



Denison College
OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

SENIOR STUDIES GUIDE 2019-2020



INNOVATION OPPORTUNITY SUCCESS



A MESSAGE FROM THE COLLEGE PRINCIPAL



You are about to embark upon an important educational journey. Year 10 is a critical transition point for young people. It marks the end of junior school and presents a number of opportunities for students. Once you successfully complete Year 10, you can:

- Continue your studies as a senior student at school;
- Complete some subjects at school and others at TAFE;
- Seek an apprenticeship or traineeship; or
- Seek full-time employment.

This is the first time that you have had so many options from which to choose. Even for those deciding to continue on to study for the Higher School Certificate, you have never had so many options. Of the six subjects that most students will choose, the only compulsory subject in Year 11 and 12 is English – and even within English, there is a choice of courses designed to suit different needs, interests and ability levels.

In 2019, we will offer an enviable selection and number of courses for our senior students. A significant aspect of the College is the shared course structure which allows students to access courses from both campuses and external providers such as TAFE (Bathurst) as part of their senior study. Through the Future Directions Program, you will receive comprehensive support when selecting your courses and in adjusting your pattern of study for the HSC. Alternatively, our careers team will help to connect you with further training or employment options. We strive to actively involve students, staff and parents/carers throughout this critical transition from junior to senior school or to other training or employment.

Our Future Directions Program is a signature feature of the College. It starts in Term 2 with student information sessions, continues with the Future Directions Night in Term 3 and culminates with Future Directions Interviews which bring together students, parents/carers and teachers to help you to decide your pattern of study or career options.

Good luck!

Craig Petersen
Principal, Denison College of Secondary Education



Michael Sloan
Principal Kelso High Campus



Craig Petersen
Principal Denison College



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Information included in this book comes from the following websites:

www.educationstandards.nsw.edu.au

<https://studentsonline.nesa.nsw.edu.au>

<https://education.nsw.gov.au>

www.jobjump.com.au

www.uac.edu.au

www.schoolatoz.nsw.edu.au/homework-and-study/planning-for-the-future/year-10-subject-selection

www.sbatinnsw.info

www.usi.gov.au

DENISON COLLEGE STRUCTURE

Denison College of Secondary Education is a multi-campus college consisting of the Kelso High and Bathurst High Campuses.

The college is the largest provider of secondary education in the central west, with over 2,000 students, a combined staff of over 140 teachers and over 40 support staff. Our staff are highly-trained and dedicated, with a strong focus on the individual needs of our students.

The college structure enables extensive opportunities for students, through the provision of a shared senior curriculum which maximises subject choice for students.

Both campuses provide a modern learning environment, with comprehensive use of technology embedded throughout the curriculum.

Denison College also offers an outstanding range of co-curricular activities in all years, made possible by our extensive staff and facilities. As well as academic opportunities, students at both campuses enjoy a long tradition of success on the sporting field as well as in the creative and performing arts.

The college and campus staff work collaboratively to develop and enhance educational experiences for all students. Both campuses are welcoming and maintain their own identities. They have built strong links within the Bathurst community, Charles Sturt University, TAFE and other external providers, to support our students.

The college is focused on delivering excellence and innovation, whilst providing maximum opportunities for students to achieve success.

SENIOR COLLEGE ENVIRONMENT

Senior study in Years 11 and 12 allows students to attend the college and focus on a pattern of study to maximise their post school pathways. For students in their senior years, the college provides a more adult learning environment, better preparing students for further education, training and employment. In this environment, students can expect:

- To take greater responsibility for their learning;
- That many of their lessons will be delivered in longer blocks of time;
- That they will have times during the week where they will not have formally timetabled lessons;
- That some courses may operate outside of the normal hours of 9.00am to 3.30pm and at different venues to their home campus. (The college may provide transport for senior students who access courses at another campus);
- The relationship between themselves and their teachers will change;
- To be treated as young adults who can make independent choices and manage their own career transitions; and
- To sign a Senior Agreement at the start of Year 11.



SUBJECT SELECTION STEPS FOR YEAR 11

The Denison College Senior Studies Guide (this booklet) provides details of the courses offered at both campuses. It is published for Year 10 students considering entering Year 11.

This booklet is a resource to support students in selecting appropriate courses to maximise their post school options.

All students take part in Future Directions events, to help them select their subjects for senior study.

- All students attend an in-school Careers Day
- All students & parents/carers attend Future Directions evening
- All students wishing to study at a campus of Denison College in Year 11 2019 submit their proposed subject choices online via webchoices.
- All prospective Year 11 students and their parents/carers attend an interview in Term 3, which includes career guidance and assistance to help students choose the most suitable subject combination.
- The campuses will contact any student with course issues after the interview and webchoices process.
- Confirmation of course placements and subject choices are made by the end of Term 3.
- Students will be able to make further amendments to their chosen pattern of study, if necessary, up to the end of Week 4 of Year 11.

FUTURE DIRECTIONS TIMELINE

Future Directions Launch and Careers Day **Monday 2 July, 2018.**

Distribute Senior Studies Guide with student careers workshops.

Future Directions Evening

Wednesday 25 July, 2018 at BMEC 6pm

Future Directions Evening for students and parents to hear about study for the Higher School Certificate and to discuss subject options with school staff and representatives from other education and training providers.

Initial subject selection

Monday 30 July, 2018.

Students complete their initial subject selections via webchoices.

The subject lines will be finalised and provided to students prior to interviews, Week 5 Term 3.

Interviews

Monday 20 August, 2018.

Interviews with students and parents are held at BHC and KHC starting on Monday 20 August, 2018. **Students should bring their Future Directions Passport** to the interview.

Year 11 course offerings

Year 11 course offerings will be finalised by the end of Term 3.

**Please be prepared to change your subject choices.
Line structures are formed based on student preferences and although we aim to meet the needs of all students, sometimes this is not possible.**

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) is the highest educational award for students who successfully complete Years 11 and 12 in New South Wales. The HSC is an internationally recognised credential that provides a foundation for students entering tertiary study, vocational training or employment.

The information in this booklet is an introduction to the HSC and the options available. More information is available on the NSW Education Standards Authority website: <https://educationstandards.nsw.edu.au>

HSC MINIMUM STANDARD

If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skill necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. **The minimum standard online tests are not based on NAPLAN.**
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

Current Year 10 students who achieved a Band 8 or above in a 2017 Year 9 NAPLAN reading, writing or numeracy test are recognised as having met the HSC minimum standard in that particular area and will not need to sit the corresponding online test. If students did not get a Band 8 or above they will need to take the corresponding online tests.

COMPULSORY SCHOOL LEAVING AGE

As of January 2010, New South Wales has a new school leaving age, meaning students will complete Year 10 and then have a number of options in which to participate until at least age 17.

1. From 2010, all NSW students must complete Year 10.

2. After Year 10 and until the age of 17 students must be:

- A. In school, or registered for home schooling OR
- B. in approved education or training

OR

- C. In full-time, paid employment (average 25 hours/week) OR
- D. In a combination of these

3. This applies to students who complete Year 10 in 2009 and to all subsequent years.

Further details are available from: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/new-school-leaving-age>

Please ask your campus for more information if you have any concerns or questions.

MEETING HSC ELIGIBILITY REQUIREMENTS

TO BE ELIGIBLE FOR THE HSC, YOU MUST:

- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA requirements.
- Attend a government school, an accredited non-government school, a NSW Education Standards Authority (NESA) recognised school outside NSW, or a TAFE college.
- Complete HSC: All My Own Work (or its equivalent) before you submit any work in Year 11 or Year 12 courses (unless you are only entered for Year 11 and Year 12 Life Skills courses).
- Satisfactorily complete courses in the patterns of study detailed in this booklet.
- Sit for and make a serious attempt at the required HSC examinations.
- Have a satisfactory record of attendance and application in each course.
- Satisfactorily undertake the school's assessment program in each course.
- Complete a sufficient number of Stage 6 courses within five examination years.

CREDENTIALS FOR SCHOOL LEAVERS

Record of School Achievement (RoSA)

NESA issues the Record of School Achievement (RoSA) to eligible students who leave school **before** completing the Higher School Certificate (HSC).

The RoSA contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC. More information can be found at the New South Wales Education Standards Authority site: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

On satisfactory completion of the HSC, students receive a portfolio containing:

The Higher School Certificate Testamur: The official certificate confirming achievement of all requirements for the award of the HSC.

The HSC Course Reports: Reports of marks, the performance scale and band descriptors for each HSC course.

AQF Certificate in school delivered VET courses: Certificate or Statement of Attainment for each VET course studied, showing modules successfully completed.

Record of Achievement: Students who receive their HSC will be able to receive a RoA at the same time as their HSC detailing their achievement in their earlier years of study.

Accumulation of the Higher School Certificate (HSC): Pathways

Students may accumulate an HSC over a five-year period. The five-year period will commence in the first year a student attempts an HSC examination or completes an HSC VET course.

Students accumulating an HSC will receive a RoSA for each calendar year of study. The cumulative record will show all Year 11 and Year 12 courses satisfactorily completed, including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the ATAR.

Acceleration

Students may undertake Year 11 or Year 12 courses in advance of their usual cohort. Campus principals will make decisions about acceleration. Students who are accelerated may be able to undertake additional units for the HSC or undertake further study with external providers while still at school.

THE DIFFERENCE BETWEEN THE HSC & THE ATAR

HIGHER SCHOOL CERTIFICATE (HSC)

- Is for all students.
- Reports student achievement in terms of a standard achieved in individual courses.
- Presents a profile of student achievement across a broad range of subjects.

TYPES OF HSC COURSES

Board Developed Courses are the large number of courses set and examined by NESA that also contribute to the calculation of the ATAR. There is a syllabus and support documents for each course. These can be found on the NESA website including:

- Course objectives, structure, content and outcomes,
- Specific course requirements,
- Assessment requirements, and
- Sample examination papers and marking guidelines.

Board Developed Content Endorsed Courses (CEC) are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Special Education (Life Skills) - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC.

Life Skills courses do not count towards the ATAR and are only available for identified students with Individualised Education Plans.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

- Is for students wishing to gain a place at a university.
- Is a rank NOT a mark.
- Provides information about how students perform overall in relation to other students.
- Provides the discrimination required by universities for the selection processes.

The sole purpose of the ATAR is to assist universities in selecting students for entry into their courses in the first two years beyond the Higher School Certificate. If a student does not wish to enter university in the first two years after completing the Higher School Certificate, **there is no need to gain an ATAR.**

Generally, one in three students will gain entrance to university in the two years following the Higher School Certificate. Most of these students will be selected for university entrance using the ATAR. Some students may gain entrance to university through early admission schemes. Several universities offer admission to a small number of students this way (see Careers Advisors for information), whilst other students will gain entry to university as mature age students.

To be eligible for an ATAR, students must satisfactorily complete 10 units of HSC Board Developed Courses including:

- The best 2 units of English
- **The best 8 units from the remaining units subject to the provision that only 2 units of Category B Courses are included.**

Students considering university entrance at the end of Year 12 should consult with the University Entry Requirements Booklet produced by the University Admission Centre (UAC) and their Careers Advisor.

VOCATIONAL EDUCATION & TRAINING (VET & EVET)

Vocational Education & Training (VET) and Externally Delivered VET (EVET) courses teach industry specific skills relevant to future study and employment.

Some of the Board Developed VET courses have an optional HSC examination so, if you choose to sit the examination, your results can also count towards your ATAR.

These courses are competency based and allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. AQF qualifications are recognised by industry and employers throughout Australia and may give students advanced standing in related study.

A workplace component is a compulsory part of all VET Framework courses and many Board Endorsed VET Courses. If a course has a work placement component, it is indicated in the relevant course description.

Failure to complete work placement in a VET course will mean the subject CANNOT count towards the completion of Year 11 and/or the award of the HSC.

HSC ASSESSMENT & REPORTING

At the start of both Year 11 and Year 12, students will be issued with a Denison College Assessment Booklet and a Wall Planner.

HSC ASSESSMENT

Throughout Year 12, you will complete school-based assessments, which together contribute 50% of your final HSC mark for a course. Assessment tasks allow you to show what you know, understand and can do in ways that may not be possible in a written examination.

Your work must be all your own – cheating, including plagiarism, could lead to you receiving zero marks. The “HSC: All My Own Work” program sets out the requirements for completing your assessment tasks.

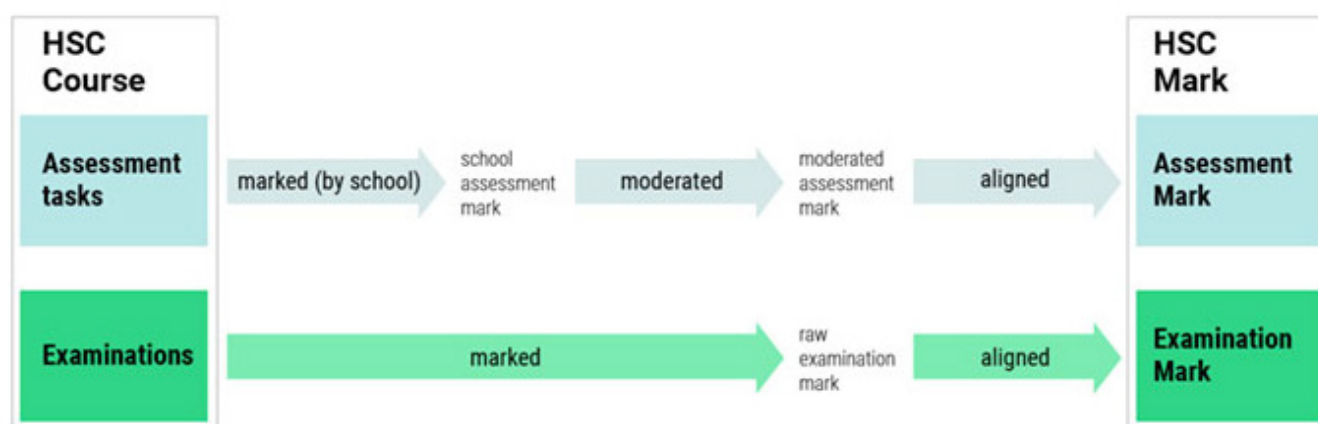
Your school will submit an overall school-based assessment mark for each of your courses to NESA. This mark equates to a ‘rank’ in your course which you can check in *My Details* on the day of the last HSC written examination.

NESA will moderate your school-based assessment marks after your examinations. Moderation takes account of how your assessment marks compare with marks given to students doing the same courses in a different school.

For more information, you can access NESA's website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/understanding-results>



INFORMATION FROM NSW EDUCATION STANDARDS AUTHORITY (NESA)



The Higher School Certificate is based on a standards referenced framework. That is, student performance is assessed and reported against standards of achievement established for each course.

The HSC mark averages your exam mark and assessment mark. The HSC mark you receive for each course, reported beside the exam mark and the assessment mark, is simply the average of these two marks. Half-marks are rounded up to the nearest whole number.

For example, if your exam mark is 92 and assessment mark is 89, the average is 90.5. This is then rounded up to an HSC mark of 91.

Performance band is based on HSC mark. You are also awarded a performance band for each course based on your HSC mark. So, if your HSC mark is 91 you will be placed in Band 6.

Further information can be found here: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/school-assessment>

HSC EXAMINATION

The examinations are what you study and work towards throughout Year 12. Your examination results contribute 50% of your final HSC mark for a course.

You will sit written examinations at the same time as everyone else in the state studying the same course.

You may also study a course with a practical or performance examination where you may be required to submit a major work, perform or speak another language.

Your personal examination timetable is available in Term 2 in the *My Details* section of Students Online or you can view the full written examination timetable via the NESA website. There are also certain pieces of equipment you can and can't take into each examination, listed on the NESA website.

There are a range of resources available to help you prepare for your examinations including study tips and materials, what to expect in the examination, past examination papers, the previous year's HSC Advisory Bulletin, and examination work books available to buy.

Once the examinations are finished, NESA employs several thousand experienced teachers to mark all the examination papers - more than two million writing booklets!



HIGHER SCHOOL CERTIFICATE RESULTS

Achieving the HSC is different from getting an ATAR. In the HSC, you do not receive a simple 'pass' or 'fail', nor do you get a single rank or mark for all courses.

The HSC results are a detailed package showing you the level of knowledge and skills you have achieved in each course.

Your HSC Record of Achievement (RoA) will list your HSC assessment mark, HSC examination mark, HSC mark (which is a 50:50 combination of your examination and assessment mark) and a Performance Band for each course you studied.

You will be able to get your HSC results online and by SMS in December and your official credentials will be mailed to you in January.

If you have any questions or concerns about your results there are different results services you may decide to use, including the HSC Results Inquiry Centre telephone hotline (1300 13 83 23), available after results are released.

You can also order replacement certificates for a fee if you ever lose your credentials.

The Universities Admissions Centre (UAC) releases the ATAR the day after the HSC results are released.

The HSC merit lists are published on the NESA website and the HSC showcases and exhibitions begin in January.

APPLYING TO STUDY AT UNIVERSITY

Educational Access Schemes

Most of the Universities Admission Centre's (UAC) participating institutions have Educational Access Schemes (EAS) to help students who have experienced long-term educational disadvantage gain admission to tertiary study.

To be eligible for EAS consideration your educational performance must have been seriously affected, normally for a period of at least six months during Year 11 and/or 12 or equivalent, due to circumstances beyond your control and choosing.

Subjects Bonus Points

Some Universities Admission Centre (UAC) institutions may allocate bonus points in recognition of your performance in Year 12 subjects that are relevant to the course/s for which you have applied. These are subject bonus points.

Bonus points do not change your ATAR; they change your selection rank for a particular course or institution. As the bonus points schemes for each institution and often for each course, are different, your selection rank can be different for each course you list in your UAC course preferences.

You may need to have a minimum ATAR before you are eligible to receive any bonus points - check the information from each institution carefully to see if it has a minimum ATAR requirement.

Schools Recommendation Schemes

Schools Recommendation Schemes (SRS) are one way institutions make early offers of undergraduate admission, using criteria other than (or in addition to) the ATAR.

There are no fees to apply for SRS, but you will be required to pay a processing fee when you apply for undergraduate admission through UAC.

For more information about applying to study at university, see your Careers Advisor and read www.uac.edu.au

HOW CHOOSE YOUR STAGE 6 COURSES OR 'SUBJECT SELECTION'

Your aim is to attain the best HSC result you can, so you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example:

- What are the course outcomes?
- Will you be required to submit a major work, or perform as part of your examinations?

Talk with your teachers about your strengths and weaknesses, as well as considering individual course requirements, before making your selections.

To achieve your HSC, you must complete a minimum of:

- 12 units in Year 11
- 10 units in Year 12

In both Year 11 and Year 12 your course selection must include at least six units of Board Developed Courses, two of which must be English; three courses of two units or greater; and four subjects.

Most courses are worth 2 units, although some, including HSC Extension courses, are worth 1 unit. You must satisfactorily complete a Year 11 course before you can continue studying that course in Year 12.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, and as the 2 units of English that the Universities Admission centre (UAC) uses to calculate an Australian Tertiary Admission Rank (ATAR). However, those students who take English Studies in the 2019 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility, rules and prerequisites on the NESA website.

If you want an Australian Tertiary Admission Rank (ATAR), check that you are studying at least 10 units of eligible Board Developed Courses.

Students at Denison College will be well supported in their subject selections through the Future Directions process. Students are encouraged to ask for help and clarification as needed.



WHERE DO I GO FOR HELP?

- The Careers Advisor on each campus will help with advice on careers, tertiary institution requirements, or courses provided by external organisations, and VET courses.
- College Deputy Principal – Wendy Murphy and College Head Teachers, Teaching and Learning, Alexa Barr (BHC), Geoff Childs (BHC), Adria Hertel (KHC) and Ashleigh Hardes (KHC) can help with advice about the content of particular subjects.
- Subject teachers, Year Advisors and course coordinators on each campus can also help with advice about the content of particular subjects.
- Deputy Principals responsible for senior curriculum (including Distance Education) – Narelle Small (KHC) and Nicholas Williams (BHC).
- Talk to your parents/carers.
- JobJump (www.jobjump.com.au)
- Talk to students already studying the courses you are considering.
- NESA - Liaison Officer, on 02 6334 8048 or www.educationstandards.nsw.edu.au
- The Senior Pathways Officer at Bathurst District Office - 02 6334 8216.
- University Entry Requirements Year 10 Booklet produced by University Admission Centre (UAC) available at www.uac.edu.au
- School a to z Practical Help for Parents (<http://www.schoolatoz.nsw.edu.au/homework-and-study/planning-for-the-future/year-10-subject-selection>)



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ATAR COURSES	
CATEGORY A - ENGLISH	UNITS
It is compulsory to choose an English course	
English Advanced	2
English Extension 1 (only studied in conjunction with English Advanced)	1
English Standard	2
English Studies (Category B)*	2
A Life Skills option may be available for identified students with an Individualised Learning Plan	
CATEGORY A - CREATIVE ARTS	UNITS
Dance	2
Drama	2
Music 1	2
Music 2	2
Visual Arts	2
A Life Skills option may be available for identified students with an Individualised Learning Plan	
CATEGORY A - HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)	UNITS
Aboriginal Studies	2
Ancient History	2
Business Studies	2
Economics	2
Geography	2
Legal Studies	2
Modern History	2
Society & Culture	2
A Life Skills option may be available for identified students with an Individualised Learning Plan	
CATEGORY A - LANGUAGES	UNITS
French Beginners	2
Japanese Beginners	2
Japanese Continuers	2
Spanish Beginners	2
CATEGORY A - MATHEMATICS	UNITS
Mathematics Advanced	2
Mathematics Extension (only studied in conjunction with Mathematics Advanced)	1
Mathematics Standard **	2
A Life Skills option may be available for identified students with an Individualised Learning Plan	
CATEGORY A - PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)	UNITS
Community & Family Studies	2
PDHPE	2
A Life Skills option may be available for identified students with an Individualised Learning Plan	

* Those students who take English Studies in the 2019 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

**Note there is a CATEGORY A and CATEGORY B option in Year 12

~ Students can only study one Industrial technology course.

^ EVET course availability will not be confirmed until late Term 3 2018.

CATEGORY A - SCIENCE	UNITS
Biology	2
Chemistry	2
Earth & Environmental Science	2
Investigating Science	2
Physics	2
A Life Skills option may be available for identified students with an Individualised Learning Plan	
CATEGORY A - TECHNOLOGICAL & APPLIED STUDIES (TAS)	UNITS
Agriculture	2
Design & Technology	2
Food Technology	2
Industrial Technology - Graphics ~	2
Industrial Technology - Metals & Engineering ~	2
Industrial Technology - Multimedia ~	2
Industrial Technology - Timber Products & Furniture ~	2
Software Design & Development	2
Textiles & Design	2
A Life Skills option may be available for identified students with an Individualised Learning Plan	
CATEGORY B - SCHOOL DELIVERED	UNITS
Construction (Cert II)	2
Entertainment Industry (Cert III in Live Production & Services)	2
Hospitality (Cert II in Kitchen Operations) SIT20416 (KHC delivered)	2
Hospitality (Cert II) SIT20316 (BHC delivered)	2
Information & Digital Technology (Cert III)	2
Metal & Engineering (Cert I in Engineering)	2
Primary Industries (Cert II in Agriculture)	2
Retail Services (Cert III)	2
CATEGORY B - EVET DELIVERED^	UNITS
Automotive	2
Electro-technology	2
Human Services - Nursing	2
NON ATAR COURSES (CEC)	
BOARD ENDORSED - SCHOOL DELIVERED (CEC)	UNITS
Ceramics	2
Exploring Early Childhood	2
Photography, Video & Digital Imaging	2
Sport, Lifestyle & Recreation	2
Visual Design	2
Work Studies	2
BOARD ENDORSED VET COURSES - SCHOOL DELIVERED (CEC)	UNITS
Skills for Work & Vocational Pathways FSK20113 KHC delivered	2
Sports Coaching SIS20513 KHC delivered	2
BOARD ENDORSED - EVET DELIVERED (CEC) TBC^	UNITS
Animal Studies	2
Community Services	2
Early Childhood Education & Care	2
Plumbing	2



BOARD DEVELOPED COURSES CATEGORY A SCHOOL DELIVERED

Board Developed Courses are developed by NESA who set up a syllabus, aims, objectives, outcomes, structure and content.

To be eligible for the HSC, students must select at least six (6) units from Board Developed Courses, including two (2) units of English.

Board Developed Courses are all delivered at school.

Board Developed HSC Courses contribute to the calculation of the ATAR.



ENGLISH ADVANCED

ATAR

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

Students examine the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different values and attitudes. They analyse and evaluate texts and the ways they are valued in their contexts.

Year 11 Course

- *Common Module: Reading to Write – Transition to Senior English. This module is common to the Advanced and Standard courses.*
- *Module A: Narratives that Shape Our World*
- *Module B: Critical Study of Literature*

Year 12 Course

For their Higher School Certificate, students must study FOUR prescribed texts including one Shakespearean drama, one prose fiction, one poetry or drama, and one non-fiction, film or media text or another text from the categories above. They will also be required to study a range of shorter texts in the Craft of Writing Module.

The modules studied will be:

- *Common Module: Texts and Human Experiences. This is the Common module taught in Advanced, Standard and English Studies.*
- *Module A: Textual Conversations*
- *Module B: Critical Study of Literature*
- *Module C: The Craft of Writing*

Career Relevance/Pathways/Transferable Skills

This course is designed for students who intend to progress to higher education at a tertiary institution. It may be a prerequisite for entry to a number of paths of study.

Cost: nil 2 units Major Project: no

ENGLISH STANDARD

ATAR

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

Students explore the ways events, experiences, ideas and processes are represented in and through texts. They reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Year 11 Course

- *Common Module: Reading to Write – Transition to Senior English. This module is common to the Standard and Advanced courses.*
- *Module A: Contemporary Possibilities*
- *Module B: Close Study of Literature*

Year 12 Course

For their Higher School Certificate, students must study THREE prescribed texts including one prose fiction, one poetry or drama, and one non-fiction or film or media text. They will also be required to study a range of shorter texts in the Craft of Writing Module.

The modules studied will be:

- *Common Module: Texts and Human Experiences. This is the Common module taught in Advanced, Standard and English Studies.*
- *Module A: Language, Identity and Culture*
- *Module B: Close Study of Literature*
- *Module C: The Craft of Writing*

Career Relevance/Pathways/Transferable Skills

Students who study the Standard English course gain good preparation for further education and employment in a wide range of career areas. Standard English is accepted for entry to all university courses but it is not considered suitable preparation for students who wish to study English at university.

Cost: nil 2 units Major Project: no

ENGLISH STUDIES



This NESA developed course caters for a wide candidature of students in specific areas of need. Students considering enrolment in the English Studies course are advised to seek careers advice regarding implications for post school training and development opportunities. This course is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. While students may elect to sit for a Higher School Certificate Examination, they can also be assessed entirely upon coursework. Students who opt to sit the HSC Examination **may qualify for an ATAR** depending on the other courses they are studying.

Year 11 Course

Students are required to complete a mandatory unit in Year 11: Achieving through English – English in education, work and community.

In addition, students also complete 2-4 modules from the syllabus list, in negotiation with teachers, based upon their interests and career aspirations.

Year 12 Course

Students are required to complete a mandatory module in Year 12: Texts and Human Experiences. This module is common to both the Advanced and Standard course and students will be required to study a prescribed text. Students may also opt to sit the Year 12 Examination for the Common Module.

In addition, students also complete 2-4 modules from the syllabus list, in negotiation with teachers, based upon their interests and career aspirations

Some of the units available for study include:

- *Playing the Game – English in sport*
- *Digital Worlds – English for the web*
- *On the Road – English and the experience of travel*
- *Telling Us All About It – English and the media*
- *The Big Screen – English in film-making*

Career Relevance/Pathways/Transferable Skills

The English Studies course offers a comprehensive and relevant language experience and an experience of literature. It aims to increase the opportunities available to students in their personal, social and vocational lives.

NESA recognises the satisfactory completion of the English Studies course as fulfilment of the English requirement for the HSC. The course may be included in the 6 units of Board Developed Courses required for the award of the HSC. Students in the English Studies course can opt to sit the HSC Examination for the Common Module. Students who opt to complete the exam may qualify for an ATAR depending on their pattern of study.

Those students who take English Studies in the 2019 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

Cost: nil 2 units Major Project: no

ENGLISH EXTENSION 1



This course is designed for students undertaking Advanced English who choose to study at a more intensive level in diverse but specific areas. These students enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Year 11 Course

In the Year 11 Extension course, students complete the Module: Texts, Culture and Value. This includes an independent related research project.

Year 12 Course

The Year 12 Extension Course 1 has one Common Module: Literary Worlds. Students study ONE elective within the module. At least THREE texts must be selected from a prescribed text list for the elective to be studied including at least TWO extended print texts.

Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

Career Relevance/Pathways/Transferable Skills

The critical thinking skills, imaginative writing and textual analysis engaged within the course are all skills directly transferable to a wide range of real-world contexts and allow for a seamless transition into a large number of educational opportunities. Graduates of the Extension English 1 course have eventually moved into professions such as law, education, advertising and all fields to do with the media and the public service.

Cost: nil 1 unit Major Project: no

ENGLISH EXTENSION 2 ATAR

YEAR 12 ONLY

In the Year 12 English Extension Course 2, students develop a sustained composition and document their reflection on this process. It requires students to complete a Major Work, a Journal and a Reflection Statement.

The Major Work is a sustained, cohesive extended composition that demonstrates mastery of the composition process. The Reflection Statement reflects on and evaluates the creative process of completing an original composition. Students engage in extensive investigation of a subject of their own choosing to demonstrate the skills and knowledge developed throughout their Stage 6 English courses.

Career Relevance/Pathways/Transferable Skills

As the course is analytical, creative and reflective in nature, students will develop skills that are relevant to all forms of tertiary study. Students wishing to specialise in English or other humanities subjects at tertiary level will be well prepared by the Extension English courses.

ABORIGINAL STUDIES ATAR

Aboriginal Studies investigates Aboriginal and Indigenous peoples at local, national and global levels from the past, present and in the future.

Students are encouraged to think critically about the historical and contemporary experiences of Aboriginal peoples. They will gain an appreciation of social justice and shared histories.

Year 11 Course

- *Aboriginality and the land*
- *Heritage and Identity*
- *International Indigenous Community comparative study*
- *Research and Inquiry Methods: Local Community Case Study*

Year 12 Course

- *Social Justice and Human Rights Issues*
- *Case Study of an Aboriginal Community*
- *Research and Inquiry Methods – Major Project*

Course Requirements

Consultation with the local Aboriginal community is a vital component of the course.

Career Relevance/Pathways/Transferable Skills

The study of Aboriginal Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including law, policing, teaching, medicine, environmental studies, nursing, tourism, social work, journalism.

Complementary Subjects

Geography, Modern History, Society and Culture, Legal Studies, Community and Family Studies.

Cost: nil **1 unit** **Major Project:** yes

Cost: nil **2 units** **Major Project:** yes internal

AGRICULTURE

ATAR

The Agriculture Stage 6 Syllabus is designed to develop students' knowledge and understanding about the production and marketing of both animal and plant products. Students should also develop the associated skills and responsible attitudes that are necessary to manage and market these products in a sustainable manner.

Year 11 Course

- *Farm Case Study (30%)*
- *Plant or Animal Problem (30%)*
- *Yearly Exam (40%)*

Year 12 Course

- *Oral Presentation - Plant/Animal Production (15%)*
- *Prac Test Farm Production Study (25%)*
- *Research Elective Topic (30%)*
- *Trial HSC Exam (30%)*

Elective (20%):

Choose ONE of the following to study.

- *Agri-food, Fibre and Fuel Technologies*
- *Climate Challenge*
- *Farming for the 21st Century*

Career Relevance/Pathways/Transferable Skills

The Agriculture Stage 6 Syllabus provides opportunities for multiple pathways to employment and further education. Some students may well be stimulated to move into post-secondary agricultural courses or to seek employment in rural and related industries.

Complementary Subjects

The study of Agriculture complements the study of other science disciplines, including Biology, Chemistry, Earth and Environmental Science, Investigating Science as well as Economics and VET Primary Industries

Cost: \$25

2 units

Major Project: no

ANCIENT HISTORY

ATAR

Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains, focusing on world history prior to the fall of Rome. Students will investigate different aspects of societies including; sites, people, societies, events and developments in order to understand the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. They are encouraged to think critically about historical issues and the attributes of ancient societies. They will gain an appreciation of ancient cultures and their legacies.

Year 11 Course

- *Investigating Ancient History*
- *The nature of Ancient History*

Case studies

- *Features of Ancient Societies*
- *Historical Investigation*

Year 12 Course

- *Core Study: Cities of Vesuvius*
- *Ancient Societies*
- *Personalities in their Times*
- *Historical Periods*

Extension Unit available in Year 12 by application

Career Relevance/Pathways/Transferable Skills

The study of Ancient History provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including law, policing, teaching, public services, politics, administrative roles, writers, library and museum work.

Complementary Subjects

Geography, Modern History, Society and Culture, English Advanced, Standard and Extension 1 and 2, Extension History (Year 12 option).

Cost: nil

2 units

Major Project: no

BIOLOGY

ATAR

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

Year 11 Course

- *Module 1 Cells as the Basis of Life*
- *Module 2 Organisation of Living Things*
- *Module 3 Biological Diversity*
- *Module 4 Ecosystem Dynamics*

Year 12 Course

- *Module 5 Heredity*
- *Module 6 Genetic Change*
- *Module 7 Infectious Disease*
- *Module 8 Non-infectious Disease and Disorders*

Extension unit available in Year 12 by application.

Prerequisites

Proficient at Stage 5 Science is recommended.

Career Relevance/Pathways/Transferable Skills

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

This course is recommended for many science based courses at university including Science, Health Sciences, Veterinary Sciences, Medicine, Agriculture, Forestry, Forensics, Marine Biology, Environmental Science, Physiotherapy, Forensic, Biochemistry and Education or TAFE including Laboratory Technician, Animal Technician.

Complementary Subjects

The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines, such as Chemistry, Investigating Science, Earth and Environmental Science and other STEM (Technology, Engineering and Mathematics) related courses.

Cost: \$25 **2 units** **Major Project:** no

BUSINESS STUDIES

ATAR

Business activity is a feature of everyone's life. Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. It offers focus areas ranging from planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment.

Year 11 Course

- *Nature of Business*
- *Business Management*
- *Business Planning*

Year 12 Course

- *Operations*
- *Marketing*
- *Finance*
- *Human Resources*

Course Requirements

In the Year 11 course, students must investigate the operation of a small business or plan the establishment of a small business.

Career Relevance/Pathways/Transferable Skills

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university. It will help students to prepare for employment in areas such as advertising, accounting, banking, finance, human resources, marketing, public relations, small business owner, sports administration, taxation, to name a few.

Complementary Subjects

Economics, VET Retail Services, Legal Studies.

Cost: nil **2 units** **Major Project:** no

CHEMISTRY

ATAR

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

Year 11 Course

- *Module 1 Properties and Structure of Matter*
- *Module 2 Introduction to Quantitative Chemistry*
- *Module 3 Reactive Chemistry*
- *Module 4 Drivers of Reactions*

Year 12 Course

- *Module 5 Equilibrium and Acid Reactions*
- *Module 6 Acid/Base Reactions*
- *Module 7 Organic Chemistry*
- *Module 8 Applying Chemical Ideas*

Extension unit available in Year 12 by application.

Prerequisites

Proficient at Stage 5 Science is recommended.

Career Relevance/Pathways/Transferable Skills

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

This course is highly recommended for many science based courses at university including Science, Pharmacy, Engineering, Medicine, Health Sciences, Food Technology, Forensics, Environmental Science, Education and Physiotherapy.

Complementary Subjects

The study of Chemistry, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines, including Biology, Physics, Investigating Science, Earth and Environmental Science and other STEM (Technology, Engineering and Mathematics) related courses.

Cost: \$25

2 units

Major Project: no

COMMUNITY & FAMILY STUDIES (CAFS)

ATAR

CAFS aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society. Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, CAFS is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Year 11 Course

- *Resource Management*
- *Individuals and Groups*
- *Families and Communities*

Year 12 Course

- *Research Methodology*
- *Independent Research Project.*
- *Groups in Context*
- *Parenting and Caring*

Year 12 course option modules. One of the following options will be selected:

- *Family and Societal Interactions*
- *Social Impact of Technology*
- *Individuals and Work*

Course Requirements

The development of research skills is particularly important in the CAFS course. The module Research Methodology allows students to develop a full understanding of the process of inquiry and research, culminating in the production of an Independent Research Project.

Career Relevance/Pathways/Transferable Skills

The study of CAFS Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. It has particular application in careers such as Business Management, Teaching, Social Work, Nursing, Counselling and Marketing.

Complementary Subjects

PDHPE, Society and Culture.

Cost: nil

2 units

Major Project: yes internal

DANCE

ATAR

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Year 11 Course

- *Performance (40%)*
- *Composition (20%)*
- *Appreciation (20%)*
- *Additional (20%) to be allocated by the teacher to suit the specific circumstances/context of the class.*

Year 12 Course

In Year 12 students continue common study in:

- *Performance*
- *Composition*
- *Appreciation.*

Students also undertake an in-depth study of Dance in one of the Major Study components: Performance

- *Composition*
- *Appreciation or*
- *Dance and Technology.*

Course Requirements

Some extra costs may be incurred for practical aspects and projects within the course.

Career Relevance/Pathways/Transferable Skills

Dance provides students with a variety of skills, which will be beneficial to them in any career. The course would be particularly useful for students who may be considering a dance-related career, within, for example dance teaching, choreography, physiotherapy, dance therapy, dance writing and criticism.

Complementary Subjects

Drama, PDHPE, Biology.

Cost: \$20 **2 units** **Major Project:** yes

DESIGN & TECHNOLOGY

ATAR

This subject consists of a minimum of two design projects, a major design project work and a critical analysis of innovation through a case study of Australian innovation.

Year 11 Course

Students participate in hands-on, practical activities that involve a minimum of two design projects. Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms. Students should be encouraged to communicate their design ideas using a range of appropriate media.

Year 12 Course

In Year 12, students will be engaged in the development and realisation of the major design project, a case study of an innovation and other teaching and learning activities. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. Students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects. The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society.

Particular Course Requirements

Extra costs may be incurred for practical aspects and projects within the course.

Career Relevance/Pathways/Transferable Skills

Students who study Design and Technology are able to participate in further education through TAFE and University. Career opportunities exist in, but are not limited to, those in the planning, designing, constructing, production and manufacturing.

Complementary Subjects

VET Construction, Mathematics, VET Metals and Engineering, Industrial Technology.

Cost: \$50 **2 units** **Major Project:** yes

DRAMA

ATAR

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

Year 11 Course

- *Improvisation, play building, acting*
- *Elements of production in performance*
- *Theatrical traditions and performance styles*

Year 12 Course

- *Australian drama and theatre*
- *Studies in drama and theatre*
- *Group performance*
- *Individual project – either performance, critical analysis, design (costume, set, promotion and program, lighting), script-writing, and video drama.*

Course Requirements

Students are expected to be able to perform a 6-12 minute group performance in front of external itinerant HSC markers.

Extra costs may be incurred for practical aspects and projects within this course.

Career Relevance/Pathways/Transferable Skills

Students who wish to pursue a career in theatre or the entertainment industry, public relations and media communications education can gain relevant skills and experience through this course. Students can pursue a university degree in Performing Arts or Theatre Theory.

Complementary Subjects

Visual Arts, Music, English Advanced, English Standard, VET Entertainment Industries and Dance.

Cost: \$20 2 units **Major Project:** yes Group and individual

EARTH & ENVIRONMENTAL SCIENCE

ATAR

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

Year 11 Course

- *Module 1 Earth's Resources*
- *Module 2 Plate Tectonics*
- *Module 3 Energy Transformations*
- *Module 4 Human Impacts*

Year 12 Course

- *Module 5 Earth's Processes*
- *Module 6 Hazards*
- *Module 7 Climate Science*
- *Module 8 Resource Management*

Extension unit available in Year 12 by application

Prerequisites

Proficient at Stage 5 Science is recommended.

Career Relevance/Pathways/Transferable Skills

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

This course is highly recommended for many science-based courses at university including Geology, Mining, Metallurgy, Archaeology, Agricultural Science, Environmental Science, Conservation and Land Management, Land Care or Forestry.

Complementary Subjects

The study of Earth and Environmental Science, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines, including Biology, Chemistry, Investigating Science and other STEM (Technology, Engineering and Mathematics) related courses.

Cost: \$25 2 units **Major Project:** no

ECONOMICS

ATAR

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. Discussion of economic issues dominates the media and politics.

By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.

Year 11 Course

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

Year 12 Course

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

Career Relevance/Pathways/Transferable Skills

The study of Economics provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including business, commerce, political science, international studies.

Complementary Subjects

Business Studies, Geography, Legal Studies.

FOOD TECHNOLOGY

ATAR

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to 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.

Year 11 Course

- *Food availability and selection*
- *Food quality*
- *Nutrition*

Year 12 Course

- *The Australian food industry*
- *Food manufacture*
- *Food product development*
- *Contemporary food issues in nutrition*

Course Requirements

Students must be able to use food preparation equipment and cooking utensils and devices.

Career Relevance/Pathways/Transferable Skills

Students who study Food Technology are able to participate in further education through TAFE and University.

Career opportunities exist in the hospitality industry, food nutritionists, cooks and apprenticeships as chefs.

Complementary Subjects

VET Hospitality.

Cost: nil 2 units Major Project: no

Cost: \$75 Yr 11 \$75 Yr 12 2 units Major Project: no

FRENCH BEGINNERS

ATAR

The study of French equips students as travellers and provides access to a significant part of the culture of French speaking communities throughout the world. French is an official language for the Olympic Games and the United Nations as well as international conferences.

Knowledge of French can be an advantage in seeking employment in many fields such as arts, banking and international finance, diplomacy, fashion and cosmetics, wine making, catering, law and tourism.

Themes Covered

- *Family life, home and neighbourhood*
- *People, places and communities*
- *Education and work*
- *Friends, recreation and pastimes*
- *Holidays, travel and tourism*
- *Future plans and aspirations*
- *Perspectives*
- *Personal World and French Speaking Communities.*

Particular Course Requirements

There may be a cost related to the purchase of specific language texts such as a dictionary.

Career Relevance/Pathways/Transferable Skills

The study of French Beginners provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university such as Arts, International Studies, Food Technology, Tourism, Media Studies.

Complementary Subjects

Advanced & Standard English, VET Hospitality, Food Technology, Visual Arts, Music, Dance.

Cost: nil **2 units** **Major Project:** no

GEOGRAPHY

ATAR

Geography involves an investigation of the world and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

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.

Year 11 Course

- *Biophysical Interactions*
- *Global Challenges*
- *Senior Geography Project*

Year 12 Course

- *Ecosystems at Risk*
- *Urban Places*
- *People and Economic Activity*

Course Requirements

Students are required to complete a Senior Geography Project in Year 11 Geography. Students must also complete fieldwork.

Career Relevance/Pathways/Transferable Skills

The study of Geography provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including environmental science, town planning, cartography, park ranger.

Complementary Subjects

Modern History, Aboriginal Studies, VET Primary Industries, VET Construction, Business Studies, Earth and Environmental Science.

Cost: nil **2 units** **Major Project:** yes internal Year 11

INDUSTRIAL TECHNOLOGY: GRAPHICS TECHNOLOGIES

ATAR

This subject consists of a practical project work and industry study that develops a broad range of skills and knowledge related to the graphics and drafting industries, together with an introduction to industry processes and practices.

Students can only choose to study one (1) Industrial Technology course.

Year 11 Course

The content of the Year 11 course includes practical projects, development of computer skills and related theory knowledge. A folio of work, which helps to build understanding, accompanies projects.

Study of an associated industry will be undertaken in depth which includes a site visit to industry. An in depth report on the business is developed from the industry study.

Study of appropriate WHS (Work, Health and Safety) requirements for the industry and possible career opportunities.

Year 12 Course

For Year 12, students will be required to design, develop, construct and present a major project with a management folio. Together these contribute 60% of the HSC mark. 40% for the project and 20% for the folio. The remaining 40% comes from the HSC examination. Students are expected to manage the production of their major project and folio throughout the HSC course.

Course Requirements

Students need a working knowledge of computers.

Career Relevance/Pathways/Transferable Skills

Students who study Industrial Technology – Graphics are able to participate in further education through TAFE and University. Career opportunities exist in drafting, architecture, interior design, furniture design, surveying, engineering and computer aided design of products.

Complementary Subjects

Engineering Studies, Design and Technology, Visual Arts.

Cost: \$20 **2 units** **Major Project:** yes

INDUSTRIAL TECHNOLOGY: METAL & ENGINEERING TECHNOLOGIES

ATAR

This subject consists of a practical project work and industry study that develops a broad range of skills and knowledge related to the metal and engineering industries, together with an introduction to industry processes and practices.

Exclusions: Some industry focus areas with similar VET Curriculum framework and Content Endorsed courses. Students can only choose to study one (1) Industrial Technology course.

Year 11 Course

The Year 11 course includes practical projects, development of metal and engineering technology skills and related theory knowledge. A folio of work, which helps to build understanding, accompanies projects. Study of an associated industry will be undertaken in depth which includes a site visit to industry. An in depth report on the business is developed from the industry study. Study of appropriate WHS (Work, Health and Safety) requirements for the industry and possible career opportunities.

Year 12 Course

Year 12 students will be required to design, develop, construct and present a major project with a management folio. Together these contribute 60% of the HSC mark. 40% for the project and 20% for the folio. The remaining 40% comes from the HSC examination. Students manage the production of their major project and folio throughout the HSC course.

Course Requirements

Students need to be able to utilise metal and engineering processes and work with related tools, machinery and other equipment.

Career Relevance/Pathways/Transferable Skills

Students who study Industrial Technology – Metal & Engineering Technology are able to participate in further education through TAFE and University. Career opportunities exist in traineeships and apprenticeships in; mechanical, fabrication, electrical/electronic trade; production technology and production systems, jewellery manufacture; lock smithing; boating services and marine craft construction.

Complementary Subjects

VET Construction, Mathematics

Cost: \$50 Year 11 \$50 Year 12 **2 units** **Major Project:** yes

INDUSTRIAL TECHNOLOGY: MULTIMEDIA TECHNOLOGIES

ATAR

This subject consists of a practical project work and industry study that develops a broad range of skills and knowledge related to the multimedia industry, together with an introduction to industry processes and practices.

Students can only choose to study one (1) Industrial Technology course.

Year 11 Course

The Year 11 course includes practical projects, development of computer skills and related theory knowledge. A folio of work, which helps to build understanding, accompanies projects. Study of an associated industry will be undertaken in depth which includes a site visit to industry. An in depth report on the business is developed from the industry study. Study of appropriate WHS (Work, Health and Safety) requirements for the industry and possible career opportunities.

Year 12 Course

Year 12 students will be required to design, develop, construct and present a major project with a management folio. Together these contribute 60% of the HSC mark. 40% for the project and 20% for the folio. The remaining 40% comes from the HSC examination. Students are manage the production of their major project and folio throughout the HSC course.

Course Requirements

Students need a working knowledge of computers.

Career Relevance/Pathways/Transferable Skills

Students who study Industrial Technology – Multimedia are able to participate in further education through TAFE and University. Career opportunities exist in advertising, web page design, graphic arts, communications, video media, game design and animation.

Complementary Subjects

Visual Arts, Design and Technology, Business Studies.

Cost: \$20 **2 units** **Major Project:** yes

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

ATAR

This subject consists of a practical project work and industry study that develops a broad range of skills and knowledge related to the timber and furniture industries, together with an introduction to industry processes and practices.

Students can only choose to study one (1) Industrial Technology course.

Year 11 Course

The Year 11 course includes practical projects, development of timber technology skills and related theory knowledge. A folio of work, which helps to build understanding, accompanies projects. Study of an associated industry will be undertaken in depth which includes a site visit to industry. An in depth report on the business is developed from the industry study. Study of appropriate WHS (Work, Health and Safety) requirements for the industry and possible career opportunities.

Year 12 Course

Year 12 students will be required to design, develop, construct and present a major project with a management folio. Together these contribute 60% of the HSC mark. 40% for the project and 20% for the folio. The remaining 40% comes from the HSC examination. Students manage the production of their major project and folio throughout the HSC course.

Course Requirements

Students need to be able to utilise timber processes and work with related tools, machinery and other equipment.

Career Relevance/Pathways/Transferable Skills

Students who study Industrial Technology – Timber products and Furniture technologies are able to participate in further education through TAFE and University. Career opportunities exist in traineeships and apprenticeships in; cabinet making, carpentry, furniture making, wood machinists and artistic design.

Complementary Subjects

VET Construction, Mathematics.

Cost: \$50 Year 11 \$50 Year 12 **2 units** **Major Project:** yes

INVESTIGATING SCIENCE ATAR

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Year 11 Course

- *Module 1 Cause and Effect – Observing*
- *Module 2 Cause and Effect – Inferences and Generalisations*
- *Module 3 Scientific Models*
- *Module 4 Theories and Laws*

Year 12 Course

- *Module 5 Scientific Investigations*
- *Module 6 Technologies*
- *Module 7 Fact or Fallacy?*
- *Module 8 Science and Society*

Extension unit available in Year 12 by application

Prerequisites

Proficient at Stage 5 Science is recommended.

Career Relevance/Pathways/Transferable Skills

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

This course is highly recommended for all science based courses at university.

Complementary Subjects

The Investigating Science course is designed to complement the study of all the science disciplines, including Biology, Chemistry and Physics and Earth and Environmental Science by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society.

Cost: \$25 **2 units** **Major Project:** no

JAPANESE BEGINNERS ATAR

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

Themes Covered

- *Family life, home and neighbourhood*
- *People, places and communities*
- *Education and work*
- *Friends, recreation and pastimes*
- *Holidays, travel and tourism*
- *Future plans and aspirations*
- *Perspectives*
- *Personal World and Japanese Speaking Communities.*

Course Requirements

There may be a cost related to the purchase of specific language texts such as a dictionary.

Students must not have studied more than 100 hours of Japanese if they wish to do Japanese Beginners.

Career Relevance/Pathways/Transferable Skills

The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Complementary Subjects

Business Studies, English Advanced or Standard, Society and Culture, Visual Arts.

Cost: nil **2 units** **Major Project:** no

JAPANESE CONTINUERS ATAR

The study of Japanese is of both cultural and economic importance to Australians. Japan is Australia's leading trading partner and there are significant cultural ties between Australia and Japan. The ability to communicate in Japanese may provide students with enhanced vocational opportunities in fields such as trade, tourism and hospitality, banking and finance, technology and diplomacy. The students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

Objectives Covered

- *Exchange information, opinions & experiences in Japanese*
- *Express ideas through the production of original texts in Japanese*
- *Analyse, process and respond to texts that are in Japanese*
- *Understand aspects of the language & culture of Japanese-speaking communities*

Perspectives

- *The individual*
- *Japanese-speaking communities*
- *The changing world*

Prerequisites

Stage 5 200 hours course Japanese. Students must not have any background in Japanese language aside from school-based learning, outside of Japan.

Course Requirements

There may be a cost related to the purchase of specific language texts such as a dictionary.

Career Relevance/Pathways/Transferable Skills

The study of Japanese Continuers provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university such as International Studies, Tourism.

Complementary Subjects

English Advanced or Standard, Visual Arts, Society and Culture.

Cost: \$40 2 units Major Project: no

LEGAL STUDIES ATAR

Legal Studies develops the students' knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level.

The subject offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. Legal Studies has a significant impact on students' confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

Year 11 Course

- *The Legal System*
- *The Individual and the Law*
- *Law in Practice*

Year 12 Course

- *Crime*
- *Human Rights*
- *Options*

Two options are chosen from Consumers, Global Environment and Protection, Family, Indigenous Peoples, Shelter, Workplace and World Order.

Career Relevance/Pathways/Transferable Skills

The study of Legal Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including law, policing, teaching, medicine, environmental studies, nursing, tourism, social work, journalism.

Complementary Subjects

Aboriginal Studies, Business Studies, Modern History, Society and Culture, Community and Family Studies.

Cost: nil 2 units Major Project: no

MATHEMATICS STANDARD



Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. The course focuses on mathematical skills and techniques which have direct application to everyday activity.

The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course, or the Mathematics Standard 2 Year 12 course. **Students who choose to sit the optional HSC Examination for Mathematics Standard 1 may qualify for an ATAR depending on the other courses they are studying. All students studying the Mathematics Standard 2 course will sit for an HSC examination.**

Year 11 Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 Course - CATEGORY A / CATEGORY B

- Standard 1 and Standard 2
- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

Prerequisites

The Year 11 course assumes that students have achieved the outcomes of Trigonometry and Algebra of the Stage 5.1 course in Year 10. Students who intend to study the Standard 2 course in the HSC should have followed the Stage 5.2 course in Year 10.

Course Requirements

Technology: BYOD Recommended

Career Relevance/Pathways/Transferable Skills

Mathematics Standard 2 course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level in humanities, nursing and paramedical sciences. Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training at TAFE.

Cost: BHC: nil. KHC: Edrolo Subscription. 2 units **Major Project:**no

MATHEMATICS ADVANCED



The Mathematics Advanced course is a more formal, abstract course and is useful for concurrent studies in science and commerce. Note that calculus is covered in this course. The concepts and techniques of differential and integral calculus form a strong basis of the course.

Year 11 Course

- Functions
- Trigonometric Functions
- Calculus
- Exponential & Logarithmic Functions
- Statistical Analysis

Year 12 Course

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Prerequisites

A high level of competence in Mathematics in Years 9 and 10 is required for this course. It is expected that only students who have studied Year 10 Mathematics at the highest level and achieved a significant number of outcomes in the 5.3 course should attempt the course. It is also expected that a prerequisite for studying this course is a high level of competency in algebra.

Course Requirements

Technology: BYOD Recommended

Career Relevance/Pathways/Transferable Skills

The Mathematics Advanced course provides the minimum basis for entry into tertiary courses requiring mathematics. Students intending to do tertiary studies should check prerequisites for specific courses. Students who have acquired a very high level of competence in the 5.3 course in Years 9 and 10 and who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake Mathematics Extension 1 or Extension 2 courses.

Complementary Subjects

Physics, Chemistry, Engineering Studies, Software Design and Development.

Cost: BHC: nil. KHC: Edrolo Subscription. 2 units **Major Project:**no

MATHEMATICS EXTENSION 1



Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics and its functionality. The concepts and techniques of differential and integral calculus form a strong basis of the courses.

Year 11 Course

- *Functions*
- *Trigonometric Functions*
- *Calculus*
- *Combinatorics*

Year 12 Course

- *Proofs*
- *Vectors*
- *Trigonometric Functions*
- *Calculus*
- *Statistical Analysis*

Prerequisites

This 1 unit extension course is undertaken while studying the Mathematics Advanced course in both Years 11 and 12. The content of this course, which includes the entire Mathematics Advanced course, and its depth of treatment indicate that it is intended only for students who have acquired a very high level of competence in the Year 10 Mathematics 5.3 course.

Course Requirements

Technology: BYOD Recommended

Career Relevance/Pathways/Transferable Skills

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Complementary Subjects

Physics, Chemistry, Engineering Studies, Software Design and Development.

Cost: BHC: nil. KHC: Edrolo Subscription. 1 unit **Major Project:**no

MATHEMATICS EXTENSION 2



YEAR 12 ONLY

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus. It gives students an appreciation of mathematics as an activity involving invention, intuition and exploration. Mathematics Extension 2 extends students conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Year 12 Course

- *Proofs*
- *Vectors*
- *Complex Numbers*
- *Calculus*
- *Mechanics*

Prerequisites

This course is a 1 unit extension course which is undertaken while studying the Mathematics Extension 1 HSC course (that is, this is a Year 12 extension course). The Extension 2 course includes the entire Mathematics Advanced course and the entire Extension 1 course. This course is very demanding and is intended only for outstanding Year 11 Extension 1 students.

Course Requirements

Technology: BYOD Recommended

Career Relevance/Pathways/Transferable Skills

The Mathematics Extension 2 course provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 2 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Cost: BHC: nil. KHC: Edrolo Subscription. 1 unit **Major Project:**no

MODERN HISTORY

ATAR

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

Year 11 Course

- *The Nature of Modern History*

Case Studies:

- *1. Europe/North America/Australia focus*
- *2. Asia/Pacific focus*
- *Shaping of the Modern World*
- *Historical Investigation - critical source analysis and extended response essay development.*

Year 12 Course

- *Core Study: Power and Authority in the Modern World 1919-1946*
- *National Studies*
- *Peace and Conflict*
- *Change in the Modern World*

Extension Unit available in Year 12 by application.

Career Relevance/Pathways/Transferable Skills

University style essay writing and referencing skills. Developing critical thinking and critical analysis. The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It provides a good foundation for careers in Archaeology and Research, Journalism, Law, Teaching and the civil service.

Complementary Subjects

Ancient History, Society and Culture, Legal Studies, English Advanced or Standard, History Extension (Year 12 option) .

Cost: nil **2 units** **Major Project:** no

MUSIC 1

ATAR

Music 1 is a course designed for those students with a general interest in music who enjoy performing, composing, researching and listening. In the Year 11 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.

Topics Covered

There are 22 topics available for study in the Music 1 course. During the Year 11 and HSC years, students will study 6 of these topics in-depth.

Year 11 Course

Students will study at least three topics from the prescribed list.

Year 12 Course

Students will study at least three topics from the prescribed list.

Course Requirements

Students will cover four skill areas equally in Year 11. In Year 12, aural is compulsory, as is the core performance. There is opportunity to major in one or more areas in Year 12.

- *Aural: Analysis of music in terms of the concepts of music and written response.*
- *Musicology: Research of topics and viva voce assessment of an interest area.*
- *Composition: Creating and notating a score and keeping a process portfolio.*
- *Performance: Preparation and presentation of repertoire in chosen topic areas.*

Prerequisites

The study of music in Years 9-10 is an advantage but not mandatory. Students are encouraged to be having private tuition on their chosen instrument, but again is not mandatory.

Career Relevance/Pathways/Transferable Skills

Some tertiary study of music or arts, professional musician / performer, music teacher – either private tuition or school, composer, conductor, sound engineer, management theatre, production, technology.

Complementary Subjects

VET Entertainment Industries, Mathematics, Drama, English Advanced or Standard, Dance.

Cost: \$20 **2 units** **Major Project:** yes

MUSIC 2

ATAR

Music 2 is an advanced level course for those with established music skills and a high level of interest in the history and styles of music. In the Year 11 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.

Year 11 Course

The mandatory topic is Music 1600 to 1900. Students may choose their additional topic from a prescribed list.

Year 12 Course

The mandatory topic is Music of the Last 25 Years with an Australian focus. Students may choose their additional topic from a prescribed list.

Extension Unit available in Year 12 by application.

Course Requirements

In addition to core studies in performance, composition, musicology and aural (refer to Music 1 for brief description), students nominate one elective study in performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

Prerequisites

Year 9 and Year 10 Elective Music (strongly encouraged) and a minimum standard of Grade 5 AMEB or equivalent.

Career Relevance/Pathways/Transferable Skills

Tertiary study of music or arts; professional musician, music education, composer, music management, theatre, musical production, private tuition, sound technician, music technology.

Complementary Subjects

VET Entertainment Industries, Mathematics, Drama, English Advanced, Modern History, Visual Arts.

Cost: \$20 **2 units** **Major Project:** yes

PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION (PDHPE)

ATAR

This is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

Year 11 Course

- *Core topics*
- *Better Health for Individuals and*
- *The Body in Motion*
- *Two of the following options are studied.*
- *First Aid*
- *Composition and Performance*
- *Fitness Choices*
- *Outdoor Recreation*

Year 12 Course

- *Health priorities in Australia*
- *Factors Affecting Performance*
- *Two of the following options are studied.*
- *The Health of Young People*
- *Sport and Physical Activity in Australian Society*
- *Sports Medicine*
- *Improving Performance*
- *Equity and Health*

Career Relevance/Pathways/Transferable Skills

Undertaking this course will provide foundation studies for those students with special or vocational interest in human movement, and individual and community health issues. This course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching or physical education teaching.

Complementary Subjects

VET CEC Sports Coaching, Biology, Community and Family Studies, Sport, Lifestyle & Recreation.

Cost: nil **2 units** **Major Project:** no

PHYSICS

ATAR

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

Year 11 Course

- *Module 1 Kinematics*
- *Module 2 Dynamics*
- *Module 3 Waves and Thermodynamics*
- *Module 4 Electricity and Magnetism*

Year 12 Course

- *Module 5 Advanced Mechanics*
- *Module 6 Electromagnetism*
- *Module 7 The Nature of Light*
- *Module 8 From the Universe to the Atom*

Extension unit available in Year 12 by application

Prerequisites

Proficient at Stage 5 Science and 5.3 Mathematics course is recommended.

Career Relevance/Pathways/Transferable Skills

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

This course is highly recommended for many science based courses at university including Science, Engineering, Medicine, Health, Radiography, Sport Science, Education or the Defence forces.

Complementary Subjects

The study of Physics, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines, including Biology, Chemistry, Investigating Science and other STEM (Technology, Engineering and Mathematics) related courses.

Cost: \$25 **2 units** **Major Project:** no

SOCIETY & CULTURE

ATAR

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study.

It has direct relevance to the immediate needs of students and to their future lives by enabling students to develop understanding of themselves, their own society and culture and the societies and cultures of others.

Year 11 Course

- *The Social and Cultural World*
- *Personal and Social Identity*
- *Inter-cultural Communication*

Year 12 Course

- *Personal Interest Project (PIP)*
 - *Social and Cultural Continuity and Change*
- Depth studies - TWO to be chosen from the following:*
- *Popular Culture*
 - *Belief Systems and Ideologies*
 - *Social Inclusion and Exclusion*
 - *Social Conformity and Nonconformity*

Course Requirements

Students must produce a Personal Interest Project (PIP) that is marked externally.

Career Relevance/Pathways/Transferable Skills

Society and Culture draws on cross-disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.

Complementary Subjects

Community and Family Studies, English Advanced or Standard, Legal Studies, Modern History and Visual Arts.

Cost: nil **2 units** **Major Project:** yes

SOFTWARE DESIGN & DEVELOPMENT

ATAR

Software Design and Development involves developing software for various computing devices and learning how they think. The course provides opportunities to work independently and as a group to plan and develop apps, games, websites and more. Through these activities students will gain skill in areas of problem solving, technical design, planning and communication.

In Year 11, students will use modern programming languages to develop in class projects and projects of their choosing. In Year 12, students will develop a major project in collaboration with individuals in the local community.

Year 11 Course

- *Software Development*
- *Social and Ethical Issues*
- *Hardware and Software*
- *Development Approaches*

Year 12 Course

- *Software Development Cycle*
- *Developing a Solution Package*
- *Elective*
- *Programming Paradigms*

Or

- *The Interrelationship between Hardware and Software*

Course Requirements

Students in this course must have access to a computer and the Internet for extended periods of time, outside classroom periods.

Career Relevance/Pathways/Transferable Skills

This course provides excellent employment opportunities in addition to design and analysis skills. Various IT support roles, analyst/programmer, games programmer, software developer, software engineer, test analyst/engineer.

Complementary Subjects

Mathematics or Extension 1 Mathematics, Engineering Studies, Information and Digital Technology, Industrial Technology Graphics or Multimedia Technologies.

Cost: \$50 **2 units** **Major Project:** yes internal

SPANISH BEGINNERS

ATAR

The Spanish Beginners course is a two-year course, for students who wish to begin their study of Spanish at senior secondary level. Being able to communicate in another language expands students' horizons as both national and global citizens.

Spanish is one of the most widely spoken languages in the world. It is the official language of 21 countries and one of the official languages of the United Nations and the European Union.

Themes Covered

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

Perspectives

Personal World and Spanish Speaking Communities.

Course Requirements

There may be a cost related to the purchase of specific language texts such as a dictionary.

Career Relevance/Pathways/Transferable Skills

The study of Spanish provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Complementary Subjects

English Advanced or Standard, Visual Arts, Music.

Cost: nil **2 units** **Major Project:** no

TEXTILES & DESIGN

ATAR

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated and include experimental work and project work.

The Year 12 course includes the study of historical design, the influence of culture on design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. The course integrates the development of a Major Textiles Project in one of the following focus areas: Apparel, Furnishings, Costume, Textile Arts or Non-apparel.

Year 11 Course

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCF AI)
- Students will undertake two practical projects as part of the Year 11 course. Each consists of a practical item and supporting documentation (portfolio).

Year 12 Course

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCF AI)
- Major Textiles Project

Course Requirements

Students purchase their own materials for the construction of their practical projects as required.

Career Relevance/Pathways/Transferable Skills

The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design and costume, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

Complementary Subjects

Visual Arts.

Cost: \$20 2 units Major Project: yes

VISUAL ARTS

ATAR

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

Year 11 Course

- The Year 11 course is broadly focused. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in art making, art criticism and art history. Their learning opportunities focus on:
 - The nature of practice in art making, art criticism and art history through different investigations.
 - The role and function of artist, artworks, the world and audiences in the art world.
 - The different ways the visual art may be interpreted.
- How students develop meaning, focus and interest in their work.
- Building understanding over time through various investigations and working in different forms.

Year 12 Course

- The Year 12 course provides for deeper and more complex investigations. It requires the development of a Body of Work and use of a process diary. It includes a minimum of five case studies (4 - 10 hours each), and deeper and more complex investigations in art making, art criticism and art history.
- This course is made up of 50% art making and 50% art criticism and art history, with students being required to submit a Body of Work to NESA at the end of their HSC course.

Excursions

Non-compulsory, but extremely beneficial visits to local and Sydney galleries. Students gain valuable knowledge of artistic practice, critical and historical studies.

Career Relevance/Pathways/Transferable Skills

Students will develop skills and qualities relevant to many situations in the workplace and further study. They will develop confidence to express their individuality and acquire skills to express these in a creative way. This course encourages tolerance and empathy for different values and beliefs as students' participation in Visual Arts will strengthen their problem-solving and thinking skills, especially in the area of visual communication. This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.

Complementary Subjects

English Advanced or Standard, Society and Culture, Drama, Ancient and Modern History.

Cost: \$60 2 units Major Project: yes

BOARD CONTENT ENDORSED COURSES SCHOOL DELIVERED

Board Content Endorsed courses have syllabuses endorsed or approved by the NSW Education Standards Authority (NESA).

The following courses are delivered at school and are timetabled as normal lessons. All Board Content Endorsed Courses (CEC) count towards the Higher School Certificate and are listed on the Record of School Achievement (ROSA). They do not have an HSC examination and, **Board Content Endorsed Courses do not count towards calculation of the ATAR.**



CERAMICS (CEC)



Students will gain an increasing accomplishment and independence in their representation of ideas in ceramics and understand and value how ceramics, as a field of practice, invites different interpretations and explanations. Students will develop knowledge, skills and understanding: Through the making of ceramic work that leads to and demonstrates conceptual and technical accomplishment;
That lead to increasingly accomplished critical and historical investigations of ceramics.

Topics Covered

The Ceramics Content Endorsed Course is comprised of eleven modules, two mandatory and nine optional. Schools are able to select from these modules to develop programs that respond to student needs and interests. Issues of Work Health and Safety must be considered over the entire course.

- Module 1 — Introduction to Ceramics
- Module 2 — Work Health and Safety
- Module 3 — Hand-building
- Module 4 — Throwing
- Module 5 — Sculptural Forms
- Module 6 — Kilns
- Module 7 — Glaze Technology
- Module 8 — Casting
- Module 9 — Surface Treatment
- Module 10 — Mixed Media
- Module 11 — Ceramics Project

Course Requirements

Individual Project

Career Relevance/Pathways/Transferable Skills

Vocational Education and Training; professional ceramics.

Complementary Subjects

Visual Arts, Visual Design, Industrial Technology, Design and Technology.

Cost: \$70 **2 units** **Major Project:** yes internal

EXPLORING EARLY CHILDHOOD (CEC)



This course focuses on the early childhood years (0-5) and encompasses theoretical and practical learning activities. Students will be provided with opportunities to interact with children and members of the community.

Year 11 Course

- *Pregnancy and Childbirth*
- *Child growth and development*
- *Child Nutrition*

Year 12 Course

- *Positive behaviour*
- *Historical and cultural contexts of childhood*
- *Starting school*
- *Play*
- *Literature and the media*

Career Relevance/Pathways/Transferable Skills

Studying this course will help students form the foundation knowledge for a range of courses at University and TAFE in the areas of Early Childhood and Primary teaching. There is the potential for credit transfer at TAFE.

Complementary Subjects

Community and Family Studies, English Studies and VET Skills for Work and Work Studies.

Cost: nil **2 units** **Major Project:** no

PHOTOGRAPHY, VIDEO & DIGITAL MEDIA (CEC)



Photography offers students the opportunity to explore contemporary artistic practices that make use of photography. This field of artistic practice is highly relevant to contemporary ways of interpreting the world. The course offers opportunities to develop students' understanding and skills, which contribute to an informed critical practice.

The course enables students to gain an increasing accomplishment and independence in their representation of ideas in the field of photography, and understand and value how these fields of practice invite different interpretations and explanations.

Students develop knowledge, skills and understanding through the making of photographs that demonstrate conceptual and technical accomplishment. They also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of Photography.

Topics Covered

- Modules may be selected from
- Wet Photography
- Video and Digital Imaging
- A Workplace Health and Safety module is mandatory.

Students may also complete an Individual/ Collaborative Project, which extends students' learning experiences and may reflect the students' increasing interests and desire to specialise. Students are required to keep a diary throughout the course. This course has been made up of 70% making, 30% critical/historical study, with students being required to complete a number of hours work over several modules.

Excursions

Non-compulsory, but extremely beneficial visits to local and Sydney galleries. Students gain valuable knowledge of artistic practice, critical and historical studies.

Career Relevance/Pathways/Transferable Skills

Photography can be used as the basis to provide many skills needed in a variety of creative commercial and artistic fields including, graphic arts, magazines, digital imaging, web design, fashion, film and television, photojournalism and tourism. It provides a useful background for TAFE and university courses in photography, digital imaging, fine arts and visual communications.

Complementary Subjects

Visual Arts, Visual Design, VET Skills for Work, Industrial Technology Graphics, Work Studies.

Cost: \$60 **2 units** **Major Project:** yes internal

SPORT LIFESTYLE & RECREATION (CEC)



Sport, Lifestyle and Recreation makes a positive contribution to the total well-being of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

Topics Covered

Three to six units from the list covered in Year 11 and 12 Course

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

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

Particular Course Requirements

Students must possess a willingness to participate actively in a variety of theory activities and sport and physical pursuits.

Career Relevance/Pathways/Transferable Skills

This course will help students make informed health decisions. This course would be of benefit to any students interested in coaching, sports administration, fitness industry, sport and recreational education, physical education, nursing, occupational health or physiotherapy.

Complementary Subjects

PDHPE, English Studies, VET Skills for Work and Work Studies.

Cost: nil **2 units** **Major Project:** no

VISUAL DESIGN (CEC)

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Topics Covered

Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will cover structural, subjective, cultural and postmodern frames in Critical and Historical studies.

There is a compulsory WH&S Module.

- Graphic Design
- Publications and Information,
- Illustration and Cartooning; Interactive and
- Multimedia
- Wearable Design
- Clothing and Image;
- Jewellery and Accessories;
- Textiles
- Product Design
- Packaging; Furniture; Industrial
- Interior/Exterior Design
- Structures and Environments
- Stage Sets and Props
- Interiors

Course Requirements

Individual/Collaborative Design Project

Career Relevance/Pathways/Transferable Skills

Visual Design provides opportunities for students to pursue their abilities and interests in design fields that offer a wide range of tertiary courses and work opportunities. At a more general level it enables students to make design decisions related to their own lives.

Complementary Subjects

Visual Arts, Design and Technology, Industrial Technology, Textiles and Design, Drama.

Cost: \$60 **2 units** **Major Project:** yes internal

WORK STUDIES (CEC)

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

Topics Covered

- *In the Workplace*
- *Preparing Job Applications*
- *Workplace Communication*
- *Teamwork and Enterprise Skills*
- *Managing Work and Life Commitments*
- *Personal Finance*
- *Workplace Issues** (prerequisite module: *In the Workplace*)
- *Self-Employment** (prerequisite module: *Managing Work and Life Commitments*)
- *Team Enterprise Project** (prerequisite module: *Teamwork and Enterprise Skills*)
- *10. Experiencing Work* (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)
- *11. School-Developed Module* (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time).

Career Relevance/Pathways/Transferable Skills

This course will help students will develop a deeper knowledge and understanding of work, the work environment and skills for employment. Student will gain an understanding of employment options, career management, life planning and further education and training. This course will give students the skills for success in the workplace and skills in critically assessing personal and social influences on individuals and groups.

Complementary Subjects

English Studies, VET Hospitality, Mathematics Standard, VET Retail Services.

Cost: nil **2 units** **Major Project:** no



BOARD DEVELOPED LIFE SKILLS COURSES SCHOOL DELIVERED

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. Students studying Life Skills can study these 6 units plus make up additional units by studying any of the courses offered in this book to suit their individual learning needs. Life Skills courses are not examined externally and **do not** contribute to an ATAR.

LIFE SKILLS COURSES IN THE STAGE 6 CURRICULUM

Stage 6 Life Skills courses are developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. Each course stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by the students.

Students with special education needs can meet the requirements of Year 12 using all Life Skills courses or a combination of Life Skills courses, Industry Curriculum Framework courses and regular Year 12 courses. This flexibility allows students to develop a pattern of study which challenges them and facilitates a successful transition from school to adult life.

NESA has developed eight Stage 6 Life Skills syllabuses. They each comprise a 2-unit Year 11 and a Year 12 course. The Stage 6 Life Skills courses have no Year 12 examinations and results **cannot be** used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

The decision to access one or more Stage 6 Life Skills course is made collaboratively with the student, parents/carers and teachers. Special circumstances may include a student who has attempted regular courses for Year 10 but has experienced significant difficulty, or a student who has a deteriorating condition.

Additional Life Skills options may be available in other key learning areas for identified students with an Individualised Education Plan (IEP).

Life Skills courses provide a flexible structure in which students can pursue their interests, prepare for further education and training and participate in work experience.



ENGLISH LIFE SKILLS



English Life Skills is designed for students with special education needs who are unable to access the outcomes of the Stage 6 English courses even with adjustments to teaching, learning and assessment. It provides an opportunity for students to engage in personalised learning of English through the selection of outcomes and content relevant to the student's abilities, needs and interests. Students undertaking English Life Skills are eligible for the award of the Higher School Certificate.

The Stage 6 English Life Skills course focuses on the development of effective communication and literacy, which will enhance the participation of students in all aspects of post-school life.

The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations. This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in understanding about viewing a wide range of visual material.

Study in the Stage 6 English Life Skills course should enable students to access information, engage in a range of recreational and leisure activities and to undertake further education, training and employment.

The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

Topics Covered

- Communication
- Speaking
- Listening
- Reading
- Writing
- Viewing

Course Requirements

The completion of an Individualised Education Plan for each student is a condition of access to the English Life Skills course. This will be done in consultation with parents and carers

Cost:	nil	2 unit	Major Project:	no
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MATHEMATICS LIFE SKILLS



The Stage 6 Mathematics Life Skills course focuses on the development of the students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.

The course emphasises the application of mathematical operations to practical situations and the development of problem solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations.

Study in the Stage 6 Mathematics Life Skills course should enhance students' access to community living, further education, training and employment.

The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

Topics Covered

- Number and modelling
- Measurement
- Financial Mathematics
- Statistics and Probability
- Plans, Maps and Networks

Course Requirements

The completion of an Individualised Education Plan for each student is a condition of access to the Mathematics Life Skills course. This will be done in consultation with parents and carers.

Cost:	nil	2 unit	Major Project:	no
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SCIENCE LIFE SKILLS



The study of Science Life Skills in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically processes, the course aims to enhance students' analytical and problem-solving skills in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Topics Covered

Investigating Science Life Skills Course

- *Cause and Effect*
- *Scientific Models*
- *Science and Technology*
- *Science and Society*

Physical World Science Life Skills Course

- *Forces and Motion*
- *Energy*
- *Earth and Space Science Life Skills Course*
- *Earth's Resources*
- *Human Impacts*
- *Earth's Processes and Hazards*
- *Resource Management*

Living World Science Life Skills Course

- *The Structure and Organisation of Living Things*
- *Diversity and Ecosystems*
- *Heredity and Genetics*
- *Disease and Disorders*

Chemical World Science Life Skills Course

- *Properties of Matter*
- *Chemical Reactions*

Career Relevance/Pathways/Transferable Skills

The study of Stage 6 Science Life Skills assists students to prepare for employment, further education and training, full and active participation in community life.

Course Requirements

An Individualised Education Plan will be completed for each student in consultation with parents and carers, when undertaking a Science Life Skills Course.

Cost:	\$25	2 unit	Major Project:	no
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WORK & COMMUNITY LIFE SKILLS



The Stage 6 Work and Community Life Skills course focuses on the skills, knowledge, understanding, values and attitudes that students need for employment, participation and independence in the community. The course emphasises the development of the students understanding of the nature, patterns, variety and implications of paid and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter.

The course focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the individual transition-planning process. The structure of the Work and Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

Topics Covered

- *Understanding the World of Work*
- *Planning for Participation in Workplace and Community-Based Learning*
- *Developing a Portfolio in Preparation for Employment*
- *Introduction to the Workplace or Community-Based Learning Environments*
- *Dealing with Workplace and Community-Based Learning Environment Issues*
- *Participating in Workplace Learning and Community Based Learning Experiences*

Course Requirements

The completion of an Individualised Education Plan for each student is a condition of access to the Work and Community Life Skills course. This will be done in consultation with parents and carers.

Cost:	nil	2 unit	Major Project:	no
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Board Developed Life Skills Courses





BOARD DEVELOPED COURSES CATEGORY B SCHOOL DELIVERED VOCATIONAL EDUCATION AND TRAINING (VET) INDUSTRY CURRICULUM FRAMEWORK (ICF)

These are courses for which NESA develops a syllabus, setting out the aims, objectives, outcomes, structure and content. All NESA VET courses are Category B courses and they are also referred to as the VET Curriculum Framework.

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

Only 2 units of Category B Board Developed VET courses can be included in the 10 units used to calculate a student's ATAR.

Students can select Board Developed VET Courses to be included as part of their 6 units from Board Developed Courses.

Board Developed VET Courses are all delivered at school, except Automotive, Electrotechnology, Financial Services, Human Services and Tourism, which are externally delivered.

All Board Developed VET Courses contain a requirement of 70 hours of work placement to be undertaken across Year 11 and Year 12.

Please note: Any student studying English Studies or Mathematics Standard 1 who require an HSC CANNOT study another CATEGORY B subject and be eligible for an ATAR.



INFORMATION FOR STUDENTS UNDERTAKING SCHOOL DELIVERED VET COURSES

GENERAL INFORMATION

Denison College is part of the Public Schools NSW Wagga Wagga Registered Training Organisation (RTO 90333) offering entry level industry training within the context of the Higher School Certificate.

Students undertaking school delivered Vocational Education and Training (VET) courses at Denison College are guaranteed quality training through the compliance of the Public Schools NSW Wagga Wagga RTO with the national standards set out as part of the VET Quality Framework.

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their HSC and will receive a nationally recognised industry based qualification.

VET courses are available to all students in Years 11 and 12. VET courses may also be available to students in Years 9 and 10 where approved by NESA.

Students can access information about VET courses from this document, the school's VET Coordinator or Careers Adviser.

At the beginning of each course classroom teachers will deliver a course induction. At the induction students will receive a course commencement package including the RTO's code of practice, information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding their rights and responsibilities and a checklist to be signed by the student, parent and teacher to confirm the student has completed the induction.

ASSESSMENT & OPTIONAL EXTERNAL HSC EXAM

Assessment of students in VET courses is competency based. This means that the student produces evidence of achievement of competency, gathered by an assessor, (usually the teacher of the course) and judged against agreed industry standards.

Generally, assessments are practical in nature and reflect the type of tasks that would be required to be performed in the workplace. However, written assessments may be used to assess knowledge and understanding of concepts related to the course.

Evidence of competence can be gathered by the assessor in a variety of ways. Like all other HSC courses, some of the evidence gathered will be through formal assessment tasks or events such as project work, presentation of portfolios, practical demonstrations, as well as pen and paper tests. However, unlike other HSC courses, there is also an ongoing assessment component where the assessor may gather evidence using strategies such as classroom observation, student self-assessment, and reports from others such as work placement reports.

The school will develop a document for each VET course outlining a schedule of student tasks in line with NESA policy. This document will be provided to students at the course induction as part of the Course Commencement Package.

Industry Curriculum Framework courses have an optional external HSC examination for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC examination will have an estimate mark submitted to NESA by the school. This estimate mark will only be used in the event of a claim of misadventure being upheld by NESA. Schools are required to indicate the method of determining the estimate marks in their assessment information.



FLEXIBLE LEARNING

Flexible learning is a method of course delivery that does not rely solely on traditional classroom based or face-to-face teaching and learning. Some VET courses may use flexible learning strategies in the delivery of the course.

In special circumstances students may be able to access a VET course not available at school through some form of Distance Education. Students can gain more information about this form of delivery during their subject selection interviews.

This mode of delivery is also a useful way of delivering the formal training component to school based part time trainees where students cannot access the course at school.

Credit Transfer is available to students who produce evidence of achievement of competency from another registered training organisation. Recognition of Prior Learning may also be available to students who can provide sufficient evidence of skills attained previously.

Students seeking credit Transfer or Recognition of Prior Learning should follow the procedures outlined in their course commencement package.

FEES & CHARGES

Some VET courses attract a course cost as indicated in the course description in this booklet. Some courses may have additional charges for work placement and excursions. More detailed information regarding charges and refund policies will be provided in your course commencement package.

Where courses are delivered by an external provider a small weekly charge may be incurred. Information about whether a travel cost will apply and what that cost is will be provided prior to a student's enrolment in that course.

WORK PLACEMENT

70 hours of work placement per 240 hours of study is a mandatory component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC.

Work placement will be organized and coordinated by a Workplace Service Provider. Students will be provided with additional work placement information during the course induction/orientation.

UNIFORMS/PERSONAL PROTECTIVE EQUIPMENT

Students studying the Hospitality Kitchen Operations strand are required to wear a chef's uniform and use a chef's toolkit when completing practical work. These may be hired or purchased through the school.

Students studying the Hospitality strand are required to purchase a front of house uniform to wear during practical lessons, work placement and school catering events.

Hospitality students are also required to pay for ingredients used in food preparation. Students completing the Hospitality Food and Beverage strand are required to wear industry standard food and beverage uniform.

Students studying the Construction or Metals and Engineering courses are required to bring and wear appropriate Personal Protective Equipment inclusive of leather boots, goggles and noise reduction gear. A limited amount of this equipment is available each lesson, but must be worn to engage in learning tasks.

FREEDOM OF INFORMATION & PRIVACY

Students rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy outlined in their Course commencement package. All DoE staff members are required to abide by the DoE Privacy Code of Practice.

LANGUAGE, LITERACY, & NUMERACY

Provision for Language, Literacy and Numeracy assessment is available for each course. Information regarding Language, Literacy and Numeracy assessment is provided in the course commencement package.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

The School Based Apprenticeship and Traineeship Program provides students with the opportunity to include a recognised VET qualification with their HSC and to combine this with paid work.

School based apprentices and trainees must complete formal training that is delivered by a registered training organisation (RTO). The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of school based apprenticeships and traineeships will contribute unit credit to the HSC.

School based apprentices and trainees must undertake a minimum of 100 days on-the-job training by 31 December of the year they will complete their HSC. This on-the-job training must be in the form of paid employment as an apprentice or trainee under an appropriate industrial arrangement. Some school based apprenticeships, such as Construction, Plumbing and Electro-technology require more than 100 days in the workplace.

Please contact the Careers Advisor for more information.

BECOMING A SCHOOL BASED APPRENTICE OR TRAINEE

Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact their Careers Adviser. The Careers Adviser will then commence the process to seek approval to establish a School Based Apprenticeship or Traineeship.

SCHOOL BASED APPRENTICES ARE REQUIRED TO:

- Enter into a Training Contract for a nominal duration of generally five years – two years part-time followed by three years full-time post the HSC.
- Undertake a minimum requirement of 100 days of paid employment by 31 December of the year they will complete their HSC.
- Enrol in a Certificate III AQF qualification level as specified in the Vocational Training Order (VTO).
- Contact the campus SBAT co-ordinator Jenny Forster KHC, Des Crawford BHC and Troy Kelly SBAT Coordinator, Educational Services - 02 6392 8424.

SCHOOL BASED TRAINEES ARE REQUIRED TO:

- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days of paid employment by 31 December of the HSC year. The minimum term for a school based traineeship is 18 months.
- Enrol in a minimum Certificate II AQF qualification level as specified in the Vocational Training Order (VTO).

MORE INFORMATION

Students wanting to find out more information regarding SBATs should contact their campus Careers Adviser. You can also find information about SBATs on the Internet. **The following website is a key source of information regarding SBATs: www.sbatinnsw.info**

The following sites are also useful:

<http://aennswact.com.au>

<http://www.training.nsw.gov.au>

<https://www.aapathways.com.au>

<http://www.australianapprenticeships.gov.au>



UNIQUE STUDENT IDENTIFIER (USI)

If you are undertaking nationally recognised training delivered by a registered training organisation you will need to have a Unique Student Identifier (USI). This includes studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course.

A USI gives you access to your online USI account which is made up of ten numbers and letters. It will look something like this: 3AW88YH9U5 (sample).

Over time, your USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards.

When applying for a job or enrolling in further study, you will often need to provide your training records and results. One of the main benefits of the USI is that you will have easy access to your training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone anywhere and anytime.

Do you need a USI?

You will need a USI when you enrol or re-enrol in training if you are a:

- *Student enrolling in nationally recognised training for the first time, for example if you are studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course;*
 - *School student completing nationally recognised training; or*
 - *Student continuing with nationally recognised training. (You are a continuing student if you are a student who has already started your course in a previous year (and not yet completed it) and will continue studying after 1 January 2015).*
- You will need to give your USI to each training organisation you study with so your training outcomes can be linked and you will be able to:
- *View and update your details in your USI account;*
 - *Give your training organisation permission to view and/or update your USI account;*
 - *Give your training organisation view access to your transcript;*
 - *Control access to your transcript; and*
 - *View online and download your training records and results in the form of a transcript which will help you with job applications and*

enrolment in further training.

If you are an international, overseas or an offshore student please visit usi.gov.au for more information.

How to get a USI

It is easy (and free) to create your own USI online. While you may create your own USI, training organisations are also able to create a USI for you. Training organisations should do this as part of the enrolment process when you begin studying. Where this service is provided, training organisations will let you know.

Steps to create your USI

The following steps show how you can create a USI:

• *Step 1 Have at least one and preferably two forms of ID ready from the list below:*

- *Driver's Licence*
- *Medicare Card*
- *Australian Passport*
- *Non-Australian Passport (with Australian Visa)*
- *Birth Certificate (Australian)*
- *Certificate Of Registration By Descent*
- *Citizenship Certificate*

IMPORTANT: To make sure all of your training records are kept together, the USI will be linked to your name as it appears on the form of ID you used to create the USI. The personal details entered when you create a USI must match exactly with those on your form of ID.

If you do not have proof of ID from the list above, you can contact your training organisation about the other forms of ID they can accept to help you get a USI.

• *Step 2 Have your personal contact details ready (e.g. email address, or mobile number, or mailing address).*

• *Step 3 Visit the USI website at: www.usi.gov.au*

• *Step 4 Select 'Student Entry' and then Select 'Create a USI' link and follow the steps.*

• *Step 5 Agree to the Terms and Conditions.*

• *Step 6 Follow the instructions to create a USI— it should only take a few minutes. Upon completion, the USI will be displayed on the screen. It will also be sent to your preferred method of contact.*

• *Step 7 You should then write down your USI and keep it handy and safe somewhere.*

For more information, please visit: www.usi.gov.au

Or contact us at Email: usi@education.gov.au

Phone: 1300 857 536

To view this document online please visit: www.usi.gov.au



Education
Public Schools
Wagga Wagga RTO 90333



CPC20211 Certificate II in Construction Pathways

Course: Construction (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

Elective Units of Competency

Compulsory in TAS

- CPCCCA2002B Use carpentry tools and equipment
 - CPCCCA2011A Handle carpentry materials
 - CPCCCM2004A Handle construction materials
 - CPCCCM2006B Apply basic levelling procedures
- This course contains three additional units above the qualification to meet NESA HSC requirements
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)
 - CPCCCM2005B Use construction tools and equipment
 - CPCCO2021A Handle concreting materials

Options: To gain the qualification and be eligible for the HSC, Option 1 or Option 2 must be completed

Option 1

- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

Students may apply for Recognition of Prior Learning or be granted Credit Transfer provided suitable evidence is submitted

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways. NB This qualification may change as a result of training package reviews

There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: Fee \$50 White Card course \$30 Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis



Delivery Arrangements: Delivered on site

Exclusions : Nil



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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



 Education Public Schools	
Wagga Wagga RTO 90333	
CUA30415 Statement of Attainment towards Certificate III in Live Production and Services	
Course: Entertainment (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet HSC requirements.	
Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the entertainment industry. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, working with others, staging and using audio, lighting and vision systems. This qualification is designed to reflect the role of individuals who work in technical production teams, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations within the entertainment industry. Possible occupations include stage hand, lighting technician, set designer and sound technician.	
Core Units of Competency <ul style="list-style-type: none">• CPCCOHS1001A Work Safely in the construction industry• CUAIN301 Work effectively in the creative arts industry• SITXCCS006 Provide service to customers• CUASOU301 Undertake live audio operations• CUALGT301 Operate basic lighting• CUASTA301 Assist with production operations for live performance• CUAVSS302 Operate vision systems• CUAWHS302 Apply work health and safety practices• CUVPRP30A Participate in collaborative creative projects• BSBWOR301 Organise personal work priorities & development	
Elective Units of Competency <ul style="list-style-type: none">• CUASMT301 Work effectively backstage during performance• CUASTA202 Assist with bump in and bump out of shows In the HSC year eligible students can undertake a one unit, 70 hour specialisation study to achieve the full Certificate III in Live Production and Services CUA30415	
Specialisation Study <ul style="list-style-type: none">• MEM18002B Use power tools/hand held operations• CUASOU306 Operate sound reinforcement systems• CUFLGT303 Install and operate follow spots	
Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted	
Qualifications: Students who are assessed as competent in all of the above units will be eligible for the Certificate III in Live Production and Services (CUA30415). Student who do not undertake the specialisation will receive a Statement of Attainment listing all units in which they have been assessed to be competent. This qualification is part of the Creative Arts and Culture CUA2 Training Package and provides pathways to CUA40415 Certificate IV in Live Production and Technical Services, CUA50415 Diploma of Live Production and Technical Services and other qualifications that allow for selection of these units. NB This qualification may change as a result of training package reviews There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/	
Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.	
N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF statement of attainment.	
External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.	
Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.	
Resources costs: \$40 White Card \$30 Discuss payment options with your trainers	
Refund Arrangements: on a pro – rata basis	
Delivery Arrangements: Delivered on site	Exclusions : Nil
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/	
For more information on possible outcomes please visit the NESA website: http://www.boardofstudies.nsw.edu.au	



	Education Public Schools Wagga Wagga RTO 90333
	
MEM10105 Certificate I in Engineering	
Course: Metal and Engineering (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet HSC requirements	
Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.	
Core Units of Competency <ul style="list-style-type: none"> MEM13014A Apply principles of occupational health and safety in the work environment MEM16007A Work with others in a manufacturing, engineering or related environment MEM14004A Plan to undertake a routine task MEM15024A Apply quality procedures 	
Elective Units of Competency (Compulsory in TAS) <ul style="list-style-type: none"> MEM15002A Apply quality systems MEM12023A Perform engineering measurements MEM12024A Perform computations MEM18001C Use hand tools MEM18002B Use power tools/hand held operations MEM05005B Carry out mechanical cutting MEM05012C Perform routine manual metal arc welding MEM07032B Use workshop machines for basic operations MEM11011B Undertake manual handling Additional single unit of competency to qualify for Certificate 1 <ul style="list-style-type: none"> MEM05007C Perform manual heating and thermal cutting 	
This course also requires the completion of the Manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet NESA HSC requirements.	
Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted	
Qualifications Students who are assessed as competent in the above units of competency will be eligible for a MEM10105 Certificate I in Engineering. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards MEM10105 Certificate I in Engineering. There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/	
Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.	
N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.	
External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.	
Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.	
Resources costs: \$35 some extra costs may be incurred for practical aspects and projects within this course. Discuss payment options with your trainer	
Refund Arrangements: on a pro – rata basis	
Delivery Arrangements: Delivered on site	
Exclusions: Industrial Technology (Metal and Engineering Technologies).	
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/	
For more information on possible outcomes please visit the NESA website: http://www.boardofstudies.nsw.edu.au	



Wagga Wagga RTO 90333

SIT20316 Certificate II in Hospitality

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHIND002 Source & use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively (holistic Unit)
- SITXCOM002 Show social and cultural sensitivity
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices

Elective Units of Competency (Compulsory in TAS)

- SITXFSA001 Use hygienic practices for food safety
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHCCC001 Use food preparation equipment
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBCMM201 Communicate in the Workplace
- This course contains 2 additional units above the qualification to meet New South Wales Education Standards Authority (NESA) requirements.

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Hospitality (SIT20316). Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Hospitality (SIT20316).

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>.

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$50 for hospitality uniform and \$120 ingredients fee

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis



Delivery Arrangements: Delivered on site at Kelso High Campus

Exclusions : Nil however students may not undertake the same unit of competency in more than one VET course

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



 Education Public Schools Wagga Wagga RTO 90333	
SIT20416 Certificate II in Kitchen Operations	
<p>Course: Hospitality (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet HSC requirements.</p>	
<p>Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks. This qualification provides a pathway for commercial cooks into Cert III in Commercial Cookery. Job roles: provides a pathway to work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops & institutions such as aged care, hospitals, prisons, schools. Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.</p>	
<p>Core Units of Competency</p> <ul style="list-style-type: none"> • BSBWOR203 Work effectively with others • SITHCCC001 Use food preparation equipment • SITHCCC005 Prepare dishes using basic methods of cookery • SITHCCC011 Use cookery skills effectively • SITHKOP001 Clean kitchen premises and equipment • SITXFSA001 Use hygienic practices for food safety • SITXINV002 Maintain the quality of perishable items • SITXWHS001 Participate in safe work practices 	
<p>Elective Units of Competency (Compulsory in TAS)</p> <ul style="list-style-type: none"> • SITHIND002 Source & use information on the hospitality industry • SITXFSA002 Participate in safe food handling practices • SITHCCC002 Prepare and present simple dishes • SITHCCC006 Prepare appetisers and salads • SITHCCC003 Prepare and present sandwiches • BSBSUS201 Participate in environmentally sustainable work practices 	
<p>Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted</p>	
<p>Qualifications Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Kitchen Operations (SIT20416) Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Kitchen Operations (SIT20416) There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/</p>	
<p>Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification. External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification. Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.</p>	
<p>Resources costs: \$150 per annum. Discuss payment options with your trainer</p>	
<p>Refund Arrangements: on a pro – rata basis</p>	
<p>Delivery Arrangements: Delivered on site at Bathurst High Campus</p>	
<p>Exclusions : NIL</p>	
<p>A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/</p>	
<p>For more information on possible outcomes please visit the NESA website: http://www.boardofstudies.nsw.edu.au</p>	



Education
Public Schools

Wagga Wagga RTO 90333

ATAR

AHC20116 Certificate II in Agriculture

Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.

Core Units of Competency

- AHCWHS201 Participate in WHS processes
- AHCWRK209 Participate in environmentally sustainable work practices
- AHCWRK204 Work effectively in the industry

Elective Units of Competency

- AHCWRK201 Observe and report on weather
- AHCCHM201 Apply chemicals under supervision
- AHCPMG201 Treat weeds
- ACHWRK205 Participate in workplace communications
- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK206 Identify and mark livestock
- AHCLSK204 Carry out regular livestock observations
- AHCMOM202 Operate tractors
- AHCMOM304 Operate machinery and equipment

- AHC BIO201 Inspect and clean machinery for plant, animal and soil
- AHCLSK211 Provide feed for livestock
- AHCLSK209 Monitor water supplies
- AHCINF202 Install, maintain and repair farm fencing
- AHCINF201 Carry out basic electric fencing operations
- AHCLSK316 Prepare livestock for competition **Kelso Campus only**

Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 or 6 and then select optional clusters to total 18 units.

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

NB: This qualification may change as a result of training package reviews

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$40 for consumables and equipment. Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Delivered on site

Exclusions : Nil

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



Education
Public Schools



Wagga Wagga RTO 90333

ICT30115 Certificate III in Information, Digital Media and Technology

Course: Information Technology (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Possible job titles: help desk officer, help desk assistant, ICT operations support, ICT user support, PC support, technical support

Core Units of Competency

- BSBWHS304 Participate effectively in WHS communication and consultation processes
- BSBSUS401 Implement and monitor environmentally sustainable work practices
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTICT301 Create user documentation
- ICTICT302 Install and optimise operating system software
- ICTSAS301 Run standard diagnostic tests

Elective Units of Competency (Compulsory in TAS)

- ICTICT203 Operate application software packages
- ICTICT308 Use advanced features of computer applications
- ICTWEB302 Build simple websites using commercial programs
- ICTWEB201 Use social media tools for collaboration and engagement
- ICTWEB303 Produce digital images for the web
- BSBEBU401 Review and maintain a website
- ICTSAS305 Provide ICT advice to clients
- ICTICT304 Implement system software changes
- ICTICT307 Customised packaged software applications for clients
- ICTICT409 Develop macros and templates for clients using standard products

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate III in Information, Digital Media and Technology ICT30115.

NB This qualification may change as a result of training package reviews

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF statement of attainment.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$0 Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Delivered on site

Exclusions : Nil

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



Wagga Wagga RTO 90333

SIR30216 Certificate III in Retail Services

Course: Retail Services Industry Curriculum Framework (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control, teamwork, designing and creating displays, using cash registers, scanners, computers, telephones and routine work activities within the retail sectors. Occupations in the retail services industry include sales assistant, customer service representative, checkout operator, buyer, stock controller, sales manager, visual merchandise, marketing manager, manager/owner of a small business, department manager and retail executive.

Core Units of Competency

- SIRXCEG001 Engage the customer
- SIRXWHS002 Contribute to workplace health and safety
- SIRXRSK001 Identify and respond to security risks
- SIRXSLS001 Sell to the retail customer
- SIRXSLS002 Follow point-of-sale procedures
- SIRXIND001 Work effectively in a service environment
- SIRXCOM002 Work effectively in a team

Elective Units of Competency

- SIRXCEG002 Assist with customer difficulties (core in training package)
- SIRXCEG003 Build customer relationships and loyalty (core in training package)
- SIRXMER001 Produce visual merchandise displays
- SIRXPDK001 Advise on products and services
- SIRRINV001 Receive and handle retail stock
- SIRRINV002 Control stock
- SIRXIND002 Organise and maintain the store environment

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

Qualifications

The Retail Services (240 indicative hours) course provides a pathway to the Certificate III in Retail Services SIR30216. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards a Certificate III in Retail Services SIR30216. There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: Nil

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Delivered on site

Exclusions: Course exclusions apply to students undertaking Beauty, Hairdressing and Retail Services courses. VET course exclusions can be checked at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>

BOARD CONTENT ENDORSED VET COURSES SCHOOL DELIVERED (CEC - NON ATAR)

Board Content Endorsed VET Courses have been approved by the NSW Education Standards Authority (NESA) to cater for areas of special interest.

All Board Content Endorsed Courses count towards the Higher School Certificate and are listed on the Record of School Achievement. However, the following Board Content Endorsed Courses do not count towards calculation of the ATAR.





Education
Public Schools

Wagga Wagga RTO 90333



FSK20113 Certificate II in Skills for Work and Vocational Pathways

2 units x 1 year (120 hours)

3 units x 1 year (180 hours)

Board Endorsed Course

Course Description

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

Course Units of Competency

The following content is delivered in the 180 hour course and a modified pattern of delivery is available in the 120 hour course.

- FSKDIG03 Use digital technology for routine workplace tasks
- FSKLRG09 Use strategies to respond to routine workplace problems
- FSKLRG11 Use routine strategies for work-related learning
- FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15 Estimate, measure and calculate with routine metric measurements for work
- FSKOCM07 Interact effectively with others at work
- FSKRDG10 Read and respond to routine workplace information
- FSKWTG09 Write routine workplace texts
- FSKLRG10 Use routine strategies for career planning
- FSKOCM04 Use oral communication skills to participate in workplace meetings
- FSKRDG09 Read and respond to routine standard operating procedures
- FSKWTG07 Write routine formal workplace texts
- BSBITU201 Produce simple word processed documents
- BSBWOR204 Use business technology
- BSBITU202 Create and use spreadsheets
- FNSFLT202 Develop and use a savings plan

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

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

Qualifications

Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20113 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20113 Certificate II in Skills for work and vocational pathways.

There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): There is NO External Assessment (optional HSC examination) for this course and the course DOES NOT contribute towards an ATAR

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: Nil

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Delivered on site at Kelso High Campus

Exclusions: Community Services - Introduction

There is no mandatory workplace component in this course.

There is no school based traineeship or apprenticeship pathway associated with this course.

For more information on possible outcomes please visit the NESA website:

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



Education
Public Schools

Wagga Wagga RTO 90333



SIS20513 Certificate II Sport Coaching

Course: Sports Coaching (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Endorsed Course

Work placement is a mandatory HSC requirement. Work placement will be incorporated into course events at school and a logbook will be recorded.

Course Description

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. An indicative job role is community coach.

Core Units of Competency

- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide first aid
- SISSCO101 Develop and update knowledge of coaching practices
- SISSCO202 Coach beginner or novice participants to develop fundamental motor skill
- SISSDE201 Communicate effectively with others in a sport environment
- SISXCA1102A Assist in preparing and conducting sport and recreation sessions
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISXWHS101 Follow work health and safety policies

Mandated Units of Competency

- ICPDMT263 Access and use the Internet
- ICTICT203 Operate application software packages
- SISXCA1101A Provide equipment for activities
- SISSPT303A Conduct basic warmup and cool down programs
- SISSATH201A Teach the fundamental skills of Athletics
- This course contains 2 additional units above the qualification to meet New South Wales Education Standards Authority (NESA) requirements.
- SISSTOU201A Perform the Intermediate skills of Touch Football
- SISSTOU202A Perform the Intermediate tactics and strategies of Touch Football

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a SIS20513 Certificate II in Sport Coaching. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards SIS20513 Certificate II in Sport Coaching.

NB: This qualification may change as a result of training package reviews

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment There is NO External Assessment (optional HSC examination) for this course and the course DOES NOT contribute to the calculation of an ATAR

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: Nil

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Delivered on site at Kelso High Campus

Exclusions: Students undertaking both this Sport Coaching course and another course based on the SIS10 Sport Fitness and Recreation Training Package should choose different elective units of competency to meet the requirements each HSC course and qualification

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>

BOARD DEVELOPED COURSES CATEGORY B EXTERNALLY DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET) INDUSTRY CURRICULUM FRAMEWORK (ICF)

These are courses for which the NSW Education Standards Authority (NESA) develops a syllabus, setting out the aims, objectives, outcomes, structure and content. All Board Developed VET courses are Category B courses.

Students can select Board Developed EVET Courses in addition to their 12 school based units.

Only 2 units of Category B Board Developed VET/EVET courses can be included in the 10 units used to calculate a student's ATAR.

All Board Developed EVET Courses contain 70 hours of work placement which is to be undertaken across Year 11 and Year 12 years.

Important things to consider when selecting a VET course delivered by another RTO outside of school

- Block delivery of course hours – 4 hours one afternoon or morning per week (usually Wednesday 8:30 – 12:30pm, Wednesday 1.00 – 5pm, depending on the course).
- Certificate III is offered in some courses, requiring full day attendance.
- Students will be provided with details of travel arrangements and costs prior to enrolment in an externally delivered VET course.
- As with all senior courses, attendance is required at all lessons. One missed lesson block (day) equals a week of course content missed.



EXTERNALLY DELIVERED VET (EVET)

To broaden the range of VET courses available to students in government schools, approved providers may offer VET courses to schools through the externally delivered vocational education and training (EVET) program.

Each year, schools may choose to make VET courses offered by these approved providers available to students.

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers. EVET allow school students to gain workplace skills and experience to get a head-start on their career.

EVET allows you to:

- Gain practical, work-related skills to enhance your future employment opportunities.
- Complete units that count towards your Higher School Certificate (HSC).
- Start or complete a nationally-recognised VET qualification while still at school.
- When you finish your EVET course you'll receive a nationally-accredited Certificate qualification or a Statement of Attainment. Most EVET courses articulate into further TAFE, or Private College courses.

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

Contribution towards Higher School Certificate (HSC) and ATAR

All EVET courses count towards a student's HSC. EVET Industry Curriculum Framework (ICF) courses may contribute to the Australian Tertiary Admissions Rank (ATAR) with students having ability to sit for an optional Higher School Certificate exam. All ICF courses include mandatory work placement of 70 hours over 2 years.

Work placement

Many EVET courses include some time working in the industry area of your course. This is called 'work placement' and it gives students the chance to learn new skills and apply the skills they have already learnt as part of their course.

Work placement helps students to:

- Gain insights into the kind of career they would like to have
- Make informed decisions about further training and study
- Become more employable
- Be better equipped for business and employment opportunities

When applying for an EVET course, students and their parents will need to show that:

- Career pathway planning is integral to the student's course selection
- The student understands the commitment required, including:
- The completion of all course requirements, including mandatory work placement
- Regular attendance. Students are responsible for arranging their own travel and meeting the travel costs
- Time-tabling issues which may require students to catch up on class work missed at school

Applications to undertake an EVET courses occur during Term 3, during the Future Directions process.

Contact the school's Careers Adviser for details on what EVET courses are available and how to apply.







Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS



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