



# SCHOOL OF NOW

SUBJECT SELECTION  
HANDBOOK

[SCHOOLOFNOW.PARRA.CATHOLIC.EDU.AU](http://SCHOOLOFNOW.PARRA.CATHOLIC.EDU.AU)

2024



Catholic Schools  
Parramatta Diocese

**FOR MORE INFORMATION CONTACT YOUR  
CURRICULUM LEADER OF LEARNING  
IN YOUR HOME SCHOOL**



# ABOUT SCHOOL OF NOW

## 2024

### Catholic Schools Parramatta Diocese (CSPD) ...

... Learning Directorate is offering students the opportunity to study a number of courses that may not be available within their current local school community. Technology allows students, regardless of location, to work with expert teachers in an online classroom with other students across the Diocese to complete Stage 6 courses.

### How will it work?

- Each subject will be assigned an expert teacher who will be responsible for the delivery of the online course.
- Students will have set times off-timetable each week with the expert teacher and fellow students where the online lesson will be delivered.
- Students will also complete learning activities between sessions at their own pace and ongoing feedback and assistance will be provided by the teacher.
- Students will have face-to-face workshop days with their teacher for 1 or 2 days per term at CathWest Innovation College, Mount Druitt.
- The assessment of skills and knowledge is content-based focusing on subject-specific areas.

### Features of a Blended Model





# GENERAL INFORMATION

## 2024

### Board Developed Course

Courses with a syllabus written by the NSW Education Standards Authority (NESA) syllabus committees are known as Board Developed Courses. These may be used to count towards the Australian Tertiary Admissions Rank (ATAR) and are defined in terms of:

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

Most courses are divided into two parts – Year 11 Preliminary and Year 12 HSC. Those courses designated as Year 11 must be successfully studied before the HSC part of that course may be attempted. All courses offered for the HSC have a unit value. Most are 2 unit courses, involving at least 240 hours of study over the Preliminary and HSC years.

There are extension courses in the subject areas of English, Mathematics and History, which are available at Preliminary and HSC levels.

The Preliminary Course commences in Week 3 of the Year 11 academic year and concludes with the Year 11 examinations at the end of Term 3. The HSC Course commences at the beginning of Term 4, Year 11, and continues until the HSC examinations, with formal classes concluding at the end of Term 3, Year 12.

### Content Endorsed Courses

All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Content Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses, and there is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.



# ENROLMENT TIMELINE

## 2024

### 2024 SON ENROLMENT TIMELINE

#### 2024 HSC & Prelim Courses

Second round enrolment applications open

#### Term 3 Week 6

Second round enrolment applications close

**Term 3 Week 9 - 15/09/2023**

#### 2024 HSC & Prelim Courses

First round enrolment applications open

#### Term 3 Week 1

First round enrolment applications close

**Term 3 Week 5 - 18/08/2023**

#### 2024 Year 11 Prelim Courses

Second round enrolment applications open

#### Term 3 Week 10

Third round enrolment applications close

**Term 4 Week 4 - 03/11/2023**

### 2024 Supplementary Course Enrolments

All enrolments will close 3 weeks after the commencement date of the chosen course. That is:

#### 2024 HSC Extension Course closing dates

**Term 4 Week 3 - 27/10/2023**

#### 2024 Preliminary Courses closing dates

**Term 1 Week 4 - 23/02/2024**

### PLEASE NOTE:

**Second round** applications will be dependent on First Round applications. Where enrolments exceed maximum student numbers, applicants will be placed on a waiting list.

**Supplementary round applications** must contact School of Now directly to discuss course availability prior to the submission of an enrolment form.

**Courses** offered by School of Now will only run if demand exists and deemed feasible



# ABORIGINAL STUDIES

Number of Units: 2

Exclusions: None

External Assessment: Examination

Contribution to ATAR: Yes

## Course Description

The Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

## Why study this course

Aboriginal studies provides students with an opportunity to learn about the past and present experiences of Aboriginal and other Indigenous peoples through research and inquiry methods.

Students study:

- the impact of social justice and human rights issues from pre-contact to contemporary times.
- the effect of laws, policies and other legal decisions
- Aboriginal cultural, political, social and economic life today.

## Topics - Preliminary Course

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

## Topics - HSC Course

- Part I – Social Justice and Human Rights Issues
- Part II – Case Study of an Aboriginal community for each topic
- Part III – Research and Inquiry Methods – Major Project: Choice of project topic based on student interest.

## Post School Options

The study of Aboriginal Studies Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Aboriginal Studies Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

# ANCIENT HISTORY

Number of Units: 2

Exclusions: None

External Assessment: Examination

Contribution to ATAR: Yes

## Course Description

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.

## Why study this course

The knowledge, understanding and skills that students acquire through studying Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

## Course Structure - Preliminary Course

- Investigating Ancient History
- Features of Ancient Society
- Historical Investigation

## Course Structure - HSC Course

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Times
- Historical Periods

## Post School Options

Students who wish to study history at university, college or TAFE should undertake this course. Some jobs that have relevance to the study of Ancient History include historian, solicitor, barrister, journalist, foreign affairs officer, media, librarian, writer, teacher, archivist, political analyst, editor, film/stage/TV director.

# ECONOMICS

Number of Units: 2

Exclusions: None

External Assessment: Examination

Contribution to ATAR: Yes

## Course Description

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

## Why study this course

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. It will also help in understanding the behaviours of individuals, firms, and governments in Australia, and globally. Discussion of economic issues dominates the media and politics. By understanding economics, students learn to make informed judgments about issues and policies and participate responsibly in decision-making processes.

## Topics - Preliminary Course

Introduction to Economics (10%) – the nature of economics and the operation of an economy  
 Consumers and Business (10%) – the role of consumers and business in the economy  
 Markets (20%) – the role of markets, demand, supply and competition  
 Labour Markets – (20%) the workforce and role of labour in the economy  
 Financial Markets (20%) – the financial market in Australia including the share market  
 Government in the Economy – (20%) the role of government in the Australian economy

## Topics - HSC Course

The Global Economy (25%) – Features of the global economy and globalisation  
 Australia's Place in the Global Economy (25%) – Australia's trade and finance  
 Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.  
 Economic Policies and Management (25%) – the range of policies to manage the economy

## Post School Options

If selected as a specialisation at university, Economics can lead to careers in: share, finance or commodities markets; business, economic forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs; law or economic policy development, education, or of course as an economist either in the government or at corporate level in the private sector.

# ENGINEERING STUDIES

Number of Units: 2

Exclusions: None

External Assessment: Examination

Contribution to ATAR: Yes

## Course Description

The aim of Engineering Studies Stage 6 is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology. Engineering Studies Stage 6 is directed towards the application and advancement of skills associated with mathematics, science and technology in order to solve problems that provide infrastructure, goods and services needed for industry and the community. This subject is recommended to students that are capable at mathematics and science, and are curious about how things are made and why they are constructed.

## Why study this course

Engineering Studies will provide students with the skills, knowledge and understanding associated with the study of engineering, its practices and associated methodologies. Students will gain knowledge and skills through the study of engineering modules.

## Topics - Preliminary Course

The Year 11 course consists of 4 compulsory modules – Engineering Fundamentals, Engineered Products, Braking Systems and Biomedical Engineering. These modules focus on polymers, electricity, electronics, applied mathematics, metals, hydraulics, joining materials, casting and forging of metals and engineering drawings.

## Topics - HSC Course

The Year 12 course consists of 4 compulsory modules – Civil Structures, Personal and Public Transport, Aeronautical Engineering and Telecommunications Engineering. These modules further develop the focus of the preliminary modules as well as looking into frictional forces, corrosion, composites and ceramic materials.

## Post School Options

Engineering Studies develops knowledge and understanding of the profession of Engineering. It provides the foundation for further study in Engineering fields such as Civil, Mechanical, Electrical, Electronic, Aeronautical, Chemical and Metallurgical as well as applied sciences such as Architecture, Surveying and Industrial Design.



# ENGLISH EXTENSION 1

Number of Units: 1

Co-Requisites: Must also study English Advanced

External Assessment: Examination

Contribution to ATAR: Yes

## Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

## Topics - Preliminary Course and HSC Course

English Extension 1 course – The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are:

- Literary homelands
- Reimagined worlds
- Intersecting worlds
- Worlds of upheaval
- Literary mindscapes

## Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

# HSC ENGLISH EXTENSION II

Number of Units: 1

Exclusion: Year 12 course only

Co-Requisites: Also be studying Advanced English & English Extension I

External Assessment: Major Work, Reflection Statement and Reflective Journal

Contribution to ATAR: Yes

## Course Description

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

## Topics - HSC Course

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

## Students are required to:

- complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

## Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

# ENTERPRISE COMPUTING

## NEW SYLLABUS REPLACING INFORMATION PROCESSES & TECHNOLOGY

Number of Units: 2

Exclusions/Pre-Requisites: None

External Assessment: Examination

Contribution to ATAR: Yes

### Course Description

The study of Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.

### Why study this course

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.

### Topics - Preliminary Course

- Networking Systems and Social Computing
- Interactive Media and the User Experiences
- Principles of Cybersecurity

### Topics - HSC Course

- Data science
- Data visualisation
- Intelligent systems
- Enterprise project

### Post School Options

Students who successfully complete Enterprise Computing will be confident, competent and discriminating users of information processes and information technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. As such, they will be well prepared to pursue further education and employment across an especially wide range of contexts.

# HSC HISTORY EXTENSION

Number of Units: 1

Exclusion: Year 12 course only

Co-Requisites: Also be studying Year 12 Ancient History or Modern History

External Assessment: Examination

Contribution to ATAR: Yes

## Course Description

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

## Topics - HSC Course

Constructing History – Key Questions

Constructing History – Case Studies

History Project

## Students are required to:

- answer four key questions that provide a framework for investigating the construction of history with a focus on historiography. These key questions:
  - Who are historians?
  - What are the purposes of history?
  - How has history been constructed, recorded and presented over time?
  - Why have approaches to history changed over time?
- develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.
- complete a History Project which involves students undertaking an individual investigative project, focusing on an area of changing historical interpretation.

## Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

# INDUSTRIAL TECHNOLOGY GRAPHICS TECHNOLOGIES

Number of Units: 2

**Exclusions:** Only one technology can be studied by the student and Industrial technology cannot be studied at Home School

**External Assessment:** Major Project & Examination

**Contribution to ATAR:** Yes

## Course Description

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to Graphics Technology, and an introduction to industrial processes and practices. This subject develops a high level of industry-standard practical processes through the production of a practical project. The emphasis of the course is on the development of practical graphical technology skills.

## Why study this course

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. In the HSC course, students must design, develop and construct a major project with a management folio. This practical-based course allows students to develop industry-level skills through the production of projects. Students in this subject complete a major work, which allows them to select areas of interest within their option topics, and follow their passions in the development of their project.

## Topics - Preliminary Course

- Industry Study
- Design and Management
- Workplace Communication
- Industry-Specific Content and Production

## Topics - HSC Course

- Industry Study
- Design and Management
- Workplace Communication
- Industry-Specific Content and Production

## Post School Options

Graphics: Architectural design, Engineering design, Drafts person, CAD/CAM creator, or any industrial design career requiring accurately and technically drawn image.

The skills learned in this subject would also complement careers in business or in any field where you would need to present your ideas. The Industry study component also complements Business Studies.



# INDUSTRIAL TECHNOLOGY MULTIMEDIA TECHNOLOGIES

Number of Units: 2

**Exclusions:** Only one technology can be studied by the student and Industrial technology cannot be studied at Home School

**External Assessment:** Major Project & Examination

**Contribution to ATAR:** Yes

## Course Description

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the Multimedia Industry, and an introduction to industrial processes and practices. This subject develops a high level of industry-standard practical processes through the production of a practical project. The emphasis of the course is on the development of practical multimedia skills.

## Why study this course

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. In the HSC course, students must design, develop and construct a major project with a management folio. This practical-based course allows students to develop industry-level skills through the production of projects. Students in this subject complete a major work, which allows them to select areas of interest within their option topics, and follow their passions in the development of their project.

## Topics - Preliminary Course

- Industry Study
- Design and Management
- Workplace Communication
- Industry-Specific Content and Production

## Topics - HSC Course

- Industry Study
- Design and Management
- Workplace Communication
- Industry-Specific Content and Production

## Post School Options

Multimedia: Graphic design, photography, art, musician, industrial design, animator, film editing, special effects, or any creative field. The skills learned in this subject would also complement careers in business or in any field where you would need to present your ideas. The Industry study component also compliments Business Studies.

# MATHEMATICS EXTENSION 1

Number of Units: 1

Co-requisites: Students must be doing Mathematics Advanced

External Assessment: Examination

Contribution to ATAR: Yes

## Course Description

This course is designed for those students who have demonstrated an extensive mastery of the skills of stage 5 Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability could consider undertaking the Mathematics Extension 2 course.

## Why study this course

It provides a sound basis for the further study, as a major discipline, of Mathematics at a tertiary level. ... For example, it may be appropriate for those students who wish to pursue tertiary studies in some of the Physical Sciences, Computer Science and certain Engineering courses.

## Topics - Preliminary Course

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

## Topics - HSC Course

- Trigonometric Functions
- Calculus
- Proof
- Vectors
- Statistical Analysis

## Post School Options

Study of this course will support study in a career in physical or engineering sciences.

Other possible careers with a mathematical background are:

Finance, civil and structural engineering, computer science, applied sciences, education, medical services.

# HSC MATHEMATICS EXTENSION II

Number of Units: 1

Exclusion: Year 12 course only

Co-Requisites: Students must be studying Mathematics Advanced & Extension I

External Assessment: Examination

Contribution to ATAR: Yes

## Course Description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

## Why study this course

The course provide opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn with the use of appropriate technology and make appropriate choices when selecting technologies as a support for mathematical activity. participation in society.

## Topics - HSC Course

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

## For this course:

- The Mathematics Extension 1 Year 12 course should be taught prior to or concurrently with this course.
- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

## Post School Options

Study of this course will support study in a career in physical or engineering sciences.

Other possible careers with a mathematical background are:

Finance, civil and structural engineering, computer science, applied sciences, education, medical services.

# PHYSICS

Number of Units: 2

Exclusions/Pre-Requisites: You can only study six units of Science in Year 11

External Assessment: Examination

Contribution to ATAR: Yes

## Course Description

The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter

## Why study this course

Study this course if you want to find out how objects move and how we use that knowledge to our advantage, how important light and its interactions with the world around us are, the basics for electronics, the application of electromagnetism and the fundamentals of quantum physics.

## Topics - Preliminary Course

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism

## Topics - HSC Course

- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom

## Post School Options

There are numerous post-school options for Physics including aviation, aeronautical design, astronomy, engineering, electronics, innovation, robotics, communication systems, automated vehicles, sports analytics. That's just to name a few. There will even be other post-school options that currently do not exist but will when you graduate.

# SOFTWARE ENGINEERING

## NEW SYLLABUS REPLACING SOFTWARE DESIGN & DEVELOPMENT

Number of Units: 2

Exclusions/Pre-Requisites: None

External Assessment: Examination

Contribution to ATAR: Yes

### Course Description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed and the tools that can be used to assist in this process. The course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software. The HSC course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

### Why study this course

The study of Software Engineering 11–12 enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

### Topics - Preliminary Course

- Programming Fundamentals
- The Object-Oriented Paradigm
- Programming Mechatronics

### Topics - HSC Course

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

### Post School Options

Software Engineering lays a foundation for access into a variety of different computer-related fields including – software programmer, software engineer, system architect, system analyst and graphic designer. This course also helps foster business-related skills and practices which may also be of benefit in all areas such as business, accounting and engineering.



# CEC - COMPUTER APPLICATIONS

Number of Units: 1 or 2 Units

Exclusions/Pre-Requisites: Cannot be studying Enterprise Computing or Software Engineering

External Assessment: Nil

Contribution to ATAR: No

## Course Description

Computer-based technology is an integral part of contemporary society. This is reflected in daily activities carried out in contexts such as the workplace, education, entertainment, recreation and the home. In this course, students will participate in hands-on activities to develop skills, knowledge and understanding related to information and communication technologies so that they can participate confidently in these environments.

## Why study this course

Computing technology is a tool with the potential to enhance learning and engagement in a range of contexts. The choice of modules provided in this syllabus allows students to explore their own areas of interest and to develop specific skills in, and knowledge and understanding of, computer-based technology in those areas. Students' capacities in both information handling and creative processes are enhanced when a variety of software applications are available to them.

## Topics - Preliminary Course

- Hardware and Software Skills
- Communications I
- Graphics I
- Graphics II

## Topics - HSC Course

- Desktop Publishing I
- Desktop Publishing II
- Multimedia I
- Multimedia II

## Post School Options

The study of Computing Applications Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university, other tertiary institutions and private providers.

In addition, the study of Computing Applications Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

## VOCATIONAL EDUCATION AND TRAINING COURSES

In 2024, the following Vocational Education and Training (VET) Courses will be offered through School of Now:

- Business Services
- Certificate 1 in Engineering
- Financial Services
- Information and Digital Technology

For the most up-to-date information regarding these courses, please visit the 2024 VET Subject Selection which can be found in the link below:

### [2024 VET Subject Selection Information](#)

For information regarding the delivery of learning and an explanation between VET Cluster and School of Now classes, please visit the link below:

### [Methods for Delivery of Learning in VET](#)

For any further information required pertaining to  
School of Now  
please email: [schoolofnow@parra.catholic.edu.au](mailto:schoolofnow@parra.catholic.edu.au)

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## SCHOOL OF NOW

### Other Resources

#### 2023 Parent/Student Information Zoom

The following Zoom was used in 2023 to help explain the ideologies and concepts surrounding School of Now.

[https://youtu.be/P7ONEUy\\_Z\\_Q](https://youtu.be/P7ONEUy_Z_Q)



#### Student's Perspective

The following are some student perspectives of learning in School of Now.

[https://youtu.be/Vhk\\_IF4roxw](https://youtu.be/Vhk_IF4roxw)



#### Teacher's Perspective

The following is a teacher's perspective of delivering learning in School of Now.

<https://youtu.be/hKMpz7Q8Yls>



For any further information required pertaining to  
School of Now  
please email: [schoolofnow@parra.catholic.edu.au](mailto:schoolofnow@parra.catholic.edu.au)