



Oberon High School  
Senior College Curriculum

Higher School Certificate  
2022-2023

## Table of contents

Principal’s Message .....	3
The Higher School Certificate.....	4
Entering Senior School.....	5
Terms you need to understand.....	6
Requirements for the award of the Higher School Certificate.....	7
Oberon High School Requirements for Preliminary and HSC Course Study.....	8
Minimum Standards Higher School Certificate 2021 and Beyond.....	9
Options to increase your choice of subjects.....	10
Will my subject run?.....	12
Vocational Education and Training Board Developed or Board Endorsed.....	13
The Australian Tertiary Admission Rank (ATAR).....	14
Assessment and reporting.....	15
How will I complete my courses in 2022/2023.....	16
Life skills courses as part of a special program of study.....	17
Life Skills.....	18
Agriculture.....	19
Ancient History.....	20
Biology.....	21
Business Studies.....	22
Chemistry.....	23
Community and Family Studies.....	24
Drama.....	25
Earth and Environmental Science.....	26
Engineering Studies.....	27
English Advanced.....	28
English Extension 1 & 2.....	29
English Standard.....	30
English Studies.....	31
Industrial Technology (Graphics).....	32
Industrial Technology (Timber Products and Furniture Industry).....	33
Investigating Science.....	34
Legal Studies.....	35
Mathematics (Advanced) .....	36
Mathematics Extension 1.....	37
Mathematics (Standard 1).....	38
Mathematics (Standard 2).....	39
Personal Development, Health and Physical Education.....	40
Physics.....	41
Science Extension.....	42
Society and Culture.....	43
Visual Arts.....	44
Photography, Video and Digital Media.....	45
Sport, Lifestyle and Recreation.....	46
Visual Design.....	47
EVET Courses.....	48
BOS Subjects through distance education and video conference.....	49
Attendance requirements for senior students at Oberon High School.....	50
Information for students undertaking school delivered VET Courses.....	52
VET Enrolment Form.....	55
Certificate II in Construction Pathways...VET Construction.....	57
Certificate I Engineering...VET Metals.....	58
Certificate II in Furniture Making Pathways...VET Furniture Making.....	59
Certificate II in Kitchen Operations...VET Hospitality.....	60
Certificate III Information, Digital Media and Technology...VET Digital Media and Technology..	61
Certificate II in Rural Operations...VET Rural Operations.....	63

## PRINCIPAL'S MESSAGE

Welcome to Senior School at Oberon High School. We are a small comprehensive secondary school offering a broad senior curriculum, excellent facilities and a strong welfare program.

As you commence your senior studies, you will find the opportunity to establish new friendships, develop new skills and the capacity to learn in depth about areas in which you have a special interest. As senior students, we expect that you participate in the full life of the school and take on the role as leaders of the school, setting an example to other students.

You will find a greater demand placed on your own personal organisational and planning skills in order to balance your school work with your social life, recreation and work pursuits.

There is an exciting wide range of course options in this book, therefore, we urge you to take this opportunity to think carefully about choosing the best pattern of study for you. Important issues to think about when you are contemplating choices — courses must include syllabus material that you find interesting, courses should be at a level of difficulty that you can honestly handle and do they align with your aspirations for further study or employment? As part of the selection process, we will meet with parents and individually with each student to help you make the best choice.

Completing the Higher School Certificate opens a world of opportunities for students, both in tertiary study and employment. I am sure you will find it a challenging but very rewarding experience.

Best wishes with your studies.

Craig Luccarda  
Principal



Peter O'Neill  
Year 11 Student Adviser (2022)



## THE HIGHER SCHOOL CERTIFICATE (HSC)

Information can be found in the following NSW Education Standards Authority publication:-

*Studying for the New South Wales Higher School Certificate* - An Information Page for Year 10 students can be found on the NSW Education Standards Authority, internet site.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

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

Vocational Education and Training courses will count towards the Higher School Certificate and will also lead to qualifications recognised across a range of industries.

The Higher School Certificate includes life skills courses for students with special education needs.

The Higher School Certificate will fairly assess each student's knowledge and skills.

For each course you will receive easy-to-understand reports. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course .

### **Compulsory School Leaving Age**

The New South Wales Government passed the Education Amendment Bill 2009, which changed the school leaving age to 17 years of age. This means that after they complete Year 10 and until they turn 17 years of age, students must:

- participate in full time education and training (at school or TAFE); OR
- be employed in paid work for at least 25 hours per week; OR
- have a combination of paid work and education and training for a minimum of 25 hours per week.

Information Surety - The information provided in the booklet is correct at the time of printing.

NESA does change rules, regulations and syllabus content from time to time. Any variation that particularly relates to the 2022 High School Certificate will be published in the 2022—2023 version of the book.



## ENTERING SENIOR SCHOOL

The Preliminary course is the first part of the subject which must be completed successfully to continue into the Higher School Certificate course. Preliminary courses which are successfully completed are acknowledged on a Record of Achievement which is issued by NESAs upon request. The Higher School Certificate course is the second component of the subject. It must be completed successfully to contribute to the award of the Higher School Certificate credential.

Students can take up to five years to complete the requirements of the Higher School Certificate. Students who are interested in spreading their Higher School Certificate over a number of years become part-time or pathways students. Anyone interested in this option should discuss the matter fully with the principal, who will offer advice as to what possibilities may be available. Part-time students may be able to include a traineeship in their program.

Some students may wish to study a course pattern that does not lead to the award of a Higher School Certificate. Satisfactory completion of these courses is acknowledged by a Record of Achievement.

It is important to note that alternative study patterns should not be viewed as an easy option. They will only be commenced after consultation and parent agreement. Students will still be subject to the normal requirements of NESAs and the school.

### **SUBJECT CHOICE - GETTING IT RIGHT THE FIRST TIME**

Choice should be based on the following:

- ability
- interest
- recommended studies

It is easier to get good results if ability and interest are the prime factors in subject choice. If the subject is too hard you will find that your years in senior school will be less than happy and rewarding for you. It is better to do very well in a course you find easier than to gain poor outcomes in a course you find hard. Realistic expectations of your ability to successfully perform in a subject is important. It is often one of the hardest parts of the decision making process to truthfully acknowledge.

When a specific subject is advertised as being recommended for a post-school course in which you are interested, make sure that you can manage the subject.

There are different pathways to achieve the same goal. It is possible to gain admission to university through completion of studies at TAFE. You can often get advanced standing and credit transfer through these studies. A further advantage is that the current cost structure means that study at EVET is considerably cheaper than the cost of paying HECS at university. This means it may be a good option for you to go to TAFE after school and then to university if you want to later on.

Vocational Education and Training (VET) offers many students the best choice if they aspire to directly enter specific industries. Make sure that you consider vocational education and its relevance to you. VET subjects can still be used in the Higher School Certificate as part of a pattern of study to enter university.

Adequate research of all the options is essential. Teachers, parents and experts in your interest areas should all be part of your decision making process. Making the correct choice the first time is essential, as changing a course, whilst possible always leads to an increased workload to catch up.

Do not choose a subject because a friend is doing it or because you have heard that marks are 'scaled up'. You should remember that doing "harder" subjects with the hope that you will gain a better ATAR will not work if you do poorly in them. You are far better choosing subjects that you will perform well in and then do your best. This will always lead to a better final result.

## TERMS YOU NEED TO UNDERSTAND

Many specific terms are used in this booklet and it is important that you understand what each of them mean.

**Australian Tertiary Admission Rank (ATAR)**: The Australian Tertiary Admission Rank is calculated using the results from each student's best two units of English, and best 8 units from other courses studied. However, no more than 2 units from Category B courses may be included. The ATAR is the basis for admission to university courses. It does not appear on the Higher School Certificate Record of Achievement, but is provided separately to students by the Universities Admission Centre (UAC).

**Board Developed Courses (BDC)**: These courses are developed by NESA. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes.
- specific course requirements.
- assessment requirements.
- sample examination papers and marking guidelines.
- the performance scale (except for Vocational Education and Training Courses).
- Board Developed Courses are designated Category A and Category B which does have implications for their use in calculating an ATAR.

All students entered for the Higher School Certificate who are studying these courses follow these syllabuses. These courses are examined externally at the end of the Higher School Certificate course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

**Board Endorsed Courses (BEC)**: There are three main types of Board Endorsed Courses - Content Endorsed Courses, School Designed Courses and University Developed Courses.

Content Endorsed Courses (CEC) have syllabuses endorsed by the NSW Education Standards Authority to cater for areas of special interest not covered in the Board Developed Courses. Some Board Endorsed Courses are one-year courses.

Board Endorsed Courses do not have an external examination, however, students will be required to undertake school based assessment.

**Matriculation**: The minimum educational qualification necessary for entry to an undergraduate course at a university. It is important to see the school's careers adviser for up-to-date information about matriculation.

**One Unit**: A course of study that involves a teaching time of 60 indicative hours (4 hours per week).

**Two Units**: A course of study that involves a teaching time of 120 indicative hours (8 hours per week).

**Extension Course**: Extension courses build on the content of a 2 unit course and carry an additional value of 1 unit.

**Unit Value**: One unit of study is worth a possible 50 marks in the Higher School Certificate.

**Assessment**: The school's measure of a student's achievement in a particular course relative to other students in the same course/group for the Preliminary and Higher School Certificate courses.

**Moderated Assessment Mark**: The assessment tasks in a Higher School Certificate course contribute to a student's final assessment mark in that subject. That mark is submitted to the NSW Education Standards Authority at the end of the Higher School Certificate, and is then adjusted (moderated) according to students' performance in the Higher School Certificate examination in that specific subject. This forms the Moderated Assessment Mark. (It does not apply to assessment in a Preliminary Course.)

## REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

If you wish to be awarded the Higher School Certificate the following criteria must be met.

Students must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific course and the assessment requirements for each course.

Students must have sat for and made a serious attempt at the Higher School Certificate examinations.

Students must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the Higher School Certificate course.

Both Preliminary course and the Higher School Certificate course must include the following:

- at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- at least four subjects

At most, 7 units of courses in Science can contribute to Higher School Certificate eligibility.

The NSW Education Standards Authority publication, *Studying for the New South Wales Higher School Certificate*, contains all the Higher School Certificate rules and requirements you will need to know. It can be found at <https://studentonline.nesa.nsw.edu.au/documents/studying-for-the-nsw-hsc.pdf>

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the Higher School Certificate. You can find information at the UAC site <https://www.uac.edu.au/future-applicants/year-10-students>

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

### **Accumulation of the Higher School Certificate**

Students may accumulate a Higher School Certificate over a five year period. The five year period will commence in the first year a student attempts a Higher School Certificate examination or completes a Higher School Certificate VET course. Students accumulating a Higher School Certificate will receive a Record of Achievement for each calendar year of study.

The accumulative record will show all Preliminary and Higher School Certificate 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 Preliminary or Higher School Certificate courses in advance of their usual cohort. Decisions about acceleration will be made in consultation with the principal. Students who are accelerated may be able to undertake a full pattern of senior studies or complete some senior subjects whilst completing other credentials such as the Year 10 RoSA.

## OBERON HIGH SCHOOL REQUIREMENTS FOR PRELIMINARY AND HSC COURSE STUDY

All Preliminary course students will be required to study 12 school based units.

Students studying TAFE Courses will do so in addition to their prescribed school-based units.

Students undertaking extension courses in any subject will need to discuss their choice with the subject Head Teacher and then gain final approval from the Principal.

Oberon High School Requirements for Higher School Certificate course study.

All Higher School Certificate students will be required to study a minimum of 10 school-based units, unless an individual plan is negotiated with the Principal. Students will, therefore, carry forward a minimum of 5 of their Preliminary course subjects.

Students studying TAFE Courses will normally do so in addition to their prescribed school-based units.

Some extension subjects can be commenced at this time, however, this is to be discussed with the subject Head Teacher and gain final approval from the principal .

### **More About Units**

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. The majority of courses have a value of 2 units.

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

### **2 Unit Course**

This is the basic structure of all courses. It has a value of 100 marks.

### **Extension Course**

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

English and Mathematics extension courses are available at Preliminary and Higher School Certificate. Students must study the preliminary extension courses in these subjects before proceeding to the Higher School Certificate extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

Higher School Certificate extension courses in subjects other than English and Mathematics are offered and examined in the Higher School Certificate course only.



## MINIMUM STANDARDS HIGHER SCHOOL CERTIFICATE 2021 AND BEYOND

All students who aspire to the award of a Higher School Certificate from 2022 will need to demonstrate that they have achieved the minimum standard in reading, writing and numeracy.

Students who sat NAPLAN from 2018 onwards do not have the link between NAPLAN and the Higher School Certificate, however they will sit compulsory Minimum Standards tests in Year 10. If they cannot demonstrate the minimum standard in all three areas they will have further chances during Years 11 and 12 (Senior College).

In summary:

- Students who complete Year 12 will automatically achieve a Record of School Achievement (RoSA) which will list the subjects they have completed and the Higher School Certificate marks they have achieved.
- Students need to meet the minimum standard to receive a Higher School Certificate credential. **It does not stop them finishing Year 12 or sitting Higher School Certificate examinations.**
- Students who do not demonstrate the minimum standard for all three areas of reading, writing and numeracy have multiple opportunities in Year 11 and Year 12 to sit the test and achieve the standard.
- There will be an option to also demonstrate the minimum standard post school completion.
- Students who wish to apply for an ATAR can do so with or without a Higher School Certificate credential. The ATAR is administered by UAC who are independent of both NESA and the Department of Education.

You find out more information about the RoSA at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

You can find out more about the Minimum Standard tests at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

You can find out more about online tests and Higher School Certificate eligibility at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

## OPTIONS TO INCREASE YOUR CHOICE OF SUBJECTS

### **EVET (Technical and Further Education)**

EVET has more students than all the universities combined.

EVET offers dual accreditation, HSC credits and advanced standing in some cases.

EVET has credit transfer arrangements with selected universities.

EVET offers a very large number of courses across a wide range of industries.

EVET courses are very much tailored to employer requirements. Hence EVET graduates have good employment potential.

### **EVET delivered VET course (TVET)**

#### **Commonly chosen EVET courses by students at OHS**

Automotive (Examination)

Electro technology (Examination)

Information Technology (Examination)

Human Services (Examination)

Tourism and Events (Examination)

All courses are 2 unit in value.

EVET courses are Board Developed Courses delivered by TAFE.

As with school based VET courses an optional written examination will be offered for the HSC. If students want the results from an EVET course to be available for inclusion in the calculation of the ATAR, they must undertake the optional written examination.

Students must apply for EVET courses as part of their subject selection process using an EVET application.

A handbook of all EVET courses on offer for 2022 will be available through Mrs Fitzpatrick.

EVET is offered to schools each year with the final decision about courses running in 2022 made by EVET administration.

### **Distance Education (DE)**

Distance Education allows students to undertake courses that cannot be offered at our school due to minimal student interest or staff expertise in niche areas not available. Distance Education can be accessed through an application process which must be completed by the end of November each year. There are a variety of Distance Education centres across NSW, however, we traditionally have dealt with Dubbo School of Distance Education. If you are interested in accessing Distance Education you can view courses available and general information on their website which can be found at <http://www.dubbo-d.schools.nsw.edu.au/>

Students must be aware that Distance Education relies on a great deal of independent work and an ability to stay motivated and therefore up to date with course work. Courses are coordinated by staff at Distance Education with supervision provided by Oberon High School available, however, there are no timetabled lessons.

Distance Education courses attract an annual fee. Course fees can be found on the website and must be paid upon application.

Students will receive a report and any other official documentation from the Distance Education centre for their selected course. They will, however, sit the Higher School Certificate examination for their selected course at our examination centre.

Distance Education offers both Board Developed Courses and Board Endorsed Courses. Students can only undertake courses in this mode if the school supports the application.

The majority of students at our school do not have to complete a subject via Distance Education, however, over the last two years we have had students complete Higher School Certificate courses a variety of area to support their subject pattern.

### **Aurora College**

Aurora College is a Rural and Remote initiative that has enrolments from Stage 4 to Stage 6. Aurora College offer a range of Stage 6 subjects that rural schools often cannot run due to small student numbers or a lack of staff expertise.

As for Distance Education there is an application process for enrolment in this college that must be supported by the school. Applications must clearly demonstrate that students cannot access a desired subject at their home school.

Aurora College does not offer the range of subjects that Dubbo School of Distance Education can offer, however, for students already enrolled in Stage 5 at Aurora College it offers a simpler transition process.

If you wish to find out more information about Aurora College and the subjects on offer you can access this on their website at <https://aurora.nsw.edu.au/learning/senior-school/>

## WILL MY SUBJECT RUN?

The subject selection process and the College structure aims to match students with courses where possible. While many Stage 6 subjects are offered to students, not all of these courses run every year at Oberon High School. Course availability is determined by student interest, staff abilities, and number of students in the College. Past years have shown these patterns in course availability

### **High Demand Courses that run regularly.**

- All Mathematics courses
- All English courses
- Biology
- Chemistry
- Investigating Science
- Legal Studies
- Physics
- Society and Culture
- Business Studies
- PDHPE
- Sport, Lifestyle and Recreation
- VET Certificate II in Rural Operations (Primary Industries)
- VET Certificate II in Kitchen Operations (Hospitality)
- Agriculture
- Industrial Technology Timber
- VET Certificate I in Engineering (Metals and Engineering)
- VET Certificate II in Construction Pathways (Construction)
- Photography, Video and Digital Imaging
- Visual Arts
- Community and Family Studies

### **Course that run less regularly.**

- Ancient History
- Drama
- Visual Design
- Exploring Early Childhood
- Industrial Technology and Graphics
- Engineering Studies

### **Courses that rarely run but with student interest could run**

- Earth and Environmental Science
- VET Certificate III Information and Digital Technology (Information Technology)

## VOCATIONAL EDUCATION AND TRAINING

### BOARD DEVELOPED OR BOARD ENDORSED

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school employment opportunities. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school.

Students receive documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by EVET or appropriately credentialed providers.

VET courses are Board Developed Courses, Category B. This has implications for their inclusion in an ATAR but it also gives students the flexibility of choosing to sit a Higher School Certificate examination or opting out as their pattern of study does not require the examination to be completed.

VET courses are not easy option courses as the syllabus material is based around industry recognition. Industry confidence can only be assured if the integrity of assessment is strong and fairly assesses student competence against agreed standards. Students must recognise this fact when selecting VET courses. They must also recognise the mandatory nature of work related placement in each VET course. There are no alternatives to the work placement, therefore, students are encouraged to not select VET courses if they will not undertake this mandatory part of course completion.

Oberon High School offers a range of VET courses, the most popular traditionally being Construction, Hospitality, Metals and Engineering and Primary Industries. We have also run Sports Coaching.

Specific information about VET courses can be found in the section listing the Higher School Certificate courses on offer at our school.



# THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

## Requirements including Category A and B Courses

Students who wish to apply for University admission must not only fulfil Higher School Certificate requirements but must also receive an Australian Tertiary Admission Rank (ATAR).

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW Higher School Certificate in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by the Universities Admission Centre (UAC). The ATAR is a rank, not a mark.

## Eligibility for an ATAR

To be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units
- four subjects.
- **no more than two units of Category B courses**

## Calculation of the ATAR

Your ATAR is based on an aggregate of scaled marks\* in 10 units of ATAR courses comprising:

- your best two units of English and
- your best eight units from the remaining units

\* Scaled marks are not NSW Education Standards Authority HIGHER SCHOOL CERTIFICATE marks.

More information on the calculation of the ATAR can be found on the UAC's website at

<https://www.uac.edu.au/future-applicants/atar>



## ASSESSMENT AND REPORTING

Higher School Certificate reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject. Higher School Certificate reports will provide a description of your performance that clearly outlines the level of your achievement.

School-based assessment tasks will contribute to 50% of your Higher School Certificate mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% will be determined by your performance in the Higher School Certificate examination.

Your Higher School Certificate mark for 2 unit courses will be reported on a scale of 0 to 100. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

On satisfactory completion of your Higher School Certificate you will receive a portfolio containing the Higher School Certificate Testamur (the official certificate confirming your achievement of all requirements for the award) and the Record of Achievement (lists the courses you have studied and reports the marks and bands you have achieved).

For every Higher School Certificate Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.

If your course of study does not meet the pattern required for the Higher School Certificate your achievements will be recorded on a Record of Achievement.

### **Selecting your Pattern of Study**

It is absolutely essential to seek as much information as possible before finalising your choices for 2022. Inappropriate subject selection is a major contributor to student dissatisfaction and poor performance in senior school. This will become even more critical as in a compressed structure the opportunity for students to change is limited once they have completed more than a couple of weeks of course material.

Subject selection is a process with several steps with the intention of building your knowledge of subjects available and then trying to match your future aspiration with courses available. The process of subject selection is outlined below:

- Initial survey in Term 1 which staff were given an opportunity to comment on, based around their professional knowledge of your progress in Year 10.
- Careers classes where you can access information about future aspirations.
- Subject selection evening where information about completing your Higher School Certificate is discussed as well as having access to key staff in the school to ask questions.
- Career Planning Interviews that give you and your parent/carer an opportunity to discuss your subject selection with the careers advisor and another staff member experienced in curriculum.

**Subject teachers** - can advise you about curriculum in their area, particularly syllabus content and the special requirements of subjects which require major works to be completed.

**Careers adviser** - can help you obtain information on requirements for tertiary study and employment, EVET, on the relationship of your school study with the working world, general assistance in your decision-making and advice on industry experts who may be able to advise you directly.

**Year Adviser** - can provide overall support during this intense and often stressful time.

**Take the initiative** and independently investigate career and employment opportunities, and appropriate training. Tertiary institutions, EVET, private providers and many companies/businesses offer outreach services to better inform you and thus enhance your decision making process.

## HOW WILL I COMPLETE MY COURSES IN 2022/2023

You will be required to choose a minimum of 12 units for the Preliminary which for most students represents six subjects.

Even though you make the selection of six subjects only three of them will be completed in 2022. The final three will be completed in 2023.

It is important to realise that completing three subjects only in 2022 means you complete both the Preliminary Course and Higher School Certificate Course in the same 12 months. Consequently you may be sitting three Higher School Certificate examinations in 2022.

To ensure that you meet the mandatory hours specified for each course you will commence the Preliminary Course (Year 11) mid-way through Term 4 this year.

The general timeline for course completion in 2022 and 2023 is shown below.

### **Year 11 (2021)**

OSC (Red) Preliminary Course starts Week 6, Term 4, 2021

OSC (Red) Preliminary Course finishes at the end of Term 1, 2022

OSC (Red) HSC Course starts Term 2, 2022

OSC (Red) HSC Course finishes at the end of Term 3, 2022

HSC examinations occur Week 1-5 Term 4, 2022

Students **pick 3 subjects** to start Preliminary

Students continue with the same 3 subjects in the HSC during the same year

### **Year 12 (2022)**

OSC (Black) Preliminary Course starts Week 6, Term 4, 2022

OSC (Black) Preliminary Course finishes at the end of Term 1, 2023

OSC (Black) HSC Course starts Term 2, 2023

OSC (Black) HSC Course finishes at the end of Term 3, 2023

HSC examinations occur Week 1-5 Term 4, 2023

Students **pick another 3 subjects** to start Preliminary

Students continue with the same 3 subjects in the HSC during the same year





## LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special program of Study in Stage 6 will, in general, need to have Life Skills courses within a Special program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and Higher School Certificate years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit Higher School Certificate course.

NESA expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit Higher School Certificate course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

### **Additional Information for Students in Year 10 on the Transition Program.**

To help you fill out your subject choices for next year:

During Year 11 and 12 you will be continuing on a Special Program of Study as a Transition Student at Oberon High School. This program is best suited to your learning needs and your future employment needs as it gives you the opportunity to develop skills at work and at school at the same time. It also gives you the opportunity to choose those subjects at school best suited to your interests.

As a participant of our Transition Education Program you will be able to participate in further Work Placements of up to three days a week in the community and hopefully find yourself a job for the future with one of those employers who gets to know you and likes the conscientious way you work.

Your subject choices will be more flexible than those of students completing the mainstream Higher School Certificate and your courses will be modified to meet your needs for as long as you need to stay at school. Of course, if you get offered a suitable job in the community while on work experience, then you are free to leave school to go to your new job. It is therefore important that you choose your work placements next year to suit your interests and skills so that you will get as much experience as you can for a particular area of work.

If you stay on at school until the end of Year 12, you will receive the Higher School Certificate, a Record of Achievement (which outlines all courses satisfactorily completed and a result) and a Student Profile, which is a record of all outcomes achieved by the student.

Life skill courses may form all or part of a Special program of Study. You can do any 6 subjects from the eight Life skills courses or you may choose to do a mixture of courses from Life skills and from other courses.

You should still aim for 12 units in the subjects you choose, to fulfil Austudy and Government enrolment requirements but these can be adapted if necessary during the year depending on how much work experience you want to do in senior school.

## LIFE SKILLS

### INTRODUCTION

These courses provide access for some students to follow Special Programs of Study to attain the HSC in 2023. The aim of each Stage 6 Life Skills course is to prepare students for a range of post-school environments in which knowledge, understanding, skills and values and attitudes are used to achieve greater participation and independence.

Students entering for a Special program of Study can do a combination of courses through:

Board Developed Life Skills courses and/or

Board Developed syllabuses and/or

Board Endorsed courses and/or

Content Endorsed courses

### WHO WOULD THE COURSE SUIT?

Enquiries about Life Skills should be directed to Learning Support Team.

### COURSE CONTENT

English Life Skills

Mathematics Life Skills

Personal Development, Health and Physical Education Life Skills

Citizenship Life Skills

Science Life Skills

Creative Arts Life Skills

Technological and Applied Studies Life Skills

Work and Training Life Skills

### PARTICULAR REQUIREMENTS

Students will be enrolled in Life Skills courses only as a result of individual planning processes involving students, parents and school staff. Transition students can also be selected to attend a beginning EVET course at Bathurst EVET by requesting a particular course at your Individual Planning Meeting each semester. These courses help you make the transition to further education at EVET if you should want to go after leaving school if a local employer offers you an apprenticeship.

### ASSESSMENT

Assessment is determined by the Life Skills courses the student is participating in. For more information enquiries can be directed to the Learning Support Team.

### FOR MORE INFORMATION

Learning Support Team.

NON  
ATAR

BDC

\$Nil

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# AGRICULTURE

## INTRODUCTION

The Preliminary Agriculture course is an on-farm oriented course that looks at how animal, plant and resource systems interact within a farming environment. Areas of study include the climate and soil systems, plant and animal systems, and farm management. The HSC course expands on each of these areas with particular emphasis on sustainability issues. A product is studied in detail from paddock to plate with emphasis on marketing and quality factors affecting that product.

## WHO WOULD THE COURSE SUIT?

This would suit students wishing to work in rural industries, both on and off-farm. It is a more academic course than Primary Industries.

## COURSE CONTENT

### Preliminary Course

- Overview
- The Farm Case Study
- Plant Production
- Animal Production

### HSC Course

- Plant/Animal Production
- Farm Product Study
- Elective Chosen From
  - Agri-food,
  - Fibre and Fuel Technologies
  - Climate Challenge
  - Farming for the 21st Century

## PARTICULAR REQUIREMENTS

Practical experiences will occupy a minimum of 30% of course time and will involve an on-farm case study.

## ASSESSMENT

Students will be assessed using a range of techniques including examinations, case study and practical investigations and research tasks.

## FOR MORE INFORMATION

Ms Wiggins.

ATAR  
(A)

BDC

\$40

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# ANCIENT HISTORY

## INTRODUCTION

In Ancient History we learn the mysteries of the ancient world. We use curiosity and imagination to investigate early societies, through analysis and interpretation of physical and written remains, to understand individuals and groups, and how they shaped their world. Our studies develop transferable skills including critical thinking about events and issues and skills to analyse and challenge accepted theories. We form opinions and interpretations and learn how to use effective communication to convey ideas and judgements.

## WHO WOULD THE COURSE SUIT?

Students will need a personal interest in investigation and the willingness to form their own opinions then defend them using evidence.

## COURSE CONTENT

### Preliminary

Investigating Ancient History: Nature of Ancient History and Case studies (60 hours)  
*e.g. Tutankhamun's tomb and the treatment and display of human remains, OR Masada and the investigation of ancient sites and sources*

Features of ancient societies (40 hours)

*e.g. Comparison of war and warfare in Egypt and Rome OR Death and funerary customs across the ancient world (Etruscans, Celts and China)*

Historical investigation (20 hours)

*A topic of your choice*

### HSC Mandatory

Core study: Cities of Vesuvius - Pompeii and Herculaneum (30 hours)

Ancient Societies (30 hours)

*e.g. New Kingdom Egypt to the death of Amenhotep III OR Spartan Society to the Battle of Leuctra 371BC OR Athenian Society in the time of Pericles*

Personalities in their time (30 hours)

*Xerxes OR Akhenaten*

Historical period (30 hours)

*e.g. New Kingdom Egypt From Amenhotep III to the death of Ramesses II OR The Greek World 500 to 440BC*

## PARTICULAR REQUIREMENTS

The Preliminary course is a prerequisite for the HSC course.

## ASSESSMENT

Tasks will include source interpretation/analysis, essay and a speech. One task requires you to research and express an opinion on an inquiry question set for yourself.

## FOR MORE INFORMATION

Ms Abbott or Ms Grace.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# BIOLOGY

## INTRODUCTION

Biology is the study of living organisms, life processes and interactions between organisms and their environment. Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity. Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

## WHO WOULD THE COURSE SUIT?

Students wishing to develop a career path along any scientific field. It is also recommended for students considering education, nursing, agriculture or a general pattern of study.

## COURSE CONTENT

### Preliminary

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

### HSC Mandatory

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

## PARTICULAR REQUIREMENTS

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process

## ASSESSMENT

The Preliminary will consist of three assessment tasks. A depth study, a second hand investigation and a final examination. The HSC course will consist of four assessment tasks. A depth study, a second hand investigation, a first hand investigation and a final examination.

## FOR MORE INFORMATION

Mr Mudaliar, or science faculty staff

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

## BUSINESS STUDIES

### INTRODUCTION

This course is designed to give an easy and practical insight into the basic principles of small business management, so that when a bright idea for a new business emerges, it is considered with common sense, planning and advice. Students will cover the essential elements of a business plan including marketing, operations and basic accounting. It will help students to analyse and make informed decisions about their finances, both personal and business. Business Studies aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. It aims to empower students to make business decisions based on critical thinking and to be proactive participants in the dynamic world of business.

### WHO WOULD THE COURSE SUIT?

Students with an interest in starting their own business.

### COURSE CONTENT

#### Main Topics Covered: Preliminary Course:

- Nature of Business
- Business Management
- Developing a Business Plan

#### HSC Course:

- Marketing
- Human Resources
- Operations Finance

### PARTICULAR REQUIREMENTS

In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.

### ASSESSMENT

Knowledge and understanding of course content stimulus-based skills, inquiry and research, communication of business information, ideas and issues in appropriate forms.

### FOR MORE INFORMATION

Ms Mackay - Galea or Mr Inwood.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# CHEMISTRY

## INTRODUCTION

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

## WHO WOULD THE COURSE SUIT?

Students undertaking a career path in bio-chemistry, bio-technology, analytical, industrial chemistry or pharmacy including medicine.

## COURSE CONTENT

### Preliminary Course:

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

### HSC Course:

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

## PARTICULAR REQUIREMENTS

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## ASSESSMENT

The Preliminary will consist of three assessment tasks. A depth study, a second hand investigation and a final examination. The HSC course will consist of four assessment tasks. A depth study, a second hand investigation, a first hand investigation and a final examination

## FOR MORE INFORMATION

Mr Mudaliar, or science faculty staff.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# COMMUNITY AND FAMILY STUDIES

## INTRODUCTION

This course utilises an ecological framework to investigate the interactions among the individual, the family, the community and society. Students learn the ability to manage resources and support the needs of all of those concerned. The course then builds upon this by examining how the well-being of individuals, families and communities are affected by broader societal influences including socio-cultural, economic and political factors.

## WHO WOULD THE COURSE SUIT?

Students who want to pursue a pathway into helping society and the well-being of family as well as the local population.

## COURSE CONTENT

**The Preliminary Course consists of three mandatory modules:**

- Resource Management
- Individuals and Groups
- Families and Communities

**The HSC Course has three Core modules plus an extra module.**

- Research Methodology
- Groups in context
- Parenting and Caring

**Choose one from:**

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

Each HSC module is worth 25% of the allocated course time.

## PARTICULAR REQUIREMENTS

Students will need to complete an Independent Research Project (IRP).

## ASSESSMENT

The HSC exam is 3 hours long. One option topic is examined.

## FOR MORE INFORMATION

Miss Fenton.

ATAR  
(A)

BDC

\$NIL

MAJOR  
WORK  
IRP

NO  
WORK  
PLACEMENT



# DRAMA

## INTRODUCTION

Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

## WHO WOULD THE COURSE SUIT?

Students interested in drama, theatre production and performance.

## COURSE CONTENT

### Preliminary course:

- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

### HSC Course:

- Australian drama and theatre
- Studies in drama and theatre
- Group performance
- Individual project.

Students will submit and/or complete the practical components of the HSC course in term 3 (60%) and a written examination in term 4 (40%)

## PARTICULAR REQUIREMENTS

Students must be aware that drama is a **performing arts subject** and students are required to make, perform and critically study the course content.

## ASSESSMENT

For example performance, logbook, presentation, rationale, essay, research.

## FOR MORE INFORMATION

Miss Grace.

ATAR  
(A)

BDC

\$NIL

MAJOR  
WORK

NO  
WORK  
PLACEMENT

# EARTH AND ENVIRONMENTAL SCIENCE

## INTRODUCTION

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

## COURSE CONTENT

### Year 11

The Year 11 course consists of four modules.

**Module 1** Earth's Resources

**Module 2** Plate Tectonics

**Module 3** Energy Transformations

**Module 4** Human Impacts

### Year 12

The Year 12 course consists of four modules.

**Module 5** Earth's Processes

**Module 6** Hazards

**Module 7** Climate Science

**Module 8** Resource Management

## PARTICULAR REQUIREMENTS

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities.

Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

## ASSESSMENT

The preliminary and HSC courses will each consist of three assessment tasks respectively: A Depth Study, a second hand investigation and a final examination.

## FOR MORE INFORMATION

Mr Mudaliar, Mr Luccarda or Science Teaching Staff.

ATAR  
(A)

BDC

\$NIL

MAJOR  
WORK

NO  
WORK  
PLACEMENT

## ENGINEERING STUDIES

### INTRODUCTION

This course is unique in that it develops knowledge and understanding of the profession of engineering. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with engineering concepts. Students undertaking Engineering Studies Stage 6 will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. Students entering into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

### WHO WOULD THE COURSE SUIT?

This course is suited to students interested in pursuing careers in Engineering.

### COURSE CONTENT

Concepts and knowledge relating to engineering, history, materials, physical design principles and effective communication methods are dealt with throughout the course in core application modules.

Preliminary Course:

Household appliances, Landscape products, Braking systems, Bio engineering and a School based elective

HSC Course:

Personal and Public Transport, Civil Structures, Lifting devices, Aeronautical Engineering and Telecommunications Engineering .

### PARTICULAR REQUIREMENTS

For each module, students will be required to complete an Engineering report. The report varies in purpose and depth with later reports in Preliminary and HSC course requiring higher levels of research, analysis and synthesis of subject related problems. Students will also be required to formulate their own conclusions in detailed reports.

### ASSESSMENT

The course is assessed using theoretical booklets, practical projects, class tests and examinations.

### FOR MORE INFORMATION

Mr Boyd.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# ENGLISH ADVANCED

## INTRODUCTION

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

## WHO WOULD THE COURSE SUIT?

Advanced English is a rigorous course for students who are good at or have an affinity with literature. Students who agree with some of the following statements.

## Should I do Advanced English?

- I love English and my Year 10 English teacher believes that I can cope with the demands of this course
- Shakespeare is compulsory! Yippee!
- I am a skilled writer who is willing to devote time to develop this skill further
- I like to think critically and express my individual ideas
- I am a keen reader and read widely across genres and enjoy the classics
- I am motivated and organised and understand I am going to have to complete homework and independent research
- I am considering studying English type subjects at university
- I would like to do Extension 1 and/or Extension 2

## COURSE CONTENT

In Advanced English in 2019, students will complete:

### Preliminary

- Common Module-(Standard and Advanced) *Reading to Write*
- Advanced Module A: *Narratives that Shape our World*
- Advanced Module B: *Critical Study of Literature*

### HSC

- Common Module (Standard and Advanced)– *Texts and Human Experiences*
- Module A: *Textual Conversations*
- Module B: *Critical Study of Literature*
- Module C: *The Craft of Writing*

## PARTICULAR REQUIREMENTS

- English is compulsory for the HSC
- Advanced and Extension English involve completing external HSC exams
- All English courses require regular homework and independent research

## ASSESSMENT

All English courses require the assessment of reading, writing, speaking, listening, viewing and representing.

## FOR MORE INFORMATION

Mrs Francis.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# ENGLISH EXTENSION 1 & 2

## INTRODUCTION

English Extension is designed for students to explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. The study of Extension English complements what is studied in Advanced English.

## WHO WOULD THE COURSE SUIT?

Students who have an affinity with all things literature who enjoy the challenge of accessing a range of classic and contemporary texts.

## SHOULD I DO EXTENSION ENGLISH?

- I have selected Advanced English
- English is one of my favourite subjects
- I am a skilled writer who is keen to continue to develop in this area
- I am a skilled public speaker
- I am self-motivated and have well developed organisational skills
- I am prepared to work independently and am a keen reader of a variety of texts
- I would like to select Extension 2 English in the HSC phase

## COURSE CONTENT

**Preliminary Course:** Has one module *Texts, Culture and Value*. Students examine a number of texts from different contexts. They consider the relationships between the text and its culture, examine the ways in which language shapes and reflects values, and consider the ways and reasons that the original and later manifestations of the text are valued.

**HSC Course:** This module requires students to investigate, explore and evaluate the ways in which language shapes and reflects culture and values, to examine the stylistic, historical and sociolinguistic perspective of texts; examine language modes, media and forms of communication, and develop a range of imaginative, interpretive and analytical compositions.

Year 12 Extension 2 intensive study of texts with a focus on the creation of major work.

## PARTICULAR REQUIREMENTS

Students must be studying **Advanced English** to be able to access **Extension 1 & 2**. Students need to be prepared to undertake independent research.

## ASSESSMENT

### STUDENTS WILL BE ASSESSED IN 3 WAYS:

- Research report of the study of the related texts.
- Extended response.
- Creative response writing.

Viva Voce for HSC Extension 2.

## FOR MORE INFORMATION

Miss Grace, Ms Abbott or Miss Walker.

ATAR  
(A)

BDC

\$NIL

MAJOR  
WORK  
Ext 2

NO  
WORK  
PLACEMENT

# ENGLISH STANDARD

## INTRODUCTION

English Standard is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. The 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 are required to: study Australian and other texts; explore a range of types of text drawn from prose fiction, drama, poetry, film media and/or multimedia texts; undertake wide reading programs; compose texts of increasing complexity including essays, and engage in the integrated study of language and text.

## WHO WOULD THE COURSE SUIT?

Students who enjoy the challenge of interesting and engaging texts that come from a range of forms.

## SHOULD I DO STANDARD ENGLISH?

- I have performed satisfactorily in Year 10 English
- I am not that keen on Shakespeare, I prefer more modern texts
- I need assistance in developing my extended writing
- **I need 2 units of English for university study**
- **I know that speaking tasks are compulsory in senior English**
- I am prepared for homework and independent study

## COURSE CONTENT

### Preliminary Course:

- Common Module- Reading to Write
- Standard Elective 1: Contemporary Possibilities
- Standard Elective 2: Close Study of Literature

### HSC Course:

- Common Module – Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing

## PARTICULAR REQUIREMENTS

- English is compulsory for the HSC and there is no easy option in English
- Standard English involve completing external HSC exams at the end of the course
- If you elect to receive an ATAR to get into university, in addition to your HSC, then your English result will automatically be counted, regardless of your mark
- All courses require regular homework and independent research
- All courses require the assessment of reading, writing, speaking, listening, viewing and representing

## ASSESSMENT

A range of extended response and composing tasks as well as a multi-modal task

## FOR MORE INFORMATION

Miss Grace, Mrs Abbott or Miss Walker.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# ENGLISH STUDIES

## INTRODUCTION

The English Studies course is an engaging and flexible way of examining the way language works in many areas of our world.

## WHO WOULD THE COURSE SUIT?

This course is designed for students who may or may not require an ATAR and are not particularly engaged with the traditional delivery of English subjects. Students will find the flexible pattern of study relevant and engaging.

- I am very good at other subjects, but I would not put English in my top 3 subjects in year 10.
- I understand that students who complete English Studies have the option of obtaining an ATAR if they sit the external exam however, I am not seriously considering the possibility of going to university.
- **I understand that English Studies is NOT an easy course, or a class for low ability students.**
- I have vocational aspirations – I know what I want to do when I leave school and it does not involve going to university.
- I understand that English Studies results are calculated on my assessment marks throughout the course, if I choose not to sit the external exam.

## COURSE CONTENT

Both the Year 11 and Year 12 courses contain a Mandatory Module plus a range of interesting and relevant units of work.

Common Module – *Texts and Human Experiences*

Module A – *We are Australians: English in citizenship, community and cultural identity*

Module B – *Telling us all about it: English and the media*

Module C – *On the road: English and the experience of travel*

Module D – *Digital Worlds: English and the Web*

Module E – *Playing the Game: English in sport*

Module F – *MiTunes and text: English and the language of song*

Module G – *Local Heroes: English and community life*

Module H – *Part of a Family: English and family life*

Module I – *Discovery and Investigation: English and the sciences*

Module J – *In the Marketplace: English and the world of business*

Module K – *The Big Screen: English in filmmaking*

Module L – *Who do I think I am?: English and the self*

Module M – *Landscapes of the Mind: English and the creative arts*

Module N – *The Way We Were: English for exploring our past*

## PARTICULAR REQUIREMENTS

In **English Studies**, students must have a willingness to engage with a variety of texts and participate actively in the course.

## ASSESSMENT

Students studying the English Studies course may elect to undertake an optional HSC Examination.

**\*Note** : English Studies becomes a **NON-ATAR** course if the examination is not done.

## FOR MORE INFORMATION

Miss Grace, Ms Abbott or Miss Walker.

\*ATAR  
(B)

BDC

NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# INDUSTRIAL TECHNOLOGY (GRAPHICS)

## INTRODUCTION

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

The focus industries include Architectural / drafting firms and Graphic design businesses.

## WHO WOULD THE COURSE SUIT?

This course is suited to students interested in pursuing a career in the Graphics Industry.

## COURSE CONTENT

**Preliminary Course:** The following sections are taught to the relevant focus area Industry Study – aspects of the Graphics industry including structural , technical , environmental, sociological, Work Health and Safety, Design and Management-designing, types of graphical presentations and various software applications. Workplace communications- literacy, numeracy, IT skills, Folio and presentation development.

**HSC Course:** Study of Graphics Industries, Architectural drafting firms, Graphical designers, Web based development, Marketing companies. Production of a major project portfolio.

## PARTICULAR REQUIREMENTS

In the preliminary course, students will design, develop and refine their skills in a variety of technical and creative graphical disciplines, including Architectural, Engineering, Product and Marketing. In each area, students will undertake projects which will build to the development of an extensive management and presentation portfolio. Students will also undertake a study of a graphical industry. In the HSC course, students will design, research and produce a portfolio on a particular theme or task which will be assessed for the HSC examination.

## ASSESSMENT

Portfolio presentations, Computer CAD presentations and Examinations.

## FOR MORE INFORMATION

Mr Boyd.

ATAR  
(A)

BDC

\$40

MAJOR  
WORK

NO  
WORK  
PLACEMENT



## INDUSTRIAL TECHNOLOGY (TIMBER PRODUCTS AND FURNITURE INDUSTRY)

### INTRODUCTION

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

The Focus Area is Timber Products and Furniture Industries. Students will undertake project work and a study of Industry to help develop a broad range of skills and knowledge related to the timber industry and an introduction to industrial processes and practices.

### WHO WOULD THE COURSE SUIT?

This course is suited to students interested in pursuing a career in the timber industry.

### COURSE CONTENT

#### Preliminary Course

Industry Study - structural, technical, environmental and sociological, personnel, Occupational Health and Safety Design and Management - designing, drawing, computer applications, project management, workplace communication - literacy, calculations, graphics, the timber and furniture industry , project construction

#### HSC Course

- Study of the Timber and Furniture Industry.
- Construction of a major project using timber.

### PARTICULAR REQUIREMENTS

In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the Timber and Furniture Industry.

### ASSESSMENT

This course is assessed using practical projects, management and communication folio's and Examinations. The practical component is worth 60% of the course assessment in both the Preliminary and HSC courses. The Major Project in the HSC course is worth 60% and is externally assessed by examiners. The mark obtained goes directly to the HSC assessment for the course.

### FOR MORE INFORMATION

Mr Armstrong or Mr Boyd.

ATAR  
(A)

BDC

\$100

MAJOR  
WORK

NO  
WORK  
PLACEMENT

### INTRODUCTION

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

### COURSE CONTENT

#### Year 11

The Year 11 course consists of four modules.

**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

The Year 12 course consists of four modules.

**Module 5** Scientific Investigations

**Module 6** Technologies

**Module 7** Fact or Fallacy?

**Module 8** Science and Society

### PARTICULAR REQUIREMENTS

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

### ASSESSMENT

The Preliminary will consist of three assessment tasks. A depth study, a second hand investigation and a final examination. The HSC course will consist of four assessment tasks. A depth study, a second hand investigation, a first hand investigation and a final examination.

### FOR MORE INFORMATION

Mr. Mudaliar, or Science faculty staff.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# LEGAL STUDIES

## INTRODUCTION

Australia is regulated by a complex set of rules and regulations designed to guide and protect individual and community rights. Being well informed about legal issues, how laws are made, structured and operate allows students to become active and informed citizens. Legal studies will provide students with confidence to approach and access the legal system and develop their knowledge of their basic legal rights and responsibilities.

## WHO WOULD THE COURSE SUIT?

Study in this area may lead to further post-school study at university or EVET. Fields of work this study relates to include Lawyer, Police Force, Military, Corrections Officer, Social Work, Family and Community Services, Legal administration/paralegal and Conveyance.

## COURSE CONTENT

### Preliminary Course

- The legal system
- The individual and the law
- Law in practice

### HSC Course

- Crime
- Human Rights
- Family
- Consumers

## PARTICULAR REQUIREMENTS

Students will have the opportunity to observe the operation of one or more courts in civil and criminal cases.

## ASSESSMENT

Assessment tasks and examinations.

## FOR MORE INFORMATION

Mr Inwood or Mrs Francis

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

## MATHEMATICS (ADVANCED)

### INTRODUCTION

Mathematics is a calculus-based course intended to give students who have demonstrated high competence in the skills of Stage 5 Mathematics. The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

### WHO WOULD THE COURSE SUIT?

Students who received a Mathematics Grade A in their Year 10 RoSA.  
Students wishing to do Extension Mathematics course

### COURSE CONTENT

#### Preliminary Course:

- Functions
- Trigonometric functions
- Calculus
- Exponential and Logarithmic functions
- Statistical analysis

#### HSC Course:

- Further functions
- Further Trigonometric functions
- Further Calculus
- Financial Mathematics
- Further Statistical analysis

### PARTICULAR REQUIREMENTS

Scientific Calculator

### ASSESSMENT

The HSC exam is 3 hours long.

Up to 20% of the assessment can come from the Preliminary course.

### FOR MORE INFORMATION

Miss Marshall.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# MATHEMATICS EXTENSION 1

## INTRODUCTION

This course includes the whole of the 2 unit (Advanced) course as well as stand-alone extension topics. Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. Students develop rigorous mathematical arguments and proofs, and use mathematical models more extensively. Students will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality. It provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. It is also advantageous for further studies in such areas as science, engineering, finance and economics.

## WHO WOULD THE COURSE SUIT?

Students who have demonstrated a mastery of the skills from stage 5.

## COURSE CONTENT

The extension content continues studying Calculus topics learnt from the Advanced course as well as establishing new topics. It is intended to give students a more thorough understanding of mathematics at a deeper level.

## Preliminary Course

- Functions
- Trigonometric functions
- Calculus
- Combinatorics

## HSC Course

- Proof
- Vectors
- Further trigonometric functions
- Further calculus
- Statistical analysis

## PARTICULAR REQUIREMENTS

Scientific Calculator

## ASSESSMENT

The HSC exam is 2 hours long.

## FOR MORE INFORMATION

Miss Marshall

## NOTE:

**Mathematics Extension 2 candidates should already have made their intentions clear to Miss Marshall when they were finishing year 10 (Stage 5).**

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# MATHEMATICS (STANDARD 1)

## INTRODUCTION

The Standard Mathematics courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.

It is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. When students become numerate they are able to better manage a situation or solve a real world problem.

## WHO WOULD THE COURSE SUIT?

Students not requiring Mathematics for any further study.

## COURSE CONTENT

### Preliminary Course – Standard:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

### HSC Course— Standard 1:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

## PARTICULAR REQUIREMENTS

Scientific Calculator

## ASSESSMENT

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC Examination. The examination is 2 hours long and is worth 80 marks.

**\*Note** : Standard 1 Mathematics becomes a **NON-ATAR** course if the examination is not done.

## FOR MORE INFORMATION

Miss Marshall

ATAR\*  
(B)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

## MATHEMATICS (STANDARD 2)

### INTRODUCTION

The Standard Mathematics courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.

It is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics.

The Mathematics Standard 2 H.S.C. course provides a strong foundation for a broad range of vocational pathways, such as T.A.F.E., as well as for a range of University courses such as arts, business, humanities, nursing and paramedical sciences.

### WHO WOULD THE COURSE SUIT?

Students not specifically requiring Mathematics at university.

### COURSE CONTENT

#### Preliminary Course – Standard:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

#### HSC Course – Standard 2:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

### PARTICULAR REQUIREMENTS

Scientific Calculator

### ASSESSMENT

The Standard 2 HSC examination is 2½ hours long and is worth 100 marks.

A small percentage of the HSC assessment can come from the Preliminary course.

### FOR MORE INFORMATION

Miss Marshall

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## INTRODUCTION

This is a theoretical course - The Preliminary course examines a range of areas that underpin health and physical activity.

In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

## Who would the course suit?

Students who enjoy research and theoretical components of being active.

## COURSE CONTENT

### Preliminary Course Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

### Optional Components (40%) Students will study 2 options listed below

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

### HSC Course Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

### Optional Component (40%) Students will study two of the following options

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

## PARTICULAR REQUIREMENTS

Nil

## ASSESSMENT

HSC exam is 3 hours long. Two option topics are examined.

## FOR MORE INFORMATION

Mr Mitton

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT



# PHYSICS

## INTRODUCTION

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

## COURSE CONTENT

### YEAR 11

The Year 11 course consists of four modules.

**Module 1** Kinematics

**Module 2** Dynamics

**Module 3** Waves and Thermodynamics

**Module 4** Electricity and Magnetism

### YEAR 12

The Year 12 course consists of four modules.

**Module 5** Advanced Mechanics

**Module 6** Electromagnetism

**Module 7** The Nature of Light

**Module 8** From the Universe to the Atom

## PARTICULAR REQUIREMENTS

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## ASSESSMENT

The Preliminary will consist of three assessment tasks. A depth study, a second hand investigation and a final examination. The HSC course will consist of four assessment tasks. A depth study, a second hand investigation, a first hand investigation and a final examination.

## FOR MORE INFORMATION

Mr Mudaliar, or Science Teaching Staff.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

## SCIENCE EXTENSION

### INTRODUCTION

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

**Note: Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.**

### COURSE CONTENT

#### Year 12

The Year 12 course consists of four modules.

**Module 1** The Foundations of Scientific Thinking

**Module 2** The Scientific Research Proposal

**Module 3** The Data, Evidence and Decisions

**Module 4** The Scientific Research Report

### PARTICULAR REQUIREMENTS

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

### ASSESSMENT

The HSC courses will consist of three assessment tasks respectively: A scientific research proposal, a scientific research report and a final examination.

### FOR MORE INFORMATION

Mr Mudaliar, or Science Teaching Staff.

ATAR  
(A)

BDC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

# SOCIETY AND CULTURE

## INTRODUCTION

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. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. Students are provided with essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems and engage in and actively contribute to all levels of society.

## WHO WOULD THE COURSE SUIT?

Relevant to students wishing to pursue a career in any discipline based Sociology. Forms a valuable foundation for a range of university courses, such as Psychology, Teaching, Criminology, Policing, Social Work, Anthropology and Sociology.

## COURSE CONTENT

### Preliminary Course

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication:

### HSC Course Core:

- Social and Cultural Continuity and Change
- The Personal Interest Project:
- **Depth Studies: 00Two to be chosen from:**
- Popular Culture, Belief Systems and Ideologies, Social Inclusions and Exclusion, Social Conformity and Non-conformity .

## PARTICULAR REQUIREMENTS

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students. PIP is worth 40% of the HSC exam mark. It requires students to select a topic of their choice related to the course. They must develop and apply appropriate research methods and submit a completed project for external marking.

## ASSESSMENT

Oral presentations and research tasks.

## FOR MORE INFORMATION

Mrs Mackay-Galea.

ATAR  
(A)

BDC

\$NIL

MAJOR  
WORK  
PIP

NO  
WORK  
PLACEMENT

## VISUAL ARTS

### INTRODUCTION

Visual Arts combines both practical and theoretical study preparing students to independently create and analyse works of Art. More broadly this will develop students capacities in both creative activity and divergent critical thinking which has diverse applications in a constantly changing workforce.

### WHO WOULD THE COURSE SUIT?

Visual Arts in year 11 and 12 is a Board Developed Course offered for students with varying abilities and experiences with the Visual Arts. While the course builds upon and relates to elective study in years 9 and 10 it can be studied as a stand alone course.

### COURSE CONTENT

Study in the preliminary course gives students a grounding in a broad range of art-making processes. In the Preliminary course students will have the opportunity to gain skills and knowledge in a variety of art-forms that will include a selection of the following; Drawing, Painting, Photo media (darkroom and digital), Printmaking, Textiles, Mixed Media, Graphic Design, Designed Objects, Sculpture, Ceramics, Film, Video and Documented Forms (happenings, performance and installation). The coursework will be organised into 2 negotiated units of study centered upon exploring these various art-forms both practically and theoretically.

The HSC course builds upon preliminary studies and encourages a more independent approach to Art Making and Critical and Historical studies. In the practical component of the course students will produce one significant major body of work. And in theoretical studies students will complete a variety of mandatory Case Studies that further deepen students knowledge of Art Criticism and History.

### PARTICULAR REQUIREMENTS

Practical: Major Body of Work with diary.

Theoretical: Essays, Reviews and Exams.

### ASSESSMENT

Students are assessed with both practical and theoretical tasks.

The weighting of practical and theoretical assessments is 50/50 respectively.

### FOR MORE INFORMATION

Mr Lyle.

ATAR  
(A)

BDC

\$100

MAJOR  
WORK  
Body of work

NO  
WORK  
PLACEMENT

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

## INTRODUCTION

Specifically the course combines both practical and theoretical study preparing students to independently create and analyse photographs, and/or videos and/or digital images.

## WHO WOULD THE COURSE SUIT?

Photography, Video and Digital Imaging in year 11 and 12 is a Board Endorsed Course offered for students with varying abilities and experiences with Photographic, Video and Digital Imaging. While the course builds upon and relates to elective study in years 9 and 10 it can be studied as a stand alone course.

Study in this area may lead to further post-school study at university or EVET, or vocational training in the context of the workplace. Fields of work this relates to include the Artist, Photographer, Filmmaker and Designer.

## COURSE CONTENT

The course offers study in the areas of Wet Photography, Film and Digital imaging. The term 'wet photography' refers to more traditional photographic practices which involve the manipulation of photographic papers and chemicals in the dark room. The term 'video and digital imaging' primarily relates to the use of new technologies that involve the creation and manipulation of both still and moving digital images through the use of scanners, digital cameras, printers, digital video cameras, industry software, stylus', tablets and so forth. The course structure allows for 6-12 modules to be selected in any of these areas, allowing for broad study of all areas or more focused study in selected fields.

## PARTICULAR REQUIREMENTS

Today, images can be manipulated, transformed, captured, stored and managed in ways that are unprecedented and in ways that are constantly changing. Students will learn how to develop a more informed and skilled engagement with such practice and work towards self-directed, reflective making of photographic, film and digital work and also critical appraisal of other's work. There is also *Work Health and Safety* component to the course.

## ASSESSMENT

Students are assessed with both practical and theoretical tasks. The weighting of practical and theoretical assessments is 70/30 respectively.

## FOR MORE INFORMATION

Mr Lyle.

NON  
ATAR

CEC

\$100

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

## SPORT, LIFESTYLE AND RECREATION

### INTRODUCTION

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. Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle. This course caters for a wide range of student needs. It can assist students in developing: The qualities of a discerning consumer and an intelligent critic of physical activity and sport. High levels of performance skill in particular sports. The capacity to adopt administrative roles in community sport and recreation. The skills of coach, trainer, first aid officer, referee and fitness leader.

### WHO WOULD THE COURSE SUIT?

Student who want to remain active or have a career in coaching.

### COURSE CONTENT

The Sport, Lifestyle and Recreation Course is comprised of 15 optional modules.

- Aquatics
- Athletics
- Dance
- First Aid And Sports Injuries
- Fitness
- Games & Sports Application II
- Gymnastics
- Healthy Lifestyle
- Individual Games & Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games & Sports
- Sports Administration
- Sports coaching & Training

### PARTICULAR REQUIREMENTS

Nil

### ASSESSMENT

Internal assessment only.

### FOR MORE INFORMATION

PDPHE Staff.

NON  
ATAR

CEC

\$NIL

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

## VISUAL DESIGN

### INTRODUCTION

Designed images and objects such as ceramics, jewellery, clothing, furniture, posters, publications and built environments are closely related to the works produced by artists. Both can communicate ideas about our world and ourselves. Both use visual conventions to define and build social identity. Both may have aesthetic and spiritual dimensions and employ the same materials and technologies. The difference lies in the utilitarian functions of these designs: we sit in them, wear them and drink out of them — functions which designers must take into account .

### WHO WOULD THE COURSE SUIT?

The course 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.

### COURSE CONTENT

The course has both a practical and theoretical component.

Regarding practical work students will design and make images and objects where they will consider how the look, the meaning and the use are all equally important and interrelated. Students are encouraged to explore the practices of Graphic Design (publications, illustration, cartooning, multimedia) , Wearable's (clothing, jewelry, textiles), Product Design (packaging, furniture, industrial) and also Interior and Exterior Design (structures, environments, interiors, stage sets & props). Regarding Theoretical study students examine critical and historical viewpoints of designed images and objects to develop a capacity to analyse and make informed judgments about the designed works that surround them. Students will study 6– 12 Modules throughout the duration of the course organised around some or all of the areas of Design outlined above.

### PARTICULAR REQUIREMENTS

Students will produce portfolios, design briefs, objects, exhibitions, critical reviews, essays and sit for exams. There is also *Work Health and Safety* component to the course.

### ASSESSMENT

Students are assessed with both practical and theoretical tasks. The weighting of practical and theoretical assessments is 70/30 respectively.

### FOR MORE INFORMATION

Mr Lyle.

NON  
ATAR

CEC

\$100

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

## EVET COURSES

### Externally Delivered VET (EVET)

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.
- receive a nationally-accredited Certificate qualification or a Statement of Attainment if you achieve in one or more units of competency. Most EVET courses articulate into further nationally accredited courses delivered by TAFE, or other private providers.

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.

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 students learn new skills and apply the skills they have already learnt as part of their course. EVET 240 hour Board Developed Courses include mandatory work placement of 70 hours. Board Endorsed Courses may also have a mandatory work placement component.

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 and 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 EVET courses occur during Term 3. Students can only enrol in the one EVET course.

Students participating in Vocational or Framework courses at EVET must complete a five day work placement as a part of their course, each year.

EVET courses, are offered at Bathurst TAFE College. Students are advised to note that only the Framework courses studied for two years can contribute to an ATAR.

These courses are very popular and have only limited places. It is planned that these courses will operate from 1.00 pm to 5.00 pm on Wednesday of each week at Bathurst TAFE. Students will leave school at 12.00 pm and return at 6.00pm.

Students are required to pay for their bus travel.

Contact the school's VET Coordinator Mrs Cheryl Fitzpatrick for details on what VET courses are available and how to apply.



## BOS SUBJECTS THROUGH DISTANCE EDUCATION AND VIDEO CONFERENCE

There are other NSW Education Standards Authority subjects which MAY be available through an alternate delivery approach such as Distant Education or Video Conferencing.

Please check the NSW Education Standards Authority Website for other courses which are available

<http://educationstandards.nsw.edu.au/>

Please see Mr Luccarda, Mrs C Fitzpatrick and Ms Grace about these subjects.



## ATTENDANCE REQUIREMENTS FOR SENIOR STUDENTS AT OBERON HIGH SCHOOL

Satisfactory attendance and progress in each course is expected of all senior students of Oberon High School.

Each student has the responsibility of accounting for all absences. Usually absences will be accounted for by a note from a student's parent or carer providing a legitimate reason for an absence. The principal determines if the reason is legitimate according to DET policy. Where an absence affects the completion of an assessment task in Year 12, a medical certificate must be supplied. Notes and certificates should be left at the school office immediately a student returns from an absence. The reason for the absence can then be directly entered into the school's computerised roll system ie - a legal requirement.

At Oberon High School, satisfactory attendance is normally described as being attendance of at least 85% of timetabled lessons in any one subject or course.

Procedures for monitoring attendance of senior students at Oberon High School

- Any late student must register with the office, and should provide a written reason for their lateness.
- Teachers will mark a class roll each lesson to ensure attendance requirements are met.
- Any student who needs to leave school for any reason during the day need to provide a written request to the Deputy Principal before school for approval.
- When students leave the school during the day, they must sign out at the school office before they leave, and they should also sign in upon their return. This is a safety issue.

Consequences of unsatisfactory attendance

- Parents or caregivers will be informed of unexplained absences, and be asked to provide an explanation.
- Where absences are likely to put the student at risk of being deemed as having unsatisfactory attendance (which will put course completion at risk) then an interview will be arranged for the student and parents/carers with the school principal or nominee to discuss the student's continued enrolment in the subject.
- Where absences are caused by such as illness or accident, the school will hold discussions with the student and parents/carers as to possible alternative arrangements which would allow the student to satisfy the requirements of all or some of the courses in which they are enrolled.
- Where a student's absences lead to unsatisfactory attendance then the principal will issue a formal warning to the student. If the attendance still remains unsatisfactory after the warnings have been issued, then the principal may inform the NSW Education Standards Authority that the student has not satisfied the requirements in the course(s) or subject(s) involved.
- Students are expected to satisfy the requirements of a subject or course in the Preliminary year before commencing HSC study.
- Students who do not satisfy the requirements of a subject or course in the Preliminary year will not be permitted to continue to study that subject or course in the Higher School Certificate year unless the requirements of the Preliminary year have been satisfactorily met by the time entries close for the HSC.
- Students who will be absent from school for a significant period of time, should apply to the principal for leave and make arrangements to complete course work whilst absent from school.

# Vocational Education and Training



## INFORMATION FOR STUDENTS UNDERTAKING SCHOOL DELIVERED VET COURSES



Education &  
Communities

*Public Schools NSW*

Wagga Wagga RTO - 90333

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

Refer to the NSW Education Standards Authority website (NESA) for VET, any exclusions, rules and procedures.

### **Optional External HSC Examination**

Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

### **Assessment Procedures**

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments include those practical in nature and reflect the type of tasks that would be required to be performed in the workplace and written tasks that assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations. Students are deemed either competent or not competent following an assessment.

No grades or marks are awarded through competency based assessments. The school will provide an assessment scope and sequence for each VET course.

## INFORMATION FOR STUDENTS UNDERTAKING SCHOOL DELIVERED VET COURSES

### **Student Selection, enrolment and induction procedures**

Stage 6 VET courses are available to all students in years 11 and 12 upon the completion of a RTO VET Enrolment Form with a validated Unique Student Identifier (USI). Year 9 do NOT undertake “early commencement/acceleration” of Stage 6 VET courses. Your school will seek RTO advice in regards to individual student learning plans.

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO’s Student Guide for VET process and procedure information.

### **Fees and charges**

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction and on the course information sheet.

### **VET Enrolment**

All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated in the pre-enrolment process.

### **Freedom of Information and Privacy**

Students’ rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department’s Privacy Code of Practice.

### **Credit Transfer and Recognition of Prior Learning (RPL)**

Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

### **Work Placement**

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC 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. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

## INFORMATION FOR STUDENTS UNDERTAKING SCHOOL DELIVERED VET COURSES

### School Based Apprenticeships and Traineeships (SBATs)

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by a 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 a SBAT will contribute unit credit towards the HSC.

Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs: [www.sbatnsw.info](http://www.sbatnsw.info)

### Unique Student Identifier

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment.

The USI provides easy access through an online account to all VET training records and results throughout life.



# VET ENROLMENT FORM



Education

Public Schools NSW, Wagga Wagga. RTO 90333

## VET ENROLMENT FORM

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015>.

Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

### Privacy Notice

Under the **Data Provision Requirements 2012**, Public Schools NSW Wagga Wagga, RTO 90333, is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by **Public Schools NSW Wagga Wagga, RTO 90333**, for statistical, administrative, regulatory and research purposes. **Public Schools NSW Wagga Wagga, RTO 90333**, may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and NCVER
- Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes
- populating authenticated VET transcripts
- facilitating statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information and
- administering VET, including program administration, regulation, monitoring and evaluation.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au)).

### Study Reason

Select the main reason you are undertaking this course (Tick ONE box only)

To gain extra skills to apply for a job
For personal interest or self-development
To gain skills for community/voluntary work
To learn about the requirements for work
Other reason

### Personal details

Full Name \_\_\_\_\_

Date of Birth \_\_\_ / \_\_\_ / \_\_\_\_\_

If you have a disability, impairment or long-term condition ensure your school is informed.

**Delivery details This qualification will be delivered at school over one or two years.**

### Unique Student Identifier (USI)

Detailed course information is provided on each Course Information Sheet.

From 1 January 2015, we Wagga Wagga RTO can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

**Each student must provide the school with their USI number before enrolment in a VET course.**

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*Swap for actual form when printing*

# VET ENROLMENT FORM

## Training Product (Qualification) Details

Your school has the Authority to Deliver (ATD) the following courses.

Select the course(s) below in which you are requesting to enrol.

AHC21216 Certificate II in Rural Operations

CPC20211 Certificate II in Construction Pathways

FSK20113 Certificate II in Skills for Work and Vocational Pathways

ICT30118 Certificate III in Information, Digital Media and Technology

MEM10105 Certificate I in Engineering

SIT20416 Certificate II in Kitchen Operations

## Fees and refunds

The school site will advise on fee collection from students. Details are available on each VET Course Information sheet.

## Parent / Carer declaration:

I declare that the personal information provided to the school about my son/daughter, named below, is true and correct to the best of my knowledge.

STUDENT NAME .....

PARENT NAME ..... PARENT SIGNATURE ..... DATE .....

## Complaints and appeals statement

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

[For specific RTO procedures please contact your VET coordinator.](#)

**Swap for actual form when printing**



### Certificate II in Construction Pathways - CPC20211

#### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

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.

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

Support services may be available to meet needs of individual students.

Core Units of Competency	Elective Units of Competency
CPCCCM1012A Work effectively & sustainably in the construction industry	CPCCCA2002B Use carpentry tools and equipment
CPCCCM1013A Plan and organise work	CPCCCA2011A Handle carpentry materials
CPCCCM1014A Conduct workplace communication	CPCCCM2004A Handle construction materials
CPCCCM1015A Carry out measurements and calculations	CPCCCM2006B Apply basic levelling procedures
CPCCCM2001A Read and interpret plans and specifications	CPCCCA2003A Erect and dismantle form work for footings and slabs on ground
CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry	CPCCWH1001 Prepare to work safely in the construction industry. (White Card)
	Options: To gain the qualification and be eligible for the HSC, <b>the options below must be completed</b>
	CPCCJN2001A Assemble components
	CPCCJN2002B Prepare for off-site manufacturing process
Refer to TAS for the qualification packaging rules	This course contains two additional units above the qualification to meet NESA HSC requirements.

#### Qualifications

Students who are assessed as competent in the above units of competency after following the qualification packaging rules will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

**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 NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (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.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$120 plus \$50 for White card if students do not currently hold the induction card. Discuss payment options with your trainer

**Refund Arrangements:** on a pro – rata basis

**Delivery Arrangements** Two periods Monday, Tuesday, Thursday and Friday

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

ATAR  
(B)

BDC

\$120

NO  
MAJOR  
WORK

70 HRS  
WORK  
PLACEMENT

## MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways Wagga Wagga RTO - 90333

**Entry Requirements:**

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Manufacturing And Engineering (240 indicative hours) 4 Preliminary and/or HSC units in total .  
Board Endorsed Course. There is not an Australian Tertiary Admission Rank (ATAR) option for this course.  
Students must complete a minimum of 35 hours work placement to meet the requirements of the HSC.

**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. 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, and use of welding machines. 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**

MEM13015 Work safely and effectively in manufacturing and engineering (MEM10119)

MEMPE006A Undertake a basic engineering project (MEM20413)

MEMPE005A Develop a career plan for the engineering and manufacturing industry (MEM20413)

**Elective Units of Competency**

MEM16006 Organise and communicate information (MEM10119)

MEM11011 Undertake manual handling (MEM10119)

MEM18001 Use hand tools (MEM10119)

MEM18002 Use power tools/handheld operations (MEM10119)

MEM12024 Perform computations (MEM10119)

MEM16008 Interact with computer technology (MEM10119)

MEM07032 Use workshop machines for basic operations (MEM10119)

MEMPE001A Use engineering workshop machines (MEM20413)

MEMPE002A Use electric welding machines (MEM20413)

MEMPE004A Use fabrication equipment (MEM20413)

**Refer to the TAS for the qualification packaging rules.**

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.**

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for a MEM10119 Certificate I in Engineering and a Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for either a Statement of Attainment towards MEM10119 Certificate I in Engineering and/or a Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways. MEM10119 Certificate I in Engineering will be delivered and assessed in the preliminary year and the Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will be delivered and assessed in the HSC year.

**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 Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination): NO.** There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.

**Appeals:** Students may lodge a complaint or appeal about assessment decisions through their VET trainer.

**Resources costs:** : \$100 for Preliminary and \$100 for HSC Discuss payment options with your trainer.

**Refund Arrangements:** on a pro – rata basis /

**Delivery Arrangements:** Two periods Monday, Tuesday, Thursday and Friday

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

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>

NON  
ATAR

BEC

\$200

NO  
MAJOR  
WORK35 HRS  
WORK  
PLACEMENT

## Certificate II in Furniture Making Pathways MSF20516 Wagga Wagga RTO - 90333

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Furniture Making Pathways

Board Endorsed Course

There is not an Australian Tertiary Admission Rank (ATAR) option for this course

Mandatory work placement is not a requirement for the HSC course. If students choose to undertake work placement they must obtain the WorkCover Construction Induction Certificate, (the white card) before they enter a construction work site.

**Qualification Certificate II Furniture Making Pathways (3x units by 1 Year , 180 hours)**

### Course Description

This provides students with the opportunity to obtain national vocational qualifications for employment in the carpentry and joinery, shop-fitting, cabinetmaking and furnishing industries. Students will gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of tools and equipment. Working in the furniture making industry involves selecting and preparing timber, using saws, chisels, planes, power tools and woodworking machines to make and assemble furniture. Making jigs, templates or prototypes for the production of furniture and repair damaged furniture and cabinets. Skills gained in this industry transfer to other occupations. Examples of occupations in the industry include cabinet maker, wood turner, furniture finisher, polisher and upholsterer, shop fitter and joiner.

### Core Units of Competency

The following content is delivered in the 180 hour course.

MSMENV272 Participate in environmentally sustainable work practices

MSMPCI103 Demonstrate care and apply safe work practices at work

MSFGN2001 Make measurements and calculations

MSFFP2001 Undertake a basic furniture making project

MSFFP2002 Develop a career plan for the furnishing industry

### Elective Units of Competency

MSFFM2001 Use furniture making sector hand and power tools

MSFFM2002 Assemble furnishing components

MSFFP2003 Prepare surfaces

MSFFP2004 Apply domestic surface coatings

MSFFP2005 Join furnishing materials

MSFFP2006 Make simple timber joints

MSMSUP106 Work in a team

**Refer to TAS for the qualification packaging rules**

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.**

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Furniture Making Pathways MSF20516. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course and achieve at least one unit of competency will be eligible for a Statement of Attainment towards Certificate II in Furniture Making Pathways MSF20516.

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

**N Determinations:** : Where a student has not met New South Wales Education Standards Authority (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 count towards an Australian Qualifications Framework (AQF) qualification

**External Assessment (optional HSC examination): No.** There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer

**Resources costs:** : \$100 Discuss payment options with your trainer.

**Refund Arrangements:** on a pro – rata basis

**Delivery Arrangements:** Two periods Monday, Tuesday, Thursday and Friday

**Exclusions:** : Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

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>

Public Schools NSW Wagga Wagga RTO 90333 May 2020

NON  
ATAR

BEC

\$100

NO  
MAJOR  
WORK

NO  
WORK  
PLACEMENT

## Certificate II in Kitchen Operations – SIT20416

Wagga Wagga RTO - 90333

**Entry Requirements:**

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

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)

**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 commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

**Possible job titles:** breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency	Elective Units of Competency
BSBWOR203 Work effectively with others	SITHIND002 Source & use information on the hospitality industry
SITHCCC001 Use food preparation equipment	SITXFSA002 Participate in safe food handling practices
SITHCCC005 Prepare dishes using basic methods of cookery	SITHCCC006 Produce appetisers and salads
SITHCCC01 Use cookery skills effectively	SITHCCC002 Prepare and present simple dishes
SITHKOP001 Clean kitchen premises and equipment	SITCCC003 Prepare and present sandwiches
SITXFSA001 Use hygienic practices for food safety	BSBSUS201 Participate in environmentally sustainable work practices
SITXINV002 Maintain the quality of perishable items	This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA). <b>Refer to the TAS for the qualification packaging rules.</b>
SITXWHS001 Participate in safe work practices	

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

Support services may be available to meet the needs of individual students

**Qualifications**

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course.

**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 NSW Education Standards Authority 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 Statement of Attainment.

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

**Resources costs:** \$200

Discuss payment options with your trainer.

**Refund Arrangements:** on a pro – rata basis

**Delivery Arrangements:** Two periods Monday, Tuesday, Thursday and Friday

**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: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

For more information on possible out comes please visit the NSW BOSTES website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

ATAR  
(B)

BDC

\$200

NO  
MAJOR  
WORK

70 HRS  
WORK  
PLACEMENT

**Certificate III in Information, Digital Media and Technology (ICT30118)  
Wagga Wagga RTO - 90333**

**Entry Requirements:**

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course

**Course: Information and Digital Technology**

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 the requirements of the HSC.

**Qualification: ICT30118 Certificate III in Information, Digital Media and Technology** (420 indicative hours = 240 hours + 180 hour specialisation study)

7 Preliminary and/or HSC units in total (4 Units 240 hour course and 3 Units 180 hour specialisation study)

**OR**

**Qualification: Statement of Attainment towards Certificate III in Information, Digital Media and Technology** (240 indicative hours) 4

**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/assistant, ICT operations support, ICT user support, PC support, and 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 IT environment
- ICTICT301 Create user documentation
- ICTICT302 Install and optimise operating system software
- ICTSAS308 Run standard diagnostic tests

**Elective Units of Competency**

- ICTWEB201 Use social media tools for collaboration and engagement
- ICTWEB303 Produce digital images for the web

- Option 1 Web and software applications stream
  - ICTICT203 Operate application software packages
  - ICTICT308 Use advanced features of computer applications
  - ICTWEB302 Build simple websites using commercial programs or
- Option 2 Digital Animation Stream
  - CUAANM301 Create 2D digital animations
  - ICTGAM303 Review and apply the principles of animation or
- Option 3 Networking and hardware stream
  - ICTSAS307 Install, configure and secure a small office or home office network
  - ICTICT303 Connect internal hardware components
  - ICTSAS305 Provide ICT advice to clients.

**Specialisation Study.** Schools delivering the specialisation study must provide evidence of timetabled lessons for an additional 180 hours in year 12.

**If you chose Option 1 for the SOA – Web and software applications stream you need to complete the following competencies**

- ICTICT307 Customised packaged software applications for clients
- ICTICT409 Develop macros and templates for clients using standard products
- ICTICT304 Implement system software changes
- BSBEBU401 Review and maintain a website
- ICTSAS305 Provide ICT advice to clients
- ICTGAM301 Apply simple modelling techniques or ICTSAS306 Maintain equipment and software

**OR**

**If you chose Option 2 for the SOA – Digital animation stream you need to complete the following competencies**

- ICTICT307 Customised packaged software applications for clients
- BSBEBU401 Review and maintain a website
- ICTICT409 Develop macros and templates for clients using standard products
- ICTICT304 Implement system software changes
- CUAANM302 Create 3D digital animations
- ICTGAM301 Apply simple modelling techniques
- ICTGAM302 Review and maintain a website

ATAR  
(B)

BDC

\$30

NO  
MAJOR  
WORK

70 HRS  
WORK  
PLACEMENT

## VET DIGITAL MEDIA AND TECHNOLOGY (CONTINUED)



Education

OR

If you chose Option 3 for the SOA – Networking and hardware stream you need to complete the following competencies

ICTICT307	Customised packaged software applications for clients
ICTICT409	Develop macros and templates for clients using standard products
ICTICT304	Implement system software changes
ICTSAS303	Care of Computer hardware
ICTNWK304	Administer network peripherals
ICTSAS306	Maintain equipment and software

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.  
Support services may be available to meet needs of individual students

### Qualifications

#### ICT30118 Certificate III in Information, Digital Media and Technology

Students who are assessed as competent in the above units of competency will be eligible for the ICT30118 Certificate III in Information, Digital Media and Technology.

Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards ICT30118 Certificate III in Information, Digital Media and Technology.

OR

**Statement of Attainment towards the ICT30118 Certificate III in Information, Digital Media and Technology** Students who achieve at least one unit of competency will be eligible for a Statement of Attainment towards the ICT30118 Certificate III in Information, Digital Media and Technology.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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 NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) VET qualification or 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.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$30

**Refund Arrangements:** on a pro – rata basis

Discuss payment options with your trainer.

**Delivery Arrangements:** Two periods Monday, Tuesday, Thursday and Friday

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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 NSW Education Standards Authority (NESA) website: <http://www.boardofstudies.nsw.edu.au>

2021 Course Information ICT30118 Certificate III in information, Digital Media and Technology.

Public Schools NSW Wagga Wagga RTO 9033 March 2020.

ATAR  
(B)

BDC

\$30

NO  
MAJOR  
WORK

70 HRS  
WORK  
PLACEMENT

## Certificate II in Rural Operations AHC21216 Wagga Wagga RTO - 90333

ATAR  
(B)

BDC

\$60

NO  
MAJOR  
WORK

70 HRS  
WORK  
PLACEMENT

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

### Course:

Course: Primary industries (240 indicative hours)  
units in total. Board Developed Course.

4 Preliminary and/or HSC  
Category B status for Australian Tertiary  
Admission Rank (ATAR). Students must complete a minimum of 70 hours 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

### OR

AHCPMG202 Treat plant pests, diseases and disorders  
AHCNSY202 Care for nursery plants  
AHCPCM201 Recognise plants

### Optional Clusters – remove the clusters you are not delivering

AHCMOM202 Operate tractors  
AHCMOM304 Operate machinery and equipment  
AHCINF202 Install maintain and repair farm fencing  
AHCINF201 Carry out basic electric fencing operations

### Elective Units of Competency

AHCWRK201 Observe and report on weather  
AHCCHM201 Apply chemicals under supervision  
AHCPMG201 Treat weeds  
AHCLSK202 Care for health and welfare of **livestock**  
AHCLSK205 Handle livestock using basic techniques  
AHCLSK206 Identify and mark livestock

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

**Support services may be available to meet needs of individual students.**

### Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for AHC21216 Certificate II in Rural Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC21216 Certificate II in Rural Operations.

## VET RURAL OPERATIONS (CONTINUED)



Education

**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 competent' in individual units of competency.

**N Determinations:** Where a student has not met NSW Education Standards Authority (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 Australian Qualifications Framework (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.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

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**Resources costs:** \$60      Discuss payment options with your trainer.

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**Delivery Arrangements:** Two periods Monday, Tuesday, Thursday and Friday

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**Exclusions :** Refer to NESA Stage 6 VET Board Developed Course syllabus. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

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

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Work Gloves and Safety Sunglasses will be supplied. Students will need their own Work Boots, Hat and Work Clothing.

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