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

Students need to discuss their choices with their teachers and families, and weigh carefully the advice given in order to avoid choosing courses not commensurate with their interests and abilities.

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

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

We wish you well as you move into this next phase of schooling. At the end, you will receive an internationally recognised qualification, the Higher School Certificate. You will also develop knowledge, skills, values and maturity which will help to equip you for further education, work and life.

The senior curriculum is driven by student choice and it is not always possible to run courses that have been chosen by only a small number of students. Orara High School is committed to a joint curriculum delivery program with other state schools in the Coffs Harbour area which commenced in 2011.

This may result in increased subject choice for students in practical and vocational subjects, and possibly theory subjects with smaller numbers. Students who study these subjects may have the course delivered by a teacher from a neighbouring school and will share a classroom with students from those schools. Joint practical lessons will occur on Wednesdays and joint theory lessons may be delivered via videoconferencing facilities.

We wish you well as you enter a new and exciting phase of your education.

Frank Stanton
Principal

Students are reminded that there is wide support system within the school: people who can help you if you encounter any problems, during your final two years.

These people include:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mr. F Stanton</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Mr. A Minisini</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Mr. M Bleakley</td>
</tr>
<tr>
<td>Student Adviser</td>
<td>Mrs. L Franklin</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>Ms. J Clarke</td>
</tr>
<tr>
<td>Careers Information and TAFE (TVET)</td>
<td>Mr. K Harland</td>
</tr>
<tr>
<td>Vocational Education coordinator (VET)</td>
<td>Mr. H Spearing</td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>Requirements for the award of the Higher School Certificate</th>
<th>Code</th>
<th>Units</th>
<th>Category</th>
<th>PAGE</th>
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<tbody>
<tr>
<td>The Australian Tertiary Admissions Rank (ATAR)</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>Vocational Education and Training courses (VET)</td>
<td></td>
<td></td>
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</table>

* Denotes Cross School courses (C4) which are available on Wednesdays only

**Key**:  
WHS – Woolgoolga HS  
CHHS – Coffs Harbour HS  
THS – Toormina HS  
CHEC – Coffs Senior Campus  
SCU – Southern Cross University

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Code</th>
<th>Units</th>
<th>Category</th>
<th>PAGE</th>
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<tr>
<td>Aboriginal Language (CHEC - afternoon)</td>
<td>BEC – non ATAR</td>
<td>1 or 2</td>
<td></td>
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<tr>
<td>Aboriginal Studies (Wongala - morning)</td>
<td>BDC</td>
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<tr>
<td>Biology</td>
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<td>A</td>
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<td>Business Services</td>
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<td>2</td>
<td>B</td>
<td>9</td>
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<td>Business Studies</td>
<td>BDC</td>
<td>2</td>
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<td>10</td>
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<tr>
<td>Chemistry</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>11</td>
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<tr>
<td>Community and Family Studies</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>12</td>
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<tr>
<td>Construction (WHS – afternoon)</td>
<td>VBDC</td>
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<td>B</td>
<td>13</td>
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<tr>
<td>Dance (WHS - afternoon)</td>
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<td>A</td>
<td>14</td>
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<tr>
<td>Design &amp; Technology</td>
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<td>A</td>
<td>15</td>
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<td>Drama</td>
<td>BDC</td>
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<td>16</td>
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<tr>
<td>Earth &amp; Environmental Science</td>
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<td>A</td>
<td>18</td>
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<tr>
<td>English - Standard</td>
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<td>19</td>
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<td>English - Advanced</td>
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<td>20</td>
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<td>English - Extension Preliminary</td>
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<td>A</td>
<td>22</td>
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<td>English - Fundamentals (preliminary year only)</td>
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<td>-</td>
<td>23</td>
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<tr>
<td>English - Studies</td>
<td>BEC – non ATAR</td>
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<td>-</td>
<td>24</td>
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<tr>
<td>Entertainment Industries (OHS – afternoon)</td>
<td>VBDC</td>
<td>2</td>
<td>B</td>
<td>25</td>
</tr>
<tr>
<td>Food Technology</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>26</td>
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<td>French Beginners</td>
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<td>A</td>
<td>27</td>
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<td>Geography</td>
<td>BDC</td>
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<td>A</td>
<td>28</td>
</tr>
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<td>German Beginners</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>29</td>
</tr>
<tr>
<td>HeadStart to Uni (SCU – afternoon)</td>
<td>BEC – non ATAR</td>
<td>2</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td>History - Ancient</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>31</td>
</tr>
<tr>
<td>History - Extension (HSC year only)</td>
<td>BDC</td>
<td>1</td>
<td>A</td>
<td>32</td>
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<tr>
<td>History - Modern</td>
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<td>2</td>
<td>A</td>
<td>33</td>
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<tr>
<td>Hospitality</td>
<td>VBDC</td>
<td>2</td>
<td>B</td>
<td>34</td>
</tr>
<tr>
<td>Industrial Technology - Electronics (THS – afternoon)</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>35</td>
</tr>
<tr>
<td>Industrial Technology - Timber and Furniture Industries</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>36</td>
</tr>
<tr>
<td>Information Processes &amp; Technology</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>37</td>
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<tr>
<td>Information Technology</td>
<td>VBDC</td>
<td>2</td>
<td>B</td>
<td>38</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>39</td>
</tr>
<tr>
<td>Marine Studies</td>
<td>CEC – non ATAR</td>
<td>2</td>
<td>-</td>
<td>40</td>
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<tr>
<td>Mathematics - Applied</td>
<td>BEC – non ATAR</td>
<td>2</td>
<td>-</td>
<td>41</td>
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<tr>
<td>Mathematics - General</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>42</td>
</tr>
<tr>
<td>Mathematics - 2 Unit</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>43</td>
</tr>
<tr>
<td>Mathematics - Preliminary Extension</td>
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<td>A</td>
<td>44</td>
</tr>
<tr>
<td>Mathematics HSC - Extension 1</td>
<td>BDC</td>
<td>1</td>
<td>A</td>
<td>44</td>
</tr>
<tr>
<td>Mathematics HSC - Extension 2</td>
<td>BDC</td>
<td>1</td>
<td>A</td>
<td>45</td>
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<tr>
<td>Metals and Engineering (WHS – morning)</td>
<td>VBDC</td>
<td>2</td>
<td>B</td>
<td>46</td>
</tr>
<tr>
<td>Music 1</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>47</td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>48</td>
</tr>
<tr>
<td>Photography (afternoon)</td>
<td>CEC – non ATAR</td>
<td>1</td>
<td>-</td>
<td>49</td>
</tr>
<tr>
<td>Physics</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>50</td>
</tr>
<tr>
<td>Primary Industries (CHHS - morning)</td>
<td>VBDC</td>
<td>2</td>
<td>B</td>
<td>51</td>
</tr>
<tr>
<td>Senior Science</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>52</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>53</td>
</tr>
<tr>
<td>Software Design &amp; Development</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>54</td>
</tr>
<tr>
<td>Spanish Beginners (CHHS - morning)</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>55</td>
</tr>
<tr>
<td>Sports Coaching (Orara and CHEC-morning)</td>
<td>VBEC – non ATAR</td>
<td>2</td>
<td>-</td>
<td>56</td>
</tr>
<tr>
<td>Sport, Lifestyle and Recreation</td>
<td>BEC – non ATAR</td>
<td>2</td>
<td>-</td>
<td>57</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>58</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>BDC</td>
<td>2</td>
<td>A</td>
<td>59</td>
</tr>
<tr>
<td>Work Studies</td>
<td>BEC – non ATAR</td>
<td>2</td>
<td>-</td>
<td>60</td>
</tr>
</tbody>
</table>
Requirements for the Higher School Certificate

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

a) have gained the School Certificate or such other qualifications as the Board of Studies considers satisfactory;

b) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by the Board or a college of TAFE;

c) have satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate;

d) Sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

PATTERNS OF STUDY
To qualify for the Higher School Certificate from Year 11, 2000 and Year 12, 2001 students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects.

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

ACCUMULATION OF THE HIGHER SCHOOL CERTIFICATE
Students may accumulate courses towards the Higher School Certificate over up to five years.

SATISFACTORY COMPLETION OF A COURSE
Course Completion Criteria
The following course completion criteria refer to both Preliminary and HSC courses.

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

a) followed the course developed or endorsed by the Board; and

b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) achieved some or all of the course outcomes.

NB: to achieve the a), b), c), would require satisfactory levels of attendance, conduct and progress.
### COURSE CODES FOR THE HIGHER SCHOOL CERTIFICATE

<table>
<thead>
<tr>
<th>Code</th>
<th>Code Explanation</th>
</tr>
</thead>
</table>
| BDC  | Board Developed Course  
Are courses developed by the Board of Studies NSW and are eligible for inclusion in the calculation of the Universities Admission Index (ATAR). All hold Category A status. |
| VBDC | Vocational Board Developed Course  
Are courses that are the same as BDC courses but have a vocational orientation and hold Category B ATAR status. |
| BEC  | Board Endorsed Course  
Are courses developed by the Board to cater for a wide candidature in areas of specific need. They are not externally examined and have an internal assessment mark. |
| VBEC | Vocational Board Endorsed Course  
Content Endorsed Course  
Courses developed by schools and endorse by the board of studies. They are not externally examined and have an internal assessment mark. |

### CROSS SCHOOL COURSES (C4) - Studying course at different schools

In 2011, students at Orara High School were able to study courses being Delivered at other schools. These courses are of 2 Unit value and may be studied on a **Wednesday only**. This is now becoming known as the C4 initiative. The courses will be delivered either in the morning (am) from 9.00 – 12.30, or in the afternoon (pm) from 1.30 – 5.00.

Courses Delivered by Orara High School:

**Orara High School**
- Aboriginal Studies (2 Unit) 9.00 - 12.30 TBA
- Business Services (2 Unit VBDC) 9.00 - 12.30
- Engineering Studies (2 Unit BDC) 9.00 - 12.30
- Entertainment (2 Unit VBDC) 1.30 - 5.00
- Primary Industries (2 Unit VBDC) 1.30 - 5.00

Courses available at other C4 schools include:

**Coffs Harbour High School**
- Primary Industries (2 Unit VBDC) 9.00 - 12.30
- Spanish Beginners (2 unit BDC) 9.00 - 12.30

**Toormina High School**
- Entertainment (2 Unit VBDC) 9.00 - 12.30
- Entertainment (2 Unit VBDC) 1.30 - 5.00
- Industrial Technology - Electronics (2 Unit BDC) 1.30 - 5.00

**Woolgoolga High School**
- Dance (2 Unit BDC) 1.30 - 5.00
- Construction (2 Unit VBDC) 1.30 - 5.00
- Metals and Engineering (2 Unit VBDC) 9.00 - 12.30
- Sports Coaching (2 Unit VBEC) 9.00 - 12.30  
  *(Delivered at Orara High School)*

**Senior College**
- Aboriginal Languages (2 Unit BEC) 1.30 - 5.00

Courses delivered at Southern Cross University include:

**SCU**
- HeadStart to Uni (2 Unit BEC) 12.30 - 5.00
Australian Tertiary Admissions Rank (ATAR)

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

ELIGIBILITY
To be eligible for an ATAR a student must complete at least 10 units (including at least two units of English) of Board Developed courses for which there are formal examinations conducted by the Board of Studies.

The Board Developed Courses (BDC) must include at least three courses of two units or greater and at least four subjects.

CALCULATION
The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:
- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

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

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

The Category B courses are:
- Accounting
- Business Services (240 hours) ¹
- Entertainment Industry (240 hours) ²
- Information Technology (240 hours) ²
- Primary Industries (240 hours) ²
- Hospitality (240 hours) ²
- Automotive ¹
- Construction (240 hours) ²
- Industrial Technology ²
- Metal And Engineering (240 hours) ²
- Retail Operations (240 hours) ²
- Tourism (240 hours) ²

Notes:
1. This is a Board Developed course delivered by the TAFE.
2. These are 240 hour Vocational Education and Training (VET) courses.
   An optional written examination is Delivered for the HSC. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. (Inclusion of these results is also subject to the ATAR Rules).

For more detailed information on the ATAR and the Limited ATAR, refer to current Universities Admissions Centre (UAC) publications or the UAC website (www.uac.edu.au).
Vocational Education and Training (VET) Courses in the HSC

VET courses (VBDC) are designed to enable students to acquire a range of technical, personal and organisational skills valued both within and beyond the work place.

Students will acquire underpinning skills and knowledge related to functional areas within any industry context that can be used in making informed career choices.

Students receive a nationally recognised Australian Qualifications Framework (AQF) accreditation on successful completion of a course.

Students can include one Industry Curriculum Framework course in their University Admission Index (ATAR).

ASSESSMENT

Competency Based Assessment

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

External Assessment

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

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

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

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

Department of Education and Training guidelines state that students generally are required to meet the cost of travel to and from their TAFE-delivered course. A travel subsidy may be available to assist students if travel expenses are more than $6.50 course. Students may be responsible for their own transport to and from venue. The school arranges a bus to take students to Wednesday TAFE courses for a fee of $30 per term.

WORK PLACEMENT

- Is mandatory
- Most Board-developed VET courses require work placement of 35 hours in both the Preliminary and HSC courses for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses at the rate of 35 hours for 120 hours of HSC credit.
WHAT OTHER COSTS ARE INVOLVED?
School-delivered vocational courses may require a subject contribution to cover costs of consumables. A table listing these costs is provided on the following page. The TAFE charges for students at government schools are paid by the Department of Education and Training.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>VET COURSE</th>
<th>FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Entertainment Industries</td>
<td>$120 (for 2 year course) Includes a Senior First Aid Course</td>
</tr>
<tr>
<td>11</td>
<td>Hospitality</td>
<td>$90 + uniform (approx $90) + $10 Kit Hire</td>
</tr>
<tr>
<td>11</td>
<td>Information Technology</td>
<td>$20</td>
</tr>
<tr>
<td>11</td>
<td>Business Services</td>
<td>$10</td>
</tr>
<tr>
<td>12</td>
<td>Hospitality</td>
<td>$90 + $10 Kit Hire</td>
</tr>
<tr>
<td>12</td>
<td>Information Technology</td>
<td>$20</td>
</tr>
<tr>
<td>12</td>
<td>Business Services</td>
<td>$10</td>
</tr>
</tbody>
</table>

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

A SCHOOL- BASED PART-TIME TRAINEESHIP
- is a combination of paid work and training
- is completed part-time as part of the Higher School Certificate
- prepares young adults for a career in a particular industry

Trainees receive:
- a job
- free training
- ongoing advice and support
- a training wage
- credit towards their HSC
- a nationally recognised Vocational Education and Training qualification
- a Certificate of Proficiency on satisfactory completion of the traineeship

STUDYING VET COURSES
VET courses at TAFE are ONLY available on a Wednesday, either in morning or afternoon. This means, it may be possible for a student to study ONLY TWO VET courses.

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

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

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

WHERE WILL VET COURSES BE DELIVERED?
Each vocational training course description includes a list of where it is expected these courses will be delivered in 2011. The final decision will be based on a range of factors including student numbers.
Aboriginal Languages – 1 or 2 Unit  
This is a special course Delivered to Indigenous students

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BEC</td>
</tr>
<tr>
<td>Exclusions:</td>
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</tr>
<tr>
<td>Duration:</td>
<td>2 years/240 Hours</td>
</tr>
<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
<tr>
<td>Delivered:</td>
<td>CHEC (Wednesday afternoon)</td>
</tr>
</tbody>
</table>

**WHAT WILL I BE DOING IN THIS COURSE?**
I will be an indigenous student studying the Gumbaynggirr language. Students will help to preserve the written and oral history and technique of the Gumbaynggirr language. By educating students in the language and increasing knowledge and understanding of the language students may eventually assist the learning of the language by becoming teachers of the language and continue the revival of indigenous language in Australia.

Topics covered:
- Gumbaynggirr Land, People, Language
- Body Parts, Local Foods, Medicines
- Yuludarra (“Dreaming”)
- Daily life in Customary Gumbaynggirr Society
- Geography of Gumbaynggirr Clans and Neighbouring Tribes
- Gumbaynggirr Kinship System and Goorie Family Structure
- Comparative Study of Native Languages
- Personal Project: Language Revival

**How will I be assessed?**
A combination of formal and informal oral, written and practical tasks.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**
Students successfully completing the course will have the opportunity to articulate into TAFE Certificate III course in the language.
Each module has areas of emphasis that reflect a wide range of abilities and skill levels allowing progress through the course at differing rates and learning at different levels.
The language in the course is a reflection of the culture of the Gumbaynggirr people.
The course has been endorsed by the Aboriginal Education Consultative Group (AECG) and Muurrbay Language Centre at Coffs Harbour Education Campus and will become an important vehicle for student progress through the school and TAFE sector as indigenous students achieve higher level academic qualifications.

**WHO SHOULD I CONTACT?** For further information contact Charlie Bellemore on 6659 3371 or charles.bellemore@det.nsw.edu.au
Aboriginal Studies - 2 Unit

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<td>Duration:</td>
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<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School at Wongala Estate (Wednesday morning)</td>
</tr>
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WHAT WILL I BE DOING IN THIS COURSE?
Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples. It enables students to be active and informed citizens in promoting a just society for all Australians.

Preliminary course focuses on Aboriginal peoples' relationships 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 of the local Gumbaynggirr community and the Wiradjuri language group.

Main topics covered
- Aboriginality and the Land — 30%
- Aboriginal Heritage and Identity — 25%
- Colonialism, Racism and Prejudice — 25%
- Research and Inquiry Methods — 20%

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

Main topics covered
- Core Case Studies — 50%
  A global perspective of Social Justice and Human Rights Issues across 2 topics chosen from health, education, housing, employment, criminal justice and economic independence.
- Elective Study — 20%
  Aboriginality and the Land or Aboriginal Heritage and Identity.
- Major Project — 30%
  The project log will document all work completed including the sequential development of the project and the nature and timing of community based fieldwork.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments. The skills and knowledge gained through Aboriginal Studies would benefit students interested in pursuing careers in Anthropology, Archaeology, Foreign Affairs, Historian, Journalism, Teaching, Law, Social Work and Police.

WHAT ELSE DO I NEED TO KNOW?
Students should be able to demonstrate an understanding about social justice and human rights issues and how they impact on Aboriginal people. They will acquire the skills necessary to investigate issues and communicate information from a variety of perspectives. Students should be able to respond to the challenge of new ideas and empathise with differing experiences and views.

TRANSPORT: You may have to arrange your own transport to/from this course.

WHO SHOULD I CONTACT? Mrs Stratten
Biology - 2 Unit

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WHAT WILL I BE DOING IN THIS COURSE?

**Preliminary Course** includes the study of living and non-living features of the environment and the relationships between organisms in an ecosystem, incorporating the mechanisms and systems that living things utilize to obtain, transport and draw on for their own growth and repair; the evolution of life on Earth; and the effects of global changes that occurred during the formation of modern Australia on the diversity of the Australian biota.

**HSC Course** further extends the Preliminary by examining the processes and structures used by plants and animals to maintain a constant internal environment; the continuity of life and transmission of characteristics from generation to generation; and the maintenance of health through an understanding of the causes and management of disease.

HOW WILL I BE ASSESSED?

**Preliminary Course** will be by topic tests, research assignments, practical tasks, a half-yearly and yearly examination. Fieldwork is mandatory and assessed.

**HSC Course** will be assessed by a 3 hour external examination and by internal assessment similar to the Preliminary.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

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

WHAT ELSE DO I NEED TO KNOW?

Biology is an interesting course. It requires reasonable rigour and student application. It relates to careers such as Geneticists, Occupational Therapy, Environmental Studies, Marine Studies, Agriculturalists, Horticulturalists, Zookeeper and Ecologists.

CONTACT FOR FURTHER INFORMATION:  Mr. P Kennedy
Business Services - 2 Unit (VET)

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<thead>
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<td>Cost: $10 per year</td>
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</table>

WHY STUDY BUSINESS SERVICES?
The business services industry provides clerical and administrative support to commerce, industry, government and the professions. Skills gained in this industry transfer to other occupations.

Working in the business services industry involves: customer (client) service, organising information and records in both paper and electronic forms teamwork,

Samples of occupations students can aim for in the business services industry:
- office manager
- personal assistant
- project manager
- secretary
- payroll clerk/officer
- personnel clerk
- sales clerk/officer
- manager/owner of a small business

NB: Course includes 35 hours of compulsory work placement in both the Preliminary and HSC years

COMPETENCY BASED ASSESSMENT
VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.

Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry, to be assessed as competent.

External Assessment
The Higher School Certificate (HSC) examination for Industry Curriculum Framework courses (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items.

The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the Board of Studies syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

The HSC examination is optional.

COURSE DESCRIPTION
This course is based on units of competency, which have been developed by the national business services industry to describe the competencies, skills and knowledge required by workers in the industry.

Qualifications available to students in the Business Services Curriculum Framework comprise units of competency drawn from the following skill areas: information technology, communication, enterprise, technology, and finance.

POSSIBLE CREDENTIALS
Certificate II in Business (BSB20107)
Statement of Attainment towards Certificate II in Business (BSB20107)

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

CONTACT FOR FURTHER INFORMATION: Mr. H Spearing

A School-based Traineeship is available in this course.
For more information, visit: http://apprenticeship.det.nsw.edu.au or see your careers adviser.
Business Studies - 2 Unit

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</table>

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

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

COURSE STRUCTURE
Year 11 Topics
- The Nature of Business
- Key Business Functions
- Establishing a Business
- Developing a Business Plan
- The Business Research Task

Year 12 Topics
- Business Management and Change
- Financial Planning and Management
- Marketing
- Employment Relations
- Global Business

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

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

WHAT WILL IT COST?
The only cost is one of investment of time, energy and effort to do well. But aren't these things what make business prosper?

CONTACT FOR FURTHER INFORMATION: Mr. R Braithwaite or Mr. Spearing
WHAT WILL I BE DOING IN THIS COURSE?
The Preliminary Course incorporates the study of chemicals in the earth, metals, water and biochemistry.

The HSC Course covers the areas of Hydrocarbons, Environmental Chemistry and Industrial Chemistry. One option is studied which may be Biochemistry, Chemistry of Colour, Chemistry in the Community or Nuclear Chemistry. Practical experience using up to date equipment makes up a large part of the course as do research activities incorporating the use of the Internet.

HOW WILL I BE ASSESSED?
The Preliminary Course will be by topic tests, research assignments, practical tests, a half-yearly and yearly examination.

The HSC Course will be assessed by a 3 hour external examination and by internal assessment similar to the Preliminary.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course is a prerequisite for some tertiary courses such as chemical engineering as well as being recommended for others. It is the analytical and critical thinking skills developed during this course that are of value in many fields of endeavour.

WHAT ELSE DO I NEED TO KNOW?
Chemistry is a reasonably demanding course and is often taken by high achievers seeking a good ATAR, although any student with an interest is welcome. It relates to careers such as Pharmacology, Biomedical Engineering, Nutritionists, Dieticians, Chemical Engineering, Agribusiness and Nursing.

CONTACT FOR FURTHER INFORMATION: Mr. P Kennedy
Community & Family Studies - 2 Unit

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WHAT WILL I BE DOING IN THIS COURSE?
This course is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities in relation to the changing nature of Australian Society, with a view to enabling students to plan and manage resources effectively.

HOW WILL I BE ASSESSED?
This course is assessed through assignments, examinations, research tasks and Case Studies.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course is suited for students wishing to enter into teaching, childcare, social work or as a general education course.

CONTACT FOR FURTHER INFORMATION:  Mrs. S Sweeney, Mrs. A. Ward
**Construction - 2 Unit (VET)**

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**WHAT WILL I BE DOING IN THIS COURSE?**

This course is for students who wish to work in the construction industries – carpentry, concreting, brickwork, painting and tiling wall and floor. The course incorporates five foundation units plus additional units from the elective streams. The foundation units represent the basic skills, knowledge and attitudes required by all workers within the construction and related service industries. They include industry awareness, communicating with others, planning for work, quality principles and working safely. The elective streams and pathways providing a range of practical and technical skills allowing articulation into the trade practice area.

**HOW WILL I BE ASSESSED?**

*Assessment*

Competency-based assessment is used in this course. This means that students are required to demonstrate that they can effectively carry out various tasks to the required standard in a Building and Construction environment. Once the task is achieved, it is “signed off” by a qualified assessor in a “Student Log Book”.

*External Assessment – HSC Examination (Optional)*

The HSC examination for Building and Construction will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Mandatory Units of Competency.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

**How will this course help me in the future?**

This course qualifies students for entry level in construction and related service industries. Students will possess a range of practical and technical skills, knowledge and attitudes required by workers within the building industry. Entry level employment in the building industry – carpenter, bricklayer, tiler, painter, joinery, roofing, plastering, concreting and shop fitting.

**QUALIFICATIONS**

Successful completion of the course leads to Certificate 11 in Construction Pathways.

**WHAT WILL IT COST?**

A fee of $50 per year which covers the cost of both materials and the Industry standards Interpretation Booklet.

**CONTACT FOR FURTHER INFORMATION:**  Mr. Garry Baker.

**WHAT ELSE DO I NEED TO KNOW?**

*Work placement*

Students must complete a minimum of 70 hours work placement in an appropriate work industry over a period of 2 years.

*Lesson Times: Classes will be run on Wednesday afternoons from 1.00pm until 4.30pm.*

*Uniform: A requirement of this course is that students attend dressed to Industry standards and provide safety glasses, Fluro vest/shirt and safety boots. Other Personal Protective Equipment (P.P.E) will be discussed with teacher or provided by the school.*

Target Vocational Qualifications Statement of Attainment in Construction BCG03
WHAT WILL I BE DOING IN THIS COURSE?
This course involves 3 core areas being performance, composition and appreciation. The student is then given the opportunity to study further in depth one of those areas or choose to study Technology in Dance. The performance component is based on modern contemporary technique. Composition involves learning the process of creating dances and the students will gain experience in choreographing for individuals and groups. Appreciation involves the study of various choreographers, their styles and their influence on the development of dance.

WHAT SHOULD I BE ABLE TO DO AT THE END OF THE COURSE?
Students should be able to perform a set contemporary dance of 3-5 minutes duration, they should have choreographed a solo (to be performed by another student) lasting 3-5 minutes, and they should have gained a greater appreciation of dance as an art form. Students should have also increased their dance vocabulary and be able to work with the elements of dance.

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

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course is ideal for anyone wishing to further their career in dance or anyone interested in movement related areas. Bachelor in Dance Education courses run in many universities qualifying the student to teach dance as a subject in schools. This 2 unit dance course is a great background for this degree.

Dance also assists with developing one’s self esteem, confidence and presentation. It develops one’s self expression, memory, co-ordination and physical well being.

HOW WILL I BE ASSESSED?
Assessment takes the form of performing, demonstrating your ability to create movements in your own individual style and researching and presenting information on specific choreographers.

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

FEES
Possible expenses may involve dance workshops and visiting productions. A visit to Sydney to see the Call Back Concert or attend the HSC study day. All performances are done in tights and leotards for exams. Dance Studio may be used from time to time so cost will be incurred as required.

CONTACT FOR FURTHER INFORMATION: Head Teacher Mrs. Cathy Hall or Ms. Claire Porter (Dance/PDHPE teacher).
**Design & Technology - 2 Unit**

**ATAR:** Category A  
**Code:** BDC  
**Exclusions:** Nil  
**Duration:** 2 years/240 Hours  
**Cost:** $30 per year  
**Delivered:** Orara High School

**WHAT WILL I BE DOING IN THIS COURSE?**

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

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

**Preliminary Course:** students study designing and producing which includes the completion of at least two design projects.

**HSC Course:** students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a Major Design Project. Design and Technology is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet needs and opportunities, and to understand the factors that contribute to successful design and production.

**HOW WILL I BE ASSESSED?**

Assessment is based on assignments, design briefs and examinations.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

This course leads to Graphic Design, Interior Design, Furniture Design, Teaching, Fashion Design, Computer Software Design and vocations and industries that require a methodological approach to problem solving.

**EXTRA COSTS**

Materials for Major Project (approximately $350 depending on size and nature of project)

**CONTACT FOR FURTHER INFORMATION:** Mrs. A Ward or Mr. G Willis
Drama - 2 Unit

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WHAT WILL I BE DOING IN THIS COURSE?
You will develop your understanding and appreciation of Drama. You will be involved in both Group and individual performances. You will develop the ability to write critically about performances you view. In Year 11 you will extend your performance skills. This will culminate in Year 12 when you study a negotiated area of specialised study and a self-selected Individual Project. All of this work will be done through a combination of Theory and Practical exercises.

HOW WILL I BE ASSESSED?
You will be assessed in both Practical and Theory work:
- Individual and Group Devised Performance
- Elective Individual Projects:
- Scriptwriting
- Set/Costume/Poster/Program Design
- Performance
- Video Production
- Examinations

- HOW WILL THIS COURSE HELP ME IN THE FUTURE?
- Senior Drama will develop:
- Your ability to work as a part of a team
- Your ability to work individually
- Your self-discipline
- Your analytical skills
- Your self-esteem and confidence

WHAT WILL IT COST?
$10 Fee in Year 11 (plus optional activities approximately $275.00 - $250.00). $10 Fee in Year 12. It is also advised that students attend the excursions organised for Yrs 7-12 Drama (Drama Camp, Onstage, and Travelling Performances).

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

CONTACT FOR FURTHER INFORMATION: Ms. M Crocker
# Earth and Environmental Science - 2 Unit

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## WHAT WILL I BE DOING IN THIS COURSE?

The Preliminary Course incorporates the study of Planet Earth. The Local Environment, Water Issue and the Dynamic Nature of the Earth.

The HSC course then flows on to cover the topics of Tectonic Impacts on Earth Environments through time and Caring for our Country. An option will also be studied with a choice from Introduced Species, Organic Geology, Mining and the Australian Environment or Oceanography.

Practical Experiences are an essential part of the course as is research and internet usage.

## HOW WILL I BE ASSESSED?

Assessment within the Preliminary Course will be by unit tests, research, assignments, practical tests, plus Half Yearly and Yearly Exams.

The HSC Course will be assessed internally in the same manner as the Preliminary Course and followed up with a three hour external exam.

## HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Invaluable as an area of study for those who have a desire to follow a career in any of the following areas: Mining Industry, Archaeology, Historian, Engineering, Environmental Studies, Geologist, Ecology, Surveying, Forestry, Teaching.

## CONTACT FOR FURTHER INFORMATION?

Mr. P Kennedy, Mrs. J Cross
Engineering Studies - 2 Unit

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**WHAT WILL I BE DOING IN THIS COURSE?**

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

**Preliminary Course**

Students undertake the study and develop an engineering report for each of 5 modules:
- Three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; braking systems.
- One focus module relating to the field of Bio-Engineering.
- One elective module

**HSC Course**

Students undertake the study and develop an engineering report for each of 5 modules:
- Three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; lifting devices
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

**HOW WILL I BE ASSESSED?**

**HSC Course**

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<td><strong>Section I</strong> 10%</td>
<td><strong>Application Modules</strong></td>
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<td><strong>Section II</strong> 70%</td>
<td><strong>Historical and Societal Influence</strong></td>
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<td>Application and Focus modules</td>
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<td><strong>Section III</strong> 20%</td>
<td><strong>All Modules</strong></td>
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<td>Engineering Reports</td>
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**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

Careers relevant to this course include Engineering (Civil, Electrical, Computer, Mechanical, Production, etc); Technical Trades; Architecture; any Applied Science; Commercial Designing; Surveying; Metallurgy; Pollution Control.

**WHAT ELSE DO I NEED TO KNOW?**

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

**CONTACT FOR FURTHER INFORMATION:** Mr. G Willis or Mr. P Heffernan
English Standard - 2 Unit

NB: ENGLISH IS COMPULSORY if you are seeking a HSC or ATAR

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<tr>
<td>Cost: Nil</td>
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<td>Delivered: Orara High School</td>
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WHAT WILL I BE DOING IN THIS COURSE?
In the Preliminary English Standard course students explore the ways events, experiences, ideas and processes are represented in and through texts.
In the HSC English Standard course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Main Topics Covered:
The Preliminary Course has two sections:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The Common Content comprises 40% of the Course Content. Students undertake at least one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content.

The HSC Course has two sections:
- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- 3 Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of the 3 Modules.

PARTICULAR COURSE REQUIREMENTS:
Preliminary English Standard course students are required to:
- Study Australian and other texts.
- Explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts.
- Undertake wide reading programs involving texts & textual forms composed in and for a wide variety of contexts.
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate.
- Engage in the integrated study of language and text.

HSC English Standard requires:
- The close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction, drama, poetry, nonfiction, film, media or multimedia.
- A wide range of additional related texts and textual forms.

HOW WILL I BE ASSESSED? HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td>Area of Study 40%</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>(Common Course Content)</td>
</tr>
<tr>
<td>Areas of Study (Common Course Content)</td>
<td>Module A 20%</td>
</tr>
<tr>
<td>Paper 2 (2 hours)</td>
<td>Module B 20%</td>
</tr>
<tr>
<td>Module A</td>
<td>Module C 20%</td>
</tr>
</tbody>
</table>

Assessment across the language modes:
- Listening 15%
- Speaking 15%
- Reading 25%
- Writing 30%
- Viewing & Representing 15%

100%

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
The communication skills learned in English are essential to all aspects of society.

WHAT ELSE DO I NEED TO KNOW?
Courses other than Standard English should only be undertaken if approved by the Head Teacher English.

CONTACT FOR FURTHER INFORMATION: Ms. R Purcell (HT English)
English Advanced - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
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<th>Exclusions:</th>
<th>English Standard, Fundamentals, ESL</th>
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<tr>
<td>Code:</td>
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<td>Duration:</td>
<td>2 years/240 Hours</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**WHAT WILL I BE DOING IN THIS COURSE?**

**Preliminary English Advanced course** students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

**HSC English Advanced course** students analyse and evaluate texts and the ways they are valued in their contexts.

**MAIN TOPICS COVERED:**

**Preliminary course** has two sections:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The Common Content comprises 40% of the Course Content. Students undertake at least one Area of Study.
- Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the Content.

**HSC course** has two sections:
- The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced course where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B, or C.

**PARTICULAR COURSE REQUIREMENTS:**

**Preliminary English Advanced course** requires:
- Study of Australian and other texts.
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts.
- Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts.
- Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate.
- Engagement in the integrated study of language and text.

**HSC English Advanced course** requires:
- The close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearian drama, prose fiction, drama or film, poetry, nonfiction, or media or multimedia texts.
- A wide range of additional related texts and textual forms.
HOW WILL I BE ASSESSED?
HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting (Common Course Content)</td>
<td>Area of Study 40%</td>
</tr>
<tr>
<td>Module A</td>
<td></td>
</tr>
<tr>
<td><strong>Paper 1</strong> (2 hours)</td>
<td>Module B 20%</td>
</tr>
<tr>
<td>Areas of Study (Common Course)</td>
<td>Module C 20%</td>
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<tr>
<td><strong>Paper 2</strong> (2 hours)</td>
<td>Assessment across the language modes:</td>
</tr>
<tr>
<td>Module A</td>
<td>• Listening 15%</td>
</tr>
<tr>
<td>Module B</td>
<td>• Speaking 15%</td>
</tr>
<tr>
<td>Module C</td>
<td>• Reading 25%</td>
</tr>
<tr>
<td></td>
<td>• Writing 30%</td>
</tr>
<tr>
<td></td>
<td>• Viewing &amp; Representing 15%</td>
</tr>
<tr>
<td>60%</td>
<td>100%</td>
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</tbody>
</table>

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
The communication skills learned in English are essential to all aspects of society.

WHAT WILL IT COST?
There are no compulsory costs.

WHAT ELSE DO I NEED TO KNOW?
Courses other than Standard English should only be undertaken if approved by the Head Teacher English.

CONTACT FOR FURTHER INFORMATION: Ms. R Purcell (HT English)
English Extension - Preliminary
1 Unit Preliminary and HSC.  HSC English Extension 1 and 2

<table>
<thead>
<tr>
<th>ATAR:</th>
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<th>Exclusions:</th>
<th>Fundamentals, ESL</th>
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<td>Duration:</td>
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<td></td>
<td></td>
<td>Cost:</td>
<td>Nil</td>
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</table>

Delivered: Orara High School

WHAT WILL I BE DOING IN THIS COURSE?
1 unit of study for each of Preliminary and HSC.
Prerequisites: a) English Advanced course
b) Preliminary English Extension Course 1 is prerequisite for HSC Extension Course 1
c) Extension Course 1 is prerequisite for Extension Course 2.

Course Description:
- **Preliminary English Extension 1**: students explore how and why texts are valued and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- **HSC English Extension 1**: students explore ideas of value and consider how cultural values and systems of valuation arise.
- **HSC English Extension 2**: students develop a sustained composition and document their reflection on this process.

MAIN TOPICS COVERED:
Preliminary Extension 1 This course has one mandatory Module: Texts, Culture and Value.
HSC Extension 1 The course has one section. Students must complete one elective chosen from one of the three modules Delivered for study - Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.
HSC Extension 2 The course requires students to complete a Major Work.

PARTICULAR COURSE REQUIREMENTS:
Preliminary English Extension 1 Requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.
HSC English Extension Course 1 Requires the study of prescribed texts (as outlined in the support document, HSC English and Electives 2000, 2001).
HSC English Extension 2 Requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

HOW WILL I BE ASSESSED?

**HSC Extension 1**

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<th>External Assessment</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
<td>A written examination of 2 hours</td>
<td>50% Module A, B, or C 50%</td>
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<tr>
<td>Assessment across the language modes:</td>
<td>50%</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>10%</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>30%</td>
</tr>
<tr>
<td>Viewing and Representing</td>
<td>10%</td>
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**HSC Extension 2**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
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<tbody>
<tr>
<td>Submission of Major Work Including a 1000-1500 word (maximum) reflection statement</td>
<td>50% Proposal: Presentation of proposal for Major Work 10%</td>
</tr>
<tr>
<td>Viva Voce: Interview and discussion/exploration of the work in progress</td>
<td>20%</td>
</tr>
<tr>
<td>Report: The impact of independent investigation on the development of the Major Work</td>
<td>20%</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
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</tbody>
</table>

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
The communication skills learned in English are essential to all aspects of society.

WHAT ELSE DO I NEED TO KNOW?
Courses other than Standard English should only be undertaken if approved by the Head Teacher English.

CONTACT FOR FURTHER INFORMATION: Ms. R Purcell (Head Teacher English)
WHAT WILL I BE DOING IN THIS COURSE?

Course Description:
This is a skills-based course with opportunities for flexible delivery to meet students’ needs. The needs of students should determine all aspects of the course including areas such as modules studied, and texts and activities chosen. It aims to support students in their study of the English (Standard) course or the English (ESL) course and the English language demands of other subjects at Stage 6.

Main Topics Covered:
Fundamentals of English Course students undertake:
Module A: Approaches to Area of Study in English; and up to four additional modules chosen from:
Module B: Oral Communication Skills
Module C: Writing for Study
Module D: Research Skills
Module E: Workplace Communication

PARTICULAR COURSE REQUIREMENTS:
All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.

HOW WILL I BE ASSESSED?
There is no formal assessment.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
The communication skills learned in English are essential to all aspects of society.

WHAT ELSE DO I NEED TO KNOW?
Students experiencing difficulty with the skills levels required for the study of HSC English are strongly recommended to elect this course as it provides students with the opportunity to be given extra help. Please see the Head Teacher English for further information or guidance.

CONTACT FOR FURTHER INFORMATION: Ms. R Purcell (HT English)
English Studies - 2 Unit

NB: ENGLISH IS COMPULSORY is you are seeking a HSC

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>No</th>
<th>Exclusions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BEC (considered a BDC for HSC purposes)</td>
<td>Duration: 2 years/240 Hours</td>
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<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td>Cost: Nil</td>
</tr>
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</table>

**WHAT WILL I BE DOING IN THIS COURSE?**
This is a new course that has just been released to schools from the Board of Studies. It consists of a 120-hour Preliminary course and a 120-hour HSC course. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern:

**Preliminary course:**
- 120 indicative hours; 3–5 modules; 20–40 indicative hours per module

**HSC course:**
- 120 indicative hours; 3–5 modules; 20–40 indicative hours per module

The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course. The module *We are Australians – English in citizenship, community and cultural identity* is mandatory in the HSC course.

Additional modules are to be selected from the elective modules considering factors such as students’ needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances.

A total of three to five modules (including the mandatory module) will be studied in the Preliminary course, and a total of three to five different modules (including the mandatory module) will be studied in the HSC course.

In each of the Preliminary and HSC years, students are required to:
- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

**HOW WILL I BE ASSESSED?**
There is no external examination of students in the *English Studies* Content Endorsed Course Stage 6. Internal Preliminary assessment will comprise an interview panel task worth 30%, a portfolio collection worth 40% and a final examination worth 30%. Refer to the Preliminary Assessment Schedule for more detailed information.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**
The communication skills learned in English are essential to all aspects of society.

**WHAT ELSE DO I NEED TO KNOW?**
Courses other than Standard English should only be undertaken if approved by the Head Teacher English.

**CONTACT FOR FURTHER INFORMATION:** Ms. R Purcell (HT English)
Entertainment Industries - 2 Unit (VET)

**ATAR:** Category B  (only 1 VET course can be included)

**Exclusions:** Nil

**Code:** VBDC

**Duration:** 2 years/240 Hours

**Cost:** $125 payable in Preliminary year (includes senior First Aid course)

**Delivered:** Orara High School (Wednesday afternoon)

**Toormina High School (Wednesday morning)**

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**WHY STUDY ENTERTAINMENT?**

Entertainment offers training opportunities to students who are interested in anything to do with performance and events: dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals.

**Working in the entertainment industry involves:**

- Front of house activities
- Audiovisual operations
- Staging and stage management
- Set and props manufacture
- Costume design
- Lighting and sounds operations
- Makeup
- Scenic art

**Samples of occupations students can aim for in the entertainment industry:**

- Sales/merchandising assistant
- Marketing and promotions specialist
- Box office assistant or manager
- Front of house administrator
- Dresser or costume assistant
- Stage manager/assistant stage manager

- Costume maker
- Operations manager
- Tour manager
- Set maker
- Props designer
- Technical supervisor in any field

- Scenic artist
- Event coordinator or manager
- Cinema projectionist
- Lighting technician
- Sound technician

**COMPETENCY BASED ASSESSMENT**

VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.

Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry, to be assessed as competent.

**External Assessment**

The Higher School Certificate (HSC) examination for Industry Curriculum Framework courses (240 hours) involves a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the Board of Studies syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

**The HSC examination is optional.**

**COURSE DESCRIPTION**

This course is based on units of competency, which have been developed by the entertainment industry to describe the competencies, skills and knowledge required by workers in the industry. The course consists of nine core units of competency and elective units.

**NB:** The course includes 70 hours of compulsory work placement.

**POSSIBLE CREDENTIALS**

Certificate III in Live Production Theatre & Events (Technical Operations) (CUE30203)

Certificate II in Live Production Theatre & Events (CUE20203)

Statement of Attainment in Live Production Theatre & Events

**SELECTION**

A selection process will take place for entry to this course. Interested students should complete an application form and submit to their school's VET coordinator (Mr. Spearing) if there is an overwhelming response, a culling process will take place and applicants will be notified. Please see your careers advisor or VET coordinator for further details. **AN APPLICATION FORM MUST BE SUBMITTED**

**REFUNDS POLICY**

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

**CONTACT FOR FURTHER INFORMATION:**  Mr. James.

For more information, visit: [http://apprenticeship.det.nsw.edu.au](http://apprenticeship.det.nsw.edu.au) or see your careers adviser.
WHAT WILL I BE DOING IN THIS COURSE?
This course develops knowledge and understanding about food production, processing and consumption of food; the nature of food and human nutrition; and an appreciation of the importance of health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

MAIN TOPICS COVERED
Preliminary Course
- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC Course
- The Australian Food Industry (15%)
- Food Manufacture (30%)
- Food Product Development (30%)
- Options: (25%)
  Contemporary Food Issues in Nutrition  OR  Contemporary food Issues in the Marketplace

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

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

HOW WILL I BE ASSESSED?
This course is assessed through experimentation and preparation of food, research assignments, and examinations.

HSC course

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Internal Assessment</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Research, analysis and communication</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Experimentation and preparation</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Design, implementation and evaluation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
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</tbody>
</table>

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course leads to careers in Food Technology, Hospitality, Teaching, Dietician, Food Styling, Hotel Management and provides a general education course for students interested in food.

CONTACT FOR FURTHER INFORMATION:  Mrs. S Sweeney,  Mrs. A. Ward
French Beginners - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
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</thead>
<tbody>
<tr>
<td>Code:</td>
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<tr>
<td>Exclusions:</td>
<td>French continuers</td>
</tr>
<tr>
<td>Duration:</td>
<td>2 years/240 Hours</td>
</tr>
<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
</tr>
</tbody>
</table>

**How will this course help me in the future?**

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

*French — a world language!*

**What will I be doing in this course?**

French and English are interdependent languages. The HSC French Beginners course gives students a wide range of interesting ways to learn the language. It is largely a communicative course, with realistic, achievable standards and goals. Students are challenged to become competent communicators of French, ready to use their skills for travel or work.

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

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

Topics include:

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

**How will I be assessed?**

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

**Contact for further information:** Mr. J James
**WHAT WILL I BE DOING IN THIS COURSE?**

Your world is complex and challenging and Geography will allow you to study how and why the world's people and their environments are so varied.

Through activities such as fieldwork and research you will learn to develop competencies essential in today's world. Topics include Ecosystems at Risk, Global Challenges, People and Economic Activity, Urban Places.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

In this syllabus the term environment describes the 'total surroundings'. It includes biophysical interactions as well as people in their cultural, social, political and economic contexts. Geographers explore the spatial dimensions of environments examining linkages, flows, associations and patterns. Perceptions of the environment are also influenced by personal experience and information gained from the media and other information technology. These perceptions influence the way people interact with their surroundings affecting our use of resources, environmental management and our attitudes towards sustainability.

There are four primary reasons why students should study the subject of Geography:

- **By definition, geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world**
- **Geography provides an intellectual challenge to reach deeper understanding of the variable character of life on our planet**
- **With a strong grasp of Geography, students are well prepared to explore issues as informed citizens in a changing world**
- **Students of Geography develop skills and understandings transferable and applicable to the world of work**

**HOW WILL I BE ASSESSED?**

**Year 11**
- Fieldwork
- Senior Geography Project
- Exam with multiple choice, short and long extended responses.

**Year 12**
- Fieldwork
- Investigation / research tasks
- Exam with multiple choice, short and long extended responses.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

Geography forms a valuable foundation for a range of courses at TAFE, university and other tertiary institutions. With a strong grasp of Geography you will be prepared to explore issues as informed citizens in a changing world. You will have developed skills and understanding transferable and applicable to the world of work. Specifically, traineeships such as Delivered by Coffs Harbour City Council to Geography students, are a great post-school opportunity.

**WHAT ELSE DO I NEED TO KNOW?**

Geography is a life-long interest and is for everyone.

**CONTACT FOR FURTHER INFORMATION:** Mr. Braithwaite
German Beginners - 2 Unit

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<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>Exclusions:</td>
<td>German continuers</td>
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<tr>
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<td>Cost:</td>
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</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
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</table>

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

- Learning a language gives you the *competitive edge* when seeking a job. Employers know that language students develop good communication skills and are independent learners.
- German tourists make up a large proportion of visitors to Australia each year. In areas such as tourism and hospitality, German is a *sought after* language.
- For those interested in engineering or science studies at Tertiary level, a knowledge of the language would be a *huge advantage* as Germany is a world leader in technology.

*German — the challenge, the success!*

**WHAT WILL I BE DOING IN THIS COURSE?**

German and English are related languages. The HSC German course gives students a wide range of interesting ways to learn the language. It is largely a communicative course, with realistic, achievable standards and goals. Students are challenged to become competent communicators of German, ready to use their skills for travel or work. Learning a language requires self-motivation and good study habits.

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

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

Topics include:

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

*Students will be eligible to participate in the Student Exchange Program that our school has with our sister school in Munich, Germany*

**HOW WILL I BE ASSESSED?**

Assessment consists of a variety of interesting tasks based on the four components. Assessment may be in the form of a written, electronic or oral presentation. There is no essay writing. Technology skills are integrated into the course.

**CONTACT FOR FURTHER INFORMATION:** Mr. J James
A head start to your degree
Southern Cross University is developing a new program that will enable Year 11 and 12 students to undertake a unit of university study with us while completing for their HSC. The program aims to provide local students with the opportunity to gain a taste of life at university, to stimulate their interest in academic pursuits and to enhance their educational performance and long term aspirations. We plan to offer these courses at our Coffs Harbour campus on a Wednesday afternoon so it fits with the students’ HSC class timetable. Participating students will not be required to pay course fees for this unit of study. Successful completion of the program will earn the student an offer of a place in a range of Southern Cross University courses and give them credit for the unit when they enrol.

We intend to make this opportunity available to students who have an academic record that demonstrates their capability to succeed at university level study and all applicants will need to have their participation endorsed by their high school Principal. This is an exciting new initiative and we are still in the process of finalising details. We will also be submitting this program for approval by the NSW Board of Studies.

CONTACT FOR FURTHER INFORMATION:  please contact  Janet Hanlan 02 6659 3063
Or                          Meegan McHugh : (02) 6659 3920
WHAT WILL I BE DOING IN THIS COURSE?

**Preliminary Course**
- **Part I** Introduction:
  - a) Investigating the Past: History, Archaeology and Science
  - b) Case Studies
- **Part II** Ancient Societies
- **Part III** Historical Investigation

**HSC Course**
- **Pt I** Core: Cities of Vesuvius — Pompeii and Herculaneum
- **Pt II** Ancient Society
- **Pt III** Ancient Personality
- **Pt IV** Ancient Period

**HOW WILL I BE ASSESSED?**
- **External Assessment**: 3 hour written examination
- **Internal Assessment**: Research, Source Analysis, Oral and written work Tests/Exams.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**
Through research, investigation, discussion, source analysis, note-making and unit work students develop knowledge, skills and values applicable to tertiary study. Students are well equipped to undertake a wide variety of careers including Archaeology, Journalism, Library work, Business, Diplomat, Teaching and Defence.

Ancient History will also complement skills in other subjects including English, regardless of the level studied.

**CONTACT FOR FURTHER INFORMATION:**  Mrs. Stratten
HISTORY Extension - 1 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
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<td>BDC</td>
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<tr>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
<tr>
<td>Duration:</td>
<td>HSC year only</td>
</tr>
<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?
HSC History Extension is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. The course fosters the ability of students to approach complex tasks flexibly, to analyse and synthesis data from new situations, to develop considered responses in accordance with a balanced methodology and to reflect on the processes in which they engage. These experiences are of particular value to those students intending to undertake tertiary study, by providing an introduction to the issues of how a discipline is structured and how it is learned. HSC History Extension lays a foundation for such tertiary study by raising the awareness of these issues in students and facilitating the transfer of higher order thinking skills from one area to another.

The HSC History Extension Course comprises:

**Part I: What is History?** Percentage of course time: 60%
Students use historical debates from one case study and a source book of historical readings to investigate the question 'What is history?' through the key questions:
- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to history changed over time?

**Part II: History Project** Percentage of course time: 40%
Students learn historical skills of:
- locating, selecting, analysing, synthesising and evaluating information from a range of historical sources
- presenting research findings through a well-structured historical text
- appropriate referencing
- reviewing key sources
- and apply the skills by designing and conducting their own historical investigation.

Course Objectives
A student develops knowledge and understanding about: significant historiographical ideas and processes
A student develops skills in: designing, undertaking and communicating inquiry

HSC Course Outcomes
A student:
- **E1.1** analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
- **E2.1** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- **E2.3** constructs a historical position about an area of historical inquiry and discusses and challenges other positions

CONTACT FOR FURTHER INFORMATION: Ms. M Harrison
WHAT WILL I BE DOING IN THIS COURSE?

History is an enquiry into past human experience that helps make the present more intelligible. It is a key discipline through which students approach the world of words and ideas, the world of intelligent and literate discourse about the great issues that affects the common fate of humanity. History has been described as a contested dialogue between past and present, where the concerns of the present illuminate a consideration of the past, while the experiences of the past contribute to an understanding of the present. The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society.

PRELIMINARY COURSE:
Pt 1: 2 Case Studies
Pt 2: Historical Investigation
Pt 3: Core Study: The world at the Beginning of the Twentieth Century

HSC COURSE:
Pt 1: Core Study: World War 1914-1919
Pt 2: One National Study
Pt 3: One Personality in the 20th Century
Pt 4: One International Study

HOW WILL I BE ASSESSED?

Year 11
Assessment tasks will include:
Research Essays, Oral Presentations, Source Analysis and In-Class Essays, Half Yearly and Yearly Examinations.

Year 12
External Assessment: 3 hour written examination
Internal Assessment: Core, National and International Studies are assessed through a range of tasks including: Research, Oral, Source Analysis and Tests

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
The oral, research and analysis skills developed are important training for tertiary education. The course is helpful for careers in the Public Service and clerical fields such as Business and Library. It is almost essential for Journalism and Diplomatic Corps.

CONTACT FOR FURTHER INFORMATION: Ms. Harrison
Hospitality - 2 Unit (VET)

<table>
<thead>
<tr>
<th>ATAR: Category B</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code: VBDC</td>
<td>Duration: 2 years/240 Hours</td>
</tr>
<tr>
<td>Delivered: Orara High School</td>
<td>Cost: $50 per year + uniform (approx. $80)</td>
</tr>
</tbody>
</table>

DESCRIPTION
This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision.

The qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

Job roles
Individuals with this qualification are able to perform roles such as:
- undertaking mise en place prior to service
- serving food and beverage to tables
- preparing and serving drinks at a bar
- selling beverages in a retail liquor outlet
- attending gaming machines
- providing housekeeping services
- providing reception or front desk services
- providing assistance in a catering operation.

Possible job titles include:
- bar attendant
- bottle shop attendant
- catering assistant
- food and beverage attendant
- housekeeping attendant
- porter
- receptionist or front office assistant
- gaming attendant.

HOW WILL I BE ASSESSED?
Assessment
Competency-based assessment is used in this course. This means that students are required to demonstrate that they can effectively carry out various tasks to the required standard in an information technology environment. Once the task is achieved, it is "signed off" by a qualified assessor in the student's "Competency Record Book". External Assessment - HSC Examination (Optional)
The HSC examination for Hospitality Operations will involve a written examination made up of multiple-choice items, short answers and extended response items.
The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

POSSIBLE CREDENTIALS
- Certificate II in Hospitality (SIT20207)

WHAT ELSE DO I NEED TO KNOW?
Work placement
NB: Students must complete a minimum of 35 hours work placement in both the Preliminary and HSC years with an appropriate employer.

Part-Time Traineeships
This Course is suitable for inclusion in a school-based part time traineeship. Students should discuss this option with their Careers Adviser.

Extension Course
An extension course may be available in Hospitality. Successful completion may lead to partial completion of AQF Level III.

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

CONTACT FOR FURTHER INFORMATION: Mrs. S Sweeney & Mrs. A Ward

A School-based Traineeship is available in this course. For more information, visit: http://apprenticeship.det.nsw.edu.au or see your careers adviser.
WHAT WILL I BE DOING IN THIS COURSE?

Industrial Technology is the study of technologies & the industries that use them in the production of materials & finished goods. It is intended that students will gain knowledge through practical experience. Therefore, emphasis is placed upon the process of making practical judgements to gain an appreciation of this technological era.

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the Electronics industry.

In the HSC course, students must design, develop and construct a major project with a management folio detailing the planning, research, management & production of the project. They also undertake a study of the overall industry related to the Electronics focus area.

HOW WILL I BE ASSESSED?

Preliminary Assessment

- The preliminary course is assessed through practical work and associated folios.
- Students are also required to study a local business involved in the Electronics industry.
- The final assessment is by examination.

HSC Assessment

- The HSC course involves a major project and comprehensive folio.
- Students also undertake a study of the Electronics industry.
- Examinations will be conducted by the school for the Half Yearly and Trial, and externally for the HSC.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

This course will assist students who wish to take up careers in the fields of: Electrician, Air conditioning and associated Electrical trades.

WHAT ELSE DO I NEED TO KNOW?

You must be willing to supply your own project materials for the HSC. The project being assessed for the HSC is marked externally & usually just after the middle of Term 3 of the HSC year.

Exclusion – please note that Industrial Technology Electronics cannot be studied in combination with Industrial Technology Multimedia or Industrial Technology Timber.

Associated costs: Year 11 - $40; Year 12 - $25 plus materials.

CONTACT FOR FURTHER INFORMATION:  Mr. G Driscoll (Toormina High School)
Industrial Technology - 2 Unit
Timber Products and Furniture Industries

<table>
<thead>
<tr>
<th>ATAR: Category A</th>
<th>Exclusions: Nil</th>
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</thead>
<tbody>
<tr>
<td>Code: BDC</td>
<td>Duration: 2 years/240 Hours</td>
</tr>
<tr>
<td></td>
<td>Cost: $50 per year + extras for major project</td>
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<tr>
<td>Delivered: Orara High School</td>
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</table>

WHAT WILL I BE DOING IN THIS COURSE?
Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.
The Focus Areas is Timber Products and Furniture Industries. Student will construct and design project in timber and associated materials. Students also study industry practice in the Timber Products and Furniture Industries.

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

HOW WILL I BE ASSESSED?

<table>
<thead>
<tr>
<th>HSC Course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A one and a half hour written examination</td>
<td>Industry Study 20%</td>
</tr>
<tr>
<td></td>
<td>Design &amp; Management 40%</td>
<td>Designing, Planning &amp; Management 20%</td>
</tr>
<tr>
<td></td>
<td>Workplace Communication</td>
<td>Workplace Communication 10%</td>
</tr>
<tr>
<td></td>
<td>Production</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Project (Product &amp; Portfolio) 60%</td>
<td>Industry Specific Content 100%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
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</table>

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
Careers relevant to this course include: Joiner; Carpentry; Cabinet Maker; Forestry; Milling, Teaching.

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

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

CONTACT FOR FURTHER INFORMATION: Mr. G Willis, Mr. P Vaiciurgis
Information Processes and Technology - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
<th>Exclusions:</th>
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</tr>
</thead>
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<tr>
<td>Code:</td>
<td>BDC</td>
<td>Duration:</td>
<td>2 years/240 Hours</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**WHAT WILL I BE DOING IN THIS COURSE?**
Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems. and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems. are studied. Through project work, students will create their own information system to meet an identified need, choosing from database management systems, transactional processing systems, communication systems. and multimedia systems.

**HOW WILL I BE ASSESSED?**
Assessment is through project work, research assignments and examinations.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**
Those students wishing to pursue a career in the computer industry will benefit from this course. It is also a general computing course, and as such provides the student with knowledge and skills that form a valuable foundation for a range of tertiary courses.

**WHAT ELSE DO I NEED TO KNOW?** Some prior computer knowledge is helpful

**CONTACT FOR FURTHER INFORMATION:** Mrs. C Tafe
**Information Technology - 2 Unit (VET)**

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category B (only 1 VET course can be included)</th>
<th>Exclusions:</th>
<th>Nil</th>
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<tbody>
<tr>
<td>Code:</td>
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<td>Duration:</td>
<td>2 years/240 Hours</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>$20 per year</td>
</tr>
</tbody>
</table>

**WHY STUDY INFORMATION TECHNOLOGY (IT)?**

IT offers training opportunities to students who are interested in designing web pages, software and games, creating programs, systems and databases, was a little networking computers and finding solutions to technical and software problems.

Working in the information technology industry involves:

- designing web pages, networking computers, supporting computer users communicating with clients
- finding solutions to software problems.

Samples of occupations students can aim for in the information technology industry:

- Desktop publisher
- e-business development manager
- Help desk officer
- Internet specialist
- IT consultant
- IT marketing manager
- IT project manager
- Multimedia developer
- Network administrator
- On-line service support officer
- Programmer
- Service technician
- Software developer
- Systems engineer
- Systems analyst
- IT teacher/trainer
- Technical support officer
- Web designer

**HOW WILL I BE ASSESSED?**

**Based Assessment**

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

**External Assessment**

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

**COURSE DESCRIPTION:**

This course is based on units of competency, which have been developed by the information technology industry to describe the competencies, skills and knowledge required by workers in the industry. Students concentrate on developing a range of fundamental skills required to prepare them to work effectively in an environment where information technology is used.

These include oral and written communication skills, teamwork skills, the efficient use of a range of software application packages, essential computer hardware management and occupational health and safety competencies.

**POSSIBLE CREDENTIALS**

- Certificate II in Information Technology (ICA20105)
- Statement of Attainment towards Certificate III in Information Technology (ICA30105)

**WORKPLACEMENT:** 35 hrs Mandatory each year

**REFUNDS POLICY**

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

**CONTACT FOR FURTHER INFORMATION**  Mrs. C Tafe and Mr. T Woodcock

http://apprenticeshipadet.nsw.edu.au

A School-based Traineeship is available in this course.

For more information, visit: http://apprenticeshipadet.nsw.edu.au or see your careers adviser
Legal Studies - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>Duration:</td>
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<td>Cost:</td>
<td>Nil</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?
The law affects almost every aspect of our lives — yet most have little understanding of it. Legal Studies is designed to demystify the law. It provides practical knowledge and skills to participate effectively as citizens through such topics as:

- The Legal System
- Crime
- Family and the Law
- Workplace
- Consumer Law

Activities include Mock Trials, Court Visits, Schools in Parliament.

HOW WILL I BE ASSESSED?
Year 11: Investigation and research
- Oral and written reports
- Multiple Choice, Short and Extended Exam Responses

Year 12: Discussion Reports
- Research
- Multiple Choice and Extended Exam Responses

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

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

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

CONTACT FOR FURTHER INFORMATION: Mr. H Spearing
### Marine Studies - 2 Unit

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<tbody>
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<tr>
<td>Duration:</td>
<td>2 years/240 Hours</td>
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<td>Cost:</td>
<td>$350 per year</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
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</tbody>
</table>

#### TARGET GROUP:

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

Students are expected to attempt a Scuba Diving Certificate, a First Aid Certificate and to train for a boat licence.

#### THIS COURSE AIMS TO:

- Develop in students an interest and understanding in the areas of basic oceanography, marine biology, marine ecology, boating safety, snorkelling and SCUBA.
- Enhance students' vocational opportunities through the gaining of appropriate qualifications eg: First Aid Certificate, Boating License, SCUBA qualifications.
- This is a good Course for students wishing to build up an impressive C.V.

#### TOPICS IN THIS COURSE INCLUDE:

- The Marine Environment
- Life in the Sea
- Humans in Water
- First Aid and Resuscitation
- Skin Diving and Diving Science
- Boating and Seamanship
- Coral Reef Ecology

#### METHODS OF ASSESSMENT INCLUDE:

- Module exams./assignments 20%
- Examinations 60%
- Core assignments/practicals 20%

#### COURSE EXCLUSIONS

The Scuba Diving Course requires students to be able to swim 200 metres. Lack of swimming ability would exclude a student from completing the Scuba course, but not exclude them from the subject. Suffering from asthma would also exclude a student from completing the Scuba Diving Course.

#### TRANSPORT:

You may have to arrange your own transport to/from this course.

#### CAREERS RELEVANT TO THIS COURSE: Nursing, Police Force, Navy, Fisheries Dept., other vocations in the Maritime and Marine industries.

#### COST COVERS

Scuba Diving Course and the First Aid Course. A medical check is required to complete the scuba training, which should be paid directly to the medical practitioner (this is normally $65-$80).

#### CONTACT FOR FURTHER INFORMATION:

Mr. G Willis
TARGET GROUP
This course is designed for those students who wish to continue their Mathematical education in a more practical environment that is less academically demanding. The usual requirements for a serious effort and completion of work will apply.

WHAT WILL I BE DOING IN THIS COURSE?
The core modules are Financial Mathematics, Data and Statistics, Measurement, Probability and Algebra and Modelling. These will be enhanced through elective modules involving Communication, Driving, Design, Household Finance, The Human Body and Personal Resource Use.

HOW WILL I BE ASSESSED?
There is no Higher School Certificate examination in this course. A variety of compulsory tasks including tests, projects, assignments and examinations will gauge student capabilities and knowledge of the content.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
Every person living in Australia needs a basic level of numeracy skill and Mathematical experience to meet their daily needs. As well as this, many occupations assume a basic working knowledge of Mathematics. This course allows these required abilities to develop through explanation, research and practical experiences.
Careers relevant to this course include trades, retail, childcare and all manual and labouring occupations.

WHAT ELSE DO I NEED TO KNOW?
The pre-requisite knowledge for this course will have been achieved by all students by the time they complete Year 10 and so all students have the capacity to successfully learn and understand the content.

CONTACT FOR FURTHER INFORMATION: Mr. D. Willis
Mathematics General - 2 Unit

**ATAR:** Category A  
**Code:** BDC  
**Exclusions:** Nil  
**Duration:** 2 years/240 Hours  
**Cost:** Nil  
**Delivered:** Orara High School

**WHAT WILL I BE DOING IN THIS COURSE?**
General Mathematics focuses on mathematical skills and techniques that have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modelling tasks. The modelling tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

**Preliminary and HSC Courses**
- Financial Mathematics
- Data Analysis and tools
- Measurement
- Probability
- Algebraic Modelling

**HOW WILL I BE ASSESSED?**

**HSC Assessment**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
</table>
| A single HSC examination of 2.5 hours duration. No more than the equivalent of three 10 mark questions will be based on the Preliminary Course. Questions based on the Preliminary Course can be asked when they lead in to questions based on topics from the HSC Course. Marks from these lead-in questions will not be counted in the three question allowance from the Preliminary Course. | A variety of assessment tasks across all of the content of the course.  
- Exam-style questions  
- Open Book Tests  
- Assignments |

| 100 | 100 |

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

Careers relevant to this course: Nursing, Commerce, Administration etc.

**WHAT ELSE DO I NEED TO KNOW?**
The majority of students doing Mathematics in Years 11 and 12 are enrolled in this course.

**CONTACT FOR FURTHER INFORMATION:** Mr. D Willis
WHAT WILL I BE DOING IN THIS COURSE?

Preliminary Course
* Basic arithmetic and algebra
* Trigonometric ratios
* The quadratic polynomial and the parabola
* Tangent to a curve and derivative of a function

HSC Course
* Coordinate methods in geometry
* Geometrical applications of differentiation
* Applications of calculus to the physical world
* Series and series applications

* Real Functions
* Linear Functions
* Plane Geometry

* Trigonometric functions
* Applications of geometrical properties
* Integration
* Logarithmic and exponential functions
* Probability

HOW WILL I BE ASSESSED?

Preliminary Course: A series of tests and tasks in Terms. 1, 2 and 3.

HSC Course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I single written examination paper of 3 hours duration.</td>
<td>The objectives of the course of group into two components for assessment purposes.</td>
</tr>
<tr>
<td>Geometrical instruments and approved geometrical templates might be used.</td>
<td>Component A (80%) is primarily concerned with the student's knowledge understanding and skills developed in each content area listed in the syllabus.</td>
</tr>
<tr>
<td></td>
<td>Component B (20%) is primarily concerned with the students at reasoning, interpretive, explanatory and communicative abilities.</td>
</tr>
<tr>
<td></td>
<td>A number of costs will be used to determine a student’s school by his assessment and anyone task might contribute to measuring the time it’s in both components</td>
</tr>
</tbody>
</table>

100 100

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

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 undertake the Extension 1 or Extension 2 courses.

WHAT ELSE DO I NEED TO KNOW?
You should have a strong junior background in Mathematics studying in the top class in Years 9 & 10.

CONTACT FOR FURTHER INFORMATION: Mr. D Willis
WHAT WILL I BE DOING IN THIS COURSE?

Preliminary Course
- Other inequalities
- Further trigonometry
- Parametric representation
- Polynomials
- Harder applications of the Preliminary 2 Unit course

HSC Course
- Methods of integration
- Equations
- Induction
- Velocity and acceleration as a function of $x$
- Inverse functions and inverse trigonometric functions
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Circle geometry
- Angles between two lines
- Permutations and combinations
- Internal and external division of lines into given ratios
- Primitive of $\sin^2 t$ and $\cos^4 t$
- Projectile motion
- Binomial theorem
- Velocity & acceleration as a function of $x$
- Inverse functions and inverse trigonometric functions
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC 2 Unit topics

HOW WILL I BE ASSESSED?

Preliminary Course
A series of tests, examinations and tasks in Terms 1, 2 and 3.

HSC Course

<table>
<thead>
<tr>
<th>External Assessment</th>
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<tbody>
<tr>
<td>Two written examination papers. One paper is identical to the paper of three hours duration. Mathematics course The second paper is biased on the extension one course and these of two hours duration. Board approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>The objectives of the course of grouped into two components. Component A (70%) is primarily concerned with the student’s knowledge, understanding and skills developed in each content area listed in the syllabus. Component B (30%) is primarily concerned with the students reasoning, interpretative, explanatory and communicative abilities. A number of paths will be used to determine a student school-based assessment and any one task may contribute to measuring attainments in both components.</td>
</tr>
</tbody>
</table>

100% 100%

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

The content of this course, which includes the whole of the Mathematics course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course.

WHAT ELSE DO I NEED TO KNOW?

Capable mathematicians only are successful at this course.

CONTACT FOR FURTHER INFORMATION:  Mr. D Willis
Mathematics HSC - Extension 2

1 Unit (must be studied with Mathematics 2 Unit and Mathematics Extension 1)

This is an HSC extension course only.

Student must nominate at the end of their Preliminary year for entry into this course.

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BDC</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
<tr>
<td>Duration:</td>
<td>1 years/120 Hours</td>
</tr>
<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?
The course content includes the entire Mathematics course, the entire Extension 1 Mathematics course and, in addition, contains:

- Graphs
- Integration
- Polynomials
- * Complex Numbers
- * Volumes
- * Harder 3 Unit topics
- * Conics
- * Mechanics

HOW WILL I BE ASSESSED?
No Preliminary Course assessment.

HSC Course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers.</td>
<td>The objectives of the course are grouped into two components:</td>
</tr>
<tr>
<td>One paper is identical to the paper of 2 hours duration for the Extension 1 Mathematics course.</td>
<td>Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each content area listed in the syllabus.</td>
</tr>
<tr>
<td>The second paper is based on the extension 2 course and is 3 hours duration. Board approved calculators, geometric instruments and approved geometrical templates may be used.</td>
<td>Component B (40%) is primarily concerned with the students reasoning, interpretative, explanatory and communicative abilities. A number of paths will be used to determine a student school-based assessment and any one task may contribute to measuring attainments in both components.</td>
</tr>
</tbody>
</table>

| 100% | 100% |

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is Delivered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject. Careers relevant to this course include Applied Science, Engineering, Actuarial Work.

WHAT ELSE DO I NEED TO KNOW?
Only very talented and extremely diligent students would be successful at this course.

CONTACT FOR FURTHER INFORMATION: Mr. D Willis
WHAT WILL I BE DOING IN THIS COURSE?
This course is for students who wish to work in the fabrication, engineering and related service industries. The course incorporates five foundation units plus additional units from the elective streams. The foundation units represent the basic skills, knowledge and attitudes required by all workers within the manufacturing, engineering and related service industries. They include industry awareness, communicating with others, planning for work, quality principles and working safely. The elective streams and pathways providing a range of practical and technical skills allowing articulation into the trade practice area.

HOW WILL I BE ASSESSED?
Assessment
Competency-based assessment is used in this course. This means that students are required to demonstrate that they can effectively carry out various tasks to the required industrial standard in a metals and engineering environment. Once the task is achieved, it is “signed off” by a qualified assessor in a “Student Log Book”.

External Assessment – HSC Examination (Optional)
The HSC examination for Metal and Engineering will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Mandatory Units of Competency.
The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

How will this course help me in the future?
This course qualifies students for entry level in the fabrication, engineering and related service industries. Students will possess a range of practical and technical skills, knowledge and attitudes required by workers within the fabrication, engineering and related service industries.

QUALIFICATIONS
Successful completion of the course leads to AQF Certificate II in Engineering, as well as credit towards apprenticeships and ultimately Certificate III if you pursue this career path.

WHAT ELSE DO I NEED TO KNOW?
Work placement
Students must complete a minimum of 70 hours work placement in an appropriate work industry over a period of 2 years.

Lesson Times: Classes will be run on Wednesday afternoons from 1.00pm until 4.30pm.

Uniform: A requirement of this course is that students attend dressed to Industry standards and provide: safety glasses, overalls and safety boots. Other Personal Protective Equipment (P.P.E) will be discussed with teacher or provided by the school.

Target Vocation Qualification: Certificate II in Metal & Engineering MEM-20105

CONTACT FOR FURTHER INFORMATION: Head Teacher Mr. Garry Baker and Mr. Michael Cauchi. (Woolgoolga High)
Music 1 - 2 Unit

<table>
<thead>
<tr>
<th>ATAR: Category A</th>
<th>Exclusions: Music 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code: BDC</td>
<td>Prerequisites: Music mandatory or equivalent</td>
</tr>
<tr>
<td>Delivered: Orara High School</td>
<td></td>
</tr>
</tbody>
</table>

**Duration:** 2 years/240 Hours

**Cost:** $20 per year + extras as below

**WHAT WILL I BE DOING IN THIS COURSE?**

In the **Preliminary** and **HSC courses**, students will study:

The concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

**Main topics covered:**

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

**Particular course requirements:**

**HSC Course**

In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship.

**HOW WILL I BE ASSESSED?**

**Preliminary**

Internal Assessment
Core Performance
Core Composition
Core Musicology
Core Aural

**HSC**

Internal Assessment
Core Performance
Core Composition
Core Musicology
Core Aural

Three electives from any combination of: Elective 1, Elective 2, Elective 3

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

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

**EXTRA OPTIONAL COSTS**

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

**CONTACT FOR FURTHER INFORMATION:** Mrs. Hawley
WHAT WILL I BE DOING IN THIS COURSE?

Preliminary Course
Core 1 & 2  60%
- What does health mean to individuals?
- What influences the health of individuals?
- What strategies help to promote the health of individuals
- How do the musculoskeletal and cardiorespiratory systems of the body influence and respond to movement?
- What is the relationship between physical fitness, training and movement efficiency?
- How do biomechanical principles influence movement?

Options  40%  Students study two of the following:
- First Aid
- Fitness Choices
- Outdoor Recreation
- Composition and Performance

HSC Course
Core 1 & 2  60%
- How are priority issues for Australia’s health identified?
- What are the priority issues for improving Australia’s health?
- What roles do health care facilities and services play in achieving better health for all Australians?
- What actions are needed to address Australia’s health priorities?
- How does training affect performance?
- How can psychology affect performance?
- How does the acquisition of skill affect performance?

Options  40%  Students study two of the following:
- Sports Medicine
- Improving Performance
- Equity and Health
- Sport and Physical Activity in Australian Society

HOW WILL I BE ASSESSED?
School based assessment will comprise a selection from:
- Laboratory reports
- Oral presentations
- Research Reports
- Examinations/Tests
- Practical Performances

External assessment of the HSC course will be a 3 hour examination which will comprise 50% of course assessment

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course provides a valuable foundation for a range of courses at university and other education, industry and training organisations.

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

WHAT ELSE DO I NEED TO KNOW?
This course involves a rigorous course of study. Students who wish to pursue a more practical course are advised to inquire about the ‘Sport, Lifestyle and Recreation’ course.

CONTACT FOR FURTHER INFORMATION:  Mr. T Rodgers
Photography - 1 Unit

| ATAR: No | Exclusions: Nil |
| Code: CEC | Duration: 1 year/120 Hours |
| Delivered: Orara High School (Wednesday afternoon) | Cost: $30 |

**WHAT WILL I BE DOING IN THIS COURSE?**
This course is designed for students with an interest in photography or a desire to learn to use cameras and to process and to develop their own black and white and colour film and photographs, as well as work with digital cameras and appropriate software for printing and manipulating digital images.

**HOW WILL I BE ASSESSED?**
The main method of assessment will be practical — your work in the darkroom, your photography and a major work of a mounted, framed enlargement are the major components. There is a small internal examination component to your assessment.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**
Whether you are considering a career in photography or are simply keen to learn to take better photographs, this course will be of benefit to you. Photography in some form or other is a life-long pursuit for many people — family snapshots, travel photographs etc. A number of students from this course have gone on to careers in photography.

**COST COVERS**
All darkroom materials includes: film, photographic paper, chemicals, use of the school cameras and equipment.

**WHAT ELSE DO I NEED TO KNOW?**
While access to your own camera is useful, it is not necessary to own a camera to do this course. The school will provide good quality cameras for your use.

**CONTACT FOR FURTHER INFORMATION:** Mr. Swanson
Physics — 2 Unit

<table>
<thead>
<tr>
<th>ATAR: Category A</th>
<th>Exclusions: Senior Science preliminary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code: BDC</td>
<td>Duration: 2 years/240 Hours</td>
</tr>
<tr>
<td>Delivered: Orara High School</td>
<td>Cost: Nil</td>
</tr>
</tbody>
</table>

**WHAT WILL I BE DOING IN THIS COURSE?**

Preliminary Course incorporates the study of motion, waves, electricity and astronomy.

HSC Course extends these first three and contains one option which can be Medical Physics, Cosmology, Geophysics or the Age of Silicon (semiconductors)

Practical experience using up-to-date equipment forms a large part of the course as do research activities incorporating the use of the Internet.

**HOW WILL I BE ASSESSED?**

Assessment during the Preliminary Course will be by topic tests, research assignments, practical tests, a half-yearly and yearly examination.

The HSC Course will be assessed by a 3 hour external examination and by internal assessment similar to the Preliminary.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

This course is a prerequisite for some tertiary engineering/science type studies as well as being recommended for many other tertiary endeavours. It is the analytical and critical thinking skills developed during the course that are in high demand in the "knowledge economy".

**WHAT ELSE DO I NEED TO KNOW?**

Physics is a demanding but enjoyable course of study. It is often taken by high achievers seeking a good ATAR. It relates to careers such as Medical Radiologists, Astronomers, Material Scientists, Photonic Technology, Engineering (civil, mechanical, mining, electrical etc), Technologists, Computer Sciences, Optometry.

**CONTACT FOR FURTHER INFORMATION:** Mr. P Kennedy
Primary Industries - 2 Unit  (VET)

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category B (only 1 VET course can be included)</th>
<th>Exclusions:</th>
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</tr>
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<tbody>
<tr>
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<td>Duration:</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Cost:</td>
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<tr>
<td>Delivered:</td>
<td>Orara High School</td>
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</tr>
<tr>
<td></td>
<td>Coffs Harbour High School (Wednesday morning)</td>
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</tbody>
</table>

WHY STUDY PRIMARY INDUSTRIES?

Primary Industries provide products and services in response to the demand not only for food and fibre but also for environmental and cultural conservation and land management. The Primary Industries Curriculum Framework provides an opportunity for students to develop an awareness of occupational health and safety, welfare, ethical and legal issues related to working with plants and animals. Opportunities are provided for students to develop skills related to environmental responsibility for a sustainable future.

CAREER OPPORTUNITIES

The study of Primary Industries can lead to career pathways in a range of occupations in the rural sector and provides an opportunity for the development of a range of skills, knowledge and experiences that are transferable across many industry areas.

Horticulture
Production horticulture includes fruit, vegetables, beverage crops and nuts. The industry is widespread and product is grown in all high rainfall regions of Australia and in many of the low-rainfall areas under irrigation. Amenity Horticulture includes nursery and garden enterprises and employs approximately 30 percent of all workers in the agriculture industry.

Conservation and land management
Conservation and Land Management encompass the environmental issues of land care, soil and water management. Environmental issues are critical for the future of rural and related industries. Participants may be employed in projects related to rehabilitation and maintenance of urban bushland, conservation of parks and wildlife and management of vertebrate pests and weeds.

General agriculture
General Agriculture incorporates broad acre cropping as well as extensive and intensive animal industries. The industry is diverse and is carried out in all but the driest areas of Australia. Students may become employed in pastoral food and fibre industries as well as cereal cropping.

AREAS OF STUDY/ POSSIBLE CREDENTIALS:

Certificate II in Agriculture
Certificate II in Horticulture
Certificate II in Conservation and Land Management

CONTACT FOR FURTHER INFORMATION:  Ms. Court (Coffs Harbour HS)

A School Based Traineeship may be available in this training package.
For more information, visit http://apprenticeship.det.edu.au or see your careers advisor.
Senior Science - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
<th>Exclusions:</th>
<th>All other Science preliminary courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BDC</td>
<td>Duration:</td>
<td>2 years/240 Hours</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?
Preliminary Course incorporates the study of Water, Plants, Human Body at work and the Local Environment.

HSC Course covers Lifestyle Chemistry, Medical Technology, Information Technology and an option (usually disasters).

Practical experiences using up-to-date equipment form a large part of the course as do research activities incorporating the use of the Internet.

HOW WILL I BE ASSESSED?
Preliminary Course will be by topic tests, research assignments, practical tests, a half-yearly and yearly examination.

HSC Course will be assessed by a 3 hour external examination and by internal assessment similar to the Preliminary.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
Senior Science is a general interest course for students who enjoy Science and may have a desire to develop an understanding of everyday lifestyle activities. It requires a reasonable amount of rigour and student application. Would suit potential primary school teachers.

CONTACT FOR FURTHER INFORMATION: Mr. P Kennedy
WHAT WILL I BE DOING IN THIS COURSE?
We all live in a "people world", and we all want to get the most from our relationships with other people. A study of Society and Culture will help each student to achieve this.

Preliminary Course Comprises three discrete topics that prepare students for the knowledge and skills requirements of the Higher School Certificate. Briefly, 'The Social and Cultural World' is an introduction to the concepts and methodologies of the course. 'Personal and Social Identity' looks at the development of the self and others in a variety of social and cultural settings and 'Intercultural Communication' allows for comparisons between societies and cultures. The first topic helps you to understand the language and ideas of the course; the second has you looking inwards at yourself and your place in society; while the third looks outward to the way our society interacts with others. There are two compulsory sections of the HSC Course: the personal interest project (PIP) and the core. The PIP is worth 30% of the HSC, and is an opportunity for students to carry out guided social and cultural research in an area of personal interest. Comprising a maximum of 5000 words, it is a rewarding and enriching opportunity to develop a range of skills required in the modern workplace. It is also important to remember that it is your chance to explore a topic that has real meaning for you. The core is also 30% of the HSC course, and examines social and cultural continuity and change. Particular emphasis is given to the study of one country in detail, and students are taught how to develop hypotheses for thinking about the future.

HOW WILL I BE ASSESSED?
Year 11: Investigation and research Oral and written reports Formal tests
Year 12: As above, and Research project

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course prepares students for the adult world and hopefully empowers each to become an active world citizen. Students have the opportunity to examine social issues, formulate opinions and explore avenues to initiate social change.

This course provides the student with a basis for further studies at University, or TAFE.

WHAT WILL IT COST?
Nothing in dollar terms, however, students will need to take time to examine the values and beliefs they bring with them into class.

WHAT ELSE DO I NEED TO KNOW?
This is a course that will serve the student in many ways. It provides a basic understanding of our role, place and responsibility in our multicultural world — a truly all-round course in social awareness and development.

CONTACT FOR FURTHER INFORMATION: Ms. N Carter
Software Design and Development - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
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<tbody>
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<tr>
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<tr>
<td>Duration:</td>
<td>2 years/240 Hours</td>
</tr>
<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?
The course introduces students to the basic concept of computer software design. It does this by looking at different ways software can be developed, the tools that can be used to assist this process and by considering the interaction between software and the other components of the computer system. Students will then develop and document their own personally created software programs including games and simple Windows based applications.

HOW WILL I BE ASSESSED?
This course has a practical and theoretical component. Research, assignments, projects and examinations may be used as assessment strategies.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course is suitable for students wishing to become software designers, systems analysts, computer programmers, web page designers and other computer professions.

WHAT ELSE DO I NEED TO KNOW?
This is a fairly intensive computing studies course which requires high level mathematics skill.

CONTACT FOR FURTHER INFORMATION: Mrs. C Tafe and Mr. T Woodcock
Spanish Beginners - 2 Unit

THIS COURSE AIMS TO:
Allow students to become competent communicators of Spanish. It is largely a communicative course with realistic achievable standards and goals.

TOPICS IN THIS COURSE INCLUDE:
- Personal details
- Cities, Towns, Villages
- Daily life and leisure activities
- Eating and Drinking
- Health
- Natural Surroundings
- Youth Issues
- Tourism and Hospitality
- Spanish speaking people and their way of life

METHODS OF ASSESSMENT INCLUDE:
Listening – spoken Spanish in a range of practical situations
Reading – Reports, Articles, Songs and Emails
Speaking – expressing/exchanging ideas and opinions in Spanish
Writing - Formal levels and Informal levels

CAREERS RELEVANT TO THIS COURSE:
Tourism and Hospitality; Engineering or Science studies at Tertiary level; Information Technology as Spain is a world leader in this area.

OTHER: A 10-day vacation tour to Spain will be delivered during Stage 6 provided it attracts sufficient numbers and payment deadlines are met.

CONTACT FOR FURTHER INFORMATION: Mrs Court (Coffs Harbour High School)
Sports Coaching - 2 Unit (VET)

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>VBEC</td>
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<tr>
<td>Exclusions:</td>
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<tr>
<td>Duration:</td>
<td>2 years/240 Hours</td>
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<tr>
<td>Cost:</td>
<td>TBA</td>
</tr>
<tr>
<td>Delivered:</td>
<td>by Woolgoolga High School at Orara High School (Wednesday morning) or at CHEC (Wednesday morning)</td>
</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?
This course is for people wishing to work in the sports coaching industry. Students will have the opportunity to develop the skills required to work with teams and athletes. The course will appeal to students who are actively involved in sport and recreation and have a specific interest in the field.

Students will learn how to teach and develop fundamental sporting skills and assist in preparing and conducting sports coaching sessions.

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

Possible credentials
- Statement of Attainment or Certificate II Sport Coaching

Work placement
- Compulsory 35 hours

Course Structure – Units of Competence
- Work effectively in a business environment
- Organise and complete daily work activities
- Communicate in the workplace
- Work effectively with others
- Implement improved work practices
- Participate in environment work practices
- Operate computing packages
- Provide first aid
- Develop knowledge of the sport and recreation industry
- Follow defined occupational health and safety policies and procedures
- Deal with client feedback
- Assist in preparing sport and recreation sessions for participants
- Assist in conducting sport and recreation sessions for participants
- Provide equipment for activities
- Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities
- Apply rules and regulations to conduct games and competitions

Target Vocation Qualification: Certificate II Sport (Coaching)

WHAT WILL IT COST?
Any student participating in a First Aid Course will be required to pay for this training.

CONTACT FOR FURTHER INFORMATION: Mr. Michael Burg (Woolgoolga High School)
Sport, Lifestyle & Recreation - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>No</th>
<th>Exclusions:</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BEC</td>
<td>Duration:</td>
<td>2 years/240 Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cost:</td>
<td>$45 per term for recreational activities outside of school</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td></td>
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</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?

Course Structure
Sport, Lifestyle & Recreation is a 2 unit course undertaken over two years. 6 — 12 modules are selected from the 15 module options in the table below.

<table>
<thead>
<tr>
<th>Aquatics</th>
<th>Games and Sports Application I</th>
<th>Outdoor Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Games and Sports Application II</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Dance</td>
<td>Gymnastics</td>
<td>Social Perspectives of Games and Sports</td>
</tr>
<tr>
<td>First Aid/Sports Injuries</td>
<td>Healthy Lifestyle</td>
<td>Sports Administration</td>
</tr>
<tr>
<td>Fitness</td>
<td>Individual Games and Sports Application</td>
<td>Sport Coaching and Training</td>
</tr>
</tbody>
</table>

HOW WILL I BE ASSESSED?
All assessment will be school-based (no external HSC examination). It will involve a 30% weighting on knowledge and understanding, and a 70% weighting on skills.

School-based assessment may include:
• Debates, practical tests, laboratory workshops, case studies, excursions, essays, examinations, research projects.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course should foster the development of a student as a performer, administrator, coach and trainer in the community. Some options may be recognised by industry and training organisations (TAFE, RTO.)

WHAT ELSE DO I NEED TO KNOW?
Marks obtained in this course do not contribute to the University Admission Index (ATAR.)

CONTACT FOR FURTHER INFORMATION: Mr. T Rodgers
Textiles & Design - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
<th>Exclusions:</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BDC</td>
<td>Duration:</td>
<td>2 years/240 Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cost:</td>
<td>$20 per year + fabric costs</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td></td>
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</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?
This course involves the study of design and designers, construction techniques used in garment manufacture, innovations in the textile area, and the study of fabrics and their manufacture. The development of practical project works is an integral aspect of the course.

HOW WILL I BE ASSESSED?
Assessment takes the form of practical and theory based activities. Assignments, research projects and practical projects will be assessed.

Summary of Internal and External Assessment for the HSC

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Weighting</th>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Textiles Project (specified skills)</td>
<td>50%</td>
<td>Section I A written examination consisting of: multiple-choice short answers structured essays</td>
<td></td>
</tr>
<tr>
<td>Properties and Performance of Textiles (knowledge and specified skills)</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td>20%</td>
<td>Section II A Major Textiles Project, including: (a) supporting documentation (b) textile item/s</td>
<td></td>
</tr>
<tr>
<td>Australian Textile, Clothing, Footwear and Allied Industries (knowledge and specified skills)</td>
<td>10%</td>
<td></td>
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<tr>
<td>Marks</td>
<td>100%</td>
<td>Marks</td>
<td>100%</td>
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HOW WILL THIS COURSE HELP ME IN THE FUTURE?
Careers include Teacher, Fashion Designer, Textile Technologist and Interior Designer.

WHAT ELSE DO I NEED TO KNOW?
50% of the HSC comprises a Major Textiles Project and 50% is a written exam.

CONTACT FOR FURTHER INFORMATION: Mrs. A Ward
Visual Arts — 2 Unit

WHAT WILL I BE DOING IN THIS COURSE?

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC. Students critically investigate works, critics, historians and artists. The Preliminary Course is broad while the HSC Course provides for deeper, increasingly more independent investigations.

Preliminary Course includes:

- The nature of practice in art making, art criticism and art history through different investigations; the role and function of artists' artwork, the world and audiences in the art world; the frames and how students might develop their own informed points of view; how students may develop meaning and focus and interest in their work; and building understandings over time through various investigations and working in different forms.

HSC Course includes:

- How students may develop their own informed points of view in increasingly more independent ways using the frames; how students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest; how students may learn about the relationships between artist, artwork, world, audience within the art world, and how students may further develop meaning and focus in their work.

COURSE REQUIREMENTS

Preliminary course: Artworks in at least 2 forms and use of a process diary; a broad investigation of ideas in art criticism and art history

HSC course: Development of a body of work and use of a process diary; a minimum of 5 Case Studies (4-10 hours each); deeper and more complex investigations of ideas in art criticism and art history

HOW WILL I BE ASSESSED?

<table>
<thead>
<tr>
<th>Preliminary Course only:</th>
<th>50%</th>
<th>Art making</th>
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</thead>
<tbody>
<tr>
<td>Art Criticism and Art History</td>
<td></td>
<td>50%</td>
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<table>
<thead>
<tr>
<th>HSC Course only:</th>
<th>50%</th>
<th>50%</th>
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</thead>
<tbody>
<tr>
<td>External Assessment</td>
<td></td>
<td>Submission of a Body of Work</td>
</tr>
<tr>
<td>A Written Paper External Assessment</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Internal Assessment</td>
<td></td>
<td>Art Criticism and Art History</td>
</tr>
<tr>
<td>Development of the Body of Work</td>
<td>50%</td>
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</table>

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

Visual Arts offers a wide range of career opportunities including art, craft and design-related careers. Study at TAFE and University level is available.

COSTS: Extra cost may be involved in Year 12 for Art Major Work if expensive materials are needed e.g. specialised paints, photographic paper.

WHAT ELSE DO I NEED TO KNOW?

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

CONTACT FOR FURTHER INFORMATION: Mr. G Morgan
WORK STUDIES - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>No</th>
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<tbody>
<tr>
<td>Code:</td>
<td>BEC</td>
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| Exclusions: | Nil |

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<tr>
<th>Duration:</th>
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<tbody>
<tr>
<td>2 unit x 2 years OR 2 unit x 1 year (Prelim. or HSC)</td>
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<tr>
<th>Cost:</th>
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<td>$150 (depending on module choices- see below)</td>
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Delivered: Orara High School

WHAT WILL I BE DOING IN THIS COURSE?
Core:
1. Work and Change
2. Experiencing Work

Modules:
1. Career Planning
2. Job Seeking and Interviews
3. Workplace Communication and Interpersonal Skills
4. Workplace Issues
5. Investigating an Enterprise
6. Occupational Health & Safety and First Aid in the Workplace (Cost $150 if selected)
7. Work Project
8. Work Placement

HOW WILL I BE ASSESSED?
There will be four assessment tasks (each year) including formal examinations, projects and research exercises. Work Placement is necessary to complete the assessment tasks. There is no Higher School Certificate examination in this subject.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
The strong practical orientation of the course is intended to give students useful experiences against which to test their emerging career and/or study preferences. It also allows students to develop a range of skills and attitudes in actual workplace contexts. The value of these experiences will be reinforced by both school and work-based components of the course which provide both a knowledge base and the opportunity for structured reflection on workplace learning.

WHAT WILL IT COST? (Only if Module 10 is selected).
Students will need to have, or obtain, a current First Aid Certificate and an Occupational Health & Safety Statement of Induction. Cost for both courses is approx. $150. Students who have already completed the courses will receive recognition for prior learning (RPL).

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

WHAT ELSE DO I NEED TO KNOW?
Work placement is usually organised during school hours in a time slot that does not interfere with other subject choices. **This course is Modular based and is undertaken in the workplace.**

Class meeting every Monday lunch in the Careers Room
WORKPLACEMENT: This course is practical, half a day (4hrs) work experience each week is Mandatory.

CONTACT FOR FURTHER INFORMATION: Mr. K Harland