



Higher School Certificate

Course Handbook 2024-2025

Principal's Message

Orara High School offers a wide range of courses in Years 11 and 12. It also provides a supportive environment for young people as they move to the senior school. This handbook is part of the process we have in place for helping students choose from that range of options.

Students are urged to discuss their choices with their teachers and families, and carefully weigh the advice given in order to make the best possible selections.

Success in the senior school requires commitment and organisation. Students need to develop good study habits and be able to study independently. The development of realistic goals is an important first step.

Students generally find that they have more independence in Years 11 and 12 and their relationships with teachers are quite different as they develop as young adults. For the vast majority of students, senior schooling is characterised by development of greater school spirit, and it is a period of their lives that students recall with great fondness.

For several years Orara High School has invested in our stage 6 students through the establishment of an Independent Learning Centre (ILC). This facility provides students with a space and guidance to assist students in their studies.

We wish students well as they move into this next phase of schooling. As a result of their efforts, students should be eligible to receive an internationally recognised qualification, the Higher School Certificate. They will also develop knowledge, skills, values and maturity which will help to equip them for further education, work and life.

We wish students well as they enter a new and exciting phase of their education.

Regards,

A handwritten signature in black ink, appearing to read 'Michelle Elliott', written in a cursive style.

Mrs Michelle Elliott
Relieving Principal

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Requirements for the Higher School Certificate

ELIGIBILITY

To be eligible for the award of the Higher School Certificate students must have:

- gained the RoSA (Record of School Achievement) or such other qualifications as the NSW Education Standards Authority considers satisfactory
- completed HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- attended a government school, an accredited non-government school, a school outside New South Wales recognised by the Board of Studies or a college of TAFE
- satisfactorily completed courses that comprise the pattern of study required by the NSW Education Standards Authority for the award of the Higher School Certificate
- sat for and make a serious attempt at the requisite Higher School Certificate external examinations
- satisfactorily completed the Life Ready course
- successfully completed HSC Minimum Standards

PATTERNS OF STUDY

To qualify for the Higher School Certificate students must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least (please refer to Course Codes table on page 2):

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English, or English Studies
- 4 subjects
- Students can do as many VET subjects as they wish but must complete the VET HS exam to count towards ATAR

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and six HSC units from courses in science.

Some courses have certain rules and prerequisites. Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for.

ACCUMULATION OF THE HIGHER SCHOOL CERTIFICATE (PATHWAYS)

Students may accumulate courses towards the Higher School Certificate over a period of up to five years.

SATISFACTORY COMPLETION OF A COURSE

Course Completion Criteria

The following course completion criteria refers to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the NSW Education Standards Authority
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

NB: to achieve the above criteria requires satisfactory levels of attendance, conduct and progress.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Every student will receive a record of all the courses satisfactorily studied regardless of the award of the HSC.

COURSE CODES FOR THE HIGHER SCHOOL CERTIFICATE

Code	Explanation
BDC	Board Developed Course Are courses developed by the NSW Education Standards Authority and are eligible for inclusion in the calculation of the Universities Admission Index (ATAR). All hold Category A status.
VDBC	Vocational Board Developed Course Are courses that are the same as BDC courses but have a vocational orientation and hold Category B ATAR status.
BEC	Board Endorsed Course Are courses developed by the Board to cater for a wide candidature in areas of specific need. They are not externally examined and have an internal assessment mark.
VBEC	Vocational Board Endorsed Course VET Board Endorsed courses (VBEC) count as Board Endorsed unit credit for the HSC but do not contribute towards an ATAR.
CEC	Content Endorsed Course Courses developed by schools and endorsed by the NSW Education Standards Authority. They are not externally examined and have an internal assessment mark.

HSC Minimum Standards

You need reading, writing and maths skills to be successful in everyday life after school. That's why you're required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC).

To check you have the basics right, you need to sit short online tests of reading, writing and maths for everyday life. You get four attempts in Year 10 and Year 11 to complete the test and up to six times in Year 12.

If you pass the online tests of basic reading, writing and numeracy skills you will show you've met the HSC minimum standard.

To show you meet the standard you need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

HOW IS THE STANDARD SET?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

WHAT WILL THE ONLINE TESTS INVOLVE?

The minimum standard online tests are based on the Australian Core Skills Framework (ACSF) with students' results reported as a level of achievement from 1-4.

The test achievement level descriptions describe the skills needed for each of the four levels. Level 3 skills indicate a nationally agreed level of functional literacy and numeracy.

Minimum Standard Reading Test

- 45 multiple choice questions
- Adaptive — meaning it tailors to a student's ability. Questions become harder or easier depending on whether a student is answering questions correctly or incorrectly.
- Marked electronically according to the achievement level descriptions

Minimum Standard Numeracy Test

- 45 multiple choice questions
- Adaptive — meaning it tailors to student's ability. Questions become harder or easier depending on whether a student is answering questions correctly or incorrectly.
- Marked electronically according to the achievement level descriptions

Minimum Standard Writing Test

- One question based on a visual or text prompt with up to a 500 word-response
- Marked by trained markers according to the achievement level descriptions and the following, equally weighted, criteria: relevance of writing to the topic; structure and sequence of ideas and control of language

WHAT'S THE PASS MARK?

Students are required to achieve at least Level 3 in each of the three online tests to meet the HSC minimum standard.

WHEN ARE RESULTS AVAILABLE?

After a student completes an online test, the school and student will receive a results report. Students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their Students Online account.

DISABILITY PROVISIONS AND EXEMPTIONS

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard in order to receive their HSC.

WHAT IF A STUDENT DOESN'T PASS THE TESTS BY YEAR 12?

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. It is important to note:

- Students have five years from the year they start their first HSC course to meet the HSC minimum standard, so they can take the online tests after they leave school.
- Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.
- Students who do not meet the HSC minimum standard will receive a Record of School Achievement (RoSA) which contains a student's record of academic achievement up until the date they leave school.
- The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.
- Students who leave school prior to Year 12 can choose to sit the minimum standard online tests.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is a rank, not a mark.

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all other students.

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses are based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (for example, a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

The requirements for the Australian Tertiary Admissions Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities' Technical Committee on Scaling on behalf of universities in NSW and the ACT.

ELIGIBILITY

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of ATAR courses which are Board Developed Course and have formal examinations conducted by the NSW Standards Education Authority. These ATAR courses must include at least:

- 8 units from Board developed courses
- 2 units of English
- four subjects.

In this handbook, courses are colour coded to identify their eligibility for the ATAR as follows:

Eligible

Not Eligible

THE DIFFERENCE BETWEEN HSC SUBJECTS AND COURSES

A subject is an HSC area of study (for example, mathematics). Within that subject there may be a number of courses (for example, Mathematics General 2, Mathematics, HSC Mathematics Extension 1, HSC Mathematics Extension 2). If a student studies, for example, HSC Mathematics Extension 1, HSC Mathematics Extension 2, English Advanced, English Extension 2 and Biology they will not meet the four subjects requirement because they have only studied three subjects: Mathematics, English and Biology.

WHAT IT MEANS TO SATISFACTORILY COMPLETE A COURSE

You'll be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes
- made a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

You also need to make a serious attempt at the examination for the course. For more information about HSC eligibility requirements, visit the NESA website.

Failure to satisfactorily complete a course will result in that course not contributing to the eligibility requirements. If the course is a 2-unit course with an associated extension course, failure to satisfactorily complete the 2-unit course will result in neither the 2-unit nor the extension course contributing towards your ATAR.

HOW YOUR ATAR IS CALCULATED

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than two units of Category B courses.

Calculation of the ATAR in NSW is the responsibility of the Technical Committee on Scaling on behalf of NSW universities.

The universities categorise Board Developed Courses (BDC) as either Category A or Category B. To have a ATAR based on an aggregate of scaled marks in 10 units students must have completed at least eight Board Developed Category A units – see also Universities Admissions Centre website at www.uac.edu.au.

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

CATEGORY B COURSES

Course Name	Units	Hours
Automotive	2	240
Business Services	2	240
Construction	2	240
Electrotechnology	2	240
Entertainment Industry	2	240
Financial Services	2	240
Hospitality	2	240
Human Services	2	240
Information Technology	2	240
Metal and Engineering	2	240
Primary Industries	2	240
Retail Services	2	240
Tourism, Travel & Events	2	240

For the above Category B courses, an optional HSC written examination is offered for students who complete the 240-hour HSC indicative course. If you want the results from this course to be available for inclusion in the calculation of your ATAR, subject to ATAR rules, you must undertake the optional written examination. Other VET courses available in the associated subject areas are not examinable.

Vocational Education and Training (VET) Courses in the HSC

VET courses (VBDC) are designed to enable students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace. Students will acquire underpinning skills and knowledge related to functional areas within any industry context that can be used in making informed career choices. Students receive a nationally recognised Australian Qualifications Framework (AQF) accreditation on successful completion of a course. Students can include one Industry Curriculum Framework course in their University Admission Index (ATAR).

ASSESSMENT

Competency Based Assessment

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

External Assessment

- The Higher School Certificate (HSC) examination for Industry Curriculum Framework courses (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items
- The questions will be drawn from the examinable units of competency identified in the HSC.
- Examination specifications in Part A of the NSW Education Standards Authority syllabus.
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.
- The HSC examination is optional.

CAN I CHOOSE TO STUDY A COURSE DELIVERED AT A SCHOOL OTHER THAN MY HOME SCHOOL?

YES – If you wish to enrol in a course delivered by another school that is not delivered at your home school, you should discuss this with your Careers Advisor or VET Coordinator as travel and timetable arrangements need to be considered.

HOW DO I GET TO COURSES AT TAFE OR AT OTHER SCHOOLS AND WHAT WILL IT COST?

Department of Education guidelines state that students are required to meet the cost of travel to and from their TAFE- delivered course.

WORK PLACEMENT

- Is mandatory
- Most Board-Developed VET courses require work placement of 35 hours in both the Preliminary and HSC courses for a 2- unit x 2-year course (240 hours). Additional hours are required for any extension courses at the rate of 35 hours for 120 hours of HSC credit.

WHAT OTHER COSTS ARE INVOLVED?

School-delivered vocational courses may require a subject contribution to cover costs of consumables. A table listing these costs is provided on the following page. The TAFE charges for students at government schools are paid by the Department of Education.

SCHOOL-BASED VET COURSE FEES

Year	Vet Course	Fees
11	Entertainment Industries	\$120 (2-year course) includes a Construction White Card
11	Hospitality – 2 Unit	\$30 per term + uniform and leather shoes
11	Hospitality – Kitchen Operations	\$30 per term + uniform and leather shoes
11	Music	Nil

12	Hospitality – 2 Unit	\$TBA per term
12	Hospitality – Kitchen Operations	\$TBA per term
12	Music	Nil

VET REFUND POLICY

Students who change courses, leave or transfer school will be refunded subject material fees proportional to the remainder of the course.

A SCHOOL-BASED PART-TIME TRAINEESHIP (SBAT)

- Is a combination of paid work and training.
- Is completed part-time as part of the Higher School Certificate.
- Prepares young adults for a career in a particular industry. Trainees receive:
 - a job
 - free training
 - ongoing advice and support
 - a training wage
 - credit towards their HSC
 - a nationally recognised Vocational Education and Training qualification
 - a Certificate of Proficiency on satisfactory completion of the traineeship.

STUDYING VET COURSES

VET courses at TAFE are only available on a Wednesday, either in the morning or the afternoon. This means, it may be possible for a student to study only two VET courses.

HSC/TAFE CREDIT TRANSFER

TAFE NSW recognises skills and knowledge gained through previous studies. Recognition may allow students to complete TAFE NSW qualifications faster, and is based on formal arrangements between educational institutions.

Students completing some HSC courses at a satisfactory level may count these towards a TAFE qualification. HSC/TAFE credit transfer may apply between general courses such as English, Biology, Design and Technology or between vocational courses such as Construction or Hospitality.

Students who may wish to further their education and training with TAFE NSW should consult their school's VET coordinator, Careers Advisor or Curriculum Head Teacher for advice. Details are readily available in the HSC/TAFE Credit Transfer Guide published by the Board of Studies and the NSW Department of Education and Training (2000).

WHERE WILL VET COURSES BE DELIVERED?

Each vocational training course description includes a list of where it is expected these courses will be delivered in 2019. The final decision will be based on a range of factors, including student numbers.

Student Support @ Orara HS

There is a wide support system of teachers and staff ready to provide guidance, assistance or discuss anything that is important or of concern to students. Students are encouraged to seek help from any of the people listed below.

POSITION	NAME	LOCATION
Principal	Mrs Elliott	Office
Deputy Principals	Mr Strachan Mrs Gage Mrs McRae	Office
Head Teacher Wellbeing	Mr Denham	PDHPE
Year Advisors	Mr Caesar Ms Naylor	English
School Counsellors	Ms Spooner Ms Thatcher	Counsellor's Office
Careers Advisor and TAFE (TVET) Advisor	Mr Mellalieu	Careers Office
VET Coordinator	Ms Gaston	Home Economics
Student Support Officer	Mrs Lees	Wellbeing Hub

English (Advanced) – 2 Units

ATAR:	Eligible	Exclusions:	Std, EALD, Eng Studies
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	English	Contact:	Mrs Twigg

NB: ENGLISH IS COMPULSORY if you are seeking an HSC and/or ATAR

COURSE DESCRIPTION

This course is designed for students to undertake the challenge of higher order thinking to enhance their personal, social educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

CONTENT

Year 11		Year 12	
Common Module	Reading to Write	Common Module	Texts and Human Experiences
Module A	Narratives that Shape Our World	Module A	Textual Conversations
Module B	Critical Study of Literature	Module B	Critical Study of Literature
		Module C	The Craft of Writing

COURSE REQUIREMENTS

Preliminary English (Advanced) students are required to study:

Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. Students are required to support their study of texts with their own wide reading.

HSC English (Advanced) students are required to study:

The close and critical study of at least four types of prescribed text, one drawn from each of the following categories: Shakespearean drama, prose fiction, poetry OR drama. The remaining text may be film, media or non-fiction text OR may be selected from one of the categories above. The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course. Students may study ONE related text in the common module: Texts and Human Experiences.

HOW WILL I BE ASSESSED?

A range of non-formal and formal assessment activities will be undertaken to gather evidence about student achievement of a range of syllabus outcomes. Assessment as, of and for learning will be determined through this process.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The communication skills learned in English are essential to all aspects of society.

WHAT ELSE DO I NEED TO KNOW?

Students considering this course should have a well or highly developed capacity and understanding in English, evidenced by class placement in the A class in Stage 5 and successful achievement in junior assessment tasks.

English (EAL/D) – 2 Units

ATAR:	Eligible	Exclusions:	Adv, Std, Ext, Eng Studies
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	English	Contact:	Mrs Twigg
Pre-requisite:	Only students who have been in Australia for five years or fewer or have significant disrupted schooling overseas can apply for this English course.		

NB: ENGLISH IS COMPULSORY if you are seeking an HSC and/or ATAR

COURSE DESCRIPTION

The English EAL/D course is designed for students from diverse non-English speaking backgrounds. It gives these students the opportunity to achieve the Stage 6 outcomes and satisfy NESA requirements for the study of English. The course engages EAL/D students in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, educational, social and vocational lives. Students will learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

CONTENT

Year 11		Year 12	
Module A	Language and Texts in Context	Module A	Texts and Human Experiences
Module B	Close Study of Text	Module B	Language, Identity and Culture
Module C	Texts and Society	Module C	Close Study of Text
Module D	Teacher-developed module	Module D	Focus on Writing (concurrent study with Modules A, B and C)

COURSE REQUIREMENTS

In year 11, students are required to:

- Complete 120 hours of study
- Complete Modules A, B and C
- Engage in wide reading, speaking and listening connected to the modules.

Mandatory components & weighting include:

- knowledge & understanding of course content 50%,
- Text responses & communication of ideas regarding audience, purpose and context across all modes 50%

In year 12, students are required to:

- Complete 120 hours of study
- Complete Modules A, B and C
- Complete Module D: Focus on Writing concurrently with Modules A, B and C.
- Study three prescribed texts and one related text in Module A: Texts and Human Experiences
- Engage in speaking and listening connected to the modules.

Mandatory components & weighting include:

- knowledge & understanding of course content 50%,
- Text responses & communication of ideas regarding audience, purpose and context across all modes 50%

HOW WILL I BE ASSESSED?

In year 11, there will be 3 assessment tasks with a minimum weighting of 20% and a maximum weighting of 40%

- One task will be a formal written examination
- One task must be a multi-modal presentation

Students are required to study one substantial literary text, explore a range of texts and support their study of texts with their own wide reading

In year 12, there will be 4 assessment tasks with a minimum weighting of 10% and a maximum weighting of 40%

- One task will be a formal written examination with a maximum weighting of 30%,
- One task must be a multi-modal presentation, one task must focus on Module D: Focus on Writing with a minimum of 25%
- Students are required to study one substantial literary text, explore a range of texts and support their study of texts with their own wide reading

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The English EAL/D course assists students to participate more effectively in Australian education and society by providing students with the opportunity to learn Standard Australian English in varied, relevant, authentic and challenging contexts. This development of creative and critical English language skills, knowledge and understanding, and engagement with literature and other textual forms, will contribute to an increased understanding of the diversity and values of Australian and other cultures.

English (Standard) – 2 Units

ATAR:	Eligible	Exclusions:	Adv, Ext, EALD, Eng Studies
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	English	Contact:	Mrs Twigg

NB: ENGLISH IS COMPULSORY if you are seeking an HSC and/or ATAR

COURSE DESCRIPTION

This course is designed for students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. Students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

CONTENT

Year 11		Year 12	
Common Module	Reading to Write	Common Module	Texts and Human Experiences
Module A	Contemporary Possibilities	Module A	Language, Identity and Culture
Module B	Close Study of Literature	Module B	Close Study of Literature
		Module C	The Craft of Writing

COURSE REQUIREMENTS

Preliminary English (Standard) students are required to study:

- ONE complex multimodal or digital text in Module A (This may include the study of film)
- ONE substantial literary print text in Module B, for example prose fiction, dram or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction film, media and digital texts
- Students are required to support the study of texts with their own wide reading

HSC English (Standard) students are required to study:

- The close study of at least three types of prescribed text, one drawn from each of the following categories:
 - prose fiction
 - poetry OR drama
 - film OR media OR nonfiction
- The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course
- A wide range of additional related texts and textual forms

HOW WILL I BE ASSESSED?

A range of non-formal and formal assessment activities will be undertaken to determine student achievement of a range of syllabus outcomes. Assessment as, of and for learning will be determined through this process.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The communication skills learned in English are essential to all aspects of society.

WHAT ELSE DO I NEED TO KNOW?

Courses other than Standard English should only be undertaken if approved by the Head Teacher English.

English Studies – 2 units

ATAR:	Eligible	Exclusions:	Adv, EALD, Std, Ext
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	English	Contact:	Mrs Twigg

NB: ENGLISH IS COMPULSORY if you are seeking an HSC and/or ATAR

COURSE DESCRIPTION

This course is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social educational and vocational lives.

Students studying this course who want to obtain an ATAR must sit the HSC examination.

CONTENT

Year 11		Year 12	
Mandatory Module	Achieving through English	Mandatory Module	Texts and Human Experiences
An additional 2-4 modules to be studied		An additional 2-4 modules to be studied	

Course Requirements

In each of the Preliminary and HSC years students are required to:

- Read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts;
- Study at least one substantial print text (e.g. A novel, biography or drama) and at least one substantial multi-modal text (e.g. A film or television series);
- Be involved in planning, research and presentation activities as part of one individual and/or one collaborative project;
- Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions; and
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

HOW WILL I BE ASSESSED?

A range of activities will be undertaken to gather evidence about student achievement of a range of syllabus outcomes. Assessment as, of and for learning will be determined through this process.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The communication skills learned in English are essential to all aspects of society.

English Extension 1 –

1 Unit

ATAR:	Eligible	Exclusions:	EALD, Std, Eng Studies
Code:	BDC	Duration:	2 years / 120 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	English	Contact:	Mrs Twigg
Pre-requisite:	English (Advanced)		

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.

CONTENT

Year 11		Year 12	
Common Module	<ul style="list-style-type: none">Texts, Culture and ValueRelated research project	Common Module	<ul style="list-style-type: none">Literary Worlds
		Electives (Only ONE elective to be studied)	<ul style="list-style-type: none">Literary homelandsWorlds of upheavalReimagined worldsLiterary mindscapesIntersecting worlds

COURSE REQUIREMENTS

In the English Extension Year 11 course, 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.

In the English Extension Year 12 course, students are required to study:

- at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

HOW WILL I BE ASSESSED?

A range of non-formal and formal assessment activities will be undertaken to gather evidence about student achievement of a range of syllabus outcomes. Assessment as, of and for learning will be determined through this process.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The communication skills learned in English are essential to all aspects of society.

WHAT ELSE DO I NEED TO KNOW?

Extension courses should only be undertaken if approved by the Head Teacher English.

English Extension 2 – 1 Unit

ATAR:	Eligible	Exclusions:	EALD, Std, Eng Studies
Code:	BDC	Duration:	1 year / 120 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	English	Contact:	Mrs Twigg
Pre-requisite:	English Extension 1		

COURSE DESCRIPTION

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

Students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

CONTENT

Research and completion of a Major Work and a statement of reflection.

COURSE REQUIREMENTS

In the English Extension 2 course 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 non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

HOW WILL I BE ASSESSED?

A range of non-formal and formal assessment activities will be undertaken to gather evidence about student achievement of a range of syllabus outcomes. Assessment as, of and for learning will be determined through this process.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The communication skills learned in English are essential to all aspects of society.

WHAT ELSE DO I NEED TO KNOW?

Extension courses should only be undertaken if approved by the Head Teacher English.

French Beginners – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	LOTE	Contact:	TBA

COURSE DESCRIPTION

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

The course has four broad components that make up language learning:

- Listening — understanding spoken French in a range of practical situations
- Speaking — expressing and exchanging ideas and opinions in French e.g. talking informally with friends and many useful situations
- Reading — understanding and responding to authentic French texts e.g. articles, emails, stories, films, songs and reports
- Writing — expressing oneself in French at both a formal and informal level

CONTENT

Main topics covered?

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

COURSE REQUIREMENTS

There are no course requirements.

HOW WILL I BE ASSESSED?

Learning a language requires self-motivation and good study habits. Assessment consists of a variety of interesting tasks based on the four components in the form of a written, electronic or oral presentations or interviews. There is no essay writing. Technology skills are integrated into the course.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

- Learning another language is one of the most rewarding experiences anyone can have!
- Learning a language gives you the competitive edge when seeking a job. Employers know that language students develop good communication skills and are independent learners.
- French is a language spoken in many parts of the world It is the language of diplomacy, music, cuisine, the Olympics and international sport. In areas such as tourism, business and hospitality, French is a sought-after language.
- For those interested in engineering, acting, art, cooking, travel or science studies at tertiary level, knowledge of the language would be a huge advantage as France is a world leader in many fields.

Mathematics Advanced – 2 Units

ATAR:	Eligible	Exclusions:	Maths Numeracy 1 & Standard 2
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Mathematics	Contact:	Mrs Wedd

COURSE DESCRIPTION

- The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

CONTENT

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions.

The Topics and Subtopics are:

Year 11	Year 12
Topic: Functions <ul style="list-style-type: none"> ▪ Working with Functions 	Topic: Functions <ul style="list-style-type: none"> ▪ Graphing Techniques
Topic: Trigonometric Functions <ul style="list-style-type: none"> ▪ Trigonometry and Measure of Angles ▪ Trigonometric Functions and Identities 	Topic: Trigonometric Functions <ul style="list-style-type: none"> ▪ Trigonometric Functions and Graphs
Topic: Calculus <ul style="list-style-type: none"> ▪ Introduction to Differentiation 	Topic: Calculus <ul style="list-style-type: none"> ▪ Differential Calculus ▪ The Second Derivative ▪ Integral Calculus
Topic: Exponential and Logarithmic Functions <ul style="list-style-type: none"> ▪ Logarithms and Exponentials 	Topic: Financial Mathematics <ul style="list-style-type: none"> ▪ Modelling Financial Situations
Topic: Statistical Analysis <ul style="list-style-type: none"> ▪ Probability and Discrete Probability Distributions 	Topic: Statistical Analysis <ul style="list-style-type: none"> ▪ Descriptive Statistics and Bivariate Data Analysis ▪ Random Variables

HOW WILL I BE ASSESSED?

Year 11	
Investigative task	35%
Half yearly examination	35%
Yearly examination	30%

WHAT ELSE DO I NEED TO KNOW?

Students wishing to study this course should have a strong junior background in mathematics studying in the top class in Years 9 and 10. Approval must be given by the Head Teacher Mathematics to enrol in this course.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course is intended to give students who have demonstrated a high level of skill in Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension 1 or Extension 2 courses.

Mathematics Numeracy – 2 Units

ATAR:	Content Endorsed Course (CEC) / Not eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Mathematcis	Contact:	Mrs Wedd

COURSE DESCRIPTION

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

CONTENT

The content in this course is broken into four modules.

The Numeracy Year 11 course content comprises two modules.

Module 1:

1. Whole numbers
2. Operations with whole numbers
3. Distance, area and volume
4. Time
5. Data, graphs and tables

The Numeracy Year 12 course content comprises two modules.

Module 3:

1. Percentages
2. Operations with numbers
3. Finance
4. Location, time and temperature
5. Space and design

Module 2:

1. Fractions and decimals
2. Operations with fractions and decimals
3. Metric relationships
4. Length, mass and capacity
5. Chance

Module 4:

1. Rates and ratios
2. Statistics and probability
3. Exploring with NRMT

HOW WILL I BE ASSESSED?

Students will be assessed throughout the course by the following:

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style task.
- The Year 12 formal school-based assessment program is to reflect the following requirements:
- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style task.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions

in order to manage situations and solve problems relating to their present and future needs.

The knowledge and skills developed in this course can be applied across a range of career pathways.

Mathematics Standard 2 – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Mathematics	Contact:	Mrs Wedd

COURSE DESCRIPTION

Mathematics Standard focuses on mathematical skills and techniques that have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modelling tasks. The modelling tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. In year 12, students will have the choice to choose from either the Mathematics Standard 1 or Mathematics Standard 2 courses.

CONTENT

Topics include:

- Algebraic Relationships
 - Formulae and Equations
 - Linear Relationships
- Measurement
 - Applications of Measurement
 - Working with Time
- Financial Mathematics
 - Money Matters
- Statistical Analysis
 - Data Analysis
 - Relative Frequency and Probability
- Networks

HOW WILL I BE ASSESSED?

External Assessment

Mathematics Standard 2 (HSC)

A single HSC Examination of 2.5 hours duration. This assessment will examine content studied in both the Mathematics Standard and Mathematics Standard 2 courses.

Mathematics Standard 1 (HSC)

To be eligible for an ATAR students studying the Mathematics Standard 1 course must undertake a pattern of study to meet the ATAR requirements and complete the optional HSC examination.

Year 11	
Investigative task	35%
Half yearly examination	35%
Yearly examination	30%

WHAT ELSE DO I NEED TO KNOW?

The majority of students doing mathematics in Years 11 and 12 are enrolled in this course.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The course is fully prescribed and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Careers relevant to this course include nursing, commerce, administration.

Mathematics Extension 1 –

1 Unit

ATAR:	Eligible	Exclusions:	Maths Numeracy and Standard 2
Code:	BDC	Duration:	2 years / 120 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Mathematics	Contact:	Mrs Wedd
Pre-requisite:	Mathematics Advanced		

COURSE DESCRIPTION

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

CONTENT

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics.

The Topics and Subtopics are:

Year 11	Year 12
Topic: Functions <ul style="list-style-type: none"> ▪ Further Work with Functions ▪ Polynomials 	Topic: Proof <ul style="list-style-type: none"> ▪ Proof by Mathematical Induction
Topic: Trigonometric Functions <ul style="list-style-type: none"> ▪ Inverse Trigonometric Functions ▪ Further Trigonometric Identities 	Topic: Vectors <ul style="list-style-type: none"> ▪ Introduction to Vectors
Topic: Calculus <ul style="list-style-type: none"> ▪ Rates of Change 	Topic: Trigonometric Functions <ul style="list-style-type: none"> ▪ Trigonometric Equations
Topic: Combinatorics <ul style="list-style-type: none"> ▪ Working with Combinatorics 	Topic: Calculus <ul style="list-style-type: none"> ▪ Further Calculus Skills ▪ Applications of Calculus
	Topic: Statistical Analysis <ul style="list-style-type: none"> ▪ The Binomial Distribution

HOW WILL I BE ASSESSED?

Year 11	
Investigative task	35%
Half yearly examination	35%
Yearly examination	30%

WHAT ELSE DO I NEED TO KNOW?

Capable mathematicians only are successful at this course. Approval must be given by the Head Teacher Mathematics to enrol in this course.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The content of this course, which includes the whole of the Mathematics course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in 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. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. 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 Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course.

Mathematics Extension 2 –

1 Unit

ATAR:	Eligible	Exclusions:	Maths Numeracy and Standard 2
Code:	BDC	Duration:	1 year / 60 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Mathematics	Contact:	Mrs Wedd
Pre-requisite:	Mathematics Extension 1		

COURSE DESCRIPTION

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

CONTENT

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics.

The Topics and Subtopics are:

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

Topic: Vectors

- Further Work with Vectors

HOW WILL I BE ASSESSED?

Investigative Task	20%
Half yearly examination	30%
In class examination	20%
Yearly examination	30%

WHAT ELSE DO I NEED TO KNOW?

This is an HSC extension course only. Student must nominate at the end of their Preliminary year for entry into this course.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is delivered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject. Careers relevant to this course include applied science, engineering, and actuarial work.

Agriculture – 2 Units

ATAR:	Eligible	Exclusions:	Must have RoSA
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$25
Faculty:	Science	Contact:	Mr Press

COURSE DESCRIPTION

The Preliminary Course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.

The HSC Course examines the complexity and scientific principle of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study.

Australian agriculture faces many challenges and significant change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

CONTENT

Year 11		Year 12	
Core Modules	<ul style="list-style-type: none"> ▪ Overview ▪ The Farm Case Study ▪ Plant Production ▪ Animal Production 	Core Modules	<ul style="list-style-type: none"> ▪ Plant/Animal Production ▪ Farm Product Study
		Optional Modules (one to be selected)	<ul style="list-style-type: none"> ▪ Agri-food, Fibre and Food Technologies ▪ Climate Challenge ▪ Farming for the 21st Century

HOW WILL I BE ASSESSED?

The Preliminary Course will be assessed by topic tests, independent research/oral tasks, in class practical work, half yearly and yearly examinations.

The HSC Course will be assessed by a three-hour external examination and by internal assessment similar to the Preliminary course.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course is recommended prior learning for some tertiary courses. It develops analytical, critical thinking and classification skills, skills that are of value in all fields of endeavour.

It relates to careers such as Agricultural Engineer, Agricultural Food Scientist, Agronomist, Aquatic Ecologist, Arborist, Botanist, Conservation Planner, Endangered Species Biologist, Fisheries Biologist, Forest Health Specialist, Forester, Horticulturalist, Landscaper, Soil and Plant Scientist, Soil Engineer, Water Conservationist, Water Management Planner, Wetlands Biologist, Wildlife Forensics.

Biology – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Science	Contact:	Mr Smith

COURSE DESCRIPTION

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

CONTENT

Year 11		Year 12	
Module 1	Cells as the Basis of Life	Module 5	Heredity
Module 2	Organisation of Living Things	Module 6	Genetic Change
Module 3	Biological Diversity	Module 7	Infectious Disease
Module 4	Ecosystems	Module 8	Non-Infectious Disease and Disorders

COURSE REQUIREMENTS

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

HOW WILL I BE ASSESSED?

Students are encouraged to maintain a portfolio displaying evidence of diligence and class progress to assist teachers in providing them with meaningful feedback.

The portfolio incorporates topic tasks as well as mandatory assessment items. Mandatory course assessment items include:

- A practical assessment task and/or fieldwork.
- A research investigation (incorporating a mandatory Depth study).
- A formal course examination.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Students:

- develop positive, informed values and attitudes towards biology recognise the importance and relevance of biology in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

This course is recommended prior learning for some tertiary courses. It develops analytical, critical thinking and classification skills, skills that are of value in all fields of endeavour. Students should have strong skills in reading and comprehension, practical skills, ability to interpret data and interested in living things.

WHAT ELSE DO I NEED TO KNOW?

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on the Earth and its habitats.

Chemistry – 2 Units

ATAR:	Eligible	Exclusions:	Recommend also doing Mathematics
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Science	Contact:	Mr Smith

COURSE DESCRIPTION

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

CONTENT

Year 11		Year 12	
Module 1	Properties and Structure of Matter	Module 5	Equilibrium and Acid Reactions
Module 2	Introduction to Quantitative Chemistry	Module 6	Acid/base Reactions
Module 3	Reactive Chemistry	Module 7	Organic Chemistry
Module 4	Drivers of Reactions	Module 8	Applying Chemical Ideas

COURSE REQUIREMENTS

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

HOW WILL I BE ASSESSED?

Students are encouraged to maintain a portfolio displaying evidence of diligence and class progress to assist teachers in providing them with meaningful feedback.

The portfolio incorporates topic tasks as well as mandatory assessment items. Mandatory course assessment items include:

- A practical assessment task and/or fieldwork
- A research investigation (incorporating a mandatory Depth study)
- A formal course examination

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Students:

- develop positive, informed values and attitudes towards chemistry
- recognise the importance and relevance of chemistry in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

This course is a prerequisite for some tertiary courses such as chemical engineering as well as being recommended for others. It is the analytical and critical thinking skills developed during this course that are of value in many fields of endeavour. It relates to careers such as pharmacology, biomedical engineering, nutritionists, dieticians, chemical engineering, agribusiness, laboratory assistant, environmental scientist, food technologist, agronomist, doctor, physiotherapy, nursing, teaching and biotechnology.

WHAT ELSE DO I NEED TO KNOW?

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills, developed in the Science Stage 5 course, and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry are often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Earth and Environmental Science – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Science	Contact:	Mr Smith

COURSE DESCRIPTION

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

CONTENT

Year 11		Year 12	
Module 1	Earth's Resources	Module 5	Earth's Processes
Module 2	Plate Tectonics	Module 6	Hazards
Module 3	Energy Transformations	Module 7	Climate Science
Module 4	Human Impacts	Module 8	Resource Management

COURSE REQUIREMENTS

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

HOW WILL I BE ASSESSED?

Students are encouraged to maintain a portfolio displaying evidence of diligence and class progress to assist teachers in providing them with meaningful feedback.

The portfolio incorporates topic tasks as well as mandatory assessment items. Mandatory course assessment items include:

- A practical assessment task and/or fieldwork
- A research investigation (incorporating a mandatory Depth study)
- A formal course examination

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Students:

- develop positive, informed values and attitudes towards earth and environmental science recognise the importance and relevance of earth and environmental science in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

For students who desire to follow a career in any of the following areas: mining industry, archaeology, historian, environmental studies, geologist, ecologist, surveying and forestry.

WHAT ELSE DO I NEED TO KNOW?

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

Investigating Science – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Science	Contact:	Mr Smith

NB: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

COURSE DESCRIPTION

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

CONTENT

Year 11	Year 12
Module 1 Cause and Effect – Observing	Module 5 Scientific Investigations
Module 2 Cause and Effect – Inferences and Generalisations	Module 6 Technologies
Module 3 Scientific Models	Module 7 Fact or Fallacy?
Module 4 Theories and Laws	Module 8 Science and Society

COURSE REQUIREMENTS

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

HOW WILL I BE ASSESSED?

Students are encouraged to maintain a portfolio displaying evidence of diligence and class progress to assist teachers in providing them with meaningful feedback.

The portfolio incorporates topic tasks as well as mandatory assessment items. Mandatory course assessment items include:

- A practical assessment task and/or fieldwork
- A research investigation (incorporating a mandatory Depth Study)
- A formal course examination

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Students:

- Develop positive, informed values and attitudes towards science recognise the importance and relevance of science in their lives
- Recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- Develop an appreciation of the influence of imagination and creativity in scientific research.

Investigating Science is a course for students who enjoy science and have a desire to pursue an understanding of Science in tertiary study and research. It requires academic rigour, sound student application and organisational skills.

WHAT ELSE DO I NEED TO KNOW?

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Marine Studies – 2 Units

ATAR:	Not eligible	Exclusions:	See below
Code:	CEC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$240
Faculty:	Science	Contact:	Ms Herwig

COURSE DESCRIPTION

Students are expected to attempt water activities which include snorkelling, PADI, open water diving certificate, a First Aid Certificate and to train for a Boat Licence. These will be additional costs to the course.

Students can:

- Develop an interest and understanding in the areas of basic oceanography, marine biology, marine ecology, boating safety, and snorkelling
- Enhance their vocational opportunities through the gaining of appropriate qualifications eg: First Aid Certificate, Boating License
- compile an impressive Curriculum Vitae
- Work with the local marine industry

CONTENT

<p>Topics include:</p> <ul style="list-style-type: none"> ▪ The Marine Environment ▪ Life in the Sea ▪ Humans in Water ▪ First Aid and Resuscitation ▪ Marine & Maritime Employment ▪ Marine Aquarium 	<p>Options (to be negotiated between class and teacher):</p> <ul style="list-style-type: none"> ▪ Snorkelling, Diving and Diving Science ▪ Boating and Seamanship ▪ Coral Reef Ecology ▪ Dangerous Marine Creatures ▪ Aquaculture ▪ Coastal Studies
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HOW WILL I BE ASSESSED?

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Module/assignments ▪ Class tests | <ul style="list-style-type: none"> ▪ Core assignments/practicals ▪ Personal interest project |
|---|--|

COURSE EXCLUSIONS

The Skin Diving and Core Module One Course requires students to be able to swim 200 metres. Lack of swimming ability would exclude a student from completing all water activities, but not exclude them from this subject. Students must satisfy a minimum health requirement to participate in water activities, this may include asthma.

WHAT DO THE COURSE FEES COVER?

In class activities, hiring of snorkelling equipment, fishing and student resources only, and items to maintain aquariums.

Students are expected to commit to the external payments:

- First Aid Course
- Fortnightly off-campus excursions (subject to timetabling)
- Boatsmart program

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course is also designed for those who may be seeking knowledge and skills in the marine and maritime industries, tourism or urban development areas of employment. It will also assist those more able students who wish to continue their studies at a tertiary level in Marine Sciences or Coastal Geomorphology and Management.

Aspects of study in this course may be useful in the following careers; nursing, police force, navy, fisheries department, other vocations in the maritime and marine industries.

Physics – 2 Units

ATAR:	Eligible	Exclusions:	Recommend also doing Mathematics
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	Science	Contact:	Mr Smith

COURSE DESCRIPTION

The Year 11 course develops student's 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 they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

CONTENT

Year 11		Year 12	
Module 1	Kinematics	Module 5	Advanced Mechanics
Module 2	Dynamics	Module 6	Electromagnetism
Module 3	Waves and Thermodynamics	Module 7	The Nature of Light
Module 4	Electricity and Magnetism	Module 8	From the Universe to the Atom

COURSE REQUIREMENTS

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

HOW WILL I BE ASSESSED?

Students are encouraged to maintain a portfolio displaying evidence of diligence and class progress to assist teachers in providing them with meaningful feedback.

The portfolio incorporates topic tasks as well as mandatory assessment items. Mandatory course assessment items include:

- A practical assessment task and/or fieldwork
- A research investigation (incorporating a mandatory Depth Study)
- A formal course examination

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Students:

- develop positive, informed values and attitudes towards physics recognise the importance and relevance of physics in their lives.
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge.
- develop an appreciation of the influence of imagination and creativity in scientific research.

Physics is a demanding and challenging course of study. It is often taken by high achievers seeking a good ATAR. It relates to careers such as medical radiologists, astronomers, material scientists, photonic technology, engineering (civil, mechanical, mining, electrical, etc), computer sciences, optometry, biotechnology, naval architect, electrician, pilot, sports science, and physiotherapy.

WHAT ELSE DO I NEED TO KNOW?

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real- world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provide the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Ancient History – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	HSIE	Contact:	Ms Proctor

COURSE DESCRIPTION

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

CONTENT

Year 11

Investigating Ancient History:

- The Nature of Ancient History (one option)
- Two case studies

Features of Ancient Societies (at least two societies)

Historical Investigation

Year 12

Core Study:

- Cities of Vesuvius – Pompeii and Herculaneum

Ancient Societies (one topic)

Personalities in their Times (one topic)

Historical Periods (one topic)

COURSE REQUIREMENTS

In the Year 11 course, students undertake at least two case studies:

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

In the Year 12 course, students are required to study at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

HOW WILL I BE ASSESSED?

External Assessment

- Three hour written examination

Internal Assessment:

You will be assessed on your knowledge and understanding, historical skills and source analysis and evaluation, research and historical understanding.

The Year 12 school-based assessment will require you to have:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an Historical Analysis with a weighting of 20–30%.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The study of Ancient History in Stage 6 enables students to develop skills through research investigation, discussion, source analysis, note-making and differing interpretations of events, people and places.

Students will be well equipped to undertake a wide variety of careers including archaeology, journalism, library work, business, diplomacy, teaching and defence.

Ancient History also compliments skills in other subjects, such as English, irrespective of the level you are studying.

Business Studies – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	HSIE	Contact:	Mrs White

COURSE DESCRIPTION

Business activity and our involvement in it, is a feature of how we all live in a modern world. There are links between what we do as consumers, to what we do as providers, to what we do as importers and exporters. Governments and business enterprises, large and small, all become involved in business activity. Students undertaking Business Studies will learn how all businesses are managed, controlled and operated. Students learn a variety of business skills that enable them to understand how businesses operate and perhaps lead to employment in the business sector. They research, analyse and investigate different business structures.

Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activities that impact on their lives.

CONTENT

Year 11

The Nature of Business

Business Management

Business Planning

Year 12

Operations

Marketing

Finance

Human Relations

HOW WILL I BE ASSESSED?

Assessment is by set tasks both in Year 11 and Year 12. Tasks include Multiple Choice, Short Answers and Extended Answers all linked directly to syllabus outcomes. In Year 11 students undertake major research through "The Business Assignment". This task is a major assessment component but a very practical research task involving a business in the local area selected by the student.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

A student studying Business Studies is well placed to enter the world of business as a student undertaking a multitude of business-related courses at University or TAFE. As well, students can develop their own business skills and become their own "entrepreneur". There is a world of opportunity!

Society & Culture – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	HSIE	Contact:	Ms Downes

COURSE DESCRIPTION

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

CONTENT

Topics Studies – Year 11

- The Social and Cultural World
- Personal and Society Identity
- Intercultural Communication

Topics Studies – Year 12

- Social and Cultural Continuity and Change
- The Personal Interest Project (PIP)
- Belief Systems and Ideologies
- Social Inclusion and Exclusion

HOW WILL I BE ASSESSED?

A range of activities will be used as assessment including the PIP.

History Extension – 1 Unit

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	HSC year only
Delivered:	Orara High School	Cost:	Nil
Faculty:	HSIE	Contact:	Mr McPherson

COURSE DESCRIPTION

HSC History Extension is designed as an enhancement to the work conducted in either Ancient History or Modern History. It enables you to examine the way history is constructed and the role of historians, the nature of history and changing approaches to its construction. You can apply your skills and knowledge to undertake an individual investigative project, focusing on an area of changing historical interpretation. This course allows you to enhance your development of critical and reflective thinking skills. The course fosters your ability to approach complex tasks with flexibility, to analyse and synthesise data and to develop considered responses whilst reflecting on your processes. This course would be of particular value to those students intending to undertake tertiary study as it lays the foundation for tertiary study by raising awareness of how history is structured and how it is learned.

CONTENT

The course comprises two sections.

Constructing History (Minimum 40 indicative hours)

- 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?
- Case Studies
 - Students 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.

History Project (Maximum 20 indicative hours)

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

HOW WILL I BE ASSESSED?

A range of activities will be undertaken to gather evidence about student achievement of a range of syllabus outcomes.

Modern History – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	HSIE	Contact:	Mr McPherson

COURSE DESCRIPTION

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

CONTENT

Year 11

Investigating Modern History:

- The Nature of Modern History (one option)
- Two case studies

Historical Investigation

The Shaping of the Modern World (one study)

Year 12

Core Study:

- Power and Authority in the Modern World 1919–1946

National Studies (one topic)

Peace and Conflict (one topic)

Change in the Modern World (one topic)

COURSE REQUIREMENTS

In the Year 11 course, students undertake at least two case studies:

- One case study must be from Europe, North America or Australia, and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

In the Year 12 course, students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

HOW WILL I BE ASSESSED?

External Assessment:

Three hours examination.

Internal Assessment:

You will be assessed on your knowledge and understanding, historical skills and source analysis and evaluation, research and historical understanding.

The Year 12 school-based assessment will require you to have:

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10%
- The maximum weighting for an individual task is 40%
- One task may be a formal written examination with a maximum weighting of 30%
- One task must be an Historical Analysis with a weighting of 20–30%.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The study of Modern History in Stage 6 enables students to develop skills through research investigation, discussion, source analysis, note-making and differing interpretations of events, people and places.

Students will be well equipped to undertake a wide variety of careers including those in the public service, clerical fields like business and library. It is almost essential for a career in either the diplomatic corps or journalism.

Ancient History also compliments skills in other subjects, such as English, irrespective of the level you are studying.

Legal Studies – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	HSIE	Contact:	Mrs White

COURSE DESCRIPTION

The law affects almost every aspect of our lives — yet most have little understanding of it. Legal Studies is designed to demystify the law. It provides practical knowledge and skills to participate effectively as citizens.

Legal Studies is designed to foster intellectual, social and moral development by empowering students to think critically on the role of law and legal institutions in society.

Legal Studies has a significant impact on students' confidence in approaching and accessing the legal system and provides them with a better appreciation and understanding of the relationship between social and legal structures in society. The subject offers excellent preparation for life skills through an understanding of the legal system, its principles, structures, institutions and processes. Legal Studies further fosters a respect for cultural diversity and promotes tolerance. It allows students to question and evaluate the legal and democratic institutional structures within the domestic and international environment and to undertake a comparative analysis of other political and institutional structures.

CONTENT

Topics include:

- The Individual and the Law
- Law in Practice
- Crime
- Human Rights
- Family
- Workplace
- Consumers
- Indigenous People
- Shelter

Activities include mock trials, court visits, Schools in Parliament.

HOW WILL I BE ASSESSED?

Year 11	Year 12
Investigation and Research Oral and Written Reports Multiple Choice, Short and Extended Exam Responses	Discussion Reports Research Multiple Choice and Extended Exam Responses

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

In addition to understanding how the law affects everyday life, Legal Studies provides grounding for most courses at TAFE, Secretarial College and University. Especially relevant to Business and Economics courses and of course Law can be studied at most universities. A greater appreciation of how the law protects the rights of individuals and groups, and improves the quality of life.

Design and Technology – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$120 + see below
Faculty:	TAS	Contact:	Mr Willis

COURSE DESCRIPTION

Students study design processes, design theory and factors in relation to design projects.

Students will develop:

- knowledge and understanding about design theory and design processes in a range of contexts
- knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment
- creativity and an understanding of innovation and entrepreneurial activity in a range of contexts
- skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities
- skills in research, communication and management in design and production
- knowledge and understanding about current and emerging technologies in a variety of settings.

CONTENT

Year 11	Year 12
Students study designing and producing which includes the completion of at least two design projects.	Students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a major design project. Design and Technology is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet needs and opportunities, and to understand the factors that contribute to successful design and production.

HOW WILL I BE ASSESSED?

Assessment is based on assignments, design briefs and examinations.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course leads to graphic design, engineering, architecture, interior design, furniture design, teaching, fashion design, computer software design and vocations and industries that require a methodological approach to problem solving.

WHAT DO THE COURSE FEES COVER?

In Year 11, the course fees are \$120.

Students are to provide their own materials for their major project, however, some materials may be purchased from the school depending on the requirements of each project (average cost of a major project in Year 12 is \$300-\$600).

Engineering Studies – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$20 per year
Faculty:	TAS	Contact:	Mr Willis

COURSE DESCRIPTION

The Preliminary Course and the offer student's knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

CONTENT

Year 11	Year 12
<p>Students undertake the study and develop an engineering report for each of five modules:</p> <ul style="list-style-type: none"> ▪ Three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems ▪ One focus module relating to the field of bioengineering ▪ One elective module. 	<p>Students undertake the study and develop an engineering report for each of five modules:</p> <ul style="list-style-type: none"> ▪ Three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; and lifting devices ▪ Two focus modules relating to the fields of aeronautical engineering and telecommunications engineering.

HOW WILL I BE ASSESSED?

HSC Course			
Internal Assessment		External Assessment	
Each of the 5 modules	65%	A three-hour written examination:	
Engineering reports	35%	Section I	10% Application Modules
		Section II	70% Historical and Societal Influence Scope of Profession Application and Focus Modules
		Section III	20% All Modules Engineering Reports

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Careers relevant to this course include engineering (civil, electrical, computer, mechanical, production), technical trades, architecture, any applied science, commercial designing, surveying, metallurgy, and pollution control.

WHAT ELSE DO I NEED TO KNOW?

Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC Courses must be the result of collaborative work.

Food Technology – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$50 per year
Faculty:	TAS	Contact:	Mr Willis

COURSE DESCRIPTION

This course develops knowledge and understanding about food production, processing and consumption of food; the nature of food and human nutrition; and an appreciation of the importance of health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

CONTENT

Year 11		Year 12	
Food Availability and Selection	30%	The Australian Food Industry	25%
Food Quality	40%	Food Manufacture	25%
Nutrition	30%	Food Product Development	25%
		Contemporary Nutrition Issues	25%

COURSE REQUIREMENTS

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course.

In order to meet the course requirements, students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

HOW WILL I BE ASSESSED?

This course is assessed through experimentation and preparation of food, research assignments, and examinations.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course leads to careers in food technology, hospitality, teaching, dietician, food styling, hotel management and provides a general education course for students interested in food.

Industrial Technology: Automotive Technologies – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$120 + see below
Faculty:	TAS	Contact:	Mr Willis

COURSE DESCRIPTION

Industrial Technology Stage 6 consists of project work and industry study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to dismantle and assemble automotive engine components. The Focus Area is Timber Products and Furniture Industries. Students will construct and design a project in timber and associated materials. Students also study industry practice in the automotive industries.

CONTENT

In Year 11, the following sections are taught in relation to the relevant focus area:	In Year 12, the following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:
Industry Study: Structural, technical, environmental and sociological, personnel, occupational health and safety	Industry Study
Design and Management: Designing, drawing, computer applications, project management	Design and Management
Workplace communications: Literacy, calculations, graphics	Workplace communications
Industry Specific Content and Production	Industry Specific Content and Production

HOW WILL I BE ASSESSED?

Year 11		Year 12	
Industry Study	15%	Industry Study	15%
Design	10%	Major project; Design and Management; Communication; Production	60%
Management and Communication	20%	Industry Specific Content	25%
Production	40%		
Industry related technology	15%		

WHAT DO THE COURSE FEES COVER?

In Year 11, the course fees are \$120. Students are to provide their own materials for their major project, however, some materials may be purchased from the school depending on the requirements of each project (average cost of a major project in Year 12 is \$300-\$600).

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Careers relevant to this course include joiner, carpentry, cabinet maker, forestry, milling and teaching.

WHAT ELSE DO I NEED TO KNOW?

In the Preliminary Course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC Course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Industrial Technology: Timber Products & Furniture Technologies – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$120 + see below
Faculty:	TAS	Contact:	Mr Willis

COURSE DESCRIPTION

Industrial Technology Stage 6 consists of project work and industry study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. The Focus Area is Timber Products and Furniture Industries. Students will construct and design a project in timber and associated materials. Students also study industry practice in the Timber Products and Furniture Industries.

CONTENT

In Year 11, the following sections are taught in relation to the relevant focus area:	In Year 12, the following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:
Industry Study: Structural, technical, environmental and sociological, personnel, occupational health and safety	Industry Study
Design and Management: Designing, drawing, computer applications, project management	Design and Management
Workplace communications: Literacy, calculations, graphics	Workplace communications
Industry Specific Content and Production	Industry Specific Content and Production

HOW WILL I BE ASSESSED?

Year 11		Year 12	
Industry Study	15%	Industry Study	15%
Design	10%	Major project; Design and Management; Communication; Production	60%
Management and Communication	20%	Industry Specific Content	25%
Production	40%		
Industry related technology	15%		

WHAT DO THE COURSE FEES COVER?

In Year 11, the course fees are \$120. Students are to provide their own materials for their major project, however, some materials may be purchased from the school depending on the requirements of each project (average cost of a major project in Year 12 is \$300-\$600).

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Careers relevant to this course include joiner, carpentry, cabinet maker, forestry, milling and teaching.

WHAT ELSE DO I NEED TO KNOW?

In the Preliminary Course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC Course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area

Industrial Technology: Multimedia Technologies –

2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$20 + see below
Faculty:	TAS	Contact:	Mr Willis

COURSE DESCRIPTION

Industrial Technology Stage 6 consists of project work and industry study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. The Focus Area is Multimedia Technologies. Students will construct and design a project and associated materials. Students also study industry practices.

CONTENT

In Year 11, the following sections are taught in relation to the relevant focus area:	In Year 12, the following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:
Industry Study: Structural, technical, environmental and sociological, personnel, occupational health and safety	Industry Study
Design and Management: Designing, drawing, computer applications, project management	Design and Management
Workplace communications: Literacy, calculations, graphics	Workplace communications
Industry Specific Content and Production	Industry Specific Content and Production

HOW WILL I BE ASSESSED?

Year 11		Year 12	
Industry Study	15%	Industry Study	15%
Design	10%	Major project; Design and Management; Communication; Production	60%
Management and Communication	20%	Industry Specific Content	25%
Production	40%		
Industry related technology	15%		

WHAT DO THE COURSE FEES COVER?

In Year 11, the course fees are \$120. Students are to provide their own materials for their major project, however, some materials may be purchased from the school depending on the requirements of each project.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Careers relevant to this course include software developer, games developer, graphic design and teaching.

WHAT ELSE DO I NEED TO KNOW?

In the Preliminary Course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC Course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Information Processes and Technology – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$20 per year
Faculty:	TAS	Contact:	Mr Willis

COURSE DESCRIPTION

The Information Processes and Technology Stage 6 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

Through this course, students will gain a good working knowledge of:

- The key concepts of data, information and systems;
- The interactive nature of effective information-based systems;
- Available and emerging information technologies;
- The social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright;
- The communication, personal and team skills necessary to ensure that an information systems solution is appropriate for the needs of the users; and
- Related issues such as project management, documentation and user interfaces.

CONTENT

Year 11

Introduction to Information Skills and Systems

Tools for Information Processes
Developing Information Systems

Year 12

Project Management

Information Systems and Databases
Communication Systems

Option Strands

Students will select TWO of the following options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

HOW WILL I BE ASSESSED?

Assessment is through project work, research assignments and examinations.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Students who successfully complete Information Processes and Technology 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.

Software Design and Development – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$20 per year
Faculty:	TAS	Contact:	Mr Willis

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, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems

CONTENT

Year 11	Year 12
Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> ▪ Social and Ethical Issues ▪ Concepts and Issues in the Design and Development of Software ▪ Introduction to Development of Software ▪ Developing Software Solutions 	Development and Impact of Software Solutions (15%) <ul style="list-style-type: none"> ▪ Social and ethical issues ▪ Application of software development approaches
Introduction to Software Development (50%) <ul style="list-style-type: none"> ▪ Defining and understanding the problem ▪ Planning and designing software solutions ▪ Implementing software solutions ▪ Testing and evaluating software solutions ▪ Maintaining software solutions 	Software Development Cycle (40%) <ul style="list-style-type: none"> ▪ Defining and understanding the problem ▪ Planning and design of software solutions ▪ Implementing software solutions ▪ Testing and evaluating software solutions ▪ Maintaining software solutions
Developing software solutions (20%)	Developing a Solution Package (25%)
	Options (20%) Study one of the following options: <ul style="list-style-type: none"> ▪ Programming paradigms or ▪ The interrelationship between software and hardware

HOW WILL I BE ASSESSED?

This course has a practical and theoretical component. Research, assignments, projects and examinations may be used as assessment strategies.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course is suitable for students wishing to become software designers, systems analysts, computer programmers, web page designers and other computer professions.

WHAT ELSE DO I NEED TO KNOW?

This is a fairly intensive computing studies course which requires high level mathematics skill.

Textiles and Design – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$20/year + fabric costs
Faculty:	TAS	Contact:	Mr Willis

COURSE DESCRIPTION

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

CONTENT

Year 11	Year 12
Design (40%) Properties and Performance of Textiles (50%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%)	Design (20%) Properties and Performance of Textiles (20%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%) Major Textiles Project (50%)

COURSE REQUIREMENTS

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

HOW WILL I BE ASSESSED?

HSC Course			
Internal Assessment		External Assessment	
Major Textiles Project (specific skills)	50%	Section I	
Properties and Performance of Textiles (knowledge and skills)	20%	A written examination consisting of:	
		Multiple choice	10%
		Short answers	24%
		Structured essays	16%
Design	20%	Section II	
Australian Textile, Clothing, Footwear, and Allied Industries (knowledge and skills)	10%	A major textiles project, including:	25%
		Supporting documentation textile item/s	25%
Marks	100%	Marks	100%

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Careers include teacher, fashion designer, textile technologist and interior designer.

WHAT ELSE DO I NEED TO KNOW?

50% of the HSC comprises a major textiles project (you are expected to cover the cost of your major textile project materials) and 50% is a written exam.

Dance – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$40
Faculty:	CAPA	Contact:	Ms Hood

COURSE DESCRIPTION

This course involves three core areas, being performance, composition and appreciation. The student is then given the opportunity to study further in depth one of those areas or choose to study Technology in Dance. The performance component is based on modern contemporary technique. Composition involves learning the process of creating dances and the students will gain experience in choreographing for individuals and groups. Appreciation involves the study of various choreographers, their styles and their influence on the development of dance.

CONTENT

Year 11

Students will explore:

- Dance as an art form
- Performance
- Composition
- Appreciation

Year 12

Students will explore:

- Core performance
- Core composition
- Core appreciation

Major Study

Students choose to major in one of the following:

- Performance
- Composition
- Appreciation
- Dance and technology

HOW WILL I BE ASSESSED?

Assessment takes the form of performing; demonstrating your ability to create movements in your own individual style; and researching and presenting information on specific choreographers.

WHAT SHOULD I BE ABLE TO DO FROM STUDYING THIS COURSE?

Students should be able to perform a set contemporary dance of 3-5 minutes duration, they should have choreographed a solo (to be performed by another student) lasting 3-5 minutes, and they should have gained a greater appreciation of dance as an art form. Students should have also increased their dance vocabulary and be able to work with the elements of dance.

Depending on their extension work in Year 12 students should either be able to perform another dance of 4-6 minutes duration in their elected style, choreograph a dance for 2-3 students of 4-6 minutes, or study an era in dance history.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course is ideal for anyone wishing to further their career in dance or anyone interested in movement related areas. Bachelor in Dance Education courses run in many universities, qualifying the student to teach dance as a subject in schools. This 2-unit dance course is a great background for this degree. Dance also assists with developing one's self esteem, confidence and presentation. It develops one's self-expression, creativity, memory, co-ordination and physical well-being.

WHAT DO THE COURSE FEES COVER?

Course fees are to cover costumes for extra performances such as eisteddfods and dance festivals. Possible extra expenses may involve dance workshops and visiting productions, a visit to Sydney to see the Call Back Concert or attend the HSC study day. All performances are done in tights and leotards for exams Dance Studio may be used from time to time so cost will be incurred as required.

SPECIAL REQUIREMENTS

The Dance Stage 6 course is designed for students who have completed Dance in Years 9 or 10, for those with other previous dance experience and for those who are studying dance for the first time.

Drama – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	See below
Faculty:	CAPA	Contact:	Ms Griffin

COURSE DESCRIPTION

You will develop your understanding and appreciation of Drama. You will be involved in both group and individual performances. You will develop the ability to write critically about performances you view. In Year 11 you will extend your performance skills. This will culminate in Year 12 when you study a negotiated area of specialised study and a self-selected Individual Project. All of this work will be done through a combination of theory and practical exercises.

CONTENT

Year 11	Year 12
Improvisation	Contemporary Australian Theatre
Playbuilding	Multidisciplinary Theatre
Acting	Group Performance
Australian Theatre Production	Individual Project
Theatre Styles	

HOW WILL I BE ASSESSED?

You will be assessed in both practical and theory work:

- Individual and Group Devised Performance
- Elective Individual Projects
- Scriptwriting
- Set/Costume/Poster/Program Design
- Performance
- Video Production
- Examinations

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Drama will develop:

- your ability to work as a part of a team;
- your ability to work individually;
- your self-discipline;
- your analytical skills;
- your self-esteem; and
- your confidence.

WHAT DO THE COURSE FEES COVER?

\$15 Fee in Year 11 (plus optional activities approximately \$250.00 – \$275.00). \$20 Fee in Year 12. It is also advised that students may attend the excursions organised for Years 7-12 Drama (Onstage and travelling performances).

WHAT ELSE DO I NEED TO KNOW?

Whilst Drama has a very large practical component it is, like all HSC courses, a demanding academic course. It allows all students an opportunity to work to the best of their abilities and attain a grade reflective of those abilities and that work.

Music 1 – 2 Units

ATAR:	Eligible	Exclusions:	Music 2, Music Extension
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$30/year + see below
Faculty:	CAPA	Contact:	Mr Quiring
Pre-requisite:	Music mandatory or equivalent		

COURSE DESCRIPTION

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

CONTENT

Year 11	Year 12
Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.	Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. In addition, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

HOW WILL I BE ASSESSED?

Year 11	Year 12
Internal Assessment Core Performance Core Composition Core Musicology Core Aural	Internal Assessment Core Performance Core Composition Core Musicology Core Aural Three electives from any combination of: Elective 1, Elective 2, Elective 3

COURSE REQUIREMENTS

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

WHAT DO THE COURSE FEES COVER?

Instruments can be borrowed on a permanent basis if students require; the cost will be \$40 per term.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course does count towards the ATAR. There are many university courses available that involve teaching, performing, composing.

Music 2 – 2 Units

ATAR: Eligible	Exclusions: Music 1
Code: BDC	Duration: 2 years / 240 hours
Delivered: Orara High School	Cost: \$30/year + see below
Faculty: CAPA	Contact: Mr Quiring
Pre-requisite: Music mandatory or equivalent	

COURSE DESCRIPTION

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

CONTENT

Year 11		Year 12	
Mandatory Topic	Music 1600–1900	Mandatory Topic	Music of the Last 25 Years (Australian focus)
Additional Topic (ONE to be studied)	Australian music Music of a culture Medieval music Renaissance music Music 1900–1945 Music 1945 to music 25 years ago	Additional Topic (ONE to be studied; must be different from the topic studied in Preliminary)	Music of a culture (different from Preliminary course study) Medieval music Renaissance music Baroque music Classical music Music in the nineteenth century Music 1900–1945 Music 1945 to music 25 years ago

HOW WILL I BE ASSESSED?

Year 11	Year 12
Core Performance Core Composition Core Musicology Core Aural	Core Performance and Sight Singing Core Composition Core Musicology (Essay) Core Aural Elective (Performance, Composition or Musicology)

COURSE REQUIREMENTS

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC. The additional topic studied in the HSC must be different to the topic studied in the Preliminary course. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.

WHAT DO THE COURSE FEES COVER?

Instruments can be borrowed on a permanent basis if students require; the cost will be \$40 per term.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course does count towards the ATAR. There are many university courses available that involve teaching, performing, composing.

Photography, Video & Digital Imaging (PVDI) – 2 Units

ATAR:	Not eligible	Exclusions:	Nil
Code:	CEC	Duration:	2 year / 240 hours
Delivered:	Orara High School	Cost:	\$40/year
Faculty:	CAPA	Contact:	Mr Davis

COURSE DESCRIPTION

This course is designed for students with an interest in photography or a desire to learn to use digital cameras to produce their own black and white and colour photographs. They also work with appropriate software for printing and manipulating digital images.

CONTENT

Year 11		Year 12	
Photography	<ul style="list-style-type: none"> ▪ Introduction to Practice in Digital Imaging ▪ Portraiture - Selfie 	Photography/ Digital Video	<ul style="list-style-type: none"> ▪ Aesthetics and Developing a Point of View ▪ The Arranged Image
Digital Video/ Photography	<ul style="list-style-type: none"> ▪ Manipulated Forms ▪ Temporal Accounts 	Individual or Collaborative Project	<ul style="list-style-type: none"> ▪ 20 Day Challenge ▪ Personal Interest Project

HOW WILL I BE ASSESSED?

The main method of assessment will be marking practical work in the classroom and a major work. There is a small internal examination component to your assessment that finds out your level of skills and knowledge of composing and editing images.

COURSE REQUIREMENTS

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

WHAT DO THE COURSE FEES COVER?

Photographic paper, use of the school cameras and equipment, SD cards, folders and photocopying.

WHAT ELSE DO I NEED TO KNOW?

While access to your own camera is useful, it is not necessary to own a camera to do this course. The school will provide good quality cameras for your use. Students can exit this course at the end of Year 11, receiving recognition for 1 unit if they have successfully completed the Preliminary course.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Whether you are considering a career in photograph, digital graphics or are simply keen to learn to take better photographs, this course will be of benefit to you. Photography in some form or other is a life- long pursuit for many people — family snapshots, travel photographs etc. A number of students from this course have gone on to careers in photography. Many jobs now require image manipulation skills which are taught in this course.

Visual Arts – 2 Units

ATAR:	Eligible	Exclusions:	See below
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	\$40/yr, \$10 process diary
Faculty:	CAPA	Contact:	Mr Clark

COURSE DESCRIPTION

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Preliminary Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

CONTENT

Year 11	Year 12
<p>Students will:</p> <ul style="list-style-type: none"> ▪ explore a variety of art making practices, materials and techniques. ▪ study the nature of art making, art criticism and history through different investigations. ▪ learn about the role and function of artists' artwork, the world that influences art making and audiences in the art world. 	<p>Students will:</p> <ul style="list-style-type: none"> ▪ complete an individual "body of work" developed during the HSC Year in a media and style of their choice. The theory component of the course looks at how meaning can be incorporated into artworks using current issues in the world. ▪ explore how they may develop their own informed points of views, learn their own art making practice, art criticism and art history that applies to selected areas of interest. ▪ study the relationships between artist, artwork, world and audience within the art world.
<p>Students will cover key components and concepts that need to be known in the visual arts through:</p> <ul style="list-style-type: none"> ▪ the content of practice, conceptual framework and frames; ▪ the making of artworks in at least two forms; ▪ the use of a process diary; and ▪ by broadly investigating ideas in art criticism and art history. 	<p>A focus on more interpretive investigations and relationships through:</p> <ul style="list-style-type: none"> ▪ the content of practice, conceptual framework, frames; ▪ the development of a body of work; ▪ the use of a process diary; and ▪ investigation of content through at least five case studies in art criticism and art history.

HOW WILL I BE ASSESSED?

Year 11		Year 12	
Art criticism and art history	50%	Internal Assessment	
Art making	50%	Development of body of work	50%
		Art criticism and art history	50%
		External Assessment	
		Written examination	50%
		Submission of body of work	50%

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Visual Arts offers a wide range of career opportunities including art, craft and design-related careers. Studying at TAFE and University level is available. Design, which is a major employment area, uses the skills from art.

WHAT ELSE DO I NEED TO KNOW?

It is not a prerequisite to have studied Visual Arts in Years 9 and 10 to do this course. The body of work will be submitted for HSC assessment in early September before the written HSC exam.

Community and Family Studies – 2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	PDHPE	Contact:	Mr Hatfield

COURSE DESCRIPTION

Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

CONTENT

Year 11		Year 12	
20%	Resource Management	25%	Research Methodology
40%	Individuals and Groups	25%	Groups in Context
40%	Families and Communities	25%	Parenting and Caring
		25%	Social Impact of Technology

HOW WILL I BE ASSESSED?

This course is assessed through assignments, examinations, research tasks and case studies.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course is suited for students wishing to enter into teaching, childcare, social work or as a general education course.

Exploring Early Childhood – 2 Units

ATAR:	Not eligible	Exclusions:	Nil
Code:	BEC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	PDHPE	Contact:	Mr Hatfield

COURSE DESCRIPTION

The Exploring Early Childhood course gives students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Students of Exploring Early Childhood bring a range of K-10 and other life experiences as background to their study. The Content Endorsed Course structure enables the selection of modules that recognise and build upon students' knowledge, understanding and skills through further and more in-depth study of this area.

The study of Exploring Early Childhood will support students in developing a commitment to, and capacity for, lifelong learning in this area. The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

Note: This course will not contribute towards an ATAR.

CONTENT

Year 11		Year 12	
Core Topics	<ul style="list-style-type: none"> ▪ Part A: Pregnancy and Childbirth (15 hrs) ▪ Part B: Child Growth and Development (20 hrs) ▪ Part C: Promoting Positive Behaviour (10 hrs) 	Optional Components	<ul style="list-style-type: none"> ▪ Learning experiences for young children (20 hrs) ▪ Play and the developing child (20 hrs) ▪ Young Children with Special Needs (20 hrs) ▪ Children's literature ▪ Gender and young children ▪ The children's service industry
Optional Components	<ul style="list-style-type: none"> ▪ Child Health and Safety (20 hrs) ▪ Food and Nutrition (20 hrs) 		

HOW WILL I BE ASSESSED?

Internal Assessment	External Assessment
<ul style="list-style-type: none"> ▪ Research Reports ▪ Practical Demonstrations ▪ Oral Presentations ▪ Short Answer/Multiple Choice Tests 	N/A

Personal Development, Health & Physical Education –

2 Units

ATAR:	Eligible	Exclusions:	Nil
Code:	BDC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	See below
Faculty:	PDHPE	Contact:	Mr Hatfield

COURSE DESCRIPTION

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

CONTENT

Year 11		Year 12	
Core Topics (60%)	<ul style="list-style-type: none"> ▪ Better Health for Individuals ▪ The Body in Motion 	Core Topics (60%)	<ul style="list-style-type: none"> ▪ Health Priorities in Australia ▪ Factors Affecting Performance
Optional Component (40%)	Students select two of the following options: <ul style="list-style-type: none"> ▪ First Aid ▪ Composition & Performance ▪ Fitness Choices ▪ Outdoor Recreation 	Optional Component (40%)	Students select two of the following options: <ul style="list-style-type: none"> ▪ The Health of Young People ▪ Sport and Physical Activity in Australian Society ▪ Sports Medicine ▪ Improving Performance ▪ Equity and Health

HOW WILL I BE ASSESSED?

Internal Assessment	External Assessment
<ul style="list-style-type: none"> ▪ Laboratory Reports ▪ Research Reports ▪ Practical Performances ▪ Oral Presentations ▪ Examinations/Tests 	External assessment of the HSC course will be a three-hour examination which will comprise 50% of course assessment.

COURSE REQUIREMENTS

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

WHAT ELSE DO I NEED TO KNOW?

This course involves a rigorous course of study. Students who wish to pursue a more practical course are advised to inquire about the Sport, Lifestyle and Recreation course.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course provides a valuable foundation for a range of courses at university and other education, industry and training organisations or for any future employment relating to sport and physical activity.

Sport, Life and Recreation – 2 Units

ATAR:	Not eligible	Exclusions:	See below
Code:	CEC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	See below
Faculty:	PHDPE	Contact:	Mr Hatfield

COURSE DESCRIPTION

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

CONTENT

Aquatics Athletics Dance First Aid/Sports Injuries Fitness	Games and Sports Application I Games and Sports Application II Gymnastics Healthy Lifestyle Individual Games and Sports Application	Outdoor Recreation Resistance Training Sport Coaching and Training Sports Administration Social Perspectives of Games and Sports
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HOW WILL I BE ASSESSED?

All assessment will be school-based (no external HSC examination). It will involve a 30% weighting on knowledge and understanding and a 70% weighting on skills.

School-based assessment may include:

- | | | |
|------------------------|----------------|---------------------|
| ▪ Debates | ▪ Case Studies | ▪ Examinations |
| ▪ Practical Tests | ▪ Excursions | ▪ Research Projects |
| ▪ Laboratory Workshops | ▪ Essays | |

COURSE REQUIREMENTS

Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

WHAT ELSE DO I NEED TO KNOW?

Marks obtained in this course do not contribute to the University Admission Index (ATAR).

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course should foster the development of a student as a performer, administrator, coach and trainer in the community. Some options may be recognised by industry and training organisations (TAFE, RTO.)

Work Studies – 2 Units

ATAR:	Not eligible	Exclusions:	Nil
Code:	CEC	Duration:	2 years / 240 hours
Delivered:	Orara High School	Cost:	Nil
Faculty:	PHDPE	Contact:	Mr Hatfield

COURSE DESCRIPTION

Work Studies enables young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Students will develop:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups

CONTENT

Core Unit: My Working Life

This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required

Students complete a number of elective units based on their needs. The following aspects will be covered through this.

- Career Planning
- Performing Work Tasks
- Working with others
- Managing Change

HOW WILL I BE ASSESSED?

Year 11	Year 12
Task 1: Portfolio and reflection on Work Experience Task 2: Mock Interview and Job application. Task 3: Yearly Exam	Task 1: Research Task Task 2: Group Task, teamwork, negotiation and communication Skills Task 3: Trial Examination

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The Work Studies course is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.



This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

Please contact Ms D Gaston VET Coordinator for further information

Course: **Hospitality**
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
 Industry Curriculum Framework (ICF)
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.

Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

Core

BSBTWK201 Work effectively with others
 SITHIND007 Use hospitality skills effectively
 SITHIND006 Source and use information on the hospitality industry
 SITXCOM007 Show social and cultural sensitivity
 SITXWHS005 Participate in safe work practices
 SITXCCS011 Interact with customers

Elective

SITXFSA005 Use hygienic practices for food safety
 SITHCCC025 Prepare and present sandwiches
 SITXFSA006 Participate in safe food handling practices
 SITHFAB024 Prepare and serve non-alcoholic beverages
 SITHFAB025 Prepare and serve espresso coffee
 SITHFAB027 Serve food and beverages

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

- | | |
|--|--|
| <ul style="list-style-type: none"> • Working within the hospitality industry involves • organising information and records in both paper and electronic forms • customer (client) service | <ul style="list-style-type: none"> • teamwork • using technologies • creating documents |
|--|--|

Examples of occupations in the hospitality industry:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Café Attendant • Waiter/Waitress | <ul style="list-style-type: none"> • Catering Assistant • Barista | <ul style="list-style-type: none"> • Food and Beverage Attendant • Bartender |
|---|---|--|

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: Preliminary - \$90 HSC - \$120
Students MUST purchase their own uniforms and wear leather shoes.

Refunds

Refund arrangements are on a pro-rata basis.
 Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

Please contact Ms D Gaston VET Coordinator for further information

Course: Hospitality
Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1)

<https://training.gov.au/Training/Details/SIT20421>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.

Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

Core

SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC034	Work effectively in a commercial kitchen
SITHKOP009	Clean kitchen premises and equipment
SITXINV006	Receive, store and maintain stock

Elective

SITXFSA006	Participate in safe food handling practices
SITHCCC025	Prepare and present sandwiches
SITHCCC024	Prepare and present simple dishes
SITHCCC026	Packaged prepared foodstuffs
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

Examples of occupations in the hospitality (kitchen operations) industry:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook
- function cook

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: Preliminary - \$90 HSC - \$120
Students MUST purchase their own uniforms, and wear leather shoes.

Refunds
Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is not in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

TAFE TVET courses available in the Coffs Harbour region for 2024

TAFE NSW Campus	Mode of Delivery	Course Type	Qualification Code	Qualification Name	NESA Course Code	NESA Course Name	FQ or SoA	NESA Delivery Pattern	ATAR Eligibility	EVET Course ID	Delivery Day	Delivery Time	Access Course	Additional Information
Coffs Harbour Education Centre	Face to face	BEC	ACM20121	Certificate II in Animal Care	58156	Animal Care (Certificate II)	SoA	2u x 1y	No		Wednesday	9:00am to 12:00pm	Y	Statement of Attainment. This is an Access Class
Coffs Harbour Education Centre	Face to face	BEC	ACM20121	Certificate II in Animal Care	58158	Animal Care (Certificate II)	FQ	4u x 1y	No		Wednesday	9:00am to 4:00pm	N	
Online	Online	BEC	MST20616	Certificate II in Applied Fashion Design	41018	Applied Fashion Design and Technology	SoA	2u x 1y	No		Wednesday	12:30pm to 3:00pm	N	Statement of Attainment
Coffs Harbour Education Centre	Face to face	Stage 5	AUR10120	Certificate I in Automotive Vocational Preparation	89483	Automotive - Stage 5	FQ	0u x 1y	No		Wednesday	9:30am to 2:30pm	N	Terms 3 and 4 2024
Coffs Harbour Education Centre	Face to face	Stage 5	AUR10120	Certificate I in Automotive Vocational Preparation	89483	Automotive - Stage 5	FQ	0u x 1y	No		Thursday	9:30am to 2:30pm	N	Terms 3 and 4 2024
Coffs Harbour Education Centre	Face to face	ICF	AUR20720	Certificate II in Automotive Vocational Preparation	26032	Automotive	FQ	4u x 1y	Yes		Wednesday	8:30am to 4:00pm	N	Mechanical Focus. Term 1 - 3 2024
Coffs Harbour Education Centre	Face to face	ICF	AUR20720	Certificate II in Automotive Vocational Preparation	26032	Automotive	FQ	4u x 1y	Yes		Friday	8:30am to 4:00pm	N	Mechanical Focus. Term 1 - 3 2024
Coffs Harbour Education Centre	Face to face	BEC	SHB30221	Certificate III in Make-Up	43884	Beauty Services (Make-Up)	SoA	4u x 1y	No		Wednesday	9:00am to 3:30pm	N	Statement of Attainment
Coffs Harbour Education Centre	Face to face	BEC	CHC30121	Certificate III in Early Childhood Education and Care	41824	Early Childhood Education and Care	SoA	2u x 2y	No		Wednesday	9:00am to 1:00pm	N	Statement of Attainment. 4 Terms in 2024, 2 Terms in 2025
Coffs Harbour Education Centre	Face to face	ICF	UEE22020	Certificate II in Electrotechnology (Career Start)	26321	Electrotechnology	FQ	2u x 2y	Yes		Friday	8:00am to 12:00pm	N	2024 New students commence on a Friday and attend 8am - 12pm for Terms 1 - 3, Term 4 2024 they will attend Friday 1pm - 4pm. In 2025 they will continue to attend on a Friday from 1pm - 4pm for 3 terms
Coffs Harbour Education Centre	Face to face	BEC	MEM20413	Certificate II in Engineering Pathways	59727	Engineering Pathways	FQ	3u x 1y	No		Friday	9:00am - 3:30pm	N	
Coffs Harbour Education Centre	Face to face	ICF	SIT20421	Certificate II in Cookery	26520	Hospitality	SoA	2u x 1y	No		Thursday	9:00am to 1:00pm	Y	
Coffs Harbour Education Centre	Face to face	ICF	HLT33115	Certificate III in Health Services Assistance (Assisting in nursing work in acute care)	27101 & 27109	Human Services	FQ	2u x 2y + 2u x 1y	Yes		Wednesday	9:00am to 3:00pm	N	360 hour course
Coffs Harbour Education Centre	Face to face	ICF	ICT30120	Certificate III in Information Technology	27310	Information and Digital Technology	SoA	2u x 1y	No		TBA	TBA	N	Statement of Attainment
Coffs Harbour Education Centre	Face to face	ICF	ICT30120	Certificate III in Information Technology	27311	Information and Digital Technology	FQ	2u x 2y	Yes		TBA	TBA	N	

Coffs Harbour Education Centre	Face to face	BEC	MAR10220	Certificate I in Maritime Operations (General Purpose Hand Near Coastal)	59669	Maritime Operations - Certificate I	FQ	2u x 1y	No		Tuesday	1:00pm to 5:00pm	N	3 Terms in 2024. For Maritime you can only study Cert I MAR10220 or Cert II MAR20321, cannot study both
Coffs Harbour Education Centre	Face to face	BEC	CUA30920	Certificate III in Music Industry	65169	Music Industry	FQ	2u x 2y	No		Wednesday	1:00pm to 5:00pm	N	3 Terms each year. Recording and Live Sound
Coffs Harbour Education Centre	Face to face	ICF	AHC20416	Certificate II in Horticulture	26812	Primary Industries	FQ	4u x 1yr	No		Wednesday	8:30am to 4:00pm	N	
Online	Online	ICF	AHC20116	Certificate II in Agriculture	26810	Primary Industries	SoA	2u x 1y	No		TBA	TBA	N	Equine Focus. Online with workshop attendance in Taree. dates to be confirmed
Virtual	Online	BEC	CPP31519	Certificate III in Real Estate Practice	58085	Real Estate Practice	SoA	2u x 1y	No		Tuesday	1:00pm to 5:00pm	N	Statement of Attainment
Virtual	Online	BEC	CPP31519	Certificate III in Real Estate Practice	58085	Real Estate Practice	SoA	2u x 1y	No		Wednesday	1:00pm to 5:00pm	N	Statement of Attainment
Coffs Harbour Education Centre	Face to face	BEC	SHB20216	Certificate II in Salon Assistant	65238	Salon Assistant	FQ	3u x 1y	No		Friday	9:00am to 3:30pm	N	
Coffs Harbour Education Centre	Face to face	BEC	CUA30120	Certificate III in Screen and Media	59856	Screen and Media	FQ	4u x 1y	No		Wednesday	9:00am to 5:00pm	N	Production - Film and Video
Coffs Harbour Education Centre	Face to face	ICF	SIT30522	Certificate III in Events	27421	Tourism, Travel and Events (Events)	FQ	2u x 2y	Yes		Wednesday	2:00pm to 6:00pm	N	3 terms each year

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