges and risks.

Much of what the students do in this program is unfamiliar and some parts of it they may find difficult. But we encourage them in the difficult times to remember that while stretching to reach out hurts, it is also a sure sign of life and growth.

Loyola Senior High School provides a reflection process which is used by the student for commenting on each week's experience. This is a critical part of the process as it is through reflection that our experiences gain meaning.

Tutors regularly monitor students' progress and report to the Faith Serving Others Co-ordinator.

## WHY SUBJECT CHOICES ARE IMPORTANT

- The subjects you study at school can often determine the type of career you follow.
- Taking subjects that you like and that interest you makes life at school enjoyable and fulfilling.
- You are more likely to do well at a subject if you enjoy it.

### How to decide.....

Recognise this as an important decision and take time to consider all your options.

Ask yourself the following questions:

- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

In most cases, the best subjects to take are the ones you like the most. From these subjects you are more likely to do well and therefore gain higher marks. If you really do not like a subject, you probably will not do as well, and may even perform poorly.

Use these rules when choosing subjects:

- **ABILITY** - choose subjects you are good at.
- **INTEREST** - choose subjects you enjoy.
- **MOTIVATION** - choose subjects you really want to learn.

### How NOT to decide....

Do not choose a subject because:

- *Your friends are taking it.* Your friends may have different abilities, interests and motivations to you.
- *Your favourite teacher is teaching it.* Teachers often change classes or even schools.
- *You want to go on a particular excursion.* You could endure years of misery for the sake of that excursion.
- *Boys / girls don't do that subject.* There are no separate subjects for boys and girls. If you are good at or interested in a subject, then do it for you.
- *You need to do it even though you hate it.* If you need to do a subject to get into a particular course at university, there will be a lot of that subject within the university course. Why spend a lot of years studying something you don't enjoy to try for a job you might not get and would probably hate anyway.

## **CAREER CHOICES**

When deciding what pattern of study to pursue at school, during the Preliminary and HSC years, students should consider:

- their areas of interest;
- what subjects are required as prerequisites for particular career courses; and
- their levels of ability (students should avoid sitting for subjects and levels of which they are not capable).

Students who select a pattern of studies without considering these three factors are doing themselves a disservice. They are creating a possible situation where they will be unable to follow a career path because of poor subject choice or poor performance in necessary pre-requisite subjects.

Students who have any enquiries regarding subject choices for particular careers, should consult the Assistant Principal, their Careers Adviser, House Co-ordinator, or Tutor.

## **COURSE COSTING**

Each student will pay an overall \$60.00 to cover the cost of their subjects. With regard to Major Works, especially in the Visual Arts and Design & Technology areas, where students undertake special projects and require more selective and expensive materials, students will be required to cover the cost for these.

The above fee does not cover the cost of courses undertaken with TAFE.

Students in VET courses will have to purchase specialist uniforms (Hospitality) or other equipment (knife kit, work boots etc).

When exact costs are known, students will be promptly informed.

## **COURSE DESCRIPTIONS**

**On the pages following, you will find descriptions of all courses.**

**The courses appear in alphabetical order**

**Please read widely and carefully.**

**Make sure you have a  
number of alternatives worked out,  
so you cover all possibilities.**

**Keep in mind:**

**Ability!**

**Interest!**

**Career Path!**

## PRELIMINARY COURSES FOR 2015

Ancient History	Legal Studies
Biology	Mathematics
Business Services – VET	<ul style="list-style-type: none"> <li>● Mathematics 2 unit</li> </ul>
Business Studies	<ul style="list-style-type: none"> <li>● Mathematics Accelerated</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>● General Mathematics</li> </ul>
Community and Family Studies	Modern History
Computer Applications	Music 1
Construction – VET	Personal Development, Health &
Design and Technology	Physical Education
Earth and Environmental Science	Photography
Economics	Physics
English	Religious Education
<ul style="list-style-type: none"> <li>● English Studies</li> </ul>	<ul style="list-style-type: none"> <li>● Studies of Religion</li> </ul>
<ul style="list-style-type: none"> <li>● English Standard</li> </ul>	<ul style="list-style-type: none"> <li>● Catholic Studies</li> </ul>
<ul style="list-style-type: none"> <li>● English Advanced</li> </ul>	Retail Services – VET
<ul style="list-style-type: none"> <li>● English Extension 1</li> </ul>	Senior Science
<ul style="list-style-type: none"> <li>● English (ESL)</li> </ul>	Software Design and Development
Engineering Studies	Sport, Lifestyle and Recreation
Entertainment - VET	Tourism- VET
Exploring Early Childhood	Visual Arts
Food Technology	Visual Design
Hospitality – VET	Work Studies
Industrial Technology - Multimedia	
Information Processes and Technology	
Information and Digital Technology – VET	

**Note: The above courses will be offered for 2015. The determination of whether a course runs in 2015 will be based on student numbers.**

# RELIGIOUS EDUCATION COURSES

**All students must complete a course in Religious Education** in both the Preliminary and HSC Years. Students may choose from the following courses:

- Studies of Religion (ATAR)
- Catholic Studies (Non ATAR)

## Studies of Religion

### This subject is:

Two Unit in Year 11/ One OR Two Unit in Year 12  
Board Developed  
ATAR Course

### What **SKILLS** do I need to achieve well in Studies of Religion?

- Developing skills in Reading and Writing
- Effectively communicate complex ideas, issues and information in appropriate forms to different audiences and situations.
- Answer a variety of questions from short-answer to extended responses.
- Analysing and organise information for the purpose of research tasks and extended responses variety of sources on a particular topic.
- Researching across a variety of resources and a range of topics.

### What **WORK PRACTICES** do I need to achieve well in Studies of Religion?

- Working independently and in group situations in order to complete both in-class tasks and assessment tasks.
- Respect for the cultural diversity of Australian society.
- Do about 20-30 minutes homework after each class to help reinforce school work.
- Carefully organise your notes, worksheets and folders.
- Have a reasonable command of written English language.
- Good time management skills

### What will I **LEARN** in Studies of Religion?

**The aim is to promote an understanding and critical awareness of the nature and significance of religion and the influences of belief systems and religious traditions on individuals and within society.**

- The nature of religion and belief systems in local and global contexts.
- The influence and expression of religion and belief systems in Australia.
- Religious traditions and their adherents.

### How will I be **ASSESSED** in Studies of Religion?

- Assessment is conducted in both assessment tasks and formal examinations which assess student's ongoing development in understanding throughout the course. For example students will be required to submit two research assessment tasks, and sit for a Half Yearly Preliminary Examination and a Final Preliminary Examination.

### Why should I **CHOOSE** Studies of Religion?

- If you are considering applying for University after your HSC.
- If you really enjoy reading and viewing a variety of sources on topics such as world issues, social justice, equality and ethics and are good at writing.
- If you take your senior studies seriously and you want to be in a class with other people who have the same goals as you.
- If you want to expand your knowledge of contemporary issues in the world.

## Catholic Studies

### **This subject is:**

One unit

Content Endorsed Course

Non ATAR Course

### **What SKILLS do I need to achieve well in Catholic Studies?**

- Developing skills in reading and responding to topic related questions.
- Responding to discussing religious, social justice and ethical issues.
- Problem-solving skills.
- Communicate ideas and issues from a range of sources.
- Investigate and research a variety of related topics

### **What WORK PRACTICES do I need to achieve well in Catholic Studies?**

- Good time management skills.
- You should be able to work independently and as a member of a group.
- When given a list of work to complete by a certain date, you should be able to plan your time and work consistently.
- You should be able to carry out research tasks, manage folders and use a laptop.

### **What will I LEARN in Catholic Studies?**

This course aims to provide the opportunity for students to:

- develop in their understanding and appreciation of the faith, tradition, history, life and mission of the Catholic Church
- develop in their understanding and appreciation of the religious experience and traditions of other Christians and people of other religious faiths
- integrate Catholic faith with personal experience and a critical analysis of Australian society.

### **How will I be ASSESSED in Catholic Studies?**

- Assessment is conducted in both oral and written tasks and class examinations in order to assess student's ongoing development in understanding throughout the course. The majority of assessments will be through independent and group project work.

### **Why should I CHOOSE Catholic Studies?**

- This course is designed to build on students' prior learning and experience in order to enable Year 11 students attending Loyola Senior High School to study the Catholic faith and Tradition, expressed in the life and mission of the Church.
- The course will be offered as an alternative course of study for students electing not to study the NSW Board of Studies 'Studies of Religion'. The course also provides the opportunity for students to research religious and related social questions and issues of personal interest.
- Catholic Studies is an integral part of the overall curriculum of Loyola Senior High School and informs the distinctive orientation of Catholic schooling and its values.



# ENGLISH COURSES

**English is the only Board of Studies compulsory HSC subject and all students must complete English for the award of the HSC. At least two units of English are counted in the ATAR.**

The aim of English Stage 6 is to enable students to understand, use, enjoy and value the English language in its various forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

All students undertake a minimum of two units in English in each of the preliminary and HSC years. English is offered in a range of courses: **English Studies, Standard English, Advanced English and English as a Second Language (ESL).**

**Extension English** is offered as a 1 unit course in the Preliminary Year for Advanced English students. In the HSC year students can choose to study Extension English as either a 1 or 2 unit course. Extension English enables students with a particular love of English to engage in further and more in-depth study, with the option to create a Major Work.

**Introduction to Senior Study** is offered as a 1 unit course in the Preliminary Year for those students who require extra help to prepare and enable them to study English at a senior level.

## English Studies

### **This subject is:**

Two units  
Board Endorsed  
Non ATAR

### **What SKILLS do I need to achieve well in English Studies?**

- If you do not like English or do not do very well in English you should select this course
- On your report, if English is usually a D or an E, you should select this course
- You need at least an elementary ability to read, write, speak and listen

### **What WORK PRACTICES do I need to achieve well in English Studies?**

- You should be able to work independently and as a member of a group
- When given a list of work to complete by a certain date, you should be able to plan your time and work consistently
- You should be able to create documents, manage files and use a laptop

### **What will I LEARN in English Studies?**

- Your first topic is English and the worlds of education, careers and community
- You will learn how to apply for a job
- You will read and view a range of interesting texts

### **How will I be ASSESSED in English Studies?**

- You will be asked to create Portfolios of different kinds of work during each topic
- You will have one examination in each year
- You will plan, research and present information and ideas in a variety of ways

### **Why should I CHOOSE English Studies?**

- If you have a non-ATAR package you should choose this course
- English is compulsory, but this is the easiest level of English
- It is very satisfying to achieve success in English and you will be able to achieve good results in this course if you complete all the set work

## Standard English

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in Standard English?**

- Competent ability to read, write, speak and listen
- You should be achieving at least a C in English
- If you are achieving B or A in English you should try the more challenging and rewarding Advanced English
- If you are achieving D or E you should consider English Studies

### **What WORK PRACTICES do I need to achieve well in Standard English?**

- Ability to plan your time to study and prepare polished assessment tasks
- Ability to plan your time and perform under pressure in exams
- Regular reading and writing to develop your ability to express yourself
- Speaking and listening as part of your learning in class

### **What will I LEARN in Standard English?**

- You will learn the vocabulary of the study of English
- You will learn how to write different types of responses
- You will learn about how purpose, audience and context shape meaning
- You will study different types of text: novel, film, poetry, speeches and plays.
- You will see a live performance of a play

### **How will I be ASSESSED in Standard English?**

- You will be asked to complete a variety of assessment tasks
- You will be asked to perform in examinations
- You will be required to complete homework

### **Why should I CHOOSE Standard English?**

- English is compulsory, and this is the least challenging level of ATAR English, but it is still very challenging
- If you want to gain an ATAR but English isn't really your strength

## Advanced English

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in Advanced English?**

- A love of English
- You read for pleasure
- Proficient ability to read, write, speak and listen
- You should be achieving at least a B in English
- If you are achieving a C or lower it might be better to try one of the other English subjects

### **What WORK PRACTICES do I need to achieve well in Advanced English?**

- Ability to plan your time to study and prepare polished assessment tasks
- Ability to plan your time and perform under pressure in exams
- Regular reading and writing to develop your ability to express yourself
- Speaking and listening as part of your learning in class

### **What will I LEARN in Advanced English?**

- You will study a Shakespeare play
- You will learn how to write different types of responses in an academic manner
- You will learn how to analyse texts and synthesize your knowledge to form your own original ideas
- You will study different types of text: novel, film, poetry and speeches
- You will see a live performance of a play

### **How will I be ASSESSED in Advanced English?**

- You will be asked to complete a variety of assessment tasks
- You will be asked to perform in examinations
- You will be required to complete homework

### **Why should I CHOOSE Advanced English?**

- You really enjoy and are good at English and you want to achieve at the highest possible level
- You want the challenge and reward
- You want to be in a class with other people who have the same goals as you
- You want to expand your knowledge of English literature
- You want to take English Extension I

## English Extension I

### **This subject is:**

One unit  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in English Extension I?**

- A great love of English
- You read and write for pleasure
- Excellent ability to read, write, speak and listen
- You should be achieving at the highest level in English

### **What WORK PRACTICES do I need to achieve well in English Extension I?**

- Ability to research independently and smoothly integrate knowledge into your formal written work
- Ability to use editing skills to polish your writing
- Ability to read set texts fairly quickly
- Ability to write in a creative manner or be willing to learn

### **What will I LEARN in English Extension I?**

- You will learn how context affects the way that a story is told by studying different versions of similar stories created in different times
- You will learn how to analyse texts and synthesize your knowledge to express your own original ideas
- You will study different types and genres of texts that are not the same as the texts you study in Advanced English
- You will have the opportunity to attend special Study Days

### **How will I be ASSESSED in English Extension I?**

- You will be asked to complete a variety of assessment tasks
- You will be asked to perform in examinations
- You will be required to complete research and home study

### **Why should I CHOOSE English Extension I?**

- You love and are really good at English and you want to achieve at the highest possible level
- You want to fill your timetable with as much English as possible
- You want the challenge and the reward
- You want to be in a class with other people who have the same goals as you
- You want to expand your knowledge of English literature
- You are interested in taking up the fourth unit of English, Extension 2, in Year 12

## ESL English

### **This subject is:**

Board Development

ATAR

Two units

### **How do I qualify for this course?**

To be accepted into this course:

- You have to have come from a different language background and have had most of your schooling overseas in a language which is NOT English

or

- You have had only minimal education in English in an Australian school (less than five years usually)

or

- You have had your education interrupted and have not been able to access regular schooling and this has made it difficult for you to learn English well.

### **What WORK PRACTICES do I need to achieve well in ESL English?**

- Willingness to plan your time and do your homework as this is how you will develop your English skills.
- Ability to ask questions and attempt new ways of doing things and not feel pressured.
- Regular reading and writing to develop your ability to express yourself.
- Speaking and listening as part of your learning in class.
- Desire to find out more about the Australian culture and English language.

### **What will I LEARN in ESL English?**

- You will widen your knowledge of English vocabulary
- You will learn how to write in English in different way for examinations.
- You will learn to read the many different types of texts in English and be able to understand and appreciate them better.
- You will learn to speak more confidently in English and be able to express your ideas more clearly.
- You will learn more about the Australian culture and environment and be able to ask questions about the different aspects of our society.

### **How will I be ASSESSED in ESL English?**

- You will be asked to complete a variety of assessment tasks
- You will be asked to perform in exams
- You will be required to complete homework

### **Why should I CHOOSE ESL English?**

- The ESL English course is an ATAR course and maximises the opportunities of ESL students to gain entry to university courses.
- Many students who wish to continue their education after Year 12 take this course as it does improve their knowledge of academic English
- This course is especially helpful to ESL students as it is designed to be flexible so that it can specifically cater for their needs as new English speakers.
- The ESL English course will assist students to participate more effectively in society by providing them with a variety of Australian experiences and widening their knowledge of the Australian culture.

## Introduction to Senior Study

### **This subject is:**

One unit  
Board Endorsed  
Non ATAR

### **What SKILLS do I need to achieve well in Introduction to Senior Study?**

- If you are completing a non-ATAR package of courses and would like to improve your overall literacy you should select this course
- On your report, if English is usually a D or an E, you should select this course
- You need at least an elementary ability to read, write, speak and listen

### **What WORK PRACTICES do I need to achieve well in Introduction to Senior Study?**

- You should be able to work independently and as a member of a group
- When given a list of work to complete by a certain date, you should be able to plan your time and work consistently
- You should be able to create documents, manage files and use a laptop

### **What will I LEARN in Introduction to Senior Study?**

- Your first topic is Oral Communication.
- You will learn about the art of public speaking, and how to plan and present a public speech.
- You will read, hear and view a range of interesting texts

### **How will I be ASSESSED in Introduction to Senior Study?**

- You will be asked to create a range of different kinds of work during each topic
- You will not have any examinations in this subject.
- You will plan, research and present information and ideas in a variety of ways

### **Why should I CHOOSE Introduction to Senior Study?**

- If you have a non-ATAR package you should choose this course
- English is compulsory, and this course will improve your performance in English
- It is very satisfying to achieve success in English and you will be able to achieve good results in this course if you complete all the set work

# **HUMAN SOCIETY AND ITS ENVIRONMENT COURSES**

**Subjects included here are:**

**Ancient History**

**Business Studies**

**Economics**

**Legal Studies**

**Modern History**

**Work Studies (Non ATAR)**



## Ancient History

**This subject is:**

Two units; Board Developed; ATAR

**What SKILLS do I need to achieve well in Ancient History?**

- Strong **language and literacy skills** (reading, writing and listening skills) and especially well developed **communication skills** for content writing (essays).
- **Excellent Research and Inquiry Skills**, especially the ability to find appropriate sources and stimulus material for use in writing a research task.
- The ability to **read and interpret historical sources and documents** (including maps, pictures, and photograph images) and from those sources make valid conclusions and judgements about the past.
- For success it is **strongly recommended** a student have achieved a **minimum Grade C (or better) in English at the Year 10 Mid-Year Report**.

**What WORK PRACTICES do I need to achieve well in Ancient History?**

- Consistent **homework amounting to 2-3 hours per week**, including assessment tasks that involve research and inquiry.
- A willingness and **ability to work well in cooperative groups or teams** when it is required in the classroom.
- A willingness to demonstrate **“All My Own Work”** with research tasks through correct sourcing and referencing of such tasks along HSIE Faculty guidelines.

**What will I LEARN in Ancient History?**

- In the **Preliminary Course** students learn about Investigating the Past: History, Archaeology and Science; Case Studies (e.g. **Homer and the Trojan War or the Age of Hoplite Warfare**); Ancient Societies currently Thera (Santorini) or Greek Drama as well as an Historical Investigation of their choice consistent with the syllabus guidelines.
- In the **HSC Course** students will learn about Cities of Vesuvius – Pompeii and Herculaneum (Core); Ancient Societies (‘Society in Minoan Crete’ or ‘Athens during the Time of Pericles’); An Historical Personality (Alexander the Great or Julius Caesar) and Historical Period (‘Fourth Century Greece to the death of Philip II of Macedon’ or ‘Roman Republic 78-31 BC’).

**How will I be ASSESSED in Ancient History?**

There are **four (4) formal assessment tasks** in the courses based upon the Board of Studies (BOSTES) assessment components and weightings, which are:

- Knowledge and Understanding of the course content or the syllabus content with a 40% weighting.
- Assessment of Source Based skills (20%): analysis, synthesis and evaluation of historical information from a variety of sources (not just text).
- Historical Inquiry and Research (20% weighting) as take home tasks.
- Communication of historical understanding in appropriate forms (as research and under examination conditions) with a 20% weighting.
- There is a Mid Year and Final Examination in Ancient History.

**Why should I CHOOSE Ancient History?**

- Any student wanting an ATAR and especially those wanting to study tertiary (university and TAFE) History courses especially Ancient civilisations.
- Any student who may want to complete Extension History when in Year 12 (a History Course is a prerequisite to electing Extension History for the HSC).
- Any student generally interested in historical periods and personalities and how history may well explain partly both the present and the potential future.

## Business Studies

### This subject is:

Two units  
Board Developed  
ATAR

### What **SKILLS** do I need to achieve well in Business Studies?

- Strong **language and literacy skills** (reading, writing and listening skills) and especially well developed **Communication skills** for content writing (essays).
- **Excellent Research and Inquiry Skills**, especially the ability to find appropriate sources and stimulus material for use in writing a research task.
- The ability to **read and interpret statistical graphs and tables** and make valid conclusions from that source data to help with research and inquiry.
- For success it is **strongly recommended** a student have achieved a **minimum Grade C (or better) in English at the Year 10 Mid-Year Report**.

### What **WORK PRACTICES** do I need to achieve well in Business Studies?

- Consistent **homework amounting to 2-3 hours per week**, including assessment tasks that involve research and inquiry.
- A willingness and **ability to work well in cooperative groups or teams** when it is required in the classroom.
- A willingness to demonstrate **“All My Own Work”** with research tasks through proper sourcing and referencing of such tasks along HSIE Faculty guidelines.

### What will I **LEARN** in Business Studies?

- In the **Preliminary Course** students will learn about Contemporary Business Issues; The Nature of Business (including what is a business; types of business in Australia; business expansion and growth and the business environment); Business Management (and Change) as well as Business Planning (especially for small to medium sized business SMEs).
- In the **HSC Course** students will learn about the four Key Business Functions which are Marketing; Finances including Financial Ratios; Employment Relations and Operations Management with the focus being large and global business much of the time.

### How will I **be ASSESSED** in Business Studies?

There are **four (4) formal assessment tasks** in the courses based upon the Board of Studies (BOSTES) assessment components and weightings, which are:

- Knowledge and Understanding of the course content or the syllabus content with a 40% weighting.
- Stimulus Based skills (20%) such as interpreting graphs and tables.
- Inquiry and Research (20%) as take home tasks.
- Communication of business ideas and issues in appropriate forms (20%).
- A maximum 50% weighted for Tests and Exams with both a Mid Year and Final Examination.

### Why should I **CHOOSE** Business Studies?

- Any student wanting an ATAR and especially those wanting to study University Business Studies and business content (e.g. Accounting, Marketing).
- Any student generally interested in business ideas and contemporary issues.
- Individuals seeking to be a better consumer, employee, investor and/or perhaps owner of business (as important stakeholders of business).

## Economics

### This subject is:

Two units; Board Developed; ATAR

### What **SKILLS** do I need to achieve well in Economics?

- Strong **language and literacy skills** (reading, writing and listening skills) and especially well developed **communication skills** for content writing (essays).
- **Excellent Research and Inquiry Skills**, especially the ability to find appropriate sources and stimulus material for use in writing a research task.
- The ability to **read and interpret statistical graphs and tables** and make valid conclusions from those statistics to help with research and inquiry.
- For success it is **strongly recommended** a student have achieved a **minimum Grade C (or preferably better) in English at the Year 10 mid-Year Report**. It is also recommended students have a similar level of achievement in Mathematics.

### What **WORK PRACTICES** do I need to achieve well in Economics?

- Consistent homework amounting to **2-3 hours per week**, including assessment tasks that involve research and inquiry.
- A commitment to keeping up with current political and economic events.
- A willingness and ability to **work well in cooperative groups or teams** when it is required in the classroom.
- A willingness to demonstrate **“All My Own Work”** with research tasks through correct sourcing and referencing of such tasks along HSIE Faculty guidelines.

### What will I **LEARN** in Economics?

- In the **Preliminary Course** students will learn about what is economics about; comparing economies (Australia and an Asian Economy); Consumers and Business; Markets; Labour Markets; Financial Markets and the role of Government.
- In the **HSC Course** students will learn about The Global Economy; Australia's Place in the Global Economy; Economic Issues such as economic growth, inflation, unemployment and the distribution of income as well as Economic Policies and Management of the Australian Economy.

### How will I **be ASSESSED** in Economics?

There are **four (4) formal assessment tasks** in the course based upon the Board of Studies (BOSTES) assessment components and weightings which are:

- Knowledge and Understanding of the economics course content or the syllabus content with a 40% weighting.
- Stimulus Based skills (20%) such as interpreting graphs and tables.
- Inquiry and Research (20%) as take home (hand in) tasks.
- Communication of economic ideas and issues in appropriate forms (20%).
- A maximum 50% weighted for Tests and Exams with a Mid Year and Final Examination.

### Why should I **CHOOSE** Economics?

- Any student wanting an ATAR and especially those wanting to study University Economics and economic content and ideas.
- Any student generally interested in economic ideas and contemporary economic issues that are currently in the news, especially as these economic issues impact Australia and its householders.
- Individuals seeking an understanding on how the standard of living and quality of life (of householders) can be impacted by the economy.

## Legal Studies

### This subject is:

Two units  
Board Developed  
ATAR

### What **SKILLS** do I need to achieve well in Legal Studies?

- Strong **language and literacy skills** (reading, writing and listening skills) and especially well developed **communication skills** for content writing (essays).
- **Excellent Research and Inquiry Skills**, especially the ability to find appropriate sources and stimulus material for use in writing a research task.
- The ability to **read and interpret legislation and cases** and make valid conclusions from the above to help with legal studies research and inquiry.
- For success it is **strongly recommended** a student have achieved a **minimum Grade C (or better) in English at the Year 10 Mid-Year Report**.

### What **WORK PRACTICES** do I need to achieve well in Legal Studies?

- Consistent **homework amounting to 2-3 hours per week**, including assessment tasks that involve research and inquiry.
- A commitment to keeping up with current legal and political events
- A willingness and **ability to work well in cooperative groups or teams** when it is required in the classroom.
- A willingness to demonstrate **“All My own Work”** with research tasks through correct sourcing and referencing of such tasks along HSIE Faculty guidelines.

### What will I **LEARN** in Legal Studies?

- In the **Preliminary Course** students learn about The Legal System including Law Reform in Action; The Individual and the Law (Your rights and responsibilities – Individual and technology) as well as The Law In Practice (two contemporary issues which are currently **same sex marriage** and **changes to criminal laws**).
- In the **HSC Course** students will learn about Crime and Human Rights as a mandatory core study and two option topics, which are currently law in relation to the **Family** and as a second option the law and **Consumers**.

### How will I be **ASSESSED** in Legal Studies?

There are **four (4) formal assessment tasks** in the courses based upon the Board of Studies (BOSTES) assessment components and weightings, which are:

- Knowledge and Understanding of the course content or the syllabus content with a 60% weighting.
- Inquiry and Research (20% weighting) as take home tasks (hand in tasks).
- Communication of Legal Studies information, issues and ideas in appropriate forms (often as a structured essay) with a 20% weighting.
- There is a Mid Year and Final Examination in Legal Studies.

### Why should I **CHOOSE** Legal Studies?

- Any student wanting an ATAR, especially those wanting to study Law or courses involving legal concepts and ideas.
- Any student generally interested in legal ideas and contemporary legal issues.
- Individuals seeking to be a better informed on legal ideas and who may pursue employment in the future where such knowledge is required.

## Modern History

### This subject is:

Two units; Board Developed; ATAR

### What **SKILLS** do I need to achieve well in Modern History?

- Strong **language and literacy skills** (reading, writing and listening skills) and especially well developed **communication skills** for content writing (essays).
- **Excellent Research and Inquiry Skills**, especially the ability to find appropriate sources and stimulus material for use in writing a research task.
- The ability to **read and interpret historical sources and documents** (including maps, pictures, and photograph images) and from those sources make valid conclusions and judgements about the past.
- For success it is **strongly recommended** a student have achieved a **minimum Grade C (or better) in English at the Year 10 Mid-Year Report**.

### What **WORK PRACTICES** do I need to achieve well in Modern History?

- Consistent **homework amounting to 2-3 hours per week**, including assessment tasks that involve research and inquiry.
- A willingness and **ability to work well in cooperative groups or teams** when it is required in the classroom.
- A willingness to demonstrate **“All My own Work”** with research tasks through correct sourcing and referencing of such tasks along HSIE Faculty guidelines.

### What will I **LEARN** in Modern History?

- In the **Preliminary Course** students learn about various case studies (depending upon the teacher) such as The Decline and Fall of the Romanov Dynasty; Nuclear Testing In The Pacific; The World at the Beginning of the 20<sup>th</sup> Century (Core Study) as well as an Historical Investigation.
- In the **HSC Course** students will learn about World War 1 (Core Study); Germany 1918 -1939; Albert Speer (Personality Study) and The Cold War.

### How will I be **ASSESSED** in Modern History?

There are **four (4) formal assessment tasks** in the courses based upon the Board of Studies (BOSTES) assessment components and weightings which are:

- Knowledge and Understanding of the course content or the syllabus content with a 40% weighting.
- Assessment of Source Based skills: analysis, synthesis and evaluation of historical information from a variety of sources (not just written text).
- Historical Inquiry and Research (20% weighting) as take home tasks (or hand in tasks).
- Communication of historical understanding in appropriate forms (as research and under examination conditions) with a 20% weighting.
- There is a Mid-Year and Final Examination in Modern History.

### Why should I **CHOOSE** Modern History?

- Any student wanting an ATAR and especially those wanting to study tertiary (university and TAFE) History courses especially Modern History.
- Any student who may want to complete Extension History when in Year 12 (a History Course is a prerequisite to electing Extension History for the HSC).
- Any student generally interested in historical periods and personalities and how history may well explain partly both the present and the potential future.

## Work Studies

### This subject is:

Two units; Board Endorsed; Non ATAR

### What **SKILLS** do I need to achieve well in Work Studies?

- A strong desire to enter the workforce and achieve at a creditable level in employment in the current society.
- A positive attitude to completing research and linking the results to current practices in the Australian workplace.
- The ability to read and interpret statistical graphs and tables and make valid conclusions to help with research and knowledge of the workplace.
- A commitment to teamwork and to share findings in a collaborative manner.

### What **WORK PRACTICES** do I need to achieve well in Work Studies?

- A willingness and ability to work well in cooperative groups or teams when it is required in the classroom.
- A willingness to be involved in classroom discussions and research of current work issues.

### What will I **LEARN** in Work Studies?

- In the **Preliminary Course** students will learn about the different employability skills needed in the various sectors of the workforce and form an individual and flexible career plan. Students will also research the links between education, training and work and acquire the skills needed to apply for various jobs. Successful job interview skills are also discussed and practiced.
- In the **HSC Course** students will learn about the main features which are required for an employee in maintaining a job and in being an effective employee of the future. The students will also research the nature of the modern Australian workforce and develop knowledge of the systems which exist to assist them in successful employment.

### How will I be **ASSESSED** in Work Studies?

There are **four (4) formal assessment tasks** in the courses based upon the Board of Studies assessment components and weightings. These assessment tasks are based on:

- Knowledge and understanding of the course content
- Inquiry and research as take home tasks
- Stimulus based skills such as interpreting graphs and tables

**There are NO formal examinations in this subject; class tests and take home assessment tasks only.**

### Why should I **CHOOSE** Work Studies?

- Any student wanting to follow some type of work opportunity after the completion of Year 11 and 12 studies. This type of work may be full time, part time or casual in its organisation.
- Any student who may also be interested in completing some work related training at TAFE, college or in the industry in which he/she is employed.
- Any student who wishes to familiarise himself/herself with the concepts and practices that are valued and expected in the Australian workplace.
- Any student who wishes to learn about work related information which will assist in his/her effective presentation to potential employers.
- Any student who wishes to learn more about the skills and knowledge which will assist him/her in making more informed decisions about their future study and employment pathways.

# MATHEMATICS

# COURSES

Before choosing a course students and parents need to be aware that the study of a **Mathematics course is NOT compulsory in senior school**. However, many courses at university require some mathematical understanding. **General Mathematics** is usually suitable for this purpose. Students are advised to seek careers advice.

If a student wants to study a Mathematics course then they need to be realistic with the level chosen. The school offers the highest levels but without a strong background from junior school there is little chance of success at these levels. Students at the 5.1 and 5.2 level should not consider anything higher than Preliminary General Mathematics. A diagnostic test will be issued to all 5.3 level students as one way for these students to demonstrate their ability to do Mathematics Preliminary or higher. 5.1 and 5.2 students must also do this test if they want to be considered for Mathematics Preliminary. Unrealistic expectations can harm a student's confidence, particularly if they change levels and classes, whereas success breeds confidence. This is extremely important in the study of Mathematics.

On the other hand if a student is capable then they are advised to do the highest level possible. Loyola Senior High Schools **HSC Maths** leading to extensions 1 & 2 will challenge the very best students. It is a fast pace course requiring a strong understanding of the 5.3 course and opens up all university mathematics options. If you are a top 5.3 student then this is the course you - DO NOT BE scared!

Other talented 5.3 students who have clear future aspirations that do NOT require maths may prefer to jump directly into our HSC General Maths 2 course. This method places the student directly into a year 12 class. They finish HSC General Maths 2 in Year 11. With this course complete the workload for the student in year 12 is reduced! as 2 units are complete! However, a strong result in the diagnostic is required.

There are 4 levels in Year 11  
HSC Maths leading to Extensions 1 & 2  
Preliminary Mathematics (2 unit)  
Preliminary General Mathematics  
HSC General Mathematics 2

In term 4 the HSC course offered are  
HSC Mathematics Extension 2  
HSC Mathematics Extension 1  
HSC Mathematics  
HSC General Mathematics 1 (Non ATAR)  
HSC General Mathematics 2

## Preliminary General Mathematics

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in General Mathematics?**

- Have some knowledge of the NSW 5.2 or 5.3 courses. 5.1 is possible but these students do struggle as so much is new to them.
- General knowledge, literacy and good calculator skills are required

### **What WORK PRACTICES do I need to achieve well in General Mathematics?**

- Be organised. There is regular homework required.
- Make study notes at the end of each topic.
- Study the past H.S.C. papers to understand the direction of the course.

### **What will I LEARN in General Mathematics?**

- How to solve problems of a practical rather than theoretical nature.
- How to apply formulae given on a sheet rather than prove them.
- How to apply Maths to real life situations.

### **How will I be ASSESSED in General Mathematics?**

- Class Tests
- Major Exams
- Assignment

### **Why should I CHOOSE General Mathematics?**

- To continue the analytical side of learning.
- You want to do the most popular Maths course by far.
- You don't need Maths for university study but you like it nevertheless.



## Preliminary Mathematics (2 Unit)

### This subject is:

Two units  
Board Developed  
ATAR

### What **SKILLS** do I need to achieve well in Mathematics?

- Confidence and Skill in the NSW 5.3 Maths or an equivalent (overseas) course.
- The desire to experiment, learn quickly, prove results, and ask what if I did it this way?
- A strong diagnostic test result to demonstrate your suitability and/or excellent year 10 results. You work hard without being asked to.

### What **WORK PRACTICES** do I need to achieve well in Mathematics?

- Self motivation, independent work, particularly at home.
- Detailed notes are often provided, but you need to organize and learn from them
- Time management skills to find the balance across your subjects

### What will I **LEARN** in Mathematics?

- How to connect Mathematics concepts together using algebra and diagrams to solve problems

### How will I be **ASSESSED** in Mathematics?

- Class tests.
- Major exams

### Why should I **CHOOSE** Mathematics?

- You like Mathematics, and need a course that provides the basics for tertiary level. You may need to do bridging courses after the HSC. You want to study calculus and you have very good algebraic skills.

## HSC Mathematics ( Leading to Maths Ext 1 & 2)

### **This subject is:**

Two units initially but it can lead to Three or Four  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in HSC Mathematics?**

- Confidence and Skill in the NSW 5.3 Maths or an equivalent (overseas) course.
- The desire to experiment, learn quickly, prove results, and ask what if I did it this way?
- A strong diagnostic test result to demonstrate your suitability and/or excellent year 10 results. You work hard without being asked to.

### **What WORK PRACTICES do I need to achieve well in HSC Mathematics?**

- Self motivation, independent work, particularly at home.
- Detailed notes are often provided, but you need to organize and learn from them
- Time management skills to find the balance across your subjects

### **What will I LEARN in HSC Mathematics?**

- How to connect Mathematics concepts together using algebra and diagrams to solve problems
- How to learn quickly (often by your mistakes!)
- How to manage some pressure when several tasks are due.

### **How will I be ASSESSED in HSC Mathematics?**

- Class tests.
- Major exams

### **Why should I CHOOSE HSC Mathematics?**

- You love Mathematics, are very able and want a high ATAR to open up the pathway to university. You are not scared off if you make a mistake. You learn from it!
- You want the option of extension 1 and/or 2 in Year 12 and you know that a band 6 in Year 11 could earn you a university scholarship. The Year 11 experience teachers you what is required for year 12 not only for Maths but for your other subjects as well.
- By using the time allocated for extension this course allows you to focus on one level in Year 11 rather than have two courses running parallel. You know you can resit the test a second time in Year 12. Neighbouring schools can't match the quality of this restructured course.

**PERSONAL  
DEVELOPMENT,  
HEALTH AND  
PHYSICAL  
EDUCATION  
COURSES**

## Personal Development Health and Physical Education (PDHPE)

### This subject is:

Two units  
Board Developed  
ATAR

### What **SKILLS** do I need to achieve well in PDHPE?

- A grade of A or B in English is advisable
- Previous study in PDHPE or PASS would be an advantage
- Ability to plan, develop and organise practical and theoretical sessions
- Time management skills to organise information gathered from lessons and research
- Capacity to work together with others

### What **WORK PRACTICES** do I need to achieve well in PDHPE?

- Be prepared to learn terminology relating to subject content
- Regularly revise current information on maintaining an active, healthy lifestyle
- Active involvement in practical labs to support theory learned

### What will I **LEARN** in PDHPE?

- Ways of maintaining an active, healthy lifestyle
- Social and scientific understandings about movement & physical activity
- Issues relating to individual, family and community beliefs about health

### How will I be **ASSESSED** in PDHPE?

- Formal research based assessment tasks
- Informal in class theoretical, individual and group tasks (no practical)
- Examinations – Half Yearly and Yearly

### Why should I **CHOOSE** PDHPE?

- You have an interest in maintaining and improving health status
  - You have an interest in anatomy and physiology and how to enhance and appreciate your potential
  - You would like to have a career in the health or sports medicine
- Note:** This is a non-practical subject

## Community and Family Studies

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in Community and Family Studies?**

- A grade of at least B in English advised
- Capacity to work cooperatively with others
- Effective communication
- Ability in analysing and organising information

### **What WORK PRACTICES do I need to achieve well in Community and Family Studies?**

- Work independently on researching social issues
- Active involvement in theoretical activities
- Establish a commitment to and work independently in home study

### **What will I LEARN in Community and Family Studies?**

- The way individuals relate to each other in a diverse society
- To form positive attitudes about themselves and others
- About the complex nature of families and communities and the broader societal influences and factors that impact on them

### **How will I be ASSESSED in Community and Family Studies?**

- Informally through case studies, interviews, surveys, oral presentations, discussion, role play
- Formally through research based tasks
- Examinations – Half Yearly and Yearly

### **Why should I CHOOSE Community and Family Studies?**

- Interest in the diverse nature of the community
- To develop decision making leading to confidence and competence in solving practical problems in the management of everyday living
- Interest in working in the caring (nursing, social work) or teaching field
- Interest in psychology or counselling.

## **Sport, Lifestyle and Recreation**

Two units  
Board Endorsed  
Non-ATAR

### **What SKILLS do I need to achieve well in SLR?**

- A general ability to participate in a variety of sports
- Good communication skills and ability to work as a team
- It's recommended that students who have achieved a good grade in PASS (Physical Activity & Sport Studies) and / or PE (Physical Education)

### **What WORK PRACTICES do I need to achieve well in SLR?**

- The ability to work independently as well as a member of a team.
- Apply your self to the best of your ability to all practical activities. This makes up about 70% of course time
- Apply yourself to the theory exercises – the remaining 30% of course time.
- A commitment to learning by engaging in the highly practical coursework

### **What will I LEARN in SLR?**

- SLR develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles (SLR Syllabus: 7)
- The skills, techniques and rules to participate safely in a variety of sports and recreation activities

### **How will I be ASSESSED in SLR?**

- Development of practical skills and knowledge through participation in a variety of practical and theory applications (ongoing)
- Application towards the practical and theory exercises (ongoing)
- Yearly exam as a assessment of theoretical and practical knowledge

### **Why should I CHOOSE SLR?**

- If you enjoy participating in individual and team sports rather than learning about theory and performance – a good alternative to PDHPE in senior school
- If you want to keep fit and learn about fitness
- If you want to learn about the sport and recreation industry

## Exploring Early Childhood

### **This subject is:**

Two units  
Board Endorsed  
Non ATAR

### **What SKILLS do I need to achieve well in Exploring Early Childhood?**

- Good communication skills
- Ability to work well independently and as a team
- High level of written and creative ability

### **What WORK PRACTICES do I need to achieve well in Exploring Early Childhood?**

- Must have a general interest in children

### **What will I LEARN in Exploring Early Childhood?**

- To recognise the uniqueness of all children, including those with special needs.
- To consider the role of family and community in the growth, development and learning of young children
- To understand and appreciate the diversity of cultures within Australia and the way in which this influences children and family

### **How will I be ASSESSED in Exploring Early Childhood?**

- Theory assessment tasks
- Exams – Half Yearly and Yearly
- Practical experiences at a local Childcare Centre

### **Why should I CHOOSE Exploring Early Childhood?**

- Very helpful subject for students wishing to continue onto tertiary study in areas such as Early Childhood Teaching, Child Care, Social Work, Nursing or community experience.

# **SCIENCE COURSES**



## Biology

### This subject is:

Two units

Board Developed

ATAR

### What **SKILLS** do I need to achieve well in Biology?

- the ability to plan, organise and conduct activities/investigations
- the ability to gather and process information using a variety of technologies
- the ability to use problem solving techniques
- the ability to use highly effective written and verbal communication skills, using technical terminology and reporting styles.
- the ability to work individually and with others in practical, field and interactive activities.
- the skills developed in science stages 4-5 are fundamental to biology, therefore a **substantial achievement** level based on your stage 4-5 course is required (minimum of a B for Science and English)

### What **WORK PRACTICES** do I need to achieve well in Biology?

- read relevant texts, notes, and make summaries every night
- complete all homework, practical reports, past exam style questions and other assigned tasks promptly
- spend up to 1 hour a night on biology
- ask questions and participate actively in class activities
- learn the relevant science terminology

### What will I **LEARN** in Biology?

- the mechanisms and systems living things use to obtain, transport and use materials for their own growth and repair;
- biotic and abiotic features of the environment and the relationships between and interdependence of organisms in an ecosystem;
- evolution of life on earth; and the effects of global changes that took place during the formation of modern Australia on the diversity of Australian biota.
- the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment
- the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

### How will I be **ASSESSED** in Biology?

- open-ended investigations
- research and oral presentation
- fieldwork studies and reports
- examinations
- practical tests

### Why should I **CHOOSE** Biology?

- It offers a better understanding of the relationship between all living things on our planet and of human and plant physiology and anatomy, while developing positive attitudes towards the environment and the opinions held by others.
- It is an excellent basis for understanding any science related tertiary course (e.g. Bachelor of Science, pharmacy, medicine etc).

# Chemistry

## **This subject is:**

Two units  
Board Developed  
ATAR

## **What SKILLS do I need to achieve well in Chemistry?**

- Laboratory skills (Skills in measurement, apparatus assembly, following procedures and OH&S, organising data, writing reports)
- Mathematics skills (Applying formula, plotting of graphs, ratio and proportion, percentages)
- Analytical, abstract and logical thinking skills
- Skills in reading and understanding scientific texts
- The ability to apply science principles to real-world situations

## **What WORK PRACTICES do I need to achieve well in Chemistry?**

- Read and summarise the texts related to the daily lessons.
- Take notes during class lectures and discussions.
- Do daily homework, exercises, revision and assigned tasks (at least 45 minutes/day).
- Participate effectively in class activities.
- Prepare well for assessment tasks.

## **What will I LEARN in Chemistry?**

- Chemistry Skills
- Year 11 – The Chemical Earth, Metals, Water and Energy
- Year 12 – Production of Materials, The Acidic Environment, Chemical Monitoring and Management, Shipwrecks, Corrosion and Conservation
- Conducting scientific investigations, doing scientific research, presenting reports in different media

## **How will I be ASSESSED in Chemistry?**

- Examinations
- Research Tasks
- Practical Tasks
- Open-ended Investigations
- Laboratory Reports
- Class Tests

## **Why should I CHOOSE Chemistry?**

- Preparation for a Science or Medical course in university
- Interest in the study of structure and properties of matter (what the world is made of)
- Challenged by hard-work and well-earned success

## Earth & Environmental Science

### **This subject is:**

Two units; Board Developed; ATAR

### **What SKILLS do I need to achieve well in Earth & Environmental Science?**

- use problem-solving techniques
- Work individually and in teams.
- Gather and evaluate information, then devise and critically evaluate models to solve problems related to earth and environmental science.
- collect and record data, using scientific and mathematical conventions for recording findings
- communicate effectively with others in verbal, written or diagrammatic forms
- use appropriate simple geological and environmental terminology
- have a substantial achievement level based on the science stages 4–5 course performance descriptions (minimum of a B for Science and English)

### **What WORK PRACTICES do I need to achieve well in Earth & Environmental Science?**

- Read the relevant texts, notes, and make summaries every night to reinforce the concepts/ideas learnt during class.
- complete all homework, practical reports, past exam style questions and other assigned tasks promptly
- spend up to 1 hour a night on Earth & Environmental Science
- ask questions and participate actively in class activities
- make time to learn the relevant science terminology
- carefully organise your notes, handouts and worksheets

### **What will I LEARN in Earth & Environmental Science?**

- Planet Earth and Its Environment – A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth - changes in the lithosphere, atmosphere, hydrosphere, and biosphere
- Tectonic Impacts
- Environments Through Time - evolution of organisms since the origin of life on Earth
- Caring for the Country

### **How will I be ASSESSED in Earth & Environmental Science?**

- open-ended investigations
- research and oral presentation
- fieldwork studies and reports
- examinations
- practical tests

### **Why should I CHOOSE Earth & Environmental Science?**

- If you are curious about the world around you, and recognise and understand the responsibility to conserve, protect and maintain the quality of all environments for future generations. Also these skills will equip you to undertake tertiary study and are relevant to a range of employment options.

# Physics

## **This subject is:**

Two units  
Board Developed  
ATAR

## **What SKILLS do I need to achieve well in Physics?**

- the ability to apply mathematical formulas to real-world situations
- logical thinking skills
- the ability to follow a problem through from start to finish
- the ability to read and understand scientific information
- the ability to think critically
- The ability to link scientific knowledge from various disciplines.

## **What WORK PRACTICES do I need to achieve well in Physics?**

- revise class work every night at home
- answer all homework questions
- The ability to read and re-read scientific information until you fully understand it and can recall it in an examination.

## **What will I LEARN in Physics?**

- Year 11 – waves, electricity, motion, astronomy
- Year 12 – space, relativity, electric motors and generators, cathode ray tubes, quantum physics, models of the atom, nuclear physics

## **How will I be ASSESSED in Physics?**

- examinations
- research tasks
- practical tasks
- laboratory reports

## **Why should I CHOOSE Physics?**

- You have a strong need to know how the world works and are disciplined enough to work hard to achieve that knowledge.

## Senior Science

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in Senior Science?**

- the ability to plan, organise and conduct activities/investigations
- the ability to gather and process information using a variety of technologies
- the ability to use problem solving techniques
- The ability to use written and verbal communication skills, using technical terminology and reporting styles.
- The ability to work individually and with others in practical, field and interactive activities.
- You need to achieve a minimum of a C grade in science stage 5.

### **What WORK PRACTICES do I need to achieve well in Senior Science?**

- make time to read your notes and text every night
- spend 30-40min a night to complete all homework, practical reports and other assigned tasks promptly
- organise your notes and worksheets by making summaries regularly and learn the terminology used in class
- ask questions and participate actively in class activities

### **What will I LEARN in Senior Science?**

- study of the storage and conservation of water resources
- the structure and function of plants with an emphasis on Australian plants
- issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems,
- the physical and chemical properties of chemicals used by people on and in their bodies
- examination of medical and information technologies and their impact on society
- focus on the application of science to the problems and issues of modern society

### **How will I be ASSESSED in Senior Science?**

- open-ended investigations
- research and oral presentation
- fieldwork studies and reports
- examinations
- practical tests

### **Why should I CHOOSE Senior Science?**

- if you enjoy understanding something of the nature of science and its impact on our daily lives and participating in the activities by reading and watching documentaries about science.
- If you need a broad rather than a specialised background in science.

# **TECHNICAL AND CREATIVE ARTS COURSES**

# Computer Applications

## **This subject is:**

Two units  
Content Endorsed  
Non-ATAR

## **What SKILLS do I need to achieve well in Computer Applications?**

- Developing skills in Project management
- Dealing with social and ethical issues in computing
- Problem-solving skills
- Working with Decision-making tools
- Investigate Design solutions
- Testing, evaluating and maintaining issues arising in computing applications within the workplace

## **What WORK PRACTICES do I need to achieve well in Computer Applications?**

- Working independently in completing computer based project work
- A good work ethic
- Being an autonomous learner
- Good time management skills

## **What will I LEARN in Computer Applications?**

- How to use computer applications in various environments such as the workplace, education, entertainment, recreation and home
- How to participate in hands on activities using computers to develop skills
- The application of a variety of computer applications to real life situations in the educational and work place environments

## **How will I be ASSESSED in Computer Applications?**

- Assessment is conducted in both practical and theory assessments which assess students ongoing development in understanding throughout the course. The majority of assessments will be through independent and group project work.

## **Why should I CHOOSE Computer Applications?**

- If you have had limited exposure to computers in the educational or workplace environments
- If you are interested in further developing your skills in practical computer applications within the educational and work place environments
- If you enjoy solving problems
- If you enjoy using technology

## Design and Technology

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in Design and Technology?**

- Research skills
- Communication skills
- Problem solving skills

### **What WORK PRACTICES do I need to achieve well in Design and Technology?**

- A good work ethic
- Being an autonomous learner
- Good time management skills

### **What will I LEARN in Design and Technology?**

- An understanding of designers and the design process
- An awareness of your own creativity
- Good problem solving and lateral thinking skills
- The manipulation of various forms of technology

### **How will I be ASSESSED in Design and Technology?**

- Assessment is conducted in both practical and theory assessments which prepare students for the Major Design Project in year twelve.

### **Why should I CHOOSE Design and Technology?**

- If you are interested in a career in design fields
- If you enjoy solving problems
- If you enjoy using technology



## Engineering Studies

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in Engineering Studies?**

- Analytical Skills
- Logical Thinking

### **What WORK PRACTICES do I need to achieve well in Engineering Studies?**

- Do all my homework
- Memorise theory
- Apply theory

### **What will I LEARN in Engineering Studies?**

- Materials Technology
- Engineering Mechanics
- Engineering Hydraulics
- Social and Ethical issues

### **How will I be ASSESSED in Engineering Studies?**

- Exams
- Research Tasks

### **Why should I CHOOSE Engineering Studies?**

- I am good at Maths
- I always do my homework
- I can memorise theory
- I can apply theory to an unfamiliar situation.

## Food Technology

### This subject is:

Two units  
Board Developed  
ATAR

### What **SKILLS** do I need to achieve well in Food Technology?

- Research Skills
- Analyse and organise information
- Work with others

### What **WORK PRACTICES** do I need to achieve well in Food Technology?

- About 20-30 minutes homework after almost every class to help reinforce school work.
- Carefully organise your study time and make notes based on each lesson
- Have good literacy and numeracy skills

### What will I **LEARN** in Food Technology?

- Research, analyse and present information through different communication techniques.
- Plan, prepare and present foods and meals to meet a range of needs developing competence in planning and organising activities
- Design, implement and evaluate solutions to food situations, developing competence in solving problems
- Evaluate the nutritional requirements and assess the nutritional value of meals/diets for individuals and groups.

### How will I be **ASSESSED** in Food Technology?

Assessments are delivered through research assignments, food experimentation and examinations.

### Why should I **CHOOSE** Food Technology?

If you are interested in food, nutrition or sport and recreation, then Food Technology is for you!

## Industrial Technology (Multimedia)

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in Multimedia?**

#### Essential

- Creativity
- Interest and ability in one or more of the following areas;
  - Web Design
  - Graphic Design
  - Photography and Videography
  - Animation
  - Multimedia Design
- Good general computer skills

#### Desirable

- Artistic flair and imagination
- Good visual and written communication skills

### **What WORK PRACTICES do I need to achieve well in Multimedia?**

- An ability to work in practical and theory situations both independently and in teams
- The ability to learn new software quickly and independently

### **What will I LEARN in Multimedia?**

- How to use various computer software including the Adobe Photoshop, Dreamweaver, Flash and Premiere, GarageBand, iMovie and many other publishing and authoring applications to create professional standard multimedia products
- Competence in managing projects and communicating ideas to others
- An understanding of the relationship between new technologies, society and the environment

### **How will I be ASSESSED in Multimedia?**

- A combination of practical projects and theory examinations
- Three minor practical projects in Year 11 including a magazine, an interactive multimedia product and an animation
- A Major Project of the students choice in Year 12
- Various theory components in assessments and examinations in both Year 11 and Year 12

### **Why should I CHOOSE Multimedia?**

- Multimedia is a very engaging subject in which you will gain a range of practical skills and knowledge in one of the newest and fastest growing professional fields in today's society.

## Information Processes and Technology (IPT)

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in IPT?**

- A general understanding of and an interest in Information Technologies
- Good general computer skills

### **What WORK PRACTICES do I need to achieve well in IPT?**

- An ability to work in practical and theory situations both independently and in teams
- The ability to learn new software quickly and independently

### **What will I LEARN in IPT?**

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

#### Preliminary Course

- Principles of Information Processes
- Tools for Information Processes
- Planning, Design and Implementation
- Project work

#### HSC Course

- Information systems that organise and analyse
- Communication based information systems
- Option strands, the study of two information systems
- Project work

### **How will I be ASSESSED in IPT?**

- In both Year 11 (Preliminary) and Year 12 (HSC), assessment will come from a combination of in-class assessments, half-yearly and yearly examinations and project work in various applications of information technologies.

### **Why should I CHOOSE IPT?**

- IPT would suit students working towards a career in a profession where knowledge of information technologies within our society is important. This could be careers involving the processes of collecting, organising, communicating and managing information as well as the technologies that support them. You may also choose IPT if being well placed to adapt to new technologies as they emerge is of importance.

## Music 1

### This subject is:

Two units  
Board Developed  
ATAR

### What **SKILLS** do I need to achieve well in Music 1?

- Ability to play a musical instrument (Performance & Composition)
- Or ability to sing (Performance & Composition)
- Ability to listen to music and analyse it (Aural & Musicology)
- Ability to play with an ensemble and a soloist

### What **WORK PRACTICES** do I need to achieve well in Music 1?

- Research Musicology
- Composition
- Performance
- Aural
- Technical productions

### What will I **LEARN** in Music 1?

- To perform music pieces in your chosen instrument in a professional way
- To listen, analyse and discuss music using the Concepts of Music
- To research, present and apply music history and genres in music making
- To compose music in a variety of genres
- To learn musical pieces of a variety of genres

### How will I be **ASSESSED** in Music 1?

- Performance Exam
- Musicology Presentations
- Aural Exam
- Composition Tasks

### Why should I **CHOOSE** Music 1?

- To help develop and enhance your confidence and skills in Performing & Composing and listening (Aural)
- To develop your creativity and ability to listen to music and make your own tunes using different genres
- To develop an appreciation of the different genres of music since the beginning of time to the contemporary times
- To learn how to musically work with peers in an ensemble and as a soloist
- That you will be grateful with the gift and love for music and use it to please others and in thanksgiving to God.

## Photography

### **This subject is:**

Two units  
Content Endorsed  
Non-ATAR

### **What SKILLS do I need to achieve well in Photography?**

- increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings
- develop an understanding of the methods photographers use to build meanings
- develop skills through the acquisition of the techniques of photography, video or digital imaging

### **What WORK PRACTICES do I need to achieve well in Photography?**

- Working independently
- A good work ethic
- Being an autonomous learner
- Good time management skills

### **What will I LEARN in Photography?**

- The historical evolution of photography from its origins through to today and the various process used throughout this time
- use photography as a means of visual communications and a process to aid observation and analysis
- gain an understanding of careers involving photography, video or digital imaging

### **How will I be ASSESSED in Photography?**

- Assessment is conducted in both practical and theory assessments which assess students ongoing development in understanding throughout the course. The majority of assessments will be through independent and group project work

### **Why should I CHOOSE Photography?**

- You enjoy working with images to communicate with others
- If you are interested in further developing your skills in practical Photography within the educational and work place environments
- If you enjoy the creative development of ideas and the presentation of these concepts through a variety of formats and mediums
- If you enjoy using technology in developing artistic outcomes

## Software Design and Development

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in Software Design and Development?**

- Analytical Skills
- Logical Thinking

### **What WORK PRACTICES do I need to achieve well in Software Design and Development?**

- Do all your homework
- Memorise theory
- Apply theory

### **What will I LEARN in Software Design and Development?**

- Learn to produce a computer-based solution to problems

### **How will I be ASSESSED in Software Design and Development?**

- Exams
- Projects
- Research Tasks

### **Why should I CHOOSE Software Design and Development?**

- To learn how to create a computer-based solution to problems.

## Visual Design

### **This subject is:**

Two units  
Content Endorsed  
Non-ATAR

### **What SKILLS do I need to achieve well in Visual Design?**

- Visual Communication Skills
- Expression of ideas
- Understanding of society and the world around us

### **What WORK PRACTICES do I need to achieve well in Visual Design?**

- Exploration of contemporary society
- Apply theoretical ideas to Design Work.
- Design functional products

### **What will I LEARN in Visual Design?**

- Graphic Design
- Fashion Design
- Product Design
- Interior/Exterior Design
- Wearable Design

### **How will I be ASSESSED in Visual Design?**

- Assignments and design process
- Major Practical Work

### **Why should I CHOOSE Visual Design?**

- I want to pursue a career in Design
- I enjoy creatively solving design problems
- I need a creative outlet for my ideas
- I'm innovative and expressive



## Visual Arts

### **This subject is:**

Two units  
Board Developed  
ATAR

### **What SKILLS do I need to achieve well in Visual Arts?**

- Communication skills, through art forms
- Expression & development of own ideas
- Understanding of artists, they're world and practices

### **What WORK PRACTICES do I need to achieve well in Visual Arts?**

- Exploration of historical and contemporary societies
- Apply theoretical ideas to artworks
- Create a Body of Work

### **What will I LEARN in Visual Arts?**

- Art making, art criticism and art history through different investigations
- The role of artist, artwork, the world and audience in the art world
- Form educated points of view on artworks
- Develop meaning and focus in the Body of Work
- Explore different mediums through expressive art forms
- A broad investigation of ideas in art criticism and art history

### **How will I be ASSESSED in Visual Arts?**

- Exam
- Assignments
- A Body of Work

### **Why should I CHOOSE Visual Arts?**

- I want to pursue a career in art
- I enjoy creatively solving art problems
- I like investigating different ideas and aspire to delve into them further.
- I'm innovative and expressive

# **VOCATIONAL EDUCATION AND TRAINING**

## **Business Services (240 hours)**

*2 Unit Board Developed Course 'B' Category*

*Certificate II in Business (BSB20112)*

### **Course Description**

This course is for students who wish to work in clerical and administrative occupations. It is based on Units of Competency, which have been drawn up by the business services industry to describe the competencies, skills and knowledge needed by clerical-administrative workers. It incorporates all Units of Competency in the AQF Certificate II in Business.



### **Main Topics Covered**

<b>Unit Code</b>	<b>Unit</b>
BSBWHS201A	Contribute to health and safety of self and others
BSBWOR204A	Use business technology
BSBIND201A	Work effectively in a business environment
BSBCMM201A	Communicate in the workplace
BSBWOR203B	Work effectively with others
BSBWOR202A	Organise and complete daily work activities
BSBINM201A	Process and maintain workplace information
BSBCUS201B	Deliver a service to customers
BSBSUS201A	Participate in environmentally sustainable work practices

### **Qualifications**

Students assessed as fulfilling the requirements for all of the twelve or more units of competency in this course will be eligible for the AQF Certificate II in Business (BSB20112).

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

# Construction (240 hours)

2 Unit Board Developed Course 'B' Category

Construction Pathways (CPC20211)

## Course Description

This course is for students who wish to work in the construction industry.

The course is based on Units of Competency developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry.

**This course incorporates nine core units plus a range of elective units from the General Construction and Civil Construction sectors.**

Students may develop a program of study within one industry sector. Another possible program of study is available by selecting Units of Competency from across sectors.



## Main Topics Covered

Unit code	Unit title
CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCCM2005A	Use construction tools and equipment §
CPCCOHS1001A	Work safely in the construction industry #
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

## Qualifications

*Students who are assessed as competent in all of the prescribed Units of Competency in this course will be eligible for the AQF Certificate II in Construction Pathways (CPC20211)*

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

## Particular Course Requirements

Students will need to purchase / provide appropriate safety clothing eg work boots, overalls.

## Tourism (240 hours)

2 Unit Board Developed Course 'B' Category

AQF Certificate II in Tourism (SIT20112)

### Course Description

The tourism industry is one of the largest industries in Australia comprising leisure travel as well as travel for business, health, education, religious and other reasons. The tourism industry comprises both domestic and international travel as well as items consumed or purchased by tourists. This course provides students with the opportunity to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in this industry.



### Main Topics Covered

Unit code	Unit title
SITTIND201	Source and use information on the tourism and travel industry
SITXCCS202	Interact with customers
SITXCOM201	Show social and cultural sensitivity
SITXWHS101	Participate in safe work practices

### Qualifications

Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Tourism (240 hours) will be eligible for a Statement of Attainment showing completion of the AQF Certificate II in Tourism (SIT20112).

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

## Entertainment (240 hours)

2 Units Board Developed Course 'B' Category

### **Certificate III in Live Production, Theatre and Events – (Technical Operations) (CUE30203)**

#### **Course Description**

The Entertainment Curriculum Framework is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills valued both within and beyond the entertainment industry workplace as well as underpinning skills and knowledge that can be applied in a range of contexts. It is based on Units of Competency, which have been drawn from the Entertainment Industry Training Package



#### **Main Topics Covered**

<b>Unit code</b>	<b>Unit title</b>
BSBCMM201A	Communicate in the workplace
BSBOHS201A	Participate in OHS processes
CUEAUD06B	Apply a general knowledge of vision systems to work activities
CUECOR01C	Manage own work and learning
CUECOR02C	Work with others
CUECOR03B	Provide quality service to customers
CUECOR04B	Deal with conflict and resolve complaints
CUEIND01D	Source and apply entertainment industry knowledge
CUESOU07B	Apply a general knowledge of audio to work activities
CUESTA05C	Apply a general knowledge of staging to work activities
CUFLGT101A	Apply a general knowledge of lighting to work activities

#### **Qualifications**

Students assessed as fulfilling the requirements of competency in this course will be eligible for a Statement of Attainment towards AQF Certificate III in Live Production, Theatre and Events - Technical Operations (CUE30203) or an AQF Certificate III in Live Production, Theatre and Events - Technical Operations (CUE30203). Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of the Certificate.

## Hospitality (240 hours)

2 Unit Board Developed Course 'B' Category

### Certificate II in Hospitality SIT20212

#### Course Description

This course is for students who wish to work in the hospitality industry, either as a long-term career or in part time or temporary hospitality positions.

The course is based on Units of Competency, which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.



#### Main Topics Covered

##### Hospitality - Compulsory Units of Competency

Unit code	Unit title
BSBWOR203B	Work effectively with others
SITHIND201	Source and use information on the hospitality industry
SITHIND202	Use hospitality skills effectively
SITXCCS202	Interact with customers
SITXFSA101	Use hygienic practices for food safety
SITXWHS101	Participate in safe work practices

#### Qualifications

Students who are assessed as competent (through integrated competency assessment) in the Units of Competency in Hospitality (240 hours) will be eligible for the AQF Certificate II in Hospitality SIT20212.

The Certificate II qualifications require the achievement of a holistic unit of competency. This holistic unit of competency requires collection of direct, indirect and supplementary evidence showing preparation and service of multiple items for a minimum of 12 complete food service periods. This requirement ensures integration of skills and consistency of performance in different circumstances

## Information and Digital Technology (240 hours)

2 Unit Board Developed Course 'B' Category

**Statement towards Certificate III in Information, Digital Media and Technology  
ICA30111**

### Course Description

The Information and Communications Technology (ICT) industry is a complex and comprehensive industry. It is an important contributor to business activities in all industries. Australian Bureau of Statistics (ABS) studies estimate that 50 per cent of all Australian business productivity can be attributed to the application of information and communication technologies. This course gives students the opportunity to develop skills in a specific stream. Students undertaking this course at Loyola will be looking at the Web and Software applications skill set. This course provides a pathway to the Certificate III in Information, Digital Media and Technology qualification



### Main Topics Covered

Unit code	Unit title
BSBOHS302B	Participate effectively in OHS communication and consultative processes
BSBSUS301A	Implement and monitor environmentally sustainable work practices
ICAICT202A	Work and communicate effectively in an IT environment
ICAICT301A	Create user documentation
ICAICT302A	Install and optimise operating system software
ICASAS301A	Run standard diagnostic tests
ICAWEB302A	Build simple websites using commercial programs
ICAWEB303A	Produce digital images for the web

### Qualifications

Students who are assessed as competent (through integrated competency assessment) in the Units of Competency in Information and Digital Technology (240 hours) will be eligible for the statement of attainment towards AQF Certificate III in Information, Digital Media and Technology (ICA30111)



## **Retail Services (240 hours)**

*2 Unit Board Developed Course 'B' Category*

**AQF Certificate II in Retail Services (SIR20212)**

### **Course Description**

This course is for students who wish to work in the retail industry, either as a long term career or in part time or temporary retail jobs.

It is based on Units of Competency, which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry. It incorporates all Units of Competency in Phases A and B of the AQF Certificate II in Retail Services.



### **Main Topics Covered**

<b>Unit code</b>	<b>Unit title</b>
SIRXCCS201	Apply point-of-sale handling procedures
SIRXCCS202	Interact with customers
SIRXCOM101	Communicate in the workplace to support team and customer outcomes
SIRXICT001A	Operate retail technology
SIRXIND101	Work effectively in a customer service environment
SIRXWHS101	Apply safe working practices
SIRXRSK201	Minimise loss

### **Qualifications**

Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Retail Services (240 hours) will be eligible for a Statement of Attainment showing completion of the AQF Certificate II in Retail Services (SIR20212).

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

# **Important Note**

## **Board Endorsed Courses**

*These courses do not count towards the calculation of the ATAR*