



**Higher School Certificate Course
Handbook
2022 – 2023**

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 'Malcolm McFarlane', with a long horizontal flourish extending to the right.

Malcolm McFarlane
Principal

Table of Contents

| | |
|---|----|
| Requirements for the Higher School Certificate | 1 |
| HSC Minimum Standards | 3 |
| Australian Tertiary Admissions Rank (ATAR) | 5 |
| Vocational Education and Training (VET) Courses in the HSC..... | 7 |
| Student Support @ Orara HS..... | 9 |
| ENGLISH & LOTE | |
| English (Advanced) – 2 Unit..... | 10 |
| English (EAL/D) – 2 Unit | 11 |
| English (Standard) – 2 Unit | 13 |
| English Studies – 2 Unit | 14 |
| English Extension 1 – 1 Unit..... | 15 |
| English Extension 2 – 1 Unit..... | 16 |
| French Beginners – 2 Unit..... | 17 |
| MATHEMATICS | |
| Mathematics Advanced – 2 Unit..... | 18 |
| Mathematics Standard 1 – 2 Unit | 20 |
| Mathematics Standard 2 – 2 Unit | 21 |
| Mathematics Extension 1 – 1 Unit..... | 22 |
| Mathematics Extension 2 – 1 Unit..... | 24 |
| SCIENCE | |
| Agriculture – 2 Unit..... | 26 |
| Biology – 2 Unit..... | 27 |
| Chemistry – 2 Unit | 29 |
| Earth and Environmental Science – 2 Unit | 31 |
| Investigating Science – 2 Unit..... | 33 |
| Marine Studies – 2 Unit | 35 |
| Physics – 2 Unit..... | 36 |
| HSIE | |
| Ancient History – 2 Unit..... | 38 |
| Business Studies – 2 Unit | 40 |
| History Extension – 1 Unit | 41 |
| Modern History – 2 Unit | 42 |
| Legal Studies – 2 Unit | 44 |
| Work Studies – 2 Unit..... | 45 |

| | |
|--|----|
| TAS | |
| Design and Technology – 2 Unit | 46 |
| Engineering Studies – 2 Unit..... | 47 |
| Food Technology – 2 Unit | 48 |
| Industrial Technology: Automotive Technologies – 2 Unit | 49 |
| Industrial Technology: Timber Products & Furniture Technologies – 2 Unit | 51 |
| Industrial Technology: Multimedia Technologies – 2 Unit | 53 |
| Information Processes and Technology – 2 Unit | 55 |
| Software Design and Development – 2 Unit..... | 56 |
| Textiles and Design – 2 Unit..... | 57 |

| | |
|----------------------------|----|
| CAPA | |
| Dance – 2 Unit | 59 |
| Drama – 2 Unit..... | 61 |
| Music 1 – 2 Unit..... | 62 |
| Music 2 – 2 Unit..... | 63 |
| Photography – 2 Unit..... | 64 |
| Visual Arts – 2 Unit | 65 |

| | |
|--|----|
| PDHPE | |
| Community and Family Studies – 2 Unit | 67 |
| Exploring Early Childhood – 2 Unit | 68 |
| Personal Development, Health & Physical Education – 2 Unit | 69 |
| Sport, Life and Recreation – 2 Unit..... | 70 |

| | |
|----------------------|----|
| SCU | |
| SCU Head-Start | 71 |

| | |
|---|----|
| VET | |
| Certificate III in Live Production and Services..... | 72 |
| Certificate II in Hospitality – Food and Beverage..... | 74 |
| Certificate II in Hospitality – Kitchen Operations..... | 76 |
| Certificate II in Skills for Work and Vocational Pathways | 78 |

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.

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
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

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 two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Your school will help you decide when you are ready to take each test.

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 Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

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

- Category A
- Category B
- Not eligible
- VET category B

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 |

| Course Name | Units | Hours |
|--------------------------|-------|-------|
| 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 the people listed below.

| POSITION | NAME | LOCATION |
|---|--|---------------------|
| Principal | Mr McFarlane | Office |
| DP – Years 8, 10, 12 | Mr Gage | Office |
| DP – Years 7, 9, 11 | Mr Denham (relieving) | Office |
| Head Teacher Wellbeing | Mrs White (relieving) | HSIE |
| Year Advisors | Mr Doyle and Mrs White | TAS / HSIE |
| School Counsellors | Kate March (Years 8, 10, 11, 12) Brad Poidovan (Years 7, 9) | Counsellor's Office |
| Careers Advisor and TAFE (TVET) Advisor | Mr Horan | Careers Office |
| VET Coordinator | Ms Gaston | Home Economics |
| Chaplain | Erica Butler – Thurs and Fri | Wellbeing Hub |
| Student Support Officer | Sallyann Lees | Wellbeing Hub |

English (Advanced) – 2 Unit

| | | | |
|-------------------|-------------------|--------------------|------------------------|
| ATAR: | Category A | Exclusions: | Std, EALD, Eng Studies |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | English & LOTE | Contact: | Ms Purcell |

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?

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

English (EAL/D) – 2 Unit

| | | | |
|-----------------------|--|--------------------|----------------------------|
| ATAR: | Category A | Exclusions: | Adv, Std, Ext, Eng Studies |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | English & LOTE | Contact: | Ms Clarke |
| 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 NESAs 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 Unit

| | | | |
|-------------------|-------------------|--------------------|-----------------------------|
| ATAR: | Category A | Exclusions: | Adv, Ext, EALD, Eng Studies |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | English & LOTE | Contact: | Ms Purcell |

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category B | Exclusions: | Adv, EALD, Std, Ext |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | English & LOTE | Contact: | Ms Purcell |

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.

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.

WHAT ELSE DO I NEED TO KNOW?

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

English Extension 1 – 1 Unit

| | | | |
|-----------------------|--------------------|--------------------|------------------------|
| ATAR: | Category A | Exclusions: | EALD, Std, Eng Studies |
| Code: | BDC | Duration: | 2 years / 120 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | English & LOTE | Contact: | Ms Purcell |
| 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 Value ▪ Related 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 homelands ▪ Worlds of upheaval ▪ Reimagined worlds ▪ Literary mindscapes ▪ Intersecting 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?

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

English Extension 2 – 1 Unit

| | | | |
|-----------------------|---------------------|--------------------|------------------------|
| ATAR: | Category A | Exclusions: | EALD, Std, Eng Studies |
| Code: | BDC | Duration: | 1 year / 120 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | English & LOTE | Contact: | Ms Purcell |
| 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?

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

French Beginners – 2 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | English & LOTE | Contact: | Ms Lishman |

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 Unit

| | | | |
|-------------------|-------------------|--------------------|------------------------|
| ATAR: | Category A | Exclusions: | Maths Standard 1 and 2 |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | Mathematics | Contact: | Mrs McKee |

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 Standard 1 – 2 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category B | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | Mathematics | Contact: | Mrs McKee |

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?

| Internal Assessment | External Assessment |
|---|--|
| A variety of assessment tasks across all of the content of the course: <ul style="list-style-type: none"> ▪ Exam-style questions ▪ Open Book Tests ▪ Assignments | 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. |

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 Standard 2 – 2 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | Mathematics | Contact: | Mrs McKee |

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?

| Internal Assessment | External Assessment |
|---|--|
| A variety of assessment tasks across all of the content of the course: <ul style="list-style-type: none"> ▪ Exam-style questions ▪ Open Book Tests ▪ Assignments | 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. |

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: | Category A | Exclusions: | Maths Standard 1 and 2 |
| Code: | BDC | Duration: | 2 years / 120 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | Mathematics | Contact: | Mrs McKee |
| 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: | Category A | Exclusions: | Maths Standard 1 and 2 |
| Code: | BDC | Duration: | 1 year / 60 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | Mathematics | Contact: | Mrs McKee |
| 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?

| | |
|-------------------------|-----|
| In class examination | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Must have RoSA |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | \$25 |
| Faculty: | Science | Contact: | Mr Smith |

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | \$20 |
| 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. (Trial HSC in Year 12)

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 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 (Trial HSC in Year 12)

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 (Trial HSC in Year 12)

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 (Trial HSC in Year 12)

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 Unit

| | | | |
|-------------------|-------------------|--------------------|-----------------------|
| ATAR: | Not eligible | Exclusions: | See below |
| Code: | CEC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | \$20/year + see below |
| 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 |
|---|---|

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 Scuba Diving 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 and student resources only, and items to maintain aquariums.

Students are expected to commit to the external payments:

- First Aid Course \$65
- Fortnightly off-campus excursions (subject to timetabling) \$100
- Boatsmart program \$50

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 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 (Trial HSC in Year 12)

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | HSIE | Contact: | Mrs Patterson |

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 | Year 12 |
|---|--|
| Investigating Ancient History: <ul style="list-style-type: none"> ▪ The Nature of Ancient History (one option) ▪ Two case studies | Core Study: <ul style="list-style-type: none"> ▪ Cities of Vesuvius – Pompeii and Herculaneum |
| Features of Ancient Societies (at least two societies) | Ancient Societies (one topic) |
| Historical Investigation | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | HSIE | Contact: | Mrs Patterson |

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 | Year 12 |
|------------------------|-----------------|
| The Nature of Business | Operations |
| Business Management | Marketing |
| Business Planning | 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!

History Extension – 1 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | HSC year only |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | HSIE | Contact: | Mrs Patterson |

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | HSIE | Contact: | Mrs Patterson |

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 | Year 12 |
|---|---|
| Investigating Modern History: <ul style="list-style-type: none"> ▪ The Nature of Modern History (one option) ▪ Two case studies | Core Study: <ul style="list-style-type: none"> ▪ Power and Authority in the Modern World 1919–1946 |
| Historical Investigation | National Studies (one topic) |
| The Shaping of the Modern World (one study) | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | HSIE | Contact: | Mrs Patterson |

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 | ▪ Human Rights | ▪ Consumers |
| ▪ Law in Practice | ▪ Family | ▪ Indigenous People |
| ▪ Crime | ▪ Workplace | ▪ 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.

Work Studies – 2 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Not eligible | Exclusions: | Nil |
| Code: | CEC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | HSIE | Contact: | Mrs Patterson |

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.

Design and Technology – 2 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 | Year 12 |
|--|--|
| Introduction to Information Skills and Systems | Project Management |
| Tools for Information Processes | Information Systems and Databases |
| Developing Information Systems | Communication Systems |
| | Option Strands Students will select TWO of the following options: <ul style="list-style-type: none"> ▪ 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|--------------------------|
| ATAR: | Category A | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | \$40 |
| Faculty: | CAPA | Contact: | Mr Davis |

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 | Year 12 |
|---|---|
| Students will explore: <ul style="list-style-type: none"> • Dance as an art form • Performance • Composition • Appreciation | Students will explore: <ul style="list-style-type: none"> • Core performance • Core composition • Core appreciation <p>Major Study</p> Students choose to major in one of the following: <ul style="list-style-type: none"> • 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | Exclusions: | Nil |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | See below |
| Faculty: | CAPA | Contact: | Mr Davis |

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 | Australian Theatre |
| Playbuilding | Black Comedy 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 Unit

| | | | |
|-----------------------|-------------------------------|--------------------|--------------------------|
| ATAR: | Category A | 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 Davis |
| 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 Unit

| | | | |
|-----------------------|-------------------------------|--------------------|-----------------------|
| ATAR: | Category A | Exclusions: | Music 1 |
| Code: | BDC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | \$30/year + see below |
| Faculty: | CAPA | Contact: | Mr Davis |
| 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 – 2 Unit

| | | | |
|-------------------|-------------------|--------------------|--------------------|
| 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 Unit

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

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Not eligible | Exclusions: | Nil |
| Code: | BEC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | Nil |
| Faculty: | PDHPE/LOTE | 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"> ▪ Food and Nutrition (20 hrs) ▪ Children of Aboriginal and Torres Strait Islander Communities (20 hrs) ▪ Young Children with Special Needs (20 hrs) ▪ Children and Change (20 hrs) ▪ Historical & Cultural Contexts of Childhood (20 hrs) ▪ Young Children & the Law (20 hrs) |
| Optional Components | <ul style="list-style-type: none"> ▪ Learning experiences for young children (20 hrs) ▪ Play and the developing child (20 hrs) ▪ Child Health and Safety (20 hrs) ▪ Starting School | | |

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Category A | 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 DO THE COURSE FEES COVER?

Students may choose to elect an option that involves an excursion or an external qualification (e.g. St John's Certificate).

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 Unit

| | | | |
|-------------------|-------------------|--------------------|---------------------|
| ATAR: | Not eligible | Exclusions: | See below |
| Code: | CEC | Duration: | 2 years / 240 hours |
| Delivered: | Orara High School | Cost: | See below |
| Faculty: | PDHPE | 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 |
|--|---|--|

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 DO THE COURSE FEES COVER?

Students may choose to elect an option that involves an excursion or an external qualification (e.g. Bronze Medallion, St John's Certificate).

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.)

SCU Head-Start

| | | | |
|-------------------|---------------------------|--------------------|------------|
| ATAR: | No | Exclusions: | Nil |
| Code: | BEC | Duration: | 1 Semester |
| Delivered: | Southern Cross University | Cost: | Nil |
| Faculty: | Careers | Contact: | Mr Horan |

COURSE DESCRIPTION

SCU Head-Start provides an opportunity for Year 11 and 12 students to gain direct entry and advanced standing into a variety of courses offered at Southern Cross University. Free from university fees, the program offers students the chance to gain a taste of university life, stimulate your interest in academic pursuits and enhance your educational performance and long-term aspirations. The program has been designed for students who have the academic capability to succeed at university. Applicants will be selected on merit, based on their academic performance, a personal statement and the recommendation of their principal.

CONTENT

Course: Communication in Organisations

Good communication skills are essential in most professional settings. This unit aims to provide you with communication skills necessary for employment and academic study. Topics covered include public speaking and verbal reporting, intercultural communication, academic integrity and skill development in negotiation and persuasion. You will also be introduced to a range of communication theories and concepts designed to increase your understanding of the role interpersonal communication plays within your day-to-day lives.

The study program for the Communication in Organisations unit will include tutorials and lectures.

Course: Biology

This unit is ideal for those interested in developing their knowledge of the living world and scientific skills. With a focus on cell structure, physio-chemical cellular responses, plant and animal physiology, structure and diversity, elementary genetics, population concepts, natural selection and evolution. Biology provides students with the necessary practical techniques required to demonstrate biological processes in living organisms. Biology initiates the development of competence in practical skills and scientific report writing.

The study program for this unit will include face-to-face lectures, tutorial and laboratory sessions.



2022 ENTERTAINMENT COURSE DESCRIPTION

CUA30415 Certificate III in Live Production and Services

Course: **Entertainment**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Creative Arts and Culture Training Package (CUA 4.1)

Units of Competency

Core units

| | |
|--------------|---|
| BSBWOR301 | Organise personal work priorities and development |
| CPCCOHS1001A | Work safely in the construction industry |
| CUAWHS302 | Apply work health and safety practices |
| CUAIND301 | Work effectively in the creative arts industry |
| CUAPPR304 | Participate in collaborative creative projects |
| SITXCCS303 | Provide service to customers |

Elective units

| | |
|--|---|
| CUALGT301 | Operate basic lighting |
| CUASTA301 | Assist with production operations for live performances |
| CUASOU301 | Undertake live audio operations |
| CUAVSS302 | Operate vision systems |
| CUASMT301 | Work effectively backstage during performances |
| CUASOU306 | Operate sound reinforcement systems |
| Optional 60-hour specialisation | |
| CUALGT304 | Install and operate follow spots |
| CUASTA202 | Assist with bump in and bump out of shows |
| MEM18002B | Use power and hand-held tools |

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in the entertainment industry. They should be able to lift and carry production equipment, have the ability to work as a member of a team, and have good communication skills. There will be out of class activities, homework, research activities and assignments.

Examples of occupations in Live Theatre industry

- Lighting designer/ operator
- Audio designer/ operator
- Vision systems designer/ operator
- Stage Manager
- Venue assistant
- Production technician

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 the NESA.

External Assessment (optional HSC examination for ATAR purposes)

The optional Higher School Certificate examination for Entertainment Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, 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

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: Preliminary & HSC - \$120
School Specific equipment and associate requirements for students

Refunds

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

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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

2022 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2021

Public Schools NSW, Tamworth Registered Training Organisation 90162
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Contact: Mr Davis / CAPA

Course: **Hospitality - Food and Beverage**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

| | |
|------------|--|
| BSBWOR203 | Work effectively with others |
| SITHIND002 | Source and use information on the hospitality industry |
| SITHIND003 | Use hospitality skills effectively |
| SITXCCS003 | Interact with customers |
| SITXCOM002 | Show Social and Cultural sensitivity |
| SITXWHS001 | Participate in safe work practices |

Electives

| | |
|------------|---|
| SITHFAB004 | Prepare and serve non-alcoholic beverages |
| SITHFAB005 | Prepare and serve espresso coffee |
| SITHFAB007 | Serve food and beverage |

Plus, additional competencies

Category A

| | |
|------------|--|
| SITXFSA001 | Use hygienic practices for food safety |
| SITHCCC001 | Use food preparation equipment |
| SITHCCC002 | Prepare and present simple dishes |
| SITHCCC006 | Prepare appetisers and salads |

OR

Category B

| | |
|------------|---|
| SITXCOM001 | Source and present information |
| BSBCMM201 | Communicate in the workplace |
| BSBSUS201 | Participate in environmentally sustainable work practices |
| HLTAID003 | Provide First Aid |

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

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.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, 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

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: Preliminary - \$30/term HSC - \$30/term

Refunds

| | |
|---|--|
| <p>School Specific equipment and associate requirements for students \$90 for uniform plus leather shoes (uniform and shoes to be purchased by students)</p> | <p>Refund Arrangements on a pro-rata basis. Please refer to your school refund policy.</p> |
| <p>A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/</p> | |
| <p>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</p> | |
| <p>2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021</p> | |
| <p>Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.</p> | |

Contact: Ms Gaston / TAS

2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

SIT20416 Certificate II in Kitchen Operations

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

Course: **Hospitality - Kitchen Operations**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

| | |
|------------|---|
| BSBWOR203 | Work effectively with others |
| SITHCCC001 | Use food preparation equipment |
| SITHCCC005 | Prepare dishes using basic methods of cookery |
| SITHCCC011 | Use cookery skills effectively |
| SITHKOP001 | Clean kitchen premises and equipment |
| SITXINV002 | Maintain the quality of perishable items |
| SITXWHS001 | Participate in safe work practice |

Electives

| | |
|------------|---|
| SITHCCC002 | Prepare and present simple dishes |
| SITHCCC003 | Prepare and present sandwiches |
| SITHCCC006 | Prepare appetisers and salads |
| BSBSUS201 | Participate in environmentally sustainable work practices |
| SITXFSA002 | Participate in safe food handling practices |
| SITHIND002 | Source and use information on the hospitality industry |

Students may apply for Recognition of Prior Learning and / or credit transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry

- Kitchenhand
- Cook
- Chef
- Baker

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.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, 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

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: Preliminary - \$TBA HSC - \$TBA
School Specific equipment and associate requirements for students \$90 for uniform plus leather shoes (uniform and shoes to be purchased by students)

Refunds

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

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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

Contact: Ms Gaston / TAS



2022 SKILLS FOR WORK AND VOCATIONAL PATHWAYS COURSE DESCRIPTION

FSK20119 Certificate II in Skills for Work and Vocational Pathways

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

| | |
|---|--|
| Course: Skills for Work and Vocational Pathways Board Endorsed Course | 2 or 3 Preliminary or HSC units in total Board Endorsed Course Does not contribute towards Australian Tertiary Admission Rank |
|---|--|

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

| | | | | | | | | | | | |
|--|--|-----------|--|-----------|---|-----------|--|-----------|--|-----------|---|
| <p>Foundation Skills Training Package (FSK 2.0) The following content is delivered in the 180-hour course, and a modified pattern of delivery is available in the 120-hour course, leading to a Statement of Attainment towards a Certificate II qualification.</p> <p>To achieve the full qualification, competency must be demonstrated in:</p> <p>14 units of competency- 1 core unit, <i>plus</i> 13 elective units.</p> <p>Course Units of Competency</p> <p>Core</p> <p>FSKLRG011 Use routine strategies for work-related learning</p> <p>FSK Electives Group A (up to 5 units may be selected)</p> <p>FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work</p> <p>FSKNUM015 Estimate, measure and calculate with routine metric measurements for work</p> <p>FSK Electives Group B (at least 5 units must be selected)</p> <p>FSKRDG010 Read and respond to routine workplace information</p> <p>FSKWTG009 Write routine workplace texts</p> <p>FSKOCM007 Interact effectively with others at work</p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">FSKDIG003</td> <td style="width: 20%;">Use digital technology for non-routine Workplace tasks</td> </tr> <tr> <td>FSKLRG009</td> <td>Use strategies to respond to routine workplace problems</td> </tr> <tr> <td>FSKLRG010</td> <td>Use routine strategies for career planning</td> </tr> <tr> <td>FSKOCM004</td> <td>Use oral communication skills to participate in workplace meetings</td> </tr> <tr> <td>FSKRDG009</td> <td>Read and respond to routine standard operating procedures</td> </tr> </table> <p>Other Electives</p> <p><i>BSBITU211 Produce digital text documents</i></p> <p><i>BSBWOR204 Use business technology</i></p> <p><i>BSBITU212 Create and use spreadsheets</i></p> <p><i>FNSFLT202 Develop and use a savings plan</i></p> <p><i>At least 3 vocational units (and their pre-requisites) from other Training Packages may be selected as elective units (and may replace elective units listed above in red). Teachers must hold the relevant units of competency in their transcripts.</i></p> | FSKDIG003 | Use digital technology for non-routine Workplace tasks | FSKLRG009 | Use strategies to respond to routine workplace problems | FSKLRG010 | Use routine strategies for career planning | FSKOCM004 | Use oral communication skills to participate in workplace meetings | FSKRDG009 | Read and respond to routine standard operating procedures |
| FSKDIG003 | Use digital technology for non-routine Workplace tasks | | | | | | | | | | |
| FSKLRG009 | Use strategies to respond to routine workplace problems | | | | | | | | | | |
| FSKLRG010 | Use routine strategies for career planning | | | | | | | | | | |
| FSKOCM004 | Use oral communication skills to participate in workplace meetings | | | | | | | | | | |
| FSKRDG009 | Read and respond to routine standard operating procedures | | | | | | | | | | |

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem-solving skills that relate directly to the workplace.

Career Pathways: Skills and knowledge gained are transferable to vocational pathways or various industries.

Mandatory HSC Course Requirements

There is no mandatory workplace learning component in this course. Where a student has not met NESA course completion criteria they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still contribute to an AQF qualification.

External Assessment There is no Higher School Certificate (HSC) examination for the Skills for Work and Vocational Pathways course. The course does not contribute towards an ATAR.

Qualifications

Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20119 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180-hour course or complete the 120-hour course will be eligible for a Statement of Attainment towards FSK20119 Certificate II in Skills for work and vocational pathways.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: \$xxxx
School Specific equipment and associate requirements for students

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

Exclusions: Community Services - Introduction 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>

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021

Contact: Mr Rodgers / PDHPE