ORARA HIGH SCHOOL

Senior
Curriculum Handbook
2015-2016

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Principal's Message

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

<table>
<thead>
<tr>
<th>Students are reminded that there is a wide support system within the school: people who can help you if you encounter any problems, during your final two years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>These people include:</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Student Advisor</td>
</tr>
<tr>
<td>School Counsellors</td>
</tr>
<tr>
<td>Careers Information and TAFE (TVET)</td>
</tr>
<tr>
<td>Vocational Education Coordinator (VET)</td>
</tr>
</tbody>
</table>
CONTENTS

Requirements for the Higher School Certificate ................................................................. 4
Australian Tertiary Admissions Rank (ATAR) ............................................................................... 6
Vocational Education and Training (VET) Courses in the HSC ...................................................... 7
Personal Pathways Program* ...................................................................................................... 9
Aboriginal Languages* – 1 or 2 Unit ...................................................................................... 10
Biology - 2 Unit ........................................................................................................................ 11
Business Services* - 2 Unit ........................................................................................................ 12
Business Studies - 2 Unit .......................................................................................................... 14
Chemistry - 2 Unit .................................................................................................................... 15
Community and Family Studies - 2 Unit .................................................................................. 16
Dance* - 2 Unit ........................................................................................................................ 17
Design and Technology - 2 Unit .............................................................................................. 18
Drama - 2 Unit .......................................................................................................................... 19
Earth and Environmental Science - 2 Unit .............................................................................. 20
Economics - 2 Unit .................................................................................................................. 21
Engineering Studies* - 2 Unit ................................................................................................... 22
English Standard - 2 Unit ......................................................................................................... 23
English Advanced - 2 Unit ....................................................................................................... 24
English as a Second Language (ESL) English – 2 Unit ........................................................... 26
English Extension - Preliminary ................................................................................................ 27
English Fundamentals - 2 Unit Preliminary (Only) ................................................................ 28
English Studies - 2 Unit .......................................................................................................... 29
Entertainment Industries* - 2 Unit .......................................................................................... 30
Food Technology - 2 Unit ........................................................................................................ 32
French Beginners - 2 Unit ....................................................................................................... 33
Geography - 2 Unit .................................................................................................................. 34
German Beginners - 2 Unit ...................................................................................................... 35
German Continuers - 2 Unit ..................................................................................................... 36
Head Start to UNI* - 2 Unit ..................................................................................................... 37
History (Ancient) - 2 Unit ......................................................................................................... 38
History Extension - 1 Unit ........................................................................................................ 39
History (Modern) - 2 Unit ........................................................................................................ 40
Hospitality – Commercial Cookery - 2 Unit ........................................................................... 41
Hospitality – Certificate II - 2 Unit .......................................................................................... 43
Industrial Technology - 2 Unit ............................................................................................... 45
Information Processes and Technology - 2 Unit ..................................................................... 46
Legal Studies - 2 Unit ............................................................................................................... 47
Marine Studies - 2 Unit ........................................................................................................... 48
Mathematics General 1 - 2 Unit ............................................................................................... 49
Mathematics General – 2 Unit .................................................................................................. 50
Mathematics - 2 Unit ............................................................................................................... 51
Mathematics Preliminary Ext 1, HSC Mathematics Ext 1 .......................................................... 52
Mathematics HSC - Extension 2 – 1 Unit .................................................................................. 53
Music 1 - 2 Unit ...................................................................................................................... 54
Personal Development, Health & Physical Education - 2 Unit .................................................... 55
Photography - 1 Unit ................................................................................................................. 56
Physics — 2 Unit ....................................................................................................................... 57
Primary Industries* (Agriculture) — 2 Unit (VET) ................................................................. 58
Primary Industries* (Horticulture) - 2 Unit (VET) ................................................................. 60
Senior Science - 2 Unit ............................................................................................................ 61
Society and Culture - 2 Unit ...................................................................................................... 62
Software Design and Development - 2 Unit ............................................................................ 63
Sport, Lifestyle and Recreation - 2 Unit .................................................................................... 64
Textiles and Design - 2 Unit ...................................................................................................... 65
Visual Arts — 2 Unit ............................................................................................................... 66
Work Studies - 2 Unit ............................................................................................................... 67
* Denotes Cross Schools Courses C4 which are available on Wednesdays only.
Requirements for the Higher School Certificate

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

a) have gained the Rosa (Record of School Achievement) 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 of Studies or a college of TAFE;
c) have satisfactorily completed courses that comprise the pattern of study required by the Board of Studies for the award of the Higher School Certificate; and

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 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); and
- 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 a period of 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 of Studies;
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
c) achieved some or all of the course outcomes.

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

RECORD OF SCHOOL ACHIEVEMENT (ROSA)
Every student will receive a record of all the courses satisfactorily studied regardless of the award of the HSC.
COURSE CODES FOR THE HIGHER SCHOOL CERTIFICATE

<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 |
| CEC  | 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 (C5) - Studying course at different schools

In 2014, 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 C5 initiative. The courses will be delivered either in the morning (am) from 8:30 – 12.30, or in the afternoon (pm) from 1.30 – 5.00.

Courses delivered by Orara High School:

**Orara High School**

- Business Services (2 Unit BDC)
- Certificate II in Kitchen Operations (Commercial Cookery) (2 Unit BDC)  
TBA
- Dance (2 Unit BDC)  
8.30 - 12.30
- Engineering Studies (2 Unit BDC)  
8.30 - 12.30
- Entertainment (2 Unit VBDC)  
8.30 - 12.30
- Primary Industries – Agriculture (2 Unit VBDC)  
8.30 - 12.30

Courses available at other C4 schools include:

**Coffs Harbour High School**

- Primary Industries - Horticulture (2 Unit VBDC)  
8.30 - 12.30

**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) ²
- 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 enrol in a course delivered by another school that is not delivered at your home school, you should discuss this with your Careers Advisor or VET Coordinator as travel and timetable arrangements need to be considered.

HOW DO I GET TO COURSES AT TAFE OR AT OTHER SCHOOLS AND WHAT WILL IT COST?
Department of Education and Training guidelines state that students generally are required to meet the cost of travel to and from their TAFE-delivered course.

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

WHAT OTHER COSTS ARE INVOLVED?
School-delivered vocational courses may require a subject contribution to cover costs of consumables. A table listing these costs is provided on the following page. The TAFE charges for students at government schools are paid by the Department of Education and Training.
### SCHOOL- BASED VET COURSE FEES

<table>
<thead>
<tr>
<th>YEAR</th>
<th>VET COURSE</th>
<th>FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Business Services</td>
<td>$10</td>
</tr>
<tr>
<td>11</td>
<td>Entertainment Industries</td>
<td>$125 (for 2 year course) includes a Senior First Aid Course</td>
</tr>
<tr>
<td>11</td>
<td>Hospitality – 2 Unit</td>
<td>$60 + uniform (approx $90) + $10 Kit Hire</td>
</tr>
<tr>
<td>11</td>
<td>Hospitality - Kitchen Operations</td>
<td>$150 + uniform (approx $90) + $10 Kit Hire</td>
</tr>
<tr>
<td>12</td>
<td>Business Services</td>
<td>$10</td>
</tr>
<tr>
<td>12</td>
<td>Hospitality – 2 Unit</td>
<td>$60 + $10 Kit Hire</td>
</tr>
<tr>
<td>12</td>
<td>Hospitality - Kitchen Operations</td>
<td>$150 + uniform (approx $90) + $10 Kit Hire</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 the morning or the afternoon. This means, it may be possible for a student to study only two VET courses.

### HSC/TAFE CREDIT TRANSFER

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

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

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

### WHERE WILL VET COURSES BE DELIVERED?

Each vocational training course description includes a list of where it is expected these courses will be delivered in 2015. The final decision will be based on a range of factors including student numbers.
Personal Pathways Program*

Raising the school leaving age has put considerable pressure on students who find the current traditional curriculum of the senior school to be beyond their capacity and interests. At Orara we have put together a Personal Pathways Program (PPP). Why? Because every student should have access to a level of education that meets their needs and provides them employment related skills to enter the workforce (including traineeships or apprenticeships), further training or to further study. We aim to improve attendance and decrease suspension rates by re-engaging the PPP students in their learning and understanding of the Employment Related Skills gained through education.

WHAT IS THE AIM OF PPP?
For the student to gain full-time employment or training as soon as possible.

WHAT IS A PPP?
To promote student engagement, the Personal Pathway Program will be a cohort which will follow the same curriculum pattern. A personal pattern of study that students undertake by being at school three days, TAFE one day and work one day each week.

All students will study:
- two units of English Studies;
- two units of Mathematics General 1;
- two units of Sport, Leisure and Recreation;
- two units of Work Studies; and
- two X two units of TAFE Courses.

A total of 12 units.

Students will be able to choose their area of work in Work Studies. Work Studies will be voluntary work one day per week. Students can choose their two TAFE courses from an extensive range under TVET. See the TAFE booklet.

WHAT QUALIFICATIONS CAN BE GAINED?
Upon successful completion of PPP students would receive:
- Record of School Achievement (RoSA) of subjects studied.
- Certificate I/II/III qualification through TAFE in the Courses studied.
- A combination of the above to gain full-time paid employment.

WHAT WOULD MY TIMETABLE LOOK LIKE?
Suggested Timetable: (Wednesday and Friday can be reversed)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Maths</td>
<td>English Maths</td>
<td>TAFE Course (Workplace</td>
<td>English Maths</td>
<td>Work Studies</td>
</tr>
<tr>
<td>Sport, Leisure</td>
<td>Sport, Leisure</td>
<td>Communication)</td>
<td>Sport, Leisure</td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>Recreation</td>
<td>TAFE Course</td>
<td>Recreation</td>
<td></td>
</tr>
</tbody>
</table>

WHAT IF I WOULD LIKE MORE INFORMATION?
Contact Mr K Harland the Careers Advisor or Mr P Denham Acting DP Equity on 66521077
**Aboriginal Languages* – 1 or 2 Unit**

*This is a special course delivered to Indigenous students*

<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>Delivered:</td>
<td>CHEC (Wednesday afternoon)</td>
<td>Cost:</td>
<td>Nil</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.

**CONTACT FOR FURTHER INFORMATION:** Charlie Bellemore on 6659 3371 or charles.bellemore@det.nsw.edu.au
Biology - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
<th>Exclusions:</th>
<th>Senior Science Preliminary</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 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 utilise 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.

The Preliminary course has a strong emphasis on the environment around us and how it has evolved. The Higher School Certificate course relates purely to the inner workings of the human body.

COURSE STRUCTURE

The Preliminary Course contains four core units:
- A Local Ecosystem
- Patterns In Nature (Cells, Plants, Animals)
- Life On Earth (Evolution and Classification of Living Things)
- Evolution of Australian Biota

The HSC Course contains three core modules:
- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

One option from a choice of five will be studied for the HSC:
- Communication
- Biotechnology
- Genetics: The Code Broken
- The Human Story
- Biochemistry

HOW WILL I BE ASSESSED?

Preliminary Course will be by topic tests, research/practical/oral tasks, half yearly and yearly examinations. Fieldwork is mandatory and assessed.

HSC Course will be assessed by a three 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. Students should have skills in reading and comprehension, practical skills, ability to interpret data and interested in living things.

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, marine biologists, teacher, agronomist, biotechnology, lab technicians, agriculturalists, horticulturalists, zookeeper and ecologists.

CONTACT FOR FURTHER INFORMATION: Ms T Valassis
Business Services* - 2 Unit

BSB20112 Certificate II in Business (BSB07 release 12)
2015 STAGE 6 COURSE DESCRIPTION – BUSINESS SERVICES

This Course is available as Business Services at Orara High School

<table>
<thead>
<tr>
<th></th>
<th>2Unit x 1year/120 hours</th>
<th>2Unit x 2years/240 hours</th>
<th>4Unit x 1year/240 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Board Developed Course

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business administration and support industry. Students who are assessed as competent in sufficient of the above units will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service:

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. Please discuss units of competency with your school.

<table>
<thead>
<tr>
<th>Compulsory/Core Units – HSC Examinable</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM201A Communicate in the workplace</td>
<td>BSADM311A Maintain business resources</td>
</tr>
<tr>
<td>BSBCUS201B Deliver a service to customers</td>
<td>BSBITU301A Create and use databases</td>
</tr>
<tr>
<td>BSBIND201A Work effectively in a business environment</td>
<td>BSBINM202A Handle mail</td>
</tr>
<tr>
<td>BSBINM201A Process and maintain workplace information</td>
<td>BSBITU201A Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBWHS201A Contribute to health and safety of self and others</td>
<td>BSBITU202A Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBUS201A Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>BSBWOR202A Organise and complete daily work activities</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>BSBWOR204A Use business technology</td>
<td></td>
</tr>
</tbody>
</table>

Course contribution (to be made directly to school): $10 per year.
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school.

Course specific resources and equipment:
Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

Exclusions:
VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.
### Assessment and course completion

#### Competency-based assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

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

#### Mandatory Work Placement
Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.
- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses: 70 hours
- Some specialisation courses may require additional work placement

#### Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

#### Specialisation studies
Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via specialisation studies. Information will be made available to students where appropriate.

#### N Determinations
Where a student has not met NSW Board of Studies, Teaching and Educational Standards (BOSTES) course completion criteria, (including meeting work placement requirements), they may receive an ‘N’ award warning (course not satisfactorily completed). Students issued with an ‘N’ award warning will be issued with a rectification which must be completed. Students who receive more than two N awards may be at risk of not completing BOSTES requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

#### Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school.

#### Qualification changes and updates
Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

#### Employability skills:
There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au/](http://employabilityskills.training.com.au/)

#### School-based Apprenticeships and Traineeships (SBATs)
A school-based traineeship is available in this course. To express an interest or obtain further information go to [http://www.sbatjobs.info/](http://www.sbatjobs.info/)
Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Board of Studies, Teaching and Educational Standards.

**CONTACT FOR FURTHER INFORMATION:** Mr H Spearing

Tamworth RTO 90162

Orara HighVET Course Information 2015 V1 23/05/14
Business Studies - 2 Unit

<table>
<thead>
<tr>
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<tbody>
<tr>
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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?**

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**

**Preliminary Topics:**
- The Nature of Business
- Business Management
- Business Planning

**HSC Topics:**
- Operations
- Marketing
- Finance
- Human Relations

**HOW WILL I BE ASSESSED?**

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

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

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

**WHAT WILL IT COST?**

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

**CONTACT FOR FURTHER INFORMATION:** Mr H Spearing
Chemistry - 2 Unit

<table>
<thead>
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<tr>
<td>Delivered:</td>
<td>Orara High School</td>
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</table>

WHAT WILL I BE DOING IN THIS COURSE?
Chemistry is referred to as the "Central Science". It is an essential link in the understanding of many diverse areas of study. A basic competency in chemistry is essential for most university and TAFE courses. The course covers environmental concerns and control aspects of mining and mineral use; basic concepts of the understanding of reactions and their relevance to everyday life. Competent skills in handling chemicals and acids, mixing solutions and controlling reactions are developed.

In the Higher School Certificate a thorough understanding of atmospheric and marine pollution and its effects on life is gained through analysis of basic test results. A study of plastics and polymers and the petrochemical industry is undertaken. Specific industrial processes form an important part of the HSC study of Chemistry. New technology, current research and competent equipment handling skills are incorporated in the course.

COURSE STRUCTURE

Preliminary Topics:
- The Chemical Earth
- Water
- Metals
- Energy

HSC Topics:
- Chemical Monitoring and Management
- Production of Materials
- The Acidic Environment
- Chemistry of Art
- Biochemistry of Movement

An option will be chosen from:
- Industrial Chemistry
- Forensic Chemistry
- Shipwrecks and Salvage

HOW WILL I BE ASSESSED?

Preliminary Course: topic tests, research assignments, practical tests, a half-yearly and yearly examination.

HSC Course: will be assessed by a three 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. It relates to careers such as pharmacology, biomedical engineering, nutritionists, dieticians, chemical engineering, agribusiness, nursing, laboratory assistant, environmental scientist, food technologist, agronomist, doctor, physiotherapy, nursing, teaching and biotechnology.

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 skills and interest in:
- Reading graphs – perform mathematical calculations
- Problem solving – write and design simple experiments
- Application of knowledge to new situations
- Interpretation of the given data
- Formula writing – wall charts, internet ability are welcome.

CONTACT FOR FURTHER INFORMATION: Ms T Valassis
Community and Family Studies - 2 Unit

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<td>Duration:</td>
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<tr>
<td>Cost:</td>
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</table>

**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.

**COURSE STRUCTURE**
**Preliminary Topics:**
- Resource Management (20%)
- Individuals and Groups (40%)
- Families and Communities (40%)

**HSC Topics:**
- Research Methodology (25%)
- Groups in Context (25%)
- Parenting and Caring (25%)
- Individuals and Work (25%)

**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:** Mr G Willis
Dance* - 2 Unit

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<td>Orara High School</td>
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</table>

**Exclusions:** Nil
**Duration:** 2 years/240 hours
**Cost:** $40

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

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

**CONTACT FOR FURTHER INFORMATION:** Mr W Hatfield
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; and
- knowledge and understanding about current and emerging technologies in a variety of settings.

COURSE STRUCTURE
Preliminary Topics: students study designing and producing which includes the completion of at least two design projects.

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

HOW WILL I BE ASSESSED?
Assessment is based on assignments, design briefs and examinations.

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course leads to graphic design, engineering, architecture, interior design, furniture design, teaching, fashion design, computer software design and vocations and industries that require a methodological approach to problem solving.

EXTRA COSTS
Materials for major project (approximately $400 depending on size and nature of project).

CONTACT FOR FURTHER INFORMATION: Mr G Willis
Drama - 2 Unit

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

**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.

**COURSE STRUCTURE**

**Preliminary Topics:**
- Improvisation
- Playbuilding
- Acting
- Australian Theatre Production
- Theatre Styles

**HSC Topics:**
- Australian Theatre
- World Plays

**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; and
- your self-esteem and confidence.

**WHAT WILL IT COST?**
$15 Fee in Year 11 (plus optional activities approximately $250.00 - $275.00). $20 Fee in Year 12. It is also advised that students attend the excursions organised for Years 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:** Mr G Morgan
Earth and Environmental Science - 2 Unit

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<td>Duration:</td>
<td>2 years/240 hours</td>
</tr>
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<td>Cost:</td>
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WHAT WILL I BE DOING IN THIS COURSE?
The course aims to provide an understanding of systems and processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during Earth’s history, including changes in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere, and the evolution of organisms since the origin of life on Earth.

The study of planet Earth and its environments involves students working individually and with others in practical work, fieldwork and interactive media experiences that are related to the theoretical concepts considered in the course. It is expected that students studying Earth and Environmental Science will apply investigative and problem-solving skills, effectively communicate information and appreciate the contribution that a study of planet Earth and its environments makes to our understanding of the world. The course aims to assist students to recognize and understand our responsibility to conserve, protect and maintain the quality of all environments for future generations.

COURSE STRUCTURE
Preliminary Topics:
- Planet Earth- A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Topics:
- Tectonic Impacts
- Environments through Time
- Caring for the Country

An option will be chosen from:
- Introduced Species
- Organic Geology
- Mining and the Australian Environment
- Oceanography

HOW WILL I BE ASSESSED?
Preliminary Course will be by topic tests, research (internet usage)/practical/oral tasks, a half-yearly and yearly examination. Fieldwork is mandatory and assessed.

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

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, and forestry.

WHAT ELSE DO I NEED TO KNOW?
Earth and Environmental Science is a reasonably demanding course and is often taken by high achievers seeking a good ATAR, although any student with skills and interest in:
- Reading graphs/maps - performing mathematical calculations
- Problem solving - writing and designing simple experiments
- Application of knowledge to new situations
- Interpretation of the given data

CONTACT FOR FURTHER INFORMATION?  Ms T Valassis
Economics - 2 Unit

<table>
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<tr>
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</table>

**WHAT WILL I BE DOING IN THIS COURSE?**
Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. A student who has completed the course should have knowledge and skills enabling them to:

- comprehend the background and implications of contemporary economic issues;
- discuss appropriate policies to solve economic problems and issues;
- understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy;
- identify fluctuations in the global and Australian economies and their likely effects on business;
- understand reasons for changes in employment patterns; and
- identify, using economic thinking, appropriate strategies to protect the natural environment.

**COURSE STRUCTURE**

**Preliminary Topics:**
- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

**HSC Topics:**
- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

**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

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**
The study of Economics Stage 6 allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.

**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 H Spearing
Engineering Studies* - 2 Unit

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<td>Cost: $10 per year</td>
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WHAT WILL I BE DOING IN THIS COURSE?
The Preliminary Course and the offer student’s knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

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

HSC Topics:
Students undertake the study and develop an engineering report for each of five 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; and 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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<th>External Assessment</th>
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<td>Section I 10% Application Modules</td>
<td>Engineering Reports 35%</td>
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<td>Section II 70% Historical and Societal Influence Application and Focus modules</td>
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<tr>
<td>Section III 20% All Modules Engineering Reports</td>
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100% 100%

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; and pollution control.

WHAT ELSE DO I NEED TO KNOW?
Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC Courses must be the result of collaborative work.

CONTACT FOR FURTHER INFORMATION: Mr G Willis
English Standard - 2 Unit

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

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<td>Delivered:</td>
<td>Orara High School</td>
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</table>

Exclusions: Advanced, Extension, ESL

Duration: 2 years/240 hours

Cost: Nil

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.

COURSE STRUCTURE
Preliminary Topics have 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.

HSC Topics have 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.
- Three 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 three 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 and textual forms composed in and for a wide variety of contexts;
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate; and
- engage in the integrated study of language and text.

HSC English Standard course 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

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<tr>
<td>A written examination paper consisting of:</td>
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<td>Paper 1 (2 hours)</td>
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<td>Areas of Study (Common Course Content)</td>
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<tr>
<td>Paper 2 (2 hours)</td>
<td>60%</td>
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<tr>
<td>Module A</td>
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<td>Module B</td>
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<tr>
<td>Module C</td>
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| Assessment across the language modes: | 100% |
| Listening | 15% |
| Speaking | 15% |
| Reading | 25% |
| Writing | 30% |
| Viewing and Representing | 15% |

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
English Advanced - 2 Unit

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<td>Cost:</td>
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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.

COURSE STRUCTURE

Preliminary Topics:
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, 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 Topics:
The 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:
The Preliminary English Advanced course requires students 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; and
• engage in the integrated study of language and text.

The 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 of:</td>
<td></td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td></td>
</tr>
<tr>
<td>Areas of Study (Common Course Content)</td>
<td></td>
</tr>
<tr>
<td>Paper 2 (2 hours)</td>
<td></td>
</tr>
<tr>
<td>Module A</td>
<td></td>
</tr>
<tr>
<td>Module B</td>
<td></td>
</tr>
<tr>
<td>Module C</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>Area of Study</td>
</tr>
<tr>
<td>20% Module A</td>
<td>40% (Common Course Content)</td>
</tr>
<tr>
<td>20% Module B</td>
<td></td>
</tr>
<tr>
<td>20% Module C</td>
<td></td>
</tr>
<tr>
<td>Assessment across the language modes:</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>15%</td>
</tr>
<tr>
<td>Speaking</td>
<td>15%</td>
</tr>
<tr>
<td>Reading</td>
<td>25%</td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
</tr>
<tr>
<td>Viewing &amp; Representing</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</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
English as a Second Language (ESL) English – 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BDC</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Students who have been in Australia for five years or less or are from refugee backgrounds and have had disrupted schooling.</td>
</tr>
</tbody>
</table>

**WHAT WILL I BE DOING IN THIS COURSE?**
The English as a Second Language (ESL) English course provides ESL students with the opportunity to achieve the Stage 6 outcomes and satisfy the Board of Studies requirements for the study of English. Students will respond to and compose texts for a variety of purposes and audiences. These texts will be relevant to their personal, educational, social and vocational needs. Students will extend their reading, writing, listening, speaking, viewing and representing skills through an integrated study of the different texts in order to become more effective, creative and confident communicators.

**COURSE STRUCTURE**

**Preliminary Topics:**
The Preliminary Course has two sections:
- Students develop their skills as effective communicators by undertaking a unit of work on one Common Area of Study. This makes up 40% of the Course Content.
- Students also explore texts and analyse their meaning in Electives which comprise 60% of the Content.

**HSC Topics:**
The HSC Course has two sections:
- The HSC common content area is made up of one Area of Study in which students develop their English language skills through responding to and composing texts.
- There are also two modules of elective choices: Module A Experience Through Language and Module B Texts and Society. Students need to choose one elective from each of the two modules.

**PARTICULAR COURSE REQUIREMENTS**

Preliminary ESL English course students are required to:
- study Australian and multi-cultural texts including: prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts;
- undertake reading, writing, listening, speaking, viewing and representing tasks; and
- engage in the integrated study of language and text.

HSC ESL English requires:
- The close study of at least three 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?**
External Assessment and Internal Assessment
Students will be required to:
- read, deconstruct and respond to texts;
- write essays;
- do speaking and listening tasks; and
- complete one half yearly and one end of the year exam in Year 11 and Year 12.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**
The English (ESL) course assists students to participate more effectively in Australian education and society by providing students with the opportunity to learn English in varied, relevant, authentic and challenging contexts. This development of English language skills, knowledge and understanding, and engagement with literature, will increase students’ understanding of the diversity and values of Australian and other cultures.

**CONTACT FOR FURTHER INFORMATION:** Ms R Purcell
English Extension - Preliminary
1 Unit Preliminary and HSC,  HSC English Extension 1 and 2

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BDC</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Fundamentals, ESL</td>
</tr>
<tr>
<td>Duration:</td>
<td>1 year/120 hours</td>
</tr>
<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?
One 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.

COURSE STRUCTURE
Preliminary Topic:
Preliminary Extension 1  This course has one mandatory module: Texts, Culture and Value.

HSC Topics:
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?

<table>
<thead>
<tr>
<th>HSC EXTENSION 1</th>
<th>HSC EXTENSION 2</th>
</tr>
</thead>
</table>
| **External Assessment**  
A written examination of 2 hours duration | External Assessment  
Submission of major work. Including a 1000-1500 word (maximum) reflection statement.  
50% |
| **Internal Assessment**  
Module A, B or C  
Assessment across the language modes:  
Speaking and Listening  
Reading and Writing  
Viewing and Representing | Internal Assessment  
Proposal: Presentation of proposal for Viva Voce  
Interview and discussion/exploration of the work in progress.  
Report: the impact of independent on the development of the major work.  
10% |

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
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.

COURSE STRUCTURE
Fundamentals of English Course students undertake:
Module A: Approaches to Area of Study in English, and up to four additional modules chosen
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
English Studies - 2 Unit

NB: ENGLISH IS COMPULSORY if you are seeking a HSC

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

COURSE STRUCTURE:

**Preliminary Topic:**
- Achieving through English: English and the worlds of education, careers and community is mandatory.

**HSC Topic:**
- We are Australians – English in citizenship, community and cultural identity is mandatory.

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; and
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

HOW WILL I BE ASSESSED?
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
Entertainment Industries* - 2 Unit

CUA20213 Certificate II Live Production and Services (CUA release 1)
2015 STAGE 6 COURSE DESCRIPTION – ENTERTAINMENT

<table>
<thead>
<tr>
<th>This Course is available as Entertainment at Orara High School</th>
<th>2Unit x 1year/120 hours</th>
<th>2Unit x 2years/240 hours</th>
<th>4Unit x 1year/240 hours</th>
</tr>
</thead>
</table>

*Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.*

<table>
<thead>
<tr>
<th>Board Endorsed Course</th>
<th>Nil status for Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
</table>

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

**Course description** - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the entertainment industry. Students who are assessed as competent in sufficient of the units below will be eligible for a Statement of Attainment towards Certificate II in Live Production and Services. Qualification pathway information is available from the [Australian Apprenticeships Training Information Service](#).

**Course structure**: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

<table>
<thead>
<tr>
<th>Compulsory/Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>CPCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
</tr>
</tbody>
</table>

The NSW Board of Studies, Teaching & Educational Standards may also require additional units be completed as part of the course.

**Course contribution (to be made directly to school)**: $125 for the two year course (this includes a Senior First Aid course). Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. 
*If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

**Refunds**: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. 
*Please discuss any matters relating to refunds with your school.*

**Course specific resources and equipment**: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. 
*Please discuss with your school if you are unable to, or have difficulty meeting these requirements.*

**Exclusions**: VET course exclusions can be checked on the Board’s website at [www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html](#).

Tamworth RTO 90162 Orara High VET Course Information 2015 V1 23/05/14
Assessment and course completion

Competency-based assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

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

Mandatory Work Placement
Students undertaking this course are not required to complete work placement

Optional HSC examination
There is no HSC examination associated with this course

Specialisation studies
There are no specialisation studies associated with this course.

N Determinations
Where a student has not met NSW Board of Studies, Teaching & Educational Standards (BOSTES) course completion criteria, (including meeting work placement requirements), they may receive an ‘N’ award warning (course not satisfactorily completed). Students issued with an ‘N’ award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing BOSTES requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school.

Qualification changes and updates
Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Employability skills:
There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au/

School-based Apprenticeships and Traineeships (SBATs)
There is no SBAT pathway associated with this course.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Board of Studies, Teaching and Educational Standards.

CONTACT FOR FURTHER INFORMATION: Mr J James
Food Technology - 2 Unit

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

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.

COURSE STRUCTURE

Preliminary Topics:
- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC Topics:
- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

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

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

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

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
This course leads to careers in food technology, hospitality, teaching, dietician, food styling, hotel management and provides a general education course for students interested in food.

CONTACT FOR FURTHER INFORMATION: Mr G Willis
# 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>Delivered:</td>
<td>Orara High School</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>
</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

## COURSE STRUCTURE:
**Topics include:**
- family life, home and neighbourhood;
- friends, recreation and pastimes;
- people, places and communities;
- education and work;
- holidays, travel and tourism; and
- 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
Geography - 2 Unit

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

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 five 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.
- The development of an awareness of current world issues and the opportunity to discuss such issues in a mature forum.

COURSE STRUCTURE
Preliminary Topics:
- Biophysical Interactions
- Global Challenges
- Senior Geography Project

HSC Topics:
- Ecosystems at Risk
- Urban Places
- People and Economic Activity

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 H Spearing
German Beginners - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
<th>Exclusions:</th>
<th>German Continuers</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>

**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, 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

**COURSE STRUCTURE**
Topics include:
- family life, home and neighbourhood;
- friends, recreation and pastimes;
- people, places and communities;
- education and work;
- holidays, travel and tourism; and
- 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
German Continuers - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
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<tbody>
<tr>
<td>Code:</td>
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<td>Orara High School</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>German Beginners</td>
</tr>
<tr>
<td>Duration:</td>
<td>2 years/240 hours</td>
</tr>
<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
German is a language that opens the doors of opportunity.

Learning a language gives you the competitive edge when seeking a job. Employers know that language students are capable of meeting challenges, are well organised and are competent communicators.

A knowledge of German may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, diplomacy, education, research, fashion, cosmetics, government, hospitality (e.g. hotels, restaurants), law, media (e.g. journalism), science, technology, tourism (e.g. airlines), wine making, translating and interpreting.

WHAT WILL I BE DOING IN THIS COURSE?
The German Continuers course gives students a stimulating range of interesting ways to learn the language. It is largely a communicative course with realistic, achievable standards and goals. Students will build on the fundamental knowledge from Year 9 and 10 and develop their language skills to a sophisticated level. Students are challenged to become competent communicators of German ready to use their skills for travel or work.

The Preliminary and HSC courses have, as their organised focuses, themes and associated topics. Student skills in and knowledge of German will be developed through tasks associated with a range of texts types which reflect the themes and topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of materials.

Learning a language requires self-motivation and good study habits.

Students’ language skills are developed through tasks such as:
- conversation
- listening and responding to spoken German
- responding to a variety of written material
- writing for a variety of purposes
- studying German culture through texts films songs and the internet.

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

This course is recognised by TAFE so that students continuing German in the areas of hospitality and tourism would not have to repeat their learning in courses at TAFE NSW.

HOW WILL I BE ASSESSED?
Assessment consists of a variety of interesting tasks based on the four components of speaking reading writing and listening. 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
Head Start to UNI* - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BEC (seeking approval)</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Southern Cross University (Wednesday afternoon)</td>
</tr>
<tr>
<td>Exclusions:</td>
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<td>Duration:</td>
<td>Semester course</td>
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<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
<tr>
<td>No HECS involved</td>
<td></td>
</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?

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: Janet Hanlan 02 6659 3063
History (Ancient) - 2 Unit

<table>
<thead>
<tr>
<th>ATAR: Category A</th>
<th>Exclusions: Nil</th>
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<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?

COURSE STRUCTURE

Preliminary Topics:
Part I Introduction:
• Investigating the Past: History, Archaeology and Science Introduction 40%
• Case Studies Societies 60%

Part II Ancient Societies
Part III Historical Investigation

HSC Topics:
Pt I Core: Cities of Vesuvius — Pompeii and Herculaneum 25%
Pt II Ancient Society 25%
Pt III Ancient Personality 25%
Pt IV Ancient Period 25%

HOW WILL I BE ASSESSED?

External Assessment: Three hour written examination

Internal Assessment: Research, source analysis, oral and written work, tests and 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: Mr H Spearing
History Extension - 1 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
<th>Exclusions:</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Duration:</td>
<td>HSC year only</td>
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<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?
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 COMPRISSES:

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:

- developing a proposal for a historical investigation;
- locating, selecting, analysing, synthesising and evaluating information from a range of historical sources presenting research findings through a well-structured historical text;
- appropriate referencing;
- preparing a bibliography;
- reviewing key sources;
- reflecting on process and product; and
- apply the skills by designing and conducting their own historical investigation.

COURSE OBJECTIVES

- A student develops knowledge and understanding about: significant histriographical 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; and

E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions.

CONTACT FOR FURTHER INFORMATION: Mr H Spearing
History (Modern) - 2 Unit

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

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.

COURSE STRUCTURE
Preliminary Topics:
Pt 1: Two Case Studies
Pt 2: Historical Investigation
Pt 3: Core Study: The World at the Beginning of the Twentieth Century

HSC Topics:
Pt 1: Core Study: World War I 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; and
• half yearly and yearly examinations.

Year 12
External Assessment: Three 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: Mr H Spearing
Hospitality – Commercial Cookery - 2 Unit
SIT20213 Certificate II in Kitchen Operations (SIT12 release 2)
2015 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

This Course is available as Hospitality – Commercial Cookery at Orara High School

<table>
<thead>
<tr>
<th>RTO</th>
<th>Course Type</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2Unit x 1year/120 hours</td>
<td>2Unit x 2years/240 hours</td>
<td>4Unit x 1year/240 hours</td>
</tr>
</tbody>
</table>

Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality and commercial cookery industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service.

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. Please discuss units of competency with your school.

Compulsory/Core Units – HSC Examinable

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>SITXFS201</th>
<th>SITXFS202</th>
<th>SITXFS203</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
<td>SITXFS201</td>
<td>Participate in safe food handling practices</td>
<td></td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
<td></td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
<td>SITHCCC203</td>
<td>Produce stocks, sauces and soups</td>
<td></td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
<td></td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items</td>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
<td></td>
</tr>
<tr>
<td>SITXFS201</td>
<td>Use hygienic practices for food safety</td>
<td>SITHCCC204</td>
<td>Produce vegetable, fruit, egg and farinaceous dishes</td>
<td></td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>SITXWHS101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>SITHIND201</td>
<td>Talk to your school about other units that may be selected as part of your course.</td>
<td></td>
</tr>
</tbody>
</table>

Course contribution (to be made directly to school): $150 per year + uniform (approx $90) + Kit Hire $10

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school.

Course specific resources and equipment:
Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

Exclusions:
VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.
Assessment and course completion

Competency-based assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

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

Mandatory Work Placement
Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies
Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations
Where a student has not met NSW Board of Studies, Teaching & Educational Standards (BOSTES) course completion criteria, (including meeting work placement requirements), they may receive an ‘N’ award warning (course not satisfactorily completed). Students issued with an ‘N’ award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing BOSTES requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school.

Qualification changes and updates
Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Employability skills:
The there are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au/](http://employabilityskills.training.com.au/)

School-based Apprenticeships and Traineeships (SBATs)
A school-based traineeship is available in this course.
To express an interest or obtain further information go to [http://www.sbatjobs.info/](http://www.sbatjobs.info/)
Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Board of Studies, Teaching and Educational Standards.

CONTACT FOR FURTHER INFORMATION: Mr G Willis.
Tamworth RTO 90162    Orara High VET Course Information 2015    V1 23/05/14
Hospitality – Certificate II - 2 Unit

TAMWORTH RTO 90162

SIT20213 Certificate II in Hospitality (SIT12 release 2)
2015 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

This Course is available as Hospitality 2 Unit at Orara High School

<table>
<thead>
<tr>
<th>2Unit x 1year/120 hours</th>
<th>2Unit x 2years/240 hours</th>
<th>4Unit x 1year/240 hours</th>
</tr>
</thead>
</table>

Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.

Board Developed Course

<table>
<thead>
<tr>
<th>Category B status for Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
</table>

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service:

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. Please discuss units of competency with your school.

Compulsory/Core Units – HSC Examinable

<table>
<thead>
<tr>
<th>Compulsory/Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND202 Use Hospitality skills effectively</td>
<td>SITHCCC101 Use food preparation equipment</td>
</tr>
<tr>
<td>SITXCOM201 Show social and cultural sensitivity</td>
<td>SITHCCC103 Prepare sandwiches</td>
</tr>
<tr>
<td>SITXCSS202 Interact with customers</td>
<td>SITXFSA201 Participate in safe food handling practices</td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>BSBUS201A Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>SITXWH5101 Participate in safe work practices</td>
<td>SITHACS101 Clean premises and equipment</td>
</tr>
<tr>
<td>SITHIND201 Source and use information on the hospitality industry</td>
<td></td>
</tr>
<tr>
<td>SITXFSA101 Use hygienic practices for food safety</td>
<td></td>
</tr>
<tr>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
<td></td>
</tr>
<tr>
<td>SITHFAB206 Serve food and beverage</td>
<td></td>
</tr>
<tr>
<td>SITHFAB204 Prepare and serve espresso coffee</td>
<td></td>
</tr>
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</table>

Course contribution (to be made directly to school): $60 per year + uniform (approx $90) = $10 Kit Hire
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school.

Course specific resources and equipment:
Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

Exclusions:
VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.
Assessment and course completion

Competency-based assessment
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Mandatory Work Placement
Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.
- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies
Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations
Where a student has not met NSW Board of Studies, Teaching and Educational Standards (BOSTES) course completion criteria, (including meeting work placement requirements), they may receive an ‘N’ award warning (course not satisfactorily completed). Students issued with an ‘N’ award warning will be issued with a rectification which must be completed. Students who receive more than two N awards may be at risk of not completing BOSTES requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school.

Qualification changes and updates
Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Employability skills:
There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au/

School-based Apprenticeships and Traineeships (SBATs)
A school-based traineeship is available in this course.
To express an interest or obtain further information go to http://www.sbatjobs.info/
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CONTACT FOR FURTHER INFORMATION: Mr G Willis
Tamworth RTO 90162 Orara High VET Course Information 2015 V1 23/05/14
Industrial Technology - 2 Unit  
Timber Products and Furniture Industries

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BDC</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
<tr>
<td>Duration:</td>
<td>2 years/240 hours</td>
</tr>
<tr>
<td>Cost:</td>
<td>$120 Year 11</td>
</tr>
</tbody>
</table>

All costs for major project

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. Students will construct and design a project in timber and associated materials. Students also study industry practice in the Timber Products and Furniture Industries.

COURSE STRUCTURE

Preliminary Topics:
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 Topics:
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>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry study</td>
<td>15% Industry study</td>
</tr>
<tr>
<td>Design</td>
<td>10% Major project design, management and communication</td>
</tr>
<tr>
<td>Management and Communication</td>
<td>20%</td>
</tr>
<tr>
<td>Production</td>
<td>40% Production</td>
</tr>
<tr>
<td>Industry related technology</td>
<td>15% Industry specific content</td>
</tr>
</tbody>
</table>

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
Careers relevant to this course include: joiner; carpentry; cabinet maker; forestry; milling, and 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
WHAT WILL I BE DOING IN THIS COURSE?
The Information Processes and Technology Stage 6 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

Through this course, students will gain a good working knowledge of:
- the key concepts of data, information and systems;
- the interactive nature of effective information-based systems;
- available and emerging information technologies;
- the social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright;
- the communication, personal and team skills necessary to ensure that an information systems solution is appropriate for the needs of the users; and
- related issues such as project management, documentation and user interfaces.

COURSE STRUCTURE
Preliminary Topics:
- Introduction to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

HSC Topics:
- Project Management
- Information Systems and Databases
- Communication Systems

Option Strands
Students will select TWO of the following options:
- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

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

HOW WILL THIS COURSE HELP ME IN THE FUTURE?
Students who successfully complete Information Processes and Technology will be confident, competent and discriminating users of information processes and information technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. As such, they will be well prepared to pursue further education and employment across an especially wide range of contexts.

CONTACT FOR FURTHER INFORMATION: Mr G Willis
Legal Studies - 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>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>Nil</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.

COURSE STRUCTURE
Topics include:
- 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
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 License.

WHAT WILL I BE DOING IN THIS COURSE?
- Develop in students an interest and understanding in the areas of basic oceanography, marine biology, marine ecology, boating safety, snorkeling 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.

COURSE STRUCTURE
Topics 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

HOW WILL I BE ASSESSED?
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 Diving 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.

HOW WILL THIS COURSE HELP ME IN THE FUTURE:
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
Mathematics General 1 - 2 Unit

<table>
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<tr>
<th>ATAR:</th>
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<th>Exclusions:</th>
<th>Nil</th>
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<tbody>
<tr>
<td>Code:</td>
<td>BEC</td>
<td>Duration:</td>
<td>1 year/120 hours</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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. Students are required to make a serious effort and complete all set tasks.

This course is only offered in the HSC year.

WHAT WILL I BE DOING IN THIS COURSE?

COURSE STRUCTURE
Core modules:
- Financial Mathematics;
- Data and Statistics;
- Measurement, Probability; and
- Algebra and Modelling.

Elective modules:
- Design;
- Household Finance;
- The Human Body; and
- Personal Resource Usage.

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. Students will need to have a genuine interest in mathematics.

CONTACT FOR FURTHER INFORMATION: Mrs J Hartmann
Mathematics General – 2 Unit

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

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 modeling tasks. The modeling 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.

COURSE STRUCTURE
Topics include:
- Financial Mathematics
- Data Analysis and Tools
- Measurement
- Probability
- Algebraic Modeling

Focus studies:
- Mathematics and Communication
- Mathematics and Driving
- Mathematics and Health
- Mathematics and Resources

HOW WILL I BE ASSESSED?

HSC Assessment

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
</tr>
<tr>
<td></td>
<td>Exam-style questions</td>
</tr>
<tr>
<td></td>
<td>Open Book Tests</td>
</tr>
<tr>
<td></td>
<td>Assignments</td>
</tr>
</tbody>
</table>

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: Mrs J Hartmann
Mathematics - 2 Unit

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

WHAT WILL I BE DOING IN THIS COURSE?

COURSE STRUCTURE

Preliminary Topics:
- Basic Arithmetic and Algebra
- Trigonometric Ratios
- The Quadratic Polynomial and the Parabola
- Tangent to a Curve and Derivative of a Function
- Real Functions
- Linear Functions
- Plane Geometry

HSC Topics:
- Coordinate Methods in Geometry
- Geometrical Applications of Differentiation
- Applications of Calculus to the Physical World
- Series and Series Applications
- Probability
- Trigonometric Functions
- Applications of Geometrical Properties
- Integration
- Logarithmic and Exponential Functions

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>One single written examination paper of three 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>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

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

WHAT ELSE DO I NEED TO KNOW?

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

CONTACT FOR FURTHER INFORMATION: Mrs J Hartmann
Mathematics Preliminary Ext 1, HSC Mathematics Ext 1
1 Unit (must be studied in conjunction with Mathematics 2 Unit)

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

WHAT WILL I BE DOING IN THIS COURSE?

COURSE STRUCTURE

Preliminary Topics
- Other inequalities
- Further Trigonometry
- Parametric Representation
- Polynomials
- Circle Geometry
- Angles between two lines
- Permutations and Combinations
- Internal and external division of lines into given ratios

HSC Topics
- Methods of integration
- Equations
- Inductions
- Velocity and acceleration as a function of x
- Inverse functions and inverse trigonometric functions
- Primitive of $\sin^2$ and $\cos^2$
- Projectile motion
- Binomial theorem
- Inverse functions and inverse trigonometric functions
- Iterative methods for numerical estimation of the roots of a polynomial equation

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>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers.</td>
<td>The objectives of the course of grouped into two components.</td>
</tr>
<tr>
<td>One paper is identical to the Mathematics course paper of three hours duration.</td>
<td>Component A (70%) 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 biased on the extension one course and is of two hours duration.</td>
<td>Component B (30%) is primarily concerned with the students reasoning, interpretative, explanatory and communicative abilities.</td>
</tr>
<tr>
<td>Board approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>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>
<tr>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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. Approval must be given by the Head Teacher Mathematics to enroll in this course.

CONTACT FOR FURTHER INFORMATION: Mrs J Hartmann
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>
<th>Exclusions:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BDC</td>
<td>Duration:</td>
<td>1 year/120 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?
The course content includes the entire Mathematics Course, the entire Extension 1 Mathematics Course and in addition, contains:

- Graphs
- Integrations
- Polynomials
- Complex numbers
- Volumes
- Harder three 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 two 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 three 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.</td>
</tr>
</tbody>
</table>

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.

| 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, and 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: Mrs J Hartmann
Music 1 - 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
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<td>BDC</td>
<td>Duration:</td>
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<td>Delivered:</td>
<td>Orara High School</td>
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<tr>
<td>Prerequisites:</td>
<td>Music mandatory or equivalent</td>
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</table>

**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.

**COURSE STRUCTURE**
Topics include:
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.

**HSC Topics:**
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:** Mr G Morgan
WHAT WILL I BE DOING IN THIS COURSE?

COURSE STRUCTURE

Preliminary Topics:
Core 1 and 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 Topics
Core 1 and 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
- Improving Performance
- Sport and Physical Activity in Australian Society
- Examination/Tests

HOW WILL I BE ASSESSED?

School based assessment will comprise a selection from:
- Laboratory Reports
- Research Reports
- Practical Performances
- Oral Presentations
- Examinations/Tests

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

HOW WILL THIS COURSE HELP ME IN THE FUTURE?

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

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 W Hatfield
Photography - 1 Unit

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<tr>
<th>ATAR:</th>
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<th>Exclusions:</th>
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<tr>
<td>Code:</td>
<td>CEC</td>
<td>Duration:</td>
<td>1 year/120 hours</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>$40</td>
</tr>
</tbody>
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**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 work with 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 classroom, 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 photograph, digital graphics or are simply keen to learn to take better photographs, this course will be of benefit to you. Photography in some form or other is a life-long pursuit for many people — family snapshots, travel photographs etc. A number of students from this course have gone on to careers in photography. Many jobs now require image manipulation skills which are taught in this course.

**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 G Morgan
Physics — 2 Unit

<table>
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<th>Category A</th>
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<tbody>
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<td>Duration:</td>
<td>2 years/240 hours</td>
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<tr>
<td>Cost:</td>
<td>Nil</td>
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WHAT WILL I BE DOING IN THIS COURSE?
Physics is a subject that encompasses a broad range of topics and focuses on developing a range of skills including investigative skills, problem solving and communication skills. Students study phenomena such as electricity, motion, magnetism, waves and our universe. The Physics course deals with complex concepts, their technological applications, impacts on society, historical events and changing philosophical aspects involved in the field of physics.

Students looking to study Physics need to be competent in their mathematical skills and be willing to apply themselves in order to fully understand the concepts involved.

COURSE STRUCTURE

Preliminary topics:
- The World Communicates
- Moving About
- Electrical Energy in the Home
- The Cosmic Engine

HSC topics:
- Space
- From Ideas to Implementation
- Motors and Generators

One optional module to be chosen from:
- Geophysics
- Astrophysics
- The Age of Silicon
- Medical Physics
- From Quanta to Quarks

HOW WILL I BE ASSESSED?

Preliminary Course
- Practical
- Half yearly exam
- Research/Oral
- Yearly exam

HSC Course
- Practical
- Research/Oral
- Half yearly exam
- Presentation
- Trial Exam

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

WHAT ELSE DO I NEED TO KNOW?
This course is a foundation 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".

CONTACT FOR FURTHER INFORMATION: Ms T Valassis
# Primary Industries* (Agriculture) — 2 Unit (VET)

**TAMWORTH RTO 90162**

**AHC20110 Certificate II in Agriculture (AHC release 8)**
**2015 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES**

<table>
<thead>
<tr>
<th>This Course is available as Primary Industries at Orara High</th>
<th>2Unit x 1year/120 hours</th>
<th>2Unit x 2years/240 hours</th>
<th>4Unit x 1year/240 hours</th>
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</thead>
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*Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.*

**Board Developed Course**

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

**Course description** - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the [Australian Apprenticeships Training Information Service](http://www.atis.gov.au/).**

<table>
<thead>
<tr>
<th>Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. Please discuss units of competency with your school.</th>
</tr>
</thead>
</table>

### Compulsory/Core Units – HSC Examinable

- **AHC20110A** Participate in OHS processes
- **AHCWRK209A** Participate in environmentally sustainable work practices
- **AHCWRK201A** Observe and report on weather
- **AHCCHM201A** Apply chemicals under supervision
- **AHCWRK204A** Work effectively in the industry
- **AHCLSK202A** Care for health and welfare of livestock
- **AHC20110A** Treat plant pests, diseases and disorders

### Elective units

Students may study a range of drawn from the following areas:
- Basic fencing
- Weed and pest treatment and prevention
- Use and maintenance of farm machinery
- Safe use of tractors and other farm vehicles
- Livestock care and welfare
- Plants and propagation

A variety of other units relevant to farm assistance and agricultural work may also be delivered by other RTOs. Talk to your school for more information.

### Course contribution (to be made directly to school):

$100 in year 11 and $75 in year 12.

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. **If you are unable to make contributions or are experiencing financial difficulty, please contact your school**.

### Refunds:

Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school.

### Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

### Exclusions:

Assessment and course completion

Competency-based assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

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

Mandatory Work Placement
Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.
- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies
Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations
Where a student has not met NSW Board of Studies, Teaching & Educational Standards (BOSTES) course completion criteria, (including meeting work placement requirements), they may receive an ‘N’ award warning (course not satisfactorily completed). Students issued with an ‘N’ award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing BOSTES requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school.

Qualification changes and updates
Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Employability skills:
There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au/

School-based Apprenticeships and Traineeships (SBATs)
A school-based traineeship is available in this course. To express an interest or obtain further information go to http://www.sbatjobs.info/
Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Board of Studies, Teaching and Educational Standards.

CONTACT FOR FURTHER INFORMATION: Ms T Valassis
Tamworth RTO 90162 Orara High VET Course Information 2015 V1 23/05/14
Primary Industries* (Horticulture) - 2 Unit (VET)

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category B (only 1 VET course can be included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>VBDC</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Coffs Harbour High School (Wednesday morning)</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
<tr>
<td>Duration:</td>
<td>2 years/240 hours</td>
</tr>
<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
</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 D 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>
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</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?
The study of Senior Science Stage 6 provides students with an understanding of some of the basic principles of biology, chemistry, physics and earth and environmental science. It includes an examination of the technology that uses these principles and its impact on society.

It further develops students’ understanding of science as a continually developing body of knowledge, of the role of experimentation in deciding between competing theories and of the provisional nature of scientific explanations.

Senior Science Stage 6 caters for a wide range of students, providing stimulation for students who have achieved elementary to substantial achievement level in the Science Stages 4–5 course.

Students who have completed the Biology, Chemistry, Earth and Environmental Science or Physics Preliminary Course but do not wish to continue on to the HSC in that course can elect to undertake the Senior Science HSC Course.

COURSE STRUCTURE

Preliminary topics:
- Water for Living
- Plants
- Humans at Work
- The Local Environment

HSC topics:
- Lifestyle Chemistry
- Medical Technology — Bionics
- Information Systems

The option comprises ONE of the following:
- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

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

HSC course will be assessed by a three 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. This course would suit potential primary school teachers.

CONTACT FOR FURTHER INFORMATION: Ms T Valassis
Society and Culture - 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>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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.

COURSE STRUCTURE
The 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 tries to establish an understanding of "who I am”. Students also investigate 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.

The HSC Course has two compulsory sections, 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 a 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: Mr H Spearing
Software Design and Development - 2 Unit

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

COURSE STRUCTURE
Preliminary Topics:
- Social and Ethical Issues
- Concepts and Issues in the Design and Development of Software
- Introduction to Development of Software
- Developing Software Solutions

HSC Topics:
- Social and Ethical Issues
- Development and Impact of Software Solutions
- Software Development Cycle
- Developing a Solution Package

One of the following options:
- Programming paradigms
- The interrelationship between software and hardware

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

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

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

CONTACT FOR FURTHER INFORMATION: Mr G Willis
Sport, Lifestyle and 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>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>$20 per year for activities outside of school</td>
</tr>
</tbody>
</table>

WHAT WILL I BE DOING IN THIS COURSE?

COURSE STRUCTURE

Topics include:
Sport, Lifestyle & Recreation is a two 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 W Hatfield
Textiles and 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>Delivered:</td>
<td>Orara High School</td>
<td>Cost:</td>
<td>$20 per year + fabric costs</td>
</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:</td>
<td>10%</td>
</tr>
<tr>
<td>Properties and Performance Textiles (knowledge and specified skills)</td>
<td>20%</td>
<td>multiple choice</td>
<td>25%</td>
</tr>
<tr>
<td>Design</td>
<td>20%</td>
<td>short answers</td>
<td>15%</td>
</tr>
<tr>
<td>Australian Textile, Clothing, Footwear and Allied Industries (knowledge and specified skills)</td>
<td>10%</td>
<td>structured essays</td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td>100%</td>
<td>Section II A major textiles project, including:</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>supporting documentation</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>textile item/s</td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td></td>
<td>Marks</td>
<td>100%</td>
</tr>
</tbody>
</table>

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:  Mr G Willis
Visual Arts — 2 Unit

<table>
<thead>
<tr>
<th>ATAR:</th>
<th>Category A</th>
<th>Exclusions:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BDC</td>
<td>Between CEC and BDC:</td>
<td></td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
<td>Photography – Visual Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSC Photography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Body of Work</td>
<td></td>
</tr>
</tbody>
</table>

**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.

**COURSE STRUCTURE**

**Preliminary topics:**
- In simple terms this involves learning about how to do Art with different materials and techniques. The theory program looks at artists, the art world and artworks.
- The nature of 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 topics:**
- In simple terms students have to do a major artwork over one year in a media and style of their choice. The theory course looks at meaning and value issues with artworks.
- 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 two 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 five 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</th>
<th>50%</th>
<th>HSC Course</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Criticism and Art History</td>
<td>Art making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Assessment</td>
<td>50%</td>
<td>Submission of a Body of Work</td>
<td>50%</td>
</tr>
<tr>
<td>A Written Paper</td>
<td>Development of the Body of Work</td>
<td>50%</td>
<td>Art Criticism and Art History</td>
</tr>
</tbody>
</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. Design, which is a major employment area, uses the skills from art.

**COSTS:**
Extra cost may be involved in Year 12 for 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>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>BEC</td>
</tr>
<tr>
<td>Delivered:</td>
<td>Orara High School</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
<tr>
<td>Duration:</td>
<td>2 unit x 2 years OR 2 unit x 1 year (Preliminary or HSC)</td>
</tr>
<tr>
<td>Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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

**Core:** (30 indicative hours) This core topic is mandatory for all students.

**Modules:** (15-30 indicative hours each)
- In the Workplace
- Preparing Job Applications
- Workplace Communications
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues (the prerequisite module is *In the Workplace*)
- Self-Employment (the prerequisite module is *Managing Work and Life Commitments*)
- Team Enterprise Project (one of two of these modules may be undertaken, provided that they do not exceed 50% of course time)
- School-developed module (one or two of these modules may be undertaken, provided that they do not exceed 25% of course time)

Modules 7, 8 and 9 require the completion of prerequisite modules, or appropriate prior learning.

**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.

**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