



ORAN PARK HIGH SCHOOL

COURSE INFORMATION

Year 11 Students

2024

Name: _____



ORAN PARK HIGH SCHOOL



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Principal's Message to Students and Parents

This booklet, *Course Information Year 11 Students 2024*, contains essential advice about requirements for the Higher School Certificate. More specific information relating to the courses available are outlined later in this booklet. Students are provided with information and guidance throughout Year 10 via our Mentor Program, at our subject selection evening and in short seminars offered to students early in Term 3.

A wise and fully informed choice is essential. You must take the time and make the effort to seek advice from

- Year Advisors
- Careers Advisor/s
- Head Teachers
- Deputy Principal
- Parents
- the NSW Educational Standards Authority (NESA) website
<http://educationstandards.nsw.edu.au>

Why you need to choose carefully:

- Students cannot proceed to the HSC year (Year 12) in any subject until that subject is successfully completed in the Preliminary year (Year 11).
- Subject changes at a later date are often not possible due to NESA requirements or staffing/timetabling restrictions.
- NESA requires study of 12 Units in Year 11 and 10 Units in Year 12 as a *minimum*, to qualify for the award of the HSC. At Oran Park High School, students are typically required to study 12 Units in both Year 11 and Year 12. Therefore, it is important that students choose subjects they are prepared to study for two years.
- Year 11 can be a year of disillusion, particularly if students do not select their courses wisely. You must be realistic about your ability to cope with courses and the possibilities of your future employment in various careers. You should listen carefully to the reliable advice and guidance your teachers offer. Ensure that you choose courses that match your ability and interests – this is the single most important factor in making your time as a senior student enjoyable and rewarding.

At Oran Park High School, we are fortunate that our students can apply for a wide and varied range of courses. Although every effort is made to cater for all students' preferred choices, please be aware that this is not always possible. Before making any final decisions, read this **Course Information** booklet thoroughly and keep it as a useful guide throughout senior school. Look carefully through the course outlines for detailed course information. Of course, you will have lots of questions, so always be prepared to seek further advice from our experienced and trained staff.

Finally, commitment and personal excellence is necessary as you enter the senior years of schooling. I draw your attention to the **Senior Students Code of Conduct** (page 5) and **Will You be a Student Who is On TRAK?** (page 6) which directly address these requirements.

During this course selection process, it is important that students demonstrate the responsibility and maturity they will need in the future as senior students, by ensuring that their choices are well-informed and considered.

Regards

Brad Mitchell
Principal

Senior Students - Code of Conduct

1. Senior students are expected to model appropriate behaviour, leadership and uphold the TRAK values of Teamwork, Respect, Achievement & Kindness.
2. Senior students are expected to wear the whole school uniform correctly and with pride.
3. Senior students are expected to abide by all school rules including the use of mobile phones.
4. Senior students are expected to maintain attendance of at least 95% and limit time away from school. Extended leave for family holidays may not be approved.
5. Senior students are expected to attend before or after school periods if timetabled. Some students may be permitted to leave early on some days.
6. Senior students are to work diligently and complete all work to the best of their ability. Students will forfeit any early leave period and other privileges for disobedience, defiance or a lack of sustained effort and diligence. Plagiarism and/or malpractice will not be tolerated and result in zero marks. Tasks not submitted by the due date will receive zero.
7. Senior students are expected to satisfy 12 Preliminary Units before undertaking the HSC. Students who have been N-Determined may not be permitted into Year 12.
8. Senior students needing to leave the school premises for any reason will need to provide parent permission/note with approval by the Deputy Principal.
9. Students who find they have study periods will be required to sign on at the Senior Learning Centre.
10. Senior students wishing to change their pattern of study will need to discuss their rationale at an interview with their parents & Deputy Principal for approval.
11. Senior students are expected to park their cars in the Jack Brabham carpark off Dick Johnson Drive.
12. Senior Students are expected to complete mandatory requirements such as “All My Own Work”, “Life Ready” and “Minimum Standards” prior to being eligible for the HSC.

Will You be a Student Who is On TRAK?

Teamwork

- Work cooperatively and collaboratively with others
- Engage in class discussion and activities
- Engage in school activities

Respect

- Respect others and their personal property
- Be honest and display integrity
- Follow school and classroom rules
- Wear your uniform with pride
- Look after our school and help maintain its good name
- Behave appropriately at all times in and out of school

Achievement

- Be organised and bring all required equipment
- Be in the right place at the right time
- Be involved in school activities
- Learn all you can, be attentive in class
- Try your best at all times

Kindness

- Speak to others in a pleasant tone
- Display positive body language
- Resolve conflict with teacher assistance
- Think before you speak/act

At Oran Park we have high expectations and take pride in ourselves and our school.

Our motto, ***Partners in Learning*** represents the relationship we have with you and your parents in your education journey.

Before you consider which subjects to study in Years 11 and 12, take a moment to reflect and ask yourself... **Will you be a student who is on TRAK?**

Information About the HSC

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers a full range of study areas matching individual abilities, interests and goals.

Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by NSW Educational Standards Authority (NESA). This includes the completion of the practical, oral and/or project works required for specific courses and the assessment requirements for each course;
- you must have sat for and made a serious attempt at the Higher School Certificate examinations;
- you must study a minimum of 12 Units in the Preliminary course and a minimum of 10 Units in the HSC course. Oran Park High School requires students to keep 12 Units into Year 12, Term 2;
- you must study
 - at least 6 Units from NESA Developed Courses including at least 2 Units of English
 - at least three courses of 2 Units value or greater
 - at least four subjects
 - no more than 6 Units of Science courses.

What are Units?

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

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

2 Unit Course	This is the structure for most courses.
	2 Units = approx 4 hours class time per week (120 hours/year) = 100 marks
1 Unit Course	1 Unit = approx 2 hours class time per week (60 hour/year) = 50 marks

Extension Courses build on the content of the 2 Unit course and require students to work beyond the standard of the 2 Unit course. These courses are generally 1 Unit.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the two HSC Extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1.

RoSA - Record of School Achievement

The Record of School Achievement is a cumulative credential, designed to record academic achievement to and beyond Year 10 and will be awarded to eligible students when they leave school prior to completing the HSC.

Grades awarded on the RoSA will be based on the results achieved in school assessment tasks throughout the year. It is planned that Literacy and Numeracy test results and extra-curricular achievements will be recorded on the RoSA. Grades from the Preliminary courses will now also appear on the Higher School Certificate.

What Types of courses can I Select?

There are different types of courses that you can select in Years 11 and 12. Courses offered may be Category A or Category B. Only **two** Units of Category B courses may count towards an ATAR, as these are generally easier courses to study.

NESA Developed Courses

These courses are developed by NESA. There is a syllabus and prescriptions for each course which contain:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements.

Sample examination papers and marking guidelines are available online with these syllabus documents.

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

NESA Endorsed Courses

These courses may be School Developed Courses, developed by Oran Park High School and Content Endorsed Courses, which are available in many schools. While there is no external examination, all NESA Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement. NESA Endorsed Courses do not count in the calculation of the ATAR. Although there is no external examination, students will be assessed by the school. These courses provide alternatives for students with varying ability levels and interests.

Some important HSC facts

- Higher School Certificate results are usually a combination of school assessments and external examination results. HSC school assessment marks begin to accumulate during Term 4, Year 11.
- A number of subjects involve a Major Project work for either internal or external assessment. These subjects include Visual Arts, Drama, Design and Technology, Industrial Technology, Dance, Software Design and Development and Society and Culture. Projects developed for assessment in one subject cannot be used either in full or in part for assessment in any other subject. **Students should think carefully before taking more than 1 major work subject.**
- You may not include any more than 6 Units of the following Science courses in Year 11:
Biology, Chemistry, Physics, Investigating Science.

Additional information about courses and the HSC is available on the NESA Website:
<http://educationstandards.nsw.edu.au>

Careers Advisor

During the next two years, Mrs Myers will be available to:

- organise seminars/lectures on employment and on tertiary education opportunities and applications;
- provide information on the requirements and documentation needed for the HSC and entrance to tertiary institutions;
- assist with TAFE and school delivered VET courses;
- provide information, support and practical help with applications and work experience placements to students seeking employment.

School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). These courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

Support for Students With Disability

All students are entitled to participate in and progress through the NSW curriculum. Schools provide adjustments to teaching, learning and assessment activities for students with disability where needed.

Students with disability can meet the requirements for the HSC using a combination of:

- NESA Developed courses
- NESA Developed Life Skills courses
- NESA Endorsed courses (such as VET courses).

Students with disability and their families are encouraged to participate in collaborative curriculum planning with the school's Learning Support Team to ensure the best senior pathway options are known and available to them.

It is important to note that students require a minimum standard of literacy and numeracy to receive the HSC. Students accessing Life Skills courses are exempt from this requirement.

Disability Provisions

Some students with disability studying regular NESA developed courses may be eligible to access adjustments and support to help them complete HSC examinations. These practical arrangements are known as disability provisions.

The provisions granted are solely determined by how the student's exam performance is affected. The school will require evidence such as medical results, psychological assessments, or reading tests in order to apply for disability provisions.

Please speak to the school's Learning Support Team if you feel this will apply to you.

Life Skills

NESA developed Years 11-12 Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Life Skills courses are available for most Key Learning Areas in Years 11-12 and place emphasis on:

- communication
- independence
- practical application of skills and knowledge.

Life Skills courses can be used to meet the study requirements for a HSC, however, they cannot be used in the calculation of an ATAR score.

Students studying Life Skills courses access school-based assessments and do not sit a formal examination.

Students accessing English and Mathematics Life Skills courses are exempt from completing HSC Minimum Standard online tests.

School Fees

At Oran Park High School, we rely heavily on the financial support of parents and guardians paying school fees to purchase additional resources that are necessary to maintain our widely recognised high standards of student education. We also have two, one-time deposit payments to support our senior students.

The Administration Fee is our major source of income to resource the senior school. This fee is currently set at \$80.00 per annum with an additional e-Learning platform fee of \$70.00 per annum for both senior years. Some courses will entail an additional charge to cover the costs of consumable items necessary to meet the requirements of those courses. These course fees are compulsory and must be paid before the end of February.

Textbook Hire Deposit is set at \$50.00 per student. This one-time deposit is fully refundable when textbooks are returned in a reasonable condition at the time the student leaves our school.

Locker Hire Deposit is set at \$50.00 per student. This one-time deposit is fully refundable when the padlock is returned and the locker is in a reasonable condition at the time the student leaves our school. Lockers will be allocated on a first in, first served basis.

All My Own Work

NSW Education Standards Authority (NESA) mandates that each student presenting for the Higher School Certificate has to satisfactorily complete a prescribed course entitled, "All My Own Work". Students **MUST** complete this course prior to enrolment in Preliminary Courses. The course focuses on the need for the student to submit only work which is "theirs". Non-completion of this course prohibits sitting for the HSC examinations. Students will complete this course at the end of year 10.

Life Ready

Fees: \$50

This is a **mandatory** 25 hour course which all Government School Students must complete. The Life Ready course is designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school. It will look at the following content:

- Independence
- Mental health and wellbeing
- Relationships
- Sexuality and sexual health
- Drugs and alcohol
- Safe travel

The Life Ready program will be run at the beginning of Term 4, first week of Year 12. In that week students will listen to guest speakers, take part in seminars and interactive activities related to the course content.

Aboriginal Studies

2 Units, Category A

Fees: Nil

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



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

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories and will critically examine their role as active and informed citizens.

Year 11 Course

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

Year 12 Course

- Part I: Social Justice and Human Rights Issues
- Part II: Aboriginality and the Land OR Heritage and Identity
- Part III: Research and Inquiry Methods - Major Project

Course Requirements:

In both year 11 and 12, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

Ancient History

2 Units, Category A

Fees: Nil



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

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

The study of Ancient History in Stage 6 enables students to:

- develop knowledge and understanding of the ancient world, historical skills, and values and attitudes essential to an appreciation of the ancient world;
- develop a lifelong interest in the study of history;
- prepare for active and informed citizenship in the contemporary world.

Year 11 Course

- Investigating Ancient History:
- The Nature of Ancient History
- Case Studies
- Features of Ancient Societies
- Historical Investigation designed to further develop relevant investigative, research and presentation skills

Year 12 Course

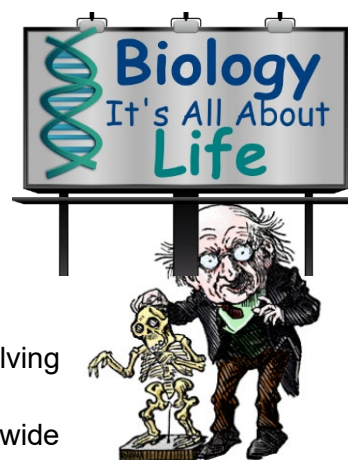
- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Time
- Historical Periods

Biology

2 Units, Category A

Fees: Year 11 \$50
Year 12 \$50

The Biology course 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.



The Biology course includes both practical investigations and secondary-sourced investigations.

Practical investigations include undertaking laboratory experiments involving the use of appropriate digital technologies and fieldwork.

Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information, using and reorganising secondary data and/or information.

There is a minimum of 35 hours of practical investigations in each year.

Students will develop positive, informed values and attitudes towards biology and recognise the importance and relevance of biology in their lives.

Preliminary Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

In both the Year 11 and 12 course a Depth Study is undertaken which allows students to follow personal interests and develop a deeper knowledge. The Depth Study can be done collaboratively or individually.

Career opportunities related to Biology include veterinarian, lab technician, zookeeper, microbiologist, forensic scientist, nursing, pathologist, biotechnologist, environmental scientist, sports medicine, animal attendant and teaching.

Business Studies

2 Units, Category A

Fees: Nil

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.



Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

The course is both theoretical and practical and is a useful introduction to the world of business. Throughout the course, students will closely examine real businesses and discover how to apply their learning to the real world. Students will learn how to research, establish and operate their own business operations.

Year 11 Course

- Nature of Business
- Business Management
- Business Planning

Year 12 Course

- Finance
- Marketing
- Human Resources
- Operations


The study of Business Studies in Stage 6 enables students to develop:

- knowledge and understanding about the nature, role and structure of business, internal and external influences on business, management strategies and their effectiveness.
- skills to investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations.
- values and attitudes about responsible participation in business activity, ethical business behaviour and corporate social responsibility.

Business Services (VET)

2 Unit Category B

Fees: Nil

	2024 Business Services Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
Course: Business Services Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business https://training.gov.au/training/details/bsb30120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.		
Business Services Training Package (BSB 8.0) Units of Competency		
Core BSBCRT311Apply critical thinking skills in a team environment BSBPEF201Support personal wellbeing in the workplace BSBSUS211Participate in sustainable work practices BSBTWK301Use inclusive work practices BSBWHS311Assist with maintaining workplace safety BSBXCM301Engage in workplace communication Elective BSBTEC303Create electronic presentation	Elective BSBTEC202Use digital technologies to communicate in the work environment BSBOPS201Work effectively in business environments BSBOPS301Maintain business resources BSBINS302Organise workplace information BSBTEC301Design and produce business documents BSBTEC201 Use business software applications BSBPEF301Organise personal work priorities	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
<ul style="list-style-type: none">• working within the business services industry involves customer (client) service• using technology to organise information	<ul style="list-style-type: none">• creativity• critical thinking• problem solving	
Examples of occupations in the business services industry: <ul style="list-style-type: none">• medical administration• office administration• information desk operator• clerical worker• receptionist• records and information administration		
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		

Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
Course Cost: Preliminary - nil HSC - nil Business attire is compulsory for work placement	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	
2024 Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.16 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>	

Chemistry

2 Units, Category A

Fees: Nil

The Chemistry course 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 Chemistry course includes both practical investigations and secondary-sourced investigations.

Practical investigations include undertaking laboratory experiments, including the use of appropriate digital technologies, fieldwork.

Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information, using and reorganising secondary data and/or information. There is a minimum of 35 hours of practical investigations in each year.



Students will also develop positive, informed values and attitudes towards chemistry and recognise the importance and relevance of chemistry in their lives.

Preliminary Course

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

HSC Course

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

In both the Year 11 and 12 courses, a Depth Study is undertaken which allows students to follow personal interests and develop a deeper knowledge. The Depth Study can be done collaboratively or individually. Career opportunities can be found in the areas of industrial chemistry, forensic science, pharmacy & pharmaceuticals, medicine, geochemistry and environmental science.

Community and Family Studies

2 Units, Category A

Fees: Nil

Community and Family Studies explores life issues that are important to all young people and of equal relevance to male and female students.

Modern society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. It is important for students to develop an understanding about society and the complexity of living in society as responsible and productive individuals.



This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

It allows students to explore and form positive attitudes about themselves and others and to develop an understanding of their relationships within their families and other groups.

Research is an integral component of this course. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting to complete an Independent Research Project.

Preliminary Course

- Resource Management
- Individuals and Groups
- Families and Communities

HSC Course

- Research Methodology
- Groups in Context
- Parenting and Caring


HSC Options

- Family and Societal Interaction
- Social Impact of Technology
- Individuals and Work

Construction (VET)

2 Unit Category B

Fees: \$80 / year, White Card \$80

		2024 Construction Course Descriptor CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Construction Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.			
Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency			
Core Units		Elective Units	
CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry	CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the Construction Industry	CPCCOM2001	Read and interpret plans and specifications
CPCCOM1013	Plan and organise work	CPCCCA2002	Use carpentry tools and equipment
CPCCVE1011	Undertake a basic construction project	CPCCCA2011	Handle carpentry materials
CPCCOM1015	Carry out measurement and calculations	CPCCCM2005	Use construction tools and equipment
CPCCJN2001	Assemble components	CPCWHS1001	Prepare to work safely in the construction industry
CPCCJN3004	Manufacture and assemble joinery components		
White Card CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.		Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.		This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer			
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
External Assessment The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			

Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
Course Cost: Preliminary - \$80 for the year and \$80 for the white card	HSC - \$80	Refunds- Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
High Vis Vest and Steel Cap Boots are mandatory for work placement		
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
Exclusions: VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		
2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.20 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>		

Design and Technology

2 Units, Category A
Major Project

Fees: Year 11 - \$70
Major Project + Year 12 - \$40

The Design and Technology course will provide students with skills, knowledge and understanding associated with a study of Design, its practices and associated methodologies. The subject promotes economic and global awareness, problem solving ability, engagement with information technology, self-directed learning, communication, management and skills in working in teams. Design and Technology enables the development of conceptual understanding, with the ability to creatively apply these to a specific technological endeavor through personal design projects.

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Preliminary Course

The Preliminary Course involves theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

The HSC Course involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing, including a Major Design Project. The project folio addresses the three key areas of project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. In the HSC course students complete a Major Design Project and a case study of an innovation.

Earth and Environmental Science

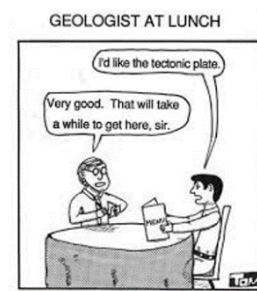
2 Units, Category A

Fees: Nil

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and environmental issues. Students will explore the causes and effects of hazards and natural disasters on a worldwide scale. 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 Earth and Environmental Science course includes both practical investigations and secondary-sourced investigations. Practical investigations include undertaking laboratory experiments, the use of appropriate digital technologies and mandatory fieldwork.

The structure of the Preliminary Course and HSC Course comprises four modules each year and they are guided by inquiry questions as a driving force for enhancing understanding. The over-arching theme for all modules is the application of knowledge using scientific methods to explore and investigate new ideas with an emphasis on practical components such as undertaking laboratory experiments and fieldwork.



Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information, using and reorganising secondary data and/or information. There is a minimum of 35 hours of practical investigations in each year.

Students will also develop positive, informed values and attitudes towards the Earth and the environment and recognise the importance and relevance of Earth and Environmental Science in their lives.



Preliminary Course

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

HSC Course

- Earth's Processes
- Hazards
- Climate Science
- Resource management

In both the Preliminary Course and HSC course, a Depth Study is undertaken which allows students to follow personal interests and develop a deeper knowledge. The Depth Study can be done collaboratively or individually. Career opportunities can be found in the areas of geology, environmental engineering, geophysics, geochemistry and environmental science.

Engineering Studies

2 Units, Category A

Fees: Year 11 \$30
Year 12 \$40

Engineering Studies explores the way things are made and the way things work. Students will study a range of different engineering professions, including Aeronautical and Telecommunications and will analyse a variety of innovations, from simple garden equipment and household appliances to the development of Nano machines and silicon chips.

This subject is rigorous, but enjoyable. Year 10 Advanced Mathematics is ideal but not essential if you have a strong technological background.

The main topics covered in this course are Telecommunications, Aeronautical, Personal and Public Transport, Civil Structures, Engineering reports and the scope of the engineering profession.

Particular Course Requirements

Students develop an engineering report for each module studied and at least one report in each of the Preliminary and HSC courses must be the result of teamwork.

Who is this course for?

There are huge opportunities in Engineering, locally and globally.

This course is ideal for students who see a technological career in their future and would like to complete a tertiary degree in Science, Engineering or Architecture.



English

2 Units, Category A

Fees: Nil

Each student **must** select **1** of the following courses:

- 2 Unit English Advanced (Category A)
- 2 Unit English Standard (Category A)
- 2 Unit English Studies (Category B - allows for ATAR and non-ATAR)

Also offered:

- 1 Unit English Extension 1 (Students must be taking English Advanced)



English Advanced

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study, the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules, students continue to develop their skills to question, reconsider and refine meaning through language and to reflect on their own processes of responding, composing and learning.

Preliminary Course

Content common to the English Standard and English Advanced courses is undertaken through a Unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.

Two additional modules are *Critical Study of Literature* and *Narratives that Shape our World*, in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

HSC Course

The HSC Common Content consists of one module, *Texts and Human Experiences*, common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses, where students analyse and explore texts and apply skills in synthesis.

Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

English Standard

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules, students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

Preliminary Course

Content common to the English Standard and English Advanced courses is undertaken through a Unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.

In two additional modules: *Close Study of Literature*, and *Contemporary Possibilities*, students explore and examine texts and analyse aspects of meaning.

HSC Course

The HSC Common Content consists of one module, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.

Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

English Extension 1

Preliminary Course - 1 Unit

In the English Extension Preliminary 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.

The course has one mandatory module: *Texts, Culture and Value*, in addition to a related research project.

HSC Course - 1 Unit

In the English Extension 1 HSC course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

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

The electives are:

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds

English Studies

Students are eligible to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA.

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 Units of Category A courses in their pattern of study.

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Preliminary Course

Students study the mandatory module, *Achieving through English: English in education, work and community*, to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

Students study two to four additional syllabus modules (selected based on their needs and interests).

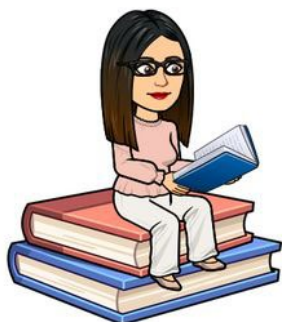
Students may also study an optional teacher-developed module.

HSC Course

The HSC Common Content consists of one module, *Texts and Human Experiences*, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

Students study two to four additional syllabus modules (selected based on their needs and interests).


Students may also study an optional teacher-developed module.



Entertainment Industry (VET)

2 Unit Category B

Fees: \$30.00 / year
Approx \$80 for White Card, Crew Shirt (Once only): TBC

	2024 Entertainment Industry Course Descriptor Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR CUA30420 Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162		
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Entertainment Industry Board Developed Course (240 hour) (Statement of Attainment course)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/Training/Details/CUA30420 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.			
Creative Arts and Culture Training Package (CUA 6.0) Units of Competency			
Core CUAIND311Work effectively in the creative arts industry CUAIND314Plan a career in the creative arts industry. Elective CPCCWHS1001 Prepare to work safely in the construction industry CUASOU306Operate sound and reinforcement systems CUAWHS312Apply work health and safety practices CUALGT311Operate basic lighting CUASTA311Assist with production for live performances CUAVSS312Operate vision systems CUASMT311Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows		Elective CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
Working within the Live production and Technical Services Industry involves: <ul style="list-style-type: none">Technical productioncustomer (client) service		<ul style="list-style-type: none">teamworkusing digital technologiescreating documents	
Examples of occupations in the Live Production and Technical Services Industry:			
<ul style="list-style-type: none">Front of House AssistantTechnical Assistant (Productions)Special Effects Assistant	<ul style="list-style-type: none">Follow Spot OperatorRunnerProps AssistantTechnical Production Assistant	<ul style="list-style-type: none">Sound AssistantAssistant Scenic ArtistStagehandLighting	<ul style="list-style-type: none">Audio and Staging AssistantProduction CrewStage Door AttendantLighting Systems Technician

<ul style="list-style-type: none">Assistant Sound Technician		
<p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>		
<p>Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>		
<p>Course Cost: Preliminary - \$30 plus \$30 for white card HSC - \$30 Crew shirt will need to be purchased (once only) TBC</p>	<p>Refunds Refund Arrangements on a pro-rata basis. Refer to your school refund policy.</p>	
<p>A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</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>2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.</i></p>		

Enterprise Computing

2 Units, Category A

Fees: Nil

This course enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives. Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

The aim of Enterprise Computing is to develop each student's capacity to:

- think creatively, devise solutions and communicate information to a range of audiences using a variety of computing resources
- apply computing technologies and systems thinking to data analysis
- solve (or improve) enterprise challenges, such as those relating to social, commercial or industrial issues.

Preliminary Course

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

HSC Course

- Data Science
- Data Visualisation
- Intelligent Systems
- Enterprise Project



Food Technology

2 Units, Category A

Fees: \$80 Year 11
\$60 Year 12

This course provides students with a broad knowledge of food technology and is inclusive of the needs, interests and aspirations of both male and female students. Knowledge, skills and attitudes gained during this course will have applications to, and provide benefits for, both vocational and general life experiences. Students who complete this course will have the potential to contribute positively to their own future and to the social, economic and ecological future of Australia.



There is no prerequisite for study of this subject for the preliminary course. Practical activities will form an integral part of the delivery of this course. It must be remembered though, that practical work is not the only aspect of this course.

Preliminary Course

- Food Availability and Selection
- Food Quality
- Nutrition

HSC Course

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Food Issues: Nutrition

Geography

2 Units, Category A

Fees: Nil

Geography is the study of places, people and environments, and their interrelationships, and integrates knowledge from the natural sciences, social sciences and humanities. It develops students' sense of curiosity about the places, environments and cultures that make up our world, enabling them to be more attuned to its diversity and complexity. Geography promotes understanding of the role of natural systems and human activity in shaping the world and how they may vary from place to place.

Geography provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, advanced thinking skills necessary for further education, work and everyday life.

The senior course in Geography will provide students with knowledge and skills that they will have for life. It will prepare students to explore issues as informed citizens in a changing world. Students will study human interaction with environments in different places at different times.

Fieldwork is a compulsory component of this course and will be undertaken in both Year 11 and 12.

Preliminary Course

- Earth's natural systems
- People, patterns and processes
- Human–environment interactions
- Geographical Investigation

HSC Course

- Global sustainability
- Rural and urban places
- Ecosystems and global biodiversity

The study of Geography in Stage 6 enables students to:

- develop knowledge and understanding of natural and human processes, how they interact and affect each other, and how places and environments can be managed for sustainability
- apply geographical inquiry skills and tools, including fieldwork
- develop a lifelong interest in the study of geography
- prepare for informed, responsible and active citizenship in the contemporary world.




Hospitality – Food and Beverage (VET)

2 Units, Category B

Fees: \$120 Year 11

\$90 Year 12

Uniform (paid in Year 11 only – approx. cost \$65)

		2024 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
Course: Hospitality Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 https://training.gov.au/training/details/SIT20322. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.			
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency			
Core _BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers		Elective _SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
<ul style="list-style-type: none">Working within the hospitality industry involvesorganising information and records in both paper and electronic formscustomer (client) service		<ul style="list-style-type: none">teamworkusing technologiescreating documents	
Examples of occupations in the hospitality industry:			
<ul style="list-style-type: none">Café AttendantWaiter/Waitress		<ul style="list-style-type: none">Catering AssistantBaristaFood and Beverage AttendantBartender	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$120 plus \$65 approximately for the uniform

HSC - \$90

Uniform is compulsory for all practical lessons

Refunds

Refund arrangements are on a pro-rata basis.

Please refer to your school refund policy

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

Exclusions: VET course exclusions can be checked on the NESA website at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162
Version 0.3

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

Industrial Technology – Timber Products and Furniture Technologies

2 Units, Category A
Major Project

Fees: \$100 Year 11
Major Project + \$60 Year 12

Course Description: Industrial Technology Furniture consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the furniture industry, and an introduction to industrial processes and practices.

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry Specific Content and Production

HSC Course

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

This course offers the opportunity for students to develop an appreciation for furniture making. It enables students to use traditional and modern methods of joinery. If you are motivated and have an interest in producing a quality piece of furniture, then this course is for you.

Students design and produce a furniture piece, along with a major project folio outlining the design process undertaken to achieve their goal for the HSC. This can be a small jewellery box through to a dining room table and chairs depending on the student's interest. The Major project can be achieved at minimal cost to the student. In previous years, students have had a working budget of between \$200 to \$500, to purchase materials for their project. The purchase of materials for the major project is entirely the students' responsibility as this process becomes a part of their major project design folio.

Investigating Science

2 Units, Category A

Fees: Nil

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

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.

Students can study Investigating Science by itself as well as with other Science subjects.

Preliminary Course

- Cause and Effect – Observing
- Cause and Effect – Inferences & Generalisations
- Scientific Models
- Theories and Laws

HSC Course

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

In both the Preliminary and HSC Courses, a Depth Study is undertaken which allows students to follow personal interests and develop a deeper knowledge. The Depth Study can be done collaboratively or individually.



Investigating Science enhances 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.

Korean – Beginners

2 Units, Category A

Fees: Nil



The Korean Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Korean at senior secondary level. This course is for students who wish to begin learning Korean with no prior knowledge of Korean or for students who have studied 100 hours or less of Korean in either stage 4 or 5.

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

Korea has a very rich traditional culture which is enthusiastically preserved at home as well as a contemporary culture which is flourishing globally. Through the study of the Korean language, students can access every aspect of Korea, including its culture and people.

Preliminary Course

Family life, home and neighborhood

Friends, recreation and pastimes

People, places and communities

HSC Course

Education and work

Holidays, travel and tourism

Future plans and aspirations

Through the study of Korean Beginners students will be enabled to develop:

- skills in effective communication in the four macro skills - listening, reading, speaking and writing in Korean.
- knowledge of the nature and systems of language
- understanding of the interdependence of language and culture

Korean - Continuers

2 Units, Category A

Fees: Nil

The Korean Continuers Stage 6 Syllabus is designed for students who, typically, will have studied Korean for 400–500 hours by completion of Stage 6. Students who have studied Korean in year 9 and 10 are eligible for this course.

The study of Korean contributes to the overall education of the student, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge.

Korean is one of the priority languages of the Asian region to be taught in Australian schools, reflecting the fact that Korea has emerged as one of Australia's major trading partners.

Through the study of Korean language and culture, students can gain access to an important part of the rich cultural tradition of Korea and develop intercultural understanding.

Preliminary Course

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Korean will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Korean-speaking communities through the study of a range of texts.

HSC Course

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Korean and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Korean-speaking communities will develop further.

There are three prescribed themes for study throughout the Korean continuers course:

- **the individual** - the self and family, education, everyday life and activities
- **the Korean-speaking communities** - special celebrations, Korea as a tourist destination, daily life in Korea, migrant experiences in Australia
- **the changing world** – family life, the world of work

Legal Studies

2 Units, Category A

Fees: Nil

Legal Studies focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.



This is a course that will help you to understand the law and the legal system in a way which is useful to everyone and removes the mystery. Students will be able to understand the way the legal system works in Australia, how the law settles disputes and controls behaviour and how the law affects ordinary people.

- Year 11 Course:**
- The Legal System
 - The Individual & Law e.g. Technology as an issue
 - Law in Practice - Topics that may be studied include:
 - groups or individuals suffering disadvantage
 - events which highlight legal issues
 - individuals or groups in conflict with the state
 - criminal or civil cases that raise issues of interest to students.

- Year 12 Course:**
- Crime
 - Human Rights
 - Two of the following options must be studied:
 - Family
 - Consumers
 - Shelter
 - Global Environment Protection
 - Workplace
 - World Order
 - Indigenous peoples
 - Shelter

The study of Legal Studies' in Stage 6 enables students to:

- develop knowledge and understanding and critical thinking skills in relation to the legal system.
- develop an understanding of effectiveness in promoting a just and fair society.
- participate effectively as responsible citizens at the local, national and international level.

Mathematics Standard

2 Units, Category A

Fees: Nil

The Year 11 Mathematics Standard course is organised in topics, which are then divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Mathematics Standard Topics (120 hours)	Subtopics
Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
Financial Mathematics	MS-F1 Money Matters
Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability

Upon entering Year 12, the HSC course students may be given the option of choosing between Mathematics Standard 2 – (ATAR) OR Mathematics Standard 1 – (HSC Exam optional)

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

Year 12 Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Year 12 Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training. NESA Developed Course Non ATAR or (with optional HSC examination – ATAR can be contributed).

Mathematics Standard 1 Topics (120 hours)	Subtopics
Algebra	MS-A3 Types of Relationships
Measurement	MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
Financial Mathematics	MS-F2 Investment MS-F3 Depreciation and Loans
Statistical Analysis	MS-S3 Further Statistical Analysis
Networks	MS-N1 Networks and Paths

Mathematics Standard 2 Topics (120 hours)	Subtopics
Algebra	MS-A4 Types of Relationships
Measurement	MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
Financial Mathematics	MS-F4 Investments and Loans MS-F5 Annuities
Statistical Analysis	MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution
Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis

Mathematics Advanced

2 Units, Category A

Fees: Nil

The course is constructed on the assumption that students have achieved the outcomes of the Mathematics Stage 5.3 Course.

This course is intended to give students who have demonstrated general competence in the skills of 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 also undertake the Extension courses.

Year 11 Mathematics Advanced Topics (120 hours)	Subtopics
Functions	MA-F1 Working with Functions
Trigonometric Functions	MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
Calculus	MA-C1 Introduction to Differentiation
Exponential and Logarithmic Functions	MA-E1 Logarithms and Exponentials
Statistical Analysis	MA-S1 Probability and Discrete Probability Distributions

Year 12 Mathematics Advanced Topics	Subtopics
Functions	MA-F2 Graphing Techniques
Trigonometric Functions	MA-T3 Trigonometric Functions and Graphs
Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-C4 Integral Calculus
Financial Mathematics	MA-M1 Modelling Financial Situations
Statistical Analysis	MA-S2 Descriptive Statistics and Bivariate Data Analysis MA-S3 Random Variables

Mathematics Extension 1

1 Unit, Category A

Fees: Nil

The course is constructed on the assumption that students have achieved the outcomes in the Mathematics course at the 5.3 level for Year 10.

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 also undertaking the Extension 2 course, in HSC stage.

Year 11 Mathematics Extension 1 Topics	Subtopics
Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
Trigonometric Functions	ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
Calculus	ME-C1 Rates of Change
Combinatorics	ME-A1 Working with Combinatorics

Year 12 Mathematics Extension 1 Topics	Subtopics
Proof	ME-P1 Introduction to Proof by Mathematical Induction
Vectors	ME-V1 Introduction to Vectors
Trigonometric Functions	ME-T3 Trigonometric Equations
Calculus	ME-C2 Further Calculus Skills ME-C3 Applications of Calculus
Statistical Analysis	ME-S1 The Binomial Distribution

The Mathematics Advanced Year 12 course should be taught prior to or concurrently with this course and is a prerequisite.

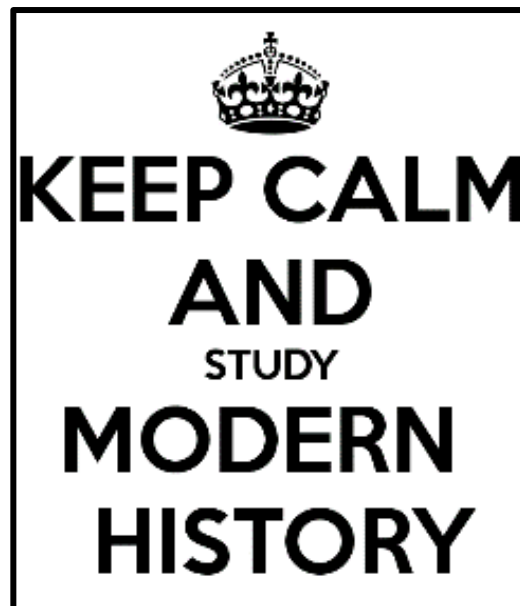
Modern History

2 Units, Category A

Fees: Nil

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity, by introducing them to a range of historical developments and experiences that have defined the modern world.

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



The study of Modern History in Stage 6 enables students to:

- develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world
- develop a lifelong interest in the study of history
- prepare for active and informed citizenship in the contemporary world.

Year 11 Course Structure and Requirements

1. Investigating Modern History:
 - The Nature of Modern History
 - Case Studies
2. Historical Investigation: the historical investigation is designed to further develop relevant investigative, research and presentation skills.
3. The Shaping of the Modern World

Year 12 Course Structure and Requirements

1. Core Study: Power and Authority in the Modern World 1919–1946
2. National Studies
3. Peace and Conflict
4. Change in the Modern World

Music 1

2 Units, Category A
Major Performance

Fees: \$50 / year

Prerequisites: Nil

This course is designed for:

- students who can play an instrument or sing.
- students who are learning to play an instrument or sing
- students who are committed to practising and developing their performance skills
- students who are able to learn independently and apply feedback to their work
- students with an interest in studying music, performing and composing music.

Preliminary Course

Students gain experience and are assessed in all course areas: Performance (25%), Composition (25%), Aural (25%) (*listening*) and Musicology (25%) (*theory and music history*). Students develop skills on their chosen instrument, learn how to listen to, analyse and discuss repertoire through the concepts of music, and create and record their own compositions.

HSC Course

Students continue to 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 addition to core studies in these areas, students select three electives from any combination of performance, composition and musicology for their HSC exam which are submitted before their exam (composition) or live during a practical exam session (performance, musicology). These electives must represent each of the three topics studied in the course. The HSC examination consists of a formal written HSC aural exam 30%, a mandatory practical examination (core performance) 20%, and the three electives.



Personal Development Health & Physical Education

2 Units, Category A

Fees: Nil

The Preliminary course examines a range of topics that relate to 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 will study two options chosen 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. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Components (40%)

Staff and students to select two options each from:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Components (40%)

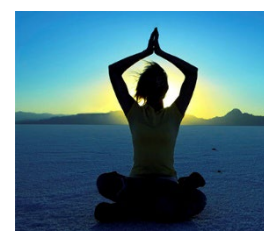
Staff and students to select two options each from:

- The Health of Young People
- Sport & Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

This course is a theoretically based course. It has limited practical components.

*Please Note:

In addition to core studies, two options in each of the Preliminary and HSC courses are studied. First Aid is selected as one of the options in the Preliminary course, where students are required to complete an officially recognised First Aid Course, costing approximately \$75.00.



Physics

2 Units, Category A

Fees: Nil

The Physics course 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 Physics course includes both practical investigations and secondary-sourced investigations. Practical investigations include undertaking laboratory experiments, including the use of appropriate digital technologies, and fieldwork.

Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information, using and reorganising secondary data and/or information.

There is a minimum of 35 hours of practical investigations in each year.

Students will also develop positive, informed values and attitudes towards physics and recognise the importance and relevance of physics in their lives.

Preliminary Course

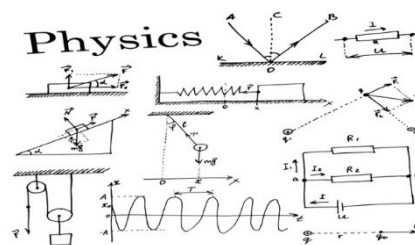
- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

In both the Preliminary and HSC courses, a Depth Study is undertaken which allows students to follow personal interests and develop a deeper knowledge. The Depth Study can be done collaboratively or individually.

In order to study physics, students should have a good grounding in mathematics.



Career opportunities include physicist, radiologist, laboratory technician, engineer, meteorologist, medical scientist, biophysicist, flight engineer, pilot, surveyor.

Society and Culture

2 Units, Category A

Fees: Nil

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



This subject draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology. Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- themselves
- their own society and culture
- the societies and cultures of others.

Year 11 Course

- The Social and Cultural World: The interactions between persons and groups within societies
- Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

Year 12 Course

Core

- Social and Cultural Continuity and Change: The nature of social and cultural continuity and change and social theory to a selected country study
- The Personal Interest Project (PIP): An individual research project

Depth Studies

TWO to be chosen from:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

Society and Culture students must each undertake, on an individual basis, a Personal Interest Project worth 40% of the HSC examination mark. The PIP requires students to select a suitable topic related to the course, develop and apply appropriate research methods and submit a completed project containing the required components.

Development of the PIP may commence from the beginning of the HSC course. The Personal Interest Project must:

- be a topic of the student's own choice
- be related to the course
- develop appropriate methods
- include a cross-cultural perspective
- address continuity and/or change.

Software Engineering

2 Units, Category A

Fees: Nil

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

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in: programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

The aim of Software Engineering is to develop in each student:

- a capacity to think creatively to develop and program software solutions
- an ability to apply knowledge, understanding and thinking skills to develop and communicate solutions to real-world problems.

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

The Year 11 topics are;

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

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

The Year 12 topics are;

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



Textiles and Design

2 Units, Category A
Major Project

Fees: \$50 / year + Fabric costs

Textiles protect, provide comfort, have social meaning, respond to cultural influences and perform a range of necessary functions in the textiles industry and other industries. This course helps develop a body of knowledge, skills and attitudes that can provide opportunities for industry, small business and leisure activities throughout life. It develops student creativity and project management skills through a Major Textiles Project. The course provides pathways into further education or employment in textiles related fields.

Practical experiences are integrated into coursework as experimental or project work.

In the HSC course, the major textile project allows students to develop a project that reflects cultural, historical or contemporary aspects of design. Students are expected to draw on the understanding and knowledge of the Textiles, Clothing, Footwear and Allied Industries developed in the Preliminary course.

Preliminary Course

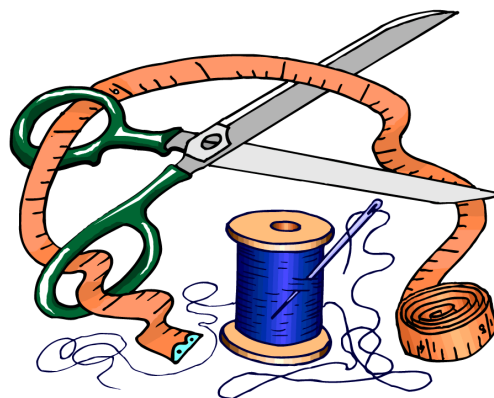
- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Clothing, Footwear and Allied Industries (10%)

HSC Course

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

Learn about:

- Using the sewing machine
- Design and make your own textile items
- Fashion drawing and design sketching
- Fabric decoration techniques
- Modify and use commercial patterns
- Textile designers and the textile industry
- Elements and principles of design
- The properties and performance of textiles
- How to document your design process



Important information:

- This course includes a subject fee of \$50 each year to cover the cost of general textile resources used by the student to complete practical experiences and project work.
- Students are expected to purchase their own fabric/notions for their Preliminary Textiles Projects (2) and their HSC Major Textiles Project.
- There is no prerequisite study or pre-required sewing skills to study the Preliminary course.
- The HSC Examination is 1.5 hours.

Visual Arts

2 Units, Category A
Major Project

Fees: \$120 / year

Visual Arts is a subject that explores the world through content, context in visual, theoretical and practical ways. Students should choose this subject if they enjoy; being creative, learning about artists, problem solving, working independently and approaching tasks in a different way.

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. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with no prior knowledge or experience in Visual Arts. Through Art Historical and Art Critical study, students will have the opportunity to learn about a variety of artists and artworks. They will develop an informed view in many worldly topics and issues. This informed view then translates into the students' artmaking practice, where students have the opportunity to create artworks that communicate their own ideas.

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.

Particular Course Requirements

Preliminary Course:

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course:

- development of a body of work and use of a process diary
- a minimum of five Case Studies
- deeper and more complex investigations in art making, art criticism and art history.



CONTENT ENDORSED COURSES

These courses DO NOT count towards your ATAR.

Exploring Early Childhood

2 Unit Content Endorsed Course

Fees: \$25 / year

Our society acknowledges childhood as a unique and intense period for growth, development and learning. When members of society are provided with knowledge about childhood, they will then be able to support and encourage this development when interacting with young children. This course aims to achieve this by giving students an overview of development and related issues within an early childhood context. Students are encouraged to reflect on the personal relevance of childhood issues while considering the implications for future interaction with children as a career, friend, educator or parent.

Compulsory core studies include: Pregnancy and Childbirth
Child Growth and Development
Promoting Positive Behaviour

Optional modules may include: Play and the Developing Child
Starting School
Learning Experiences for Young Children
The Children's Services Industry
Young Children and the Media
Food and Nutrition



This course has a practical as well as a theoretical base making it desirable for students to interact with young children on a regular basis. This is best achieved in informal settings such as the home, with friends or with relatives and will occur outside of school hours. Additional interaction will be programmed, where possible, to include playgroup or preschool visits and/or having parents with children visit the school. Students will also complete a parenting simulation using "Real Care Baby."

Work Studies

2 Unit Content Endorsed Course

Fees: Nil

Work in all its forms, paid and unpaid, plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The aim of the Work Studies course is to enable 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.

The core focus of this course is "My Working Life".

Modules that could be studied include:

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work

Photography, Video and Digital Imaging

2 Unit Content Endorsed Course

Fees: \$50 / year

Exclusions: Works developed for assessment in Photography, Video and Digital Imaging are not to be used either in full or in part for assessment in any other subject.

The aim of this course is to develop the enjoyment of photographic and digital media by providing students with specialised learning opportunities to explore and develop skills in the areas of Photography, Animation, Photo Manipulation and Film Making. They will also critically and historically investigate the work of various photographers and filmmakers and explore how the audience and world have meaning and value. Students will have the opportunity to be expressive and creative, whilst learning the fundamentals of photography and digital media, as well as digital post production photo and video editing. Through the course students will learn to use various video and image editing software such as Adobe Photoshop, and Adobe Premiere.

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

- Digital Photography
- Digital Imaging
- Video



Sport, Lifestyle and Recreation

2 Units Content Endorsed Course

Fees: Nil

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible, and informed decision makers. This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life. It is a 50% practical, and 50% theory-based course and students will be expected to participate in all course activities. Therefore, students require a full Oran Park High School sports uniform for all practical lessons.

The course aims to:

- Develop in students an awareness of social and community values in the areas of sport, lifestyle, and recreation
- Promote an understanding of the requirements for healthy living
- Develop a deeper understanding of the interaction between society, sport, recreation, and fitness
- Identify how sport influences and affects various groups and sections of our society
- Provide students with a greater understanding of their physical and sporting potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle

This course will ONLY suit students who enjoy being active and like to participate enthusiastically in a range of recreational and sporting activities on a weekly basis.



