



# MONARO

## High School

### Subject Choices | Year 11 & 12





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# A Guide to Student Subject selection

Thank you for choosing **Monaro High School** for your HSC years. This booklet provides all of the necessary information to make informed subject selections.

If parents require more information or would like any questions answered please contact your Year Adviser as a first point of contact.

A number of factors should be considered when selecting subjects. These include:

- | **Career Paths** – It is wise to be considering a range of career options. You should discuss these with your parents and our Careers Adviser.
- | **Your Ability and Interest** – Select courses where you have demonstrated your ability and succeeded or where you have a definite interest.
- | **Keep your options open** – If you are not really sure about your career path or possible tertiary courses, you are well advised to choose a wide ranging combination of courses that will keep your options open.
- | **Aim high but be realistic** – After 11 years of school you have a good idea of your academic strengths and abilities. Select courses that are at your academic level and at which you can succeed.

Make sure you discuss your options with your teachers and seek their advice.

Monaro High School will endeavour to timetable every combination of subjects that students select. Unfortunately, it is not possible to run all subjects within this booklet; subjects may not run for a variety of reasons and students may be required to alter their selections throughout the process. We endeavour to ensure the majority of students get their first choices.

You need to be realistic about the time you have available for your studies and your ability to balance these commitments with activities outside of school, such as work and sport.

Make your choices count as they are important.

Regards,

*James Armitage*

Principal, Monaro High School



# How we teach Stage 6 courses

- | At Monaro High School we seek to provide our students with a wide range of learning opportunities through a diverse curriculum.
- | We offer a curriculum pattern that meets the broad needs of all students by offering students one of the following distinct pathways.
  - An ATAR pathway leading to university admission
  - An HSC pathway with the possible option of university study, further study through TAFE/CIT or entry into the workforce
  - A Vocational pathway with a focus on developing specific work-related skills that may lead to a traineeship or apprenticeship. Students following this pathway will usually meet the requirements for a Record of School Achievement rather than a HSC.
- | We usually offer individual senior classes in Year 11 and Year 12 to facilitate a broad curriculum that will meet our students' needs. However, some classes with smaller numbers of students may be delivered through other flexible methods.
- | School based apprenticeships and traineeships (SBATs) are available in a range of HSC VET subjects for a career in a particular industry. Students combine their studies with part-time paid employment in a job related to the VET course. SBATs need to be established before the end of Term 1 of Year 11. Approval to commence a school-based apprenticeship or traineeship is at the discretion of the Principal. For further information please contact our Head Teacher VET.
- | A range of further information is available from the Monaro High School Careers within our Website. This can be found at: <https://monarohighcareers.com>
- | NESAs regulations allow for the accumulation of the HSC over a period of five years. This involves students in part-time attendance at school. The school encourages the attendance of mature age and part time students.
- | The information on the next two pages summarises the three distinct pathways offered at Monaro High School with a list of dot points to offer guidance to students and parents in deciding which pathway to follow.

# Which Pathway is for me?

## Australian Tertiary Admission Rank (ATAR)

- | I intend on going to university.
- | I need a solid or very good ATAR.
- | I want most, if not all of my courses, to be academic.
- | I am aware of how much work is required to succeed if I make these choices.

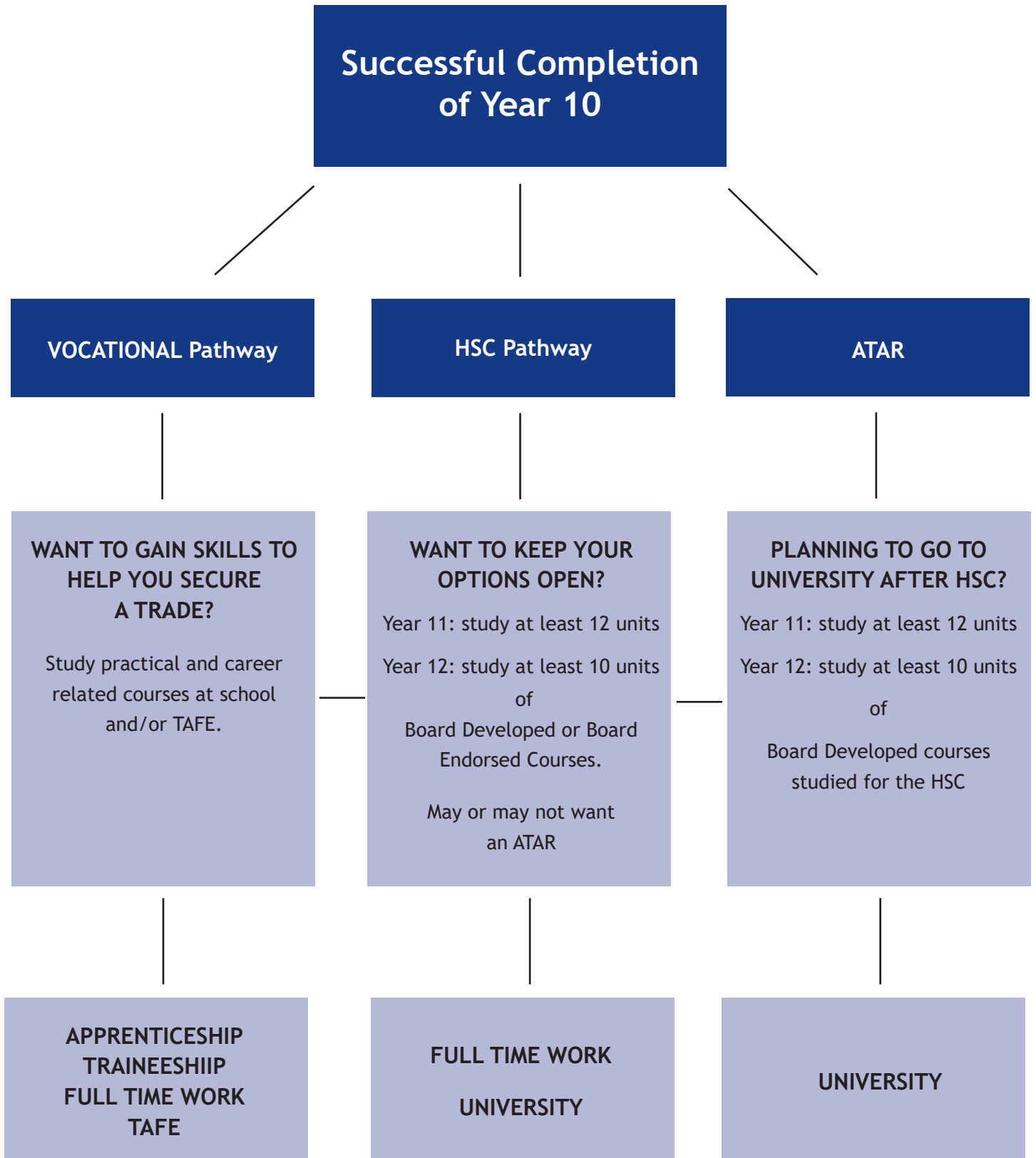
## Higher School Certificate (HSC)

- | I want to return to Year 11 and get my HSC.
- | I don't know if I want to go to University.
- | I want an ATAR just in case.
- | I enjoy some subjects but not everything.
- | I want a mixture of vocational (VET or career related) courses and academic courses but I know I can only use one VET course to count towards my ATAR.

## Vocational

- | I am returning to school because there is a legal requirement for me to come back.
- | I will leave school if I can find suitable employment.
- | I definitely do not want an ATAR.
- | I would prefer my subjects to be practical and career oriented.

# Senior Student Pathways at MHS



# What types of Courses can I select?

## Board Developed Courses

All students entered for the HSC who are studying Board Developed Courses follow syllabuses developed by NESA. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

## Content Endorsed Courses

Content Endorsed Courses (CECs) have syllabuses developed by NESA to cater for areas of special interest not covered in the Content Developed Courses.

There is no external examination for any Content Endorsed Course, however, all Content Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement (RoSA). **Content Endorsed Courses do not count in the calculation of the ATAR.**

## Vocational Education and Training (VET) Frameworks – either Board Developed or Board Endorsed:

Vocational Education and Training (VET) frameworks are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. 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). This 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 special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

If you are considering a vocational pathway, you can seek advice from the Head Teacher VET or the Careers Adviser.

## 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.

Participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Year 11 and Year 12.

Life Skills courses 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 HSC course. **Life Skills Courses do not count in the calculation of the ATAR.**

# What are Units?

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

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

## 2 Unit Courses

- | This is the most common format for courses.

## 1 Unit Courses

- | Some courses are offered as 1 unit of study in either Year 11 or Year 12.

## Extension Courses

- | Extension study is available in a number of subjects. Extension courses are 1 unit courses, which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course and are available in English, Mathematics, Science and History.
- | HSC Extension 2 English and Mathematics courses are only offered and examined in Year 12. To undertake the Extension 2 English or Mathematics course in the HSC, the Year 11 Extension 1 English or Mathematics course must be satisfactorily completed.
- | The HSC extension History course is offered and examined in Year 12 only.

## Advanced, Extension and Distance Education Courses

- | Students wishing to undertake Advanced English, Extension Mathematics, Physics or Chemistry may be required to attend an interview with the relevant Head Teacher. Interviews will consider a range of factors such as a student's previous academic attainment, commitment to study and school attendance in addition to career aspirations. Placement in Advanced, Extension Courses is at the discretion and approval of the Principal.
- | Some courses may be offered via distance education delivery. Students should note that this mode of course delivery is very challenging and not suitable for all students. Enrolment in Distance Education will not be considered until an interview is held with the Principal.

## TAFE Delivered HSC Courses

- | Most TAFE Courses are held on Wednesdays. However, some are only offered on other days. Consequently students miss out on some school lessons. They will be required to catch up any missed work.
- | A separate application to enrol in a TAFE course must be completed. Students will be notified during Term 4 if their application is successful.
- | Enrolment in a TAFE course is at the discretion and approval of the Principal.

# Requirements for the HSC Award

- | You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course. Both the Year 11 course and the HSC course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of English
  - at least three courses of 2 units value or greater
  - at least four subjects
- | At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- | You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- | You must attend the required Higher School Certificate examinations and make a serious attempt at them.

## Additional information:

- | NESA has published a guide, *Studying for the New South Wales Higher School Certificate* which contains all the HSC rules and requirements you will need to know. Refer to [www.studentsonline.nesa.nsw.edu.au/go/seniorstudy/how\\_your\\_HSC\\_works/](http://www.studentsonline.nesa.nsw.edu.au/go/seniorstudy/how_your_HSC_works/)
- | If you wish to receive an Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *Steps to Uni for Year 10 students (2021 Edition)*, published by UAC and available from the Careers Adviser contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. This booklet is also available at: [www.uac.edu.au/schools/resources](http://www.uac.edu.au/schools/resources).
- | Students wanting an ATAR can use the online tool entitled 'subject compass' found on UAC's website.

## Category B Subjects

Only one of these Board Developed Courses will be counted in the calculation of the ATAR. Category B courses offered at Monaro High School include: English Studies, Mathematics Standard 1 and the VET courses Construction, Hospitality and Primary Industries.

Students interested in an ATAR should not select more than two Category B courses.

## HSC: All My Own Work

All students wishing to enter HSC courses must satisfactorily complete a NESA program called HSC: All My Own Work, which is designed to help students in their understanding of the principles of good scholarship including the ethical practices related to locating and using information.

# HSC Minimum Standard

## What is the HSC minimum standard

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests which are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) Website. Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a Record of School Achievement (ROSA)
- Receive a HSC minimum standard report

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

**Practice tests** are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have opportunities throughout the year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests.

**Disability provisions and exemptions:** Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. **Students taking four or more Life Skills courses may be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills will be exempt from the Numeracy minimum standard test.**

**Further information NSW Education Standards Authority (NESA)**

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

# Summary of HSC Courses Offered

Courses Offered at Monaro High School	
BOARD DEVELOPED COURSES	ENDORSED COURSES
Agriculture	Sport, Lifestyle and Recreation Studies
Ancient History	
Biology	
Business Studies	
Chemistry	
Community and Family Studies	
Dance	
Drama	<b>SVET Courses</b>
Earth and Environmental Science	Agriculture (Primary Industries)
English Advanced	Business
English Standard	Construction
English Studies	Kitchen Operations
English Extension 1 and 2	Live Production Services
History Extension 1	
Industrial Technology Metal & Engineering	
Industrial Technology Timber	
Investigating Science	<b>Life Skills</b>
Japanese Beginners/Continuers	Ancient History
Legal Studies	Business Studies
Mathematics Extension 1	Community and Family Studies
Mathematics Advanced	Creative Arts
Mathematics Standard 1 and 2	English
Modern History	Legal Studies
Music I	Mathematics
Personal Development, Health and Physical Education	Modern History
Physics	Personal Development Health and Physical Education
Science Extension	Science
Society and Culture	Technology
Studies of Religion II	Work and the Community
Textiles and Design	
Visual Arts	
External Vocational Education and Training (VET) Courses	
Automotive	
Please talk to the Careers Adviser about courses offer at TAFE Cooma	



# A - Z List of Courses

Agriculture .....	12
Ancient History .....	13
Biology .....	14
Business Studies .....	15
Chemistry .....	16
Community and Family Studies .....	17
Dance .....	18
Drama .....	19
Earth and Environmental Science .....	20
English (Advanced) .....	21
English Extension 1 .....	22
English Extension 2 .....	23
English (Standard) .....	24
English Studies .....	25
History Extension 1 .....	26
Industrial Technology: Metal and Engineering .....	27
Industrial Technology: Timber Products and Furniture Technologies .....	28
Investigating Science .....	29
Japanese Beginners .....	30
Japanese Continuers .....	31
Legal Studies .....	32
Mathematics Advanced .....	33
Mathematics Extension 1 .....	34
Mathematics Standard .....	35
Modern History .....	36
Music I .....	37
Personal Health, Development and Physical Education .....	38
Physics .....	39
Science Extension .....	40
Society and Culture .....	41
Sport, Life and Recreation .....	46
Studies of Religion II .....	42
Textiles and Design .....	43
Visual Arts .....	44
Life Skills Courses .....	47-59
(Ancient History, Business Studies, Community & Family Studies, Creative Arts, English, Legal Studies, Mathematics, Modern History, PDHPE, Science, Technology, Work and the Community) .....	
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# Agriculture

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project



*Working outdoors  
can be great*

## Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

## Year 11 Course

### Areas of Study

Students study a farm and agricultural product of their interest. The course is made up of four main components:

- | Overview of Australian Agriculture
- | The Farm Case Study
- | Plant Production
- | Animal Production

### Assessment

Students complete two assessment tasks. These will involve a mix of Farm Case Study including a site visit, and a winter wheat trial, and descriptive report. In addition to this they will sit an end of year examination.

## Year 12 Course

### Areas of Study

Students are required to complete a farm product study. Students will complete one option topic from the following areas.

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

### Assessment

In the HSC year students complete three assessment tasks. These are a scientific report, a farm product study (including a site visit) and a visual presentation. In addition to this students will sit a 3 hour Trial Examination and the 3 hour HSC Examination.



# Ancient History

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Preliminary
- | 2 units HSC
- | No major project

## Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

*The Ancient World is full of fascinating cultures, conflicts and personalities*

## Year 11 Course

### Areas of Study

- | **Investigating Ancient History**
- | \* *The Nature of Ancient History*
- | \* *2 case studies from Persia, Palmyra, Australia, Greece, Rome or Celtic Europe, Ramesses the Great and King David*
- | **Key Features of Ancient Societies**
- | \* *Power and Image/China*
- | \* *Women*
- | \* *Weapons and Warfare/Rome versus Carthage*
- | \* *Death and Funerary Customs*
- | **Historical Investigation**

### Assessment

In the Preliminary year students complete three assessment tasks based on knowledge and understanding of the course. These include essay and extended responses an historical investigation and source based tasks.

## Year 12 Course

### Areas of Study

- | *Core: Cities of Vesuvius, Pompeii & Herculaneum*
- | *One historical period: Egypt, the Near East, Greece or Rome*
- | *One ancient personality: Egypt, Greece, the Near East or Rome*
- | *One ancient society: Egypt or Sparta*

### Assessment

In the HSC year students will complete four assessment tasks based on knowledge and understanding of course content. These include essay and extended responses on historical investigations and source based tasks. In addition to this they will sit a 3 hour Trial Examination and the 3 hour HSC Examination.

# Biology

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12



“ Learning about how we got here was fascinating. ”

Amy, Year 11 2016



## Exclusions & prerequisites

**Prerequisites:** Completion of Stage 5 Science

**Exclusions:** None

## Year 11 Course

### Areas of Study

The Year 11 course incorporates the study of:

- | Module 1: - Cells as a Basis of Life
- | Module 2: - Organisation of Living Things
- | Module 3: - Biological Diversity
- | Module 4: - Ecosystem Dynamics

### Assessment

In Year 11 the students submit three assessment tasks including a depth study and final exam.

## Year 12 Course

### Areas of Study

The HSC course incorporates the study of:

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

### Assessment

In the HSC year students will complete four assessment tasks including a depth study and a final exam.



# Business Studies

**This course contributes to an ATAR**

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project

## Exclusions & Prerequisites

**Prerequisites:** Nil

**Exclusions:** Nil

*Business activity is an integral feature of everyone's life and the society we live in. Business Studies develops skills and knowledge of the business environment in ways students will encounter throughout their lives.*

## Year 11 Course

### Areas of Study

- | *The Role and Nature of Business*
- | *Business Management*
- | *Establishing and Planning a Business*

### Assessment

In the Preliminary year students complete three assessment tasks. Including an end of course examination and two business reports

## Year 12 Course

### Areas of Study

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

### Assessment

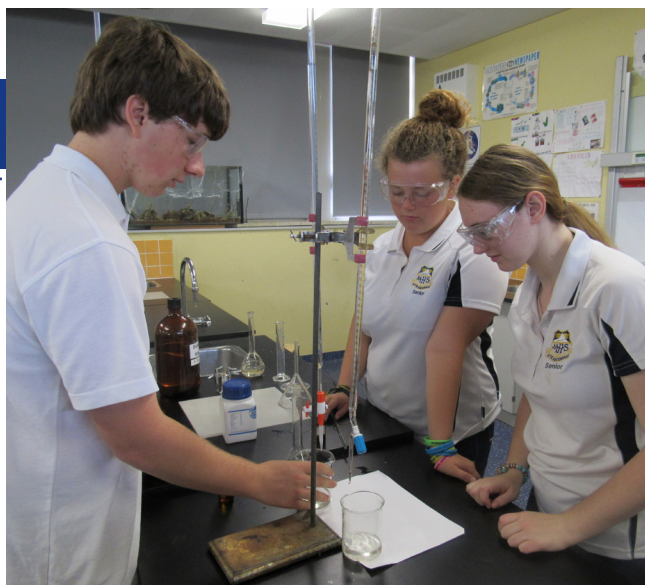
In the HSC year students will complete four assessment tasks. These include a topic test, a business report and a long response. Students will also complete a Trial Examination and HSC Examination.



# Chemistry

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12



“ Chemistry helped me to understand how the world works. ”



Darcy, Year 12 2016

## Exclusions & Prerequisites

**Prerequisites:** Completion of Stage 5 Science

**Exclusions:** None

## Year 11 Course

### Areas of Study

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

### Assessment

In Year 11 students submit three assessment tasks including a depth study and final examination.

## Year 12 Course

### Areas of Study

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

### Assessment

In the HSC year students will submit four assessment tasks including a depth study and a final exam.



# Community & Family Studies

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project

## Exclusions & Prerequisites

**Prerequisites:** It is recommended that students have studied the content and achieved the outcomes of the PDHPE 7-10 syllabus.

**Exclusions:** Nil

“ This course helped me to clarify my own values. ”

Mikayla, Year 12 2016



## Year 11 Course

### Areas of Study

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

### Assessment

In the Preliminary year students will complete two assessment tasks including practical and theory based activities. In addition to this they will sit a 2 hour end of year examination.

## Year 12 Course

### Areas of Study

#### Core strands

- | *Research Methodology*
- | *Groups in Context*
- | *Parenting and Caring*

#### Options

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

### Assessment

In the HSC year students will complete three assessment tasks that include practical and theory based activities. In addition to this they will sit a 2.5 - 3 hour Trial Examination and the 3 hour HSC Examination.

# Dance

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Major Project

“Dance is the hidden language of the soul”  
Martha Graham



## Exclusions & Prerequisites

**Prerequisites:** None

**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

## Year 11 Course

### Areas of Study

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.

### Assessment

- | Core Performance
- | Core Composition
- | Core Appreciation
- | Extra 20% will be allocated by the teacher dependant on the strengths of the cohort

## Year 12 Course

### Areas of Study

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components - Performance, Composition, Appreciation or Dance and Technology

### Assessment

- | Core Performance
- | Core Composition
- | Core Appreciation
- | Major Study





# Drama

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Major project

## Exclusions & Prerequisites

**Prerequisites:** Nil

**Exclusions:** Nil

“ Drama provides an opportunity to express yourself in a fun and engaging environment ”



Maggie Year 12 2019

## Year 11 Course

### Areas of Study

- | *Improvisation, Play building and acting*
- | *Elements of Production in Performance*
- | *Theatrical Traditions and Performance Styles*

### Assessment

In the Preliminary year students will direct and perform scripted Drama. Students will create and perform group devised Drama and complete a production project. In addition to this they will sit an end of year examination.

## Year 12 Course

### Areas of Study

- | *Australian Drama and Theatre*
- | *Studies in Drama and Theatre*
- | *Group devised Performance*
- | *Individual Project (choice of Design, Critical Analysis, Performances, Script Writing or Video Drama)*

### Assessment

In the HSC year students will perform and analyse scripted work. Students will create and perform group devised theatre and complete an individual project. As a part of the Group Performance and Individual Project students will be required to maintain a Drama log book. In addition to this they will sit a Trial Exam and the HSC Written and Performance Exams.

# Earth & Environmental Science

## This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12

“EES helped me choose my current career path and I highly recommend doing this subject, especially if you have a keen interest in the natural world”

Jordan, Year 11 2016

Snowy 2.0, Environmental Compliance Officer 2021



## Exclusions & Prerequisites

**Prerequisites:** Completed Stage 5 Science

**Exclusions:** None

## Year 11 Course

### Areas of Study

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

### Assessment

In the Year 11 course students complete three tasks including a depth study and final examination.

## Year 12 Course

### Areas of Study

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

### Assessment

In the HSC course students complete four tasks including a depth study and a final examination.



# English Advanced

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project

## Exclusions & Prerequisites

**Prerequisites:** Students are advised to speak to their teacher prior to selecting this course

**Exclusions:** English Standard, English Studies, ESL

*The study of literature allows a person to step back in time and learn about life on Earth from ones that walked before us.*

## Year 11 Course

### Areas of Study

Students complete the following units:

- | Reading to Write
- | Narratives that Shape our World.
- | Critical Study of Literature

### Assessment

In the Preliminary year students will complete three assessment tasks. These include an imaginative text with reflection and a multimodal presentation. In addition to this they will sit an end of year examination.

## Year 12 Course

### Areas of Study

Students study four texts in the following units:

- | 1) Texts and Human Experiences
- | 2) Textual Conversations
- | 3) Critical Study of Literature
- | 4) The Craft of Writing

### Assessment

In the HSC year students will complete four assessment tasks including a multimodal presentation, comparative essay and imaginative task. In addition to this they will sit a Trial and a HSC Examination.

# English Extension 1

This course contributes to an ATAR

- | Board Developed Course
- | 1 unit Year 11
- | 1 unit Year 12
- | No major project



## Exclusions & Prerequisites

**Prerequisites:** Advanced English. Students are advised to speak to their teacher prior to selecting this course.

**Exclusions:** English Standard, English Studies, ESL

*This course is for students with a desire to pursue a specialised study of English.*

## Year 11 Course

### Areas of Study

*Students study the module Texts, Culture and Value. Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed.*

### Assessment

Students will complete three assessment tasks, including an imaginative response and a multimodal task. In addition to this they will sit an end of year examination.

## Year 12 Course

### Areas of Study

*Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.*

### Assessment

Students will complete three assessment tasks, an imaginative response and a student led tutorial. In addition to this they will sit a Trial and HSC Examination.





# English Extension 2

This course contributes to an ATAR

- | Board Developed Course
- | 1 unit Year 12 only
- | Major project

*This course is only available for study at HSC level.*

## Year 11 Course

### Areas of Study

This course is only available at the HSC level.

### Assessment

Not applicable

## Year 12 Course

### Areas of Study

In this course students develop a sustained composition and document and reflect on this process.

Students must complete the Major Work, selecting an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction.

### Assessment

Students will complete three assessment tasks including a Viva Voce, a report review and a critique of the creative process. In addition, they must submit their Major Work.

## Exclusions & Prerequisites

**Prerequisites:** English Advanced, Extension 1 English

**Exclusions:** English Standard, English Studies, English (ESL).

# English Standard

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project



*This course is for students who are proficient in English to study a variety of English texts to become confident and effective communicators in their personal, social and vocational lives.*

## Year 11 Course

### Areas of Study

- | *Reading to Write*
- | *Contemporary Possibilities*
- | *Close Study of Literature*

### Assessment

In the Preliminary year students will complete three assessment tasks. These include an imaginative text with reflection and a multimedia presentation. In addition to this they will sit an end of year examination.

## Year 12 Course

### Areas of Study

- | 1) *Texts and Human Experiences*
- | 2) *Language, Identity and Culture*
- | 3) *Close study of Literature*
- | 4) *The Craft of Writing*

### Assessment

In the HSC year students will complete four assessment tasks. These include an analytical response, multimodal presentation and imaginative composition. In addition to this they will sit a Trial and HSC Examination.

## Exclusions & Prerequisites

**Prerequisites:** Nil

**Exclusions:** English Advanced, English Extension 1 and 2, English Studies, ESL



# English Studies

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course may contribute to an ATAR depending on pattern of study selected
- | Course has optional exam which can be used to attain an ATAR

**Exclusions & Prerequisites**

**Prerequisites:** Nil

**Exclusions:** English Advanced, English Standard, English Extension 1 and 2, English (ESL)

*Create resumes and develop communication skills that will help you in the workplace.*

## Year 11 Course

### Areas of Study

Students study a variety of modules which may include the following:

- | *Achieving through English: English and the worlds of education, careers and community. (Mandatory)*
- | *On the Road - English and the experience of travel.*
- | *Who do I think I am? - English and the self.*

### Assessment

In the Preliminary year students complete three assessment tasks including a Biography Research Task, multimodal presentation and collection of classwork.

## Year 12 Course

### Areas of Study

Possible modules for study include:

- | *Part of a Family - English & Family Life*
- | *Texts and Human Experiences (Mandatory)*
- | *Playing the Game - English in Sport.*
- | *The Big Screen - English in filmmaking.*

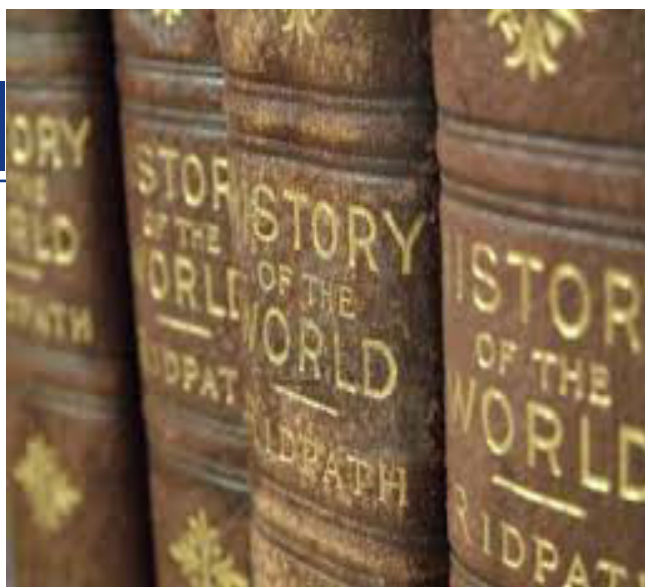
### Assessment

In the HSC year students will complete four assessment tasks including extended responses, multimodal task, portfolio of classwork & examination.

# History Extension 1

This course contributes to an ATAR

- | Board Developed Course
- | 1 unit Year 12
- | Major project



*'It is not knowing what people did but understanding what they thought, that is the proper definition of the historian's task' (RJ Collingwood 1889-1943)*

## Exclusions & Prerequisites

**Prerequisites:** Preliminary course in Modern or Ancient History. An HSC course in Ancient or Modern History is a co-requisite.

**Exclusions:** Nil

## Year 12 Course

### Course & Requirements

- | Students study historiography which includes the history of history, key historians and historical debates, as well as the evolution of historiography
- | Students also study a case study and three related debates.
- | History extension project is based on three key questions of the syllabus and a topic of one's choice.

### Assessment

Students complete three assessment tasks. Two relate to the 'History Project' - documentation of historical process and an essay.

The third is the Trial HSC Exam





# Industrial Technology Metal & Engineering Technologies

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Major project

## Exclusions & Prerequisites

**Prerequisites:** Nil

**Exclusions:** Any other Industrial Technology Course

*Develop a passion for  
Metal Work.*

## Year 11 Course & Year 12 Course

### Areas of Study

Both the Year 11 and HSC courses are organised around four sections:

- Industry Study*
- Design, Management and Communication*
- Production*
- Industry Related Manufacturing Technology.*

### Year 11 Assessment

Students will complete three assessment tasks. These are the production of a major project and an accompanying folio, a site visit and complete a content specific workbook. In addition to this students will sit a 1.5 hour yearly examination.

### HSC Major Project (Metal)

HSC students will be required to design, develop, construct and present a major project using metal and a management folio. These will contribute 60% of the student's HSC mark. Students will need to purchase material required for their major project.

### HSC Assessment

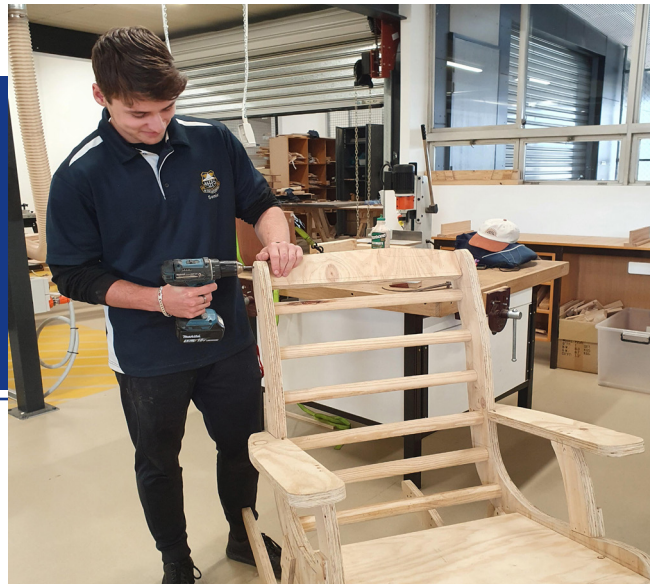
Students will complete an assessment task around the concept development and planning of their Major Project. They will also complete an Industry Study workbook. In addition to this they will sit a 1.5 hour Trial Examination and the 1.5 hour HSC Examination.

# Industrial Technology Timber Products & Furniture Technologies

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Major project

*Enjoy the individual projects. Design your own timber piece.*



## Exclusions & Prerequisites

**Prerequisites:** Nil

**Exclusions:** Any other Industrial Technology Course

## Year 11 Course & Year 12 Course

### Areas of Study

Both the Year 11 and HSC courses are organised around four sections:

- Industry Study*
- Design, Management and Communication*
- Production*
- Industry Related Manufacturing Technology.*

### Year 11 Assessment

Students will complete three assessment tasks. These are the production of a major project and an accompanying folio, a site visit and a content specific workbook. In addition to this students will sit a 1.5 hour end of year examination.

### HSC Major Project (Timber)

HSC students will be required to design, develop, construct and present a major project using timber and a management folio. These will contribute 60% of the student's HSC mark. Students will need to purchase materials required for their major project.

### HSC Assessment

Students will complete an assessment task around the concept development and planning of their Major Project. They will complete an Industry Study workbook. In addition to this they will sit a 1.5 hour Trial Examination and the 1.5 hour HSC Examination.



# Investigating Science

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12

## Exclusions & Prerequisites

**Prerequisites:** Completion of Stage 5 Science

**Exclusions:** Nil

*Investigating Science aims to enhance students' analytical and problem solving skills, in order to make evidence-based decisions and engage with, and positively participate in an ever-changing, interconnected technological world.*

## Year 11 Course

### Areas of Study

The Year 11 course incorporates the study of:

- | Module 1 Advanced Mechanics
- | Module 2 Electromagnetism
- | Module 3 The Nature of Light
- | Module 4 From the Universe to the Atom

### Assessment

In Year 11 students will complete three assessment tasks including a depth study and final exam

## Year 12 Course

### Areas of Study

The HSC course incorporates the study of:

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

### Assessment

In the HSC year students will complete four assessment tasks including a depth study and a final exam.



# Japanese Beginners

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12



## Exclusions & Prerequisites

**Prerequisites:** The following eligibility rules apply:

**Beginners:** students who have studied no more than 100 mandatory hours in Japanese

*The study of a language in Stage 6 enables student to develop skills in the areas of communication, intercultural understanding, literacy, cognitive and social development and general knowledge. It also helps to deepen students' understanding and appreciation of the diverse attitudes within our global society.*

## Year 11 Course & Year 12 Course

### Students will Study

Modern standard Japanese in both written and spoken forms. They will be aware of different levels of language including the use of colloquialisms and regional variations. They will study the Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese Characters).

The objectives of the language study are:

- | Interacting in interpersonal situations
- | Understanding texts and applying their knowledge of language and culture
- | Producing texts for specific audiences and purposes

### Areas of Study

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts. The course covers:

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



# Japanese Continuers

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

## Exclusions & Prerequisites

**Prerequisites:** the following eligibility rules apply:  
**100 mandatory hours in Stage 4 Japanese, and**  
**Stage 5 Japanese elective courses in Year 9 and 10**

*The study of a language in Stage 6 enables student to develop skills in the areas of communication, intercultural understanding, literacy, cognitive and social development and general knowledge. It also helps to deepen students' understanding and appreciation of the diverse attitudes within our global society.*

## Year 11 & Year 12 Course

### Students will Study

Modern standard Japanese in both written and spoken forms. They will be familiar with informal and formal levels of language and study the Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese Characters).

The objectives of the language study are:

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

### Areas of Study

Students will develop the linguistic and intercultural knowledge through three prescribed themes.

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

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Japanese.

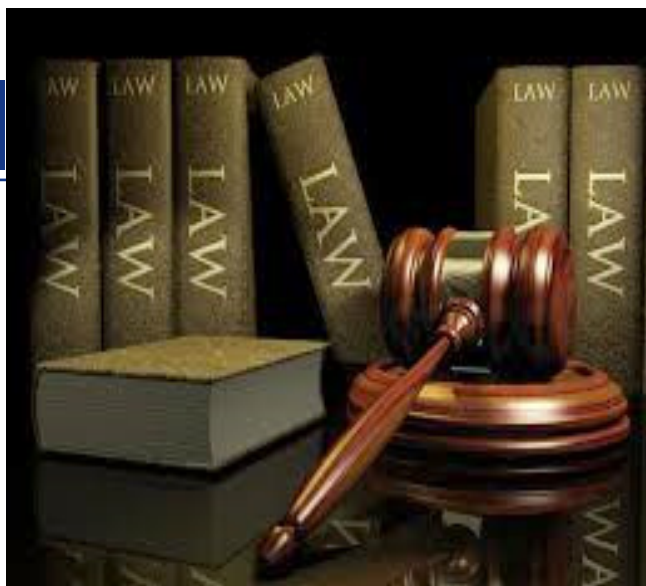
Topics include:

- | Personal world
- | Daily life
- | Leisure
- | Future plans
- | Travelling in Japan
- | Living in Japan
- | Cultural life
- | World of work, and
- | Current issues

# Legal Studies

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project



*“Learning can be related to real world problems.”  
Year 12 Legal Studies students*

## Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

## Year 11 Course

### Areas of Study

Students develop a knowledge and understanding of Australian and international law through investigation, analysis and of legal issues.

Students complete the following units:

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

### Assessment

In Year 11, students will complete three assessment tasks. Students will examine real world legal issues and their impact on individuals and society,

Assessment Tasks include:

- deliver an oral presentation,
- and a written extended response
- a formal examination

## Year 12 Course

### Areas of Study

The HSC course examines the key areas of law, justice, and human rights through a variety of focus studies in the following two core units:

- | *Crime*
- | *Human Rights (including genocide, human trafficking, refugees and asylum seekers and capital punishment)*

They will also complete two topics chosen from:

- | *Global Environmental Protection*
- | *Family*
- | *World Order*
- | *Workplace*

### Assessment

In the HSC year, students will complete four school-based assessment tasks and a HSC examination. Students will research and analyse a range of legal issues and complete assessment tasks in written and oral forms.



# Mathematics Advanced

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project

## Exclusions & Prerequisites

**Prerequisites:** It is recommended that students have studied Mathematics (Stage 5.3).

**Exclusions:** Mathematics Standard cannot be studied.

“ Challenge yourself. ”

Brenna, Year 12 2020



## Year 11 Course

### Areas of Study

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

### Assessment

In Year 11 students submit two assessment tasks, including one investigation style task and must sit a two hour written examination.

## Year 12 Course

### Areas of Study

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

### Assessment

In Year 12 students submit three assessment tasks, including one investigation style task and must sit a three hour Trial Examination. In addition, students are also required to sit a three hour HSC examination.



# Mathematics Extension 1

This course contributes to an ATAR

- | Board Developed Course
- | 1 unit Year 11
- | 1 unit Year 12
- | No major project



## Exclusions & Prerequisites

**Prerequisites:** It is recommended that students have studied the Mathematics (Stage 5.3). optional topics Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry.

**Co-requisite:** Mathematics Advanced

**Exclusions:** Mathematics Standard cannot be studied.

## Year 11 Course

### Areas of Study

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

### Assessment

In Year 11 students will complete two assessment tasks, including one investigation style task. In addition to this they will sit a two hour end of year examination.

## Year 12 Course

### Areas of Study

- | *Proof*
- | *Vectors*
- | *Trigonometric Functions*
- | *Calculus*
- | *Statistical Analysis*

### Assessment

In the HSC year students are required to submit three assessment tasks, including one investigation style task. In addition to this they will sit a two hour Trial Examination and a two hour HSC Examination.





# Mathematics Standard

This course contributes to an ATAR\*

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project

## Exclusions & Prerequisites

**Prerequisites:** It is recommended that students have studied Mathematics (Stage 5).

**Exclusions:** Mathematics Advanced cannot be studied.

## Year 11 Course

### Areas of Study

- | Financial Mathematics
- | Statistical analysis
- | Measurement
- | Algebra

### Assessment

In Year 11 students will complete two assessment tasks, including one investigation style task.

In addition to this they will sit a 2 hour end of year examination.

## Year 12 Mathematics Standard 2

\*This course contributes to an ATAR

### Areas of Study

The HSC course further develops the skills studied in Year 11 with the addition of Networks.

### Assessment

In the HSC year students are required to submit three assessment tasks, including one investigation style task. In addition to this they will sit a two & half hour Trial Examination and a two & half hour HSC Examination.

## Year 12 Mathematics Standard 1

\*Optional ATAR

### Areas of Study

The HSC course further develops the skills studied in Year 11 with the addition of Networks.

### Assessment

In the HSC year students are required to submit four assessment tasks, including one investigation style task and a two hour trial exam. The HSC exam is optional if an ATAR is sought.

# Modern History

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project



*The study of history allows students to make sense of an increasingly complex global society.*

## Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

## Year 11 Course

### Areas of Study

- | *Investigating Modern History*
  - Nature of Modern History - The investigation of history sites and sources/ The Shaping of the Modern World: Archaeology of Fromelles*
  - Case Study 1: The Decline and Fall of the Romanov Dynasty*  
*Case Study 2: Nuclear Testing in the Pacific*
- | *Historical Investigation*
- | *The Shaping of the Modern World: World War One*

### Assessment

In Year 11 students complete three assessment tasks which will include: extended responses, a historical investigation and the use of primary and secondary source material. In addition to this there will be an end of year examination.

## Year 12 Course

### Areas of Study

- | *Core Study: Power and Authority in the Modern World 1919 -1946*
- | *National Study: China 1927 - 1949*
- | *Peace and Conflict: Conflict in Europe 1935 - 1945*
- | *Change in Modern World: The Nuclear Age 1945 - 2011*

### Assessment

In the HSC year students will complete four assessment tasks, which will include extended responses and essays and historical analysis using primary and secondary source material. In addition to this there will be a 3 hour Trial Examination and the 3 hour HSC examination.



# Music I

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Major project

## Exclusions & Prerequisites

**Prerequisites:** It is recommended that students have studied Stage 5 Music.

**Exclusions:** Projects developed in one course are not to be used either in full or in part for assessment in any other course.

“ Studying Music is an enjoyable creative outlet ”



Burnum Year 12 2019

## Year 11 Course

### Areas of Study

Students will aim to develop their individual ability on their chosen instrument, working in both groups and individual projects. In addition, students will begin to learn about the concepts of music as outlined in the Stage 6 music syllabus.

The topics studied are as follows:

- | *Music of another culture*
- | *Western art music*
- | *Jazz & Blues*

### Assessment

- | *Composition*
- | *Musicology*
- | *Aural and Performance Exam*

## Year 12 Course

### Areas of Study

In preparation for the requirements of the HSC exam program students will continue to improve their instrumental skills whilst developing a greater and more practical understanding of the concepts of music across a wider range of topics and individual interpretation of music.

The major topics studied are as follows:

- | *Rock Music*
- | *Instrument and its repertoire*
- | *Australian Music*

### Assessment

- | *Core Project*
- | *Core Performance*
- | *Electives*
- | *Aural Exam*
- | *HSC Exam*

# PDHPE

Personal Development, Health and Physical Education.

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No Major project



## Exclusions & Prerequisites

**Prerequisites:** It is recommended that students have studied the content and achieved the outcomes of the PDHPE Years 7-10 syllabus.

**Exclusions:** Nil

“ I have learned valuable skills that will help me later in life. ”

Jazmin, Year 12 2016



## Year 11 Course

### Areas of Study

#### Core Strands

- | *Better Health for Individuals*
- | *The Body in Motion*

#### Option

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

### Assessment

In Year 11 students submit two assessment tasks. These are a combination of practical and theory based activities. In addition to this they will sit an end of year examination.

## Year 12 Course

### Areas of Study

#### Core Strands

- | *Health Priorities in Australia*
- | *Factors Affecting Performance*

#### Options

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

### Assessment

In the HSC year students submit three assessment tasks. These are a combination of practical and theory based activities. In addition to this students will sit a 2.5 - 3 hour Trial Examination and the 3 hour HSC Examination.



# Physics

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12

## Exclusions & Prerequisites

**Prerequisites:** Completion of Stage 5 Science

**Exclusions:** None

“ I have enjoyed calculating the gravity of other planets and learning about the speed of light. ”



Michael, Year 12 2016

## Year 11 Course

### Areas of Study

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

### Assessment

In Year 11 students submit three assessment tasks including a depth study and final exam.

## Year 12 Course

### Areas of Study

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

### Assessment

Students complete four assessment tasks including a depth study and a final examination.

# Science Extension

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12

*This course focuses on the authentic application of scientific research skills to produce a Scientific Research Report.*

*Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report.*



## Exclusions & Prerequisites

**Prerequisites:** One of, or a combination of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics Yr 11

**Exclusions:** Nil

## Year 12 Course

### Areas of Study

- | *Module 1: Advanced Mechanics*
- | *Module 6: Electromagnetism*
- | *Module 7: The Nature of Light*
- | *Module 8: From Universe to the Atom*

### Assessment

Students complete four assessment tasks including a depth study and a final examination.





# Society and Culture

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Personal Interest Project

## Exclusions & Prerequisites

Prerequisites: None

Exclusions: None

*“Society and Culture gives you a chance to study a wide variety of topics. These may relate to anthropology, the media, philosophy, psychology and sociology.” Year 12 Society and Culture Student 2020.*

## Year 11 Course

### Areas of Study

The Preliminary course incorporates the study of:

- | *The Social and Cultural World*
- | *Personal and Social Identity*
- | *Intercultural Communication*

### Assessment

In the Preliminary year students will complete three assessment tasks. Students will study the interaction of persons, society, environment cultures and time. These may include an extended response, an inquiry and research task and an end of course examination.

## Year 12 Course

### Areas of Study

The HSC course incorporates the study of 2 core topics:

- | *Personal Interest Project*
- | *Social and Cultural Continuity and Change*

They will also undertake two depth studies chosen from:

- | *Popular Culture*
- | *Social Inclusion and Exclusion*

### Assessment

In the HSC year, students will complete 3 school based tasks. These may include an oral research task and an extended response. Students will also complete a Trial and HSC Examination. A major component of this course is the Personal Interest Project.

# Studies of Religion II

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

*Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.*



## Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

## Year 11 Course

### Areas of Study

- | *Nature of Religion and Beliefs - The nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning of life.*
- | *Three Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam, Judasim*
  - Origins
  - Principal Beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance
  - Religions of Ancient Origin
  - Religion in Australia pre-1945

### Assessment

Core and focus studies assessed through:

- Knowledge and understanding
- Source based skills
- Communication of information, ideas, and issues in appropriate forms
- Investigation and research

Students will also sit for a two hour Yearly Exam

## Year 12 Course

### Areas of Study

- | *Religion and Belief Systems in Australia post-1945 - Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their understanding of religious beliefs and religious expression in Australia today.*
- | *Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism*
  - Significant people and ideas
  - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents
- | *Religion and Peace*
- | *Religion and Non-Religion*

### Assessment

Core and focus studies assessed through:

- Knowledge and understanding
- Source based skills
- Communication of information, ideas, and issues in appropriate forms
- Investigation and research

Students will also sit a three hour Trial HSC Exam

# Textiles and Design



This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Major project

## Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

*Explore and create  
Textile Products*

## Year 11 Course

### Areas of Study

- | *Design - including elements and principles of design and communication techniques*
- | *Properties and Performance of Textiles - fabric, yarn and fibre*
- | *Australian Textile, Clothing, Footwear and Allied Industries - past, present, future*

### Assessment

Year 11 students will undertake two textile projects. Additional assessment may take the form of experimental work, development of manufacturing skills, graphical, communication and sketching skills and an end of year examination.

## Year 12 Course

### Areas of Study

- | *Design - including fabric colouration, historical and contemporary design.*
- | *Properties and Performance of Textiles - including innovations and technologies*
- | *Australian Textile, Clothing, Footwear and Allied Industries - technology, environmental sustainability and the marketplace*
- | *Major Textiles Project - Students develop a major project from one of the focus areas: apparel, furnishings, costume, textile arts and non-apparel and an associated portfolio. Students will need to purchase materials required for their major project.*

### Assessment

In the HSC year students will complete three tasks consisting of assignments, practical tasks and in-class activities. In addition to this they will sit a 1.5 hour Trial Examination the 1.5 hour HSC Examination and submit their Major Project and folio for external marking.

# Visual Arts

This course contributes to an ATAR

- | Board Developed Course
- | Category A
- | 2 units Year 11
- | 2 units Year 12
- | Major project

“ Art is a way of critiquing the way I feel about the world. ”



Zara Year 12 2019



## Exclusions & prerequisites

**Prerequisites:** nil

**Exclusions:** Projects developed in one course are not to be used either in full or in part for assessment in any other course.

## Year 11 Course

### Areas of Study

Students will create artworks in at least two expressive forms and maintain a Visual Arts Diary. Their learning opportunities focus on:

- | *The nature of practice in art making, art criticism and art history.*
- | *The role and function of artists, artworks, the world and audiences as agencies of the art world.*
- | *Various interpretations of art works*
- | *Developing focus, interest and meaning in their own work.*
- | *Building understanding over time through various investigations and working in different forms.*

### Assessment

- | *Body of Work (2D form) & Visual Arts Diary*
- | *Body of Work (3D form) & Visual Arts Diary*
- | *Yearly Exam (1.5 hours)*

## Year 12 Course

### Areas of Study

This course requires the development of a Body of Work for the HSC and the maintenance of a Visual Arts Diary. It includes a minimum of five Case Studies and deeper and more complex investigations in art making, art criticism and art history.

The 'Body of Work' must:

- | *Comply with the prescribed dimensions for HSC submitted artworks in terms of limitations on size, weight, dangerous and prohibited materials and duration.*
- | *Demonstrate understanding of art making as a practice, representing ideas and interests through the interpretation of subject matter and use of expressive forms.*

### Assessment

- | *Written Proposal and Planning for a Body of Work*
- | *Body of Work & Visual Arts Diary (student's progress will be monitored throughout the course)*
- | *Trial HSC Exam (1.5 hours)*
- | *Case Study*

# Content Endorsed Courses

The following courses are endorsed by the NESA. They include courses that may have been developed by schools, TAFE or universities. They contribute to the HSC but do not contribute to the calculation of the ATAR.

**The Content Endorsed Courses offered at Monaro High School are:**

- | **Sport, Lifestyle and Recreation**



# Sport, Lifestyle & Recreation

- | Content Endorsed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR



“It’s very practical with some great excursions.”

Tammy, Year 12 2016



## Exclusions & Prerequisites

**Prerequisites:** It is recommended that students have studied the content and achieved the outcomes of the PDHPE 7-10 syllabus

**Exclusions:** Nil

## Year 11 & Year 12 Course

### Areas of Study

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Monaro High School selects modules that respond to the needs and interests of its student.

### Modules Include:

- | Aquatics
- | Athletics
- | Dance
- | First Aid and Sports Injuries
- | Fitness
- | Games and Sports Applications I
- | Games and Sports Applications II
- | Gymnastics
- | Healthy Lifestyle
- | Individual Games and Sports Applications
- | Resistance Training
- | Social Perspective of Games and Sports
- | Sports Administration
- | Sports Coaching and Training

## Preliminary Assessment

In the Preliminary year students submit three assessment tasks covering practical and theory components of the course.

## HSC Assessment

In the HSC year students submit three assessment tasks and sit a 1 hour end of year examination.

# Life Skills Courses

To cater for the diverse needs of all students, Monaro High School offers the full range of Life Skills courses developed for Preliminary and HSC students with special education needs.

A pattern of study for Preliminary and HSC students with special education needs can include one or more Stage 6 Life Skills courses. The decision to access the Life Skills courses is made collaboratively with the student, parents/carers, teachers and other significant individuals in the student's life (learning support personnel and community service providers).

These courses have Board Developed status and can be used along with 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 HSC course. There are no external examinations for Life Skills courses.

**The following Life Skills courses are offered at Monaro High School:**

- | Ancient History
- | Business Studies
- | Community and Family Studies
- | Creative Arts
- | English
- | Legal Studies
- | Mathematics
- | Modern History
- | Personal Development, Health and Physical Education
- | Science
- | Technology
- | Work and the Community

# Ancient History Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR



## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Year 11 & Year 12 Course

### Areas of Study

Modules are chosen as part of the consultation process for individual students. Modules may include:

- | *Features of Ancient Society*
- | *Historical Investigation*
- | *Ancient Societies*
- | *Historical Periods*
- | *Personalities in their Times*

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.



# Business Studies Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR

## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Year 11 & Year 12 Course

### Areas of Study

Modules are chosen as part of the consultation process for individual students. Modules may include:

- | *Nature of Business*
- | *Business Management*
- | *Business Planning*
- | *Operations*
- | *Marketing*
- | *Finance*
- | *Human Resources*

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.

# Community & Family Studies Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR



## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Year 11 & Year 12 Course

### Areas of Study

Modules are chosen as part of the consultation process for individual students. Not all modules need to be completed.

- | *Wellbeing of individuals*
- | *Families*
- | *Participating in groups*
- | *Specific groups in society*
- | *Transition to adulthood*
- | *Participating in work and community environments*

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.





# Creative Arts Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR

## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Year 11 & Year 12 Course

### Areas of Study

Modules are chosen as part of the consultation process for individual students. Not all modules need to be completed.

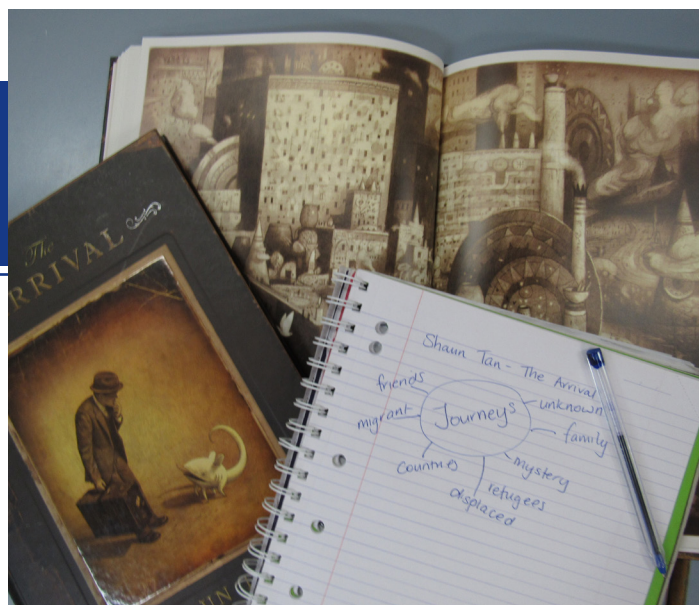
- | *Dance*
- | *Drama*
- | *Music*
- | *Visual Arts*

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.

# English Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR



## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Year 11 & Year 12 Course

### Areas of Study

Modules are chosen as part of the consultation process for individual students. Not all modules need to be completed.

- | *Communication*
- | *Speaking*
- | *Listening*
- | *Reading*
- | *Writing*
- | *Viewing*

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.



# Legal Studies Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR

## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Year 11 & Year 12 Course

### Areas of Study

Modules are chosen as part of the consultation process for individual students. Modules may include:

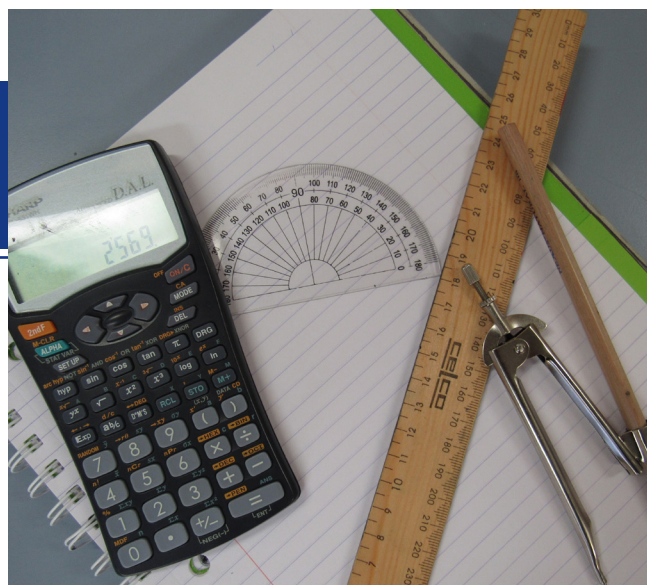
- | *The Legal System*
- | *The Individual and the Law*
- | *The Law in Practice*
- | *Crime*
- | *Human Rights*

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.

# Mathematics Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR



## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Year 11 and Year 12 Course

### Areas of Study

Students are not required to address or achieve all of the outcomes or content. Teachers have flexibility to develop subtopics that will meet the needs, strengths, goals interests and prior learning of their students.

- | *Number and Modelling (Algebra)*
- | *Measurement*
- | *Financial Mathematics*
- | *Statistics and Probability (Statistical Analysis)*
- | *Plans, Maps and Networks (Networks)*

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.





# Modern History Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR

## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Preliminary & HSC Course

### Areas of Study

Modules are chosen as part of the consultation process for individual students. Modules may include:

- | *Investigating Modern History*
- | *The Shaping of the Modern World*
- | *Power and Authority in the Modern World*
- | *National Studies*
- | *Peace and Conflict*
- | *Change in the Modern World*

### Assessment

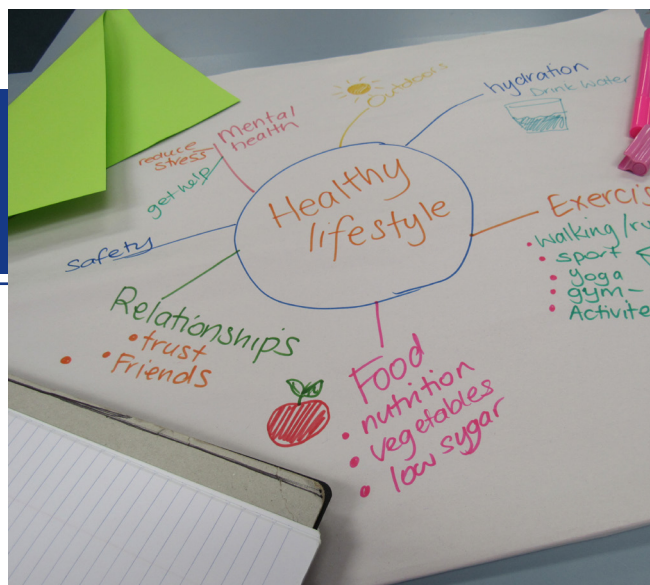
Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.



# PDHPE Life Skills

## Personal Development, Health and Physical Education.

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR



### Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

### Year 11 & Year 12 Course

#### Areas of Study

Modules are chosen as part of the consultation process for individual students. Not all modules need to be completed.

- | *Growth and Development*
- | *Developing and Maintaining a Healthy Lifestyle*
- | *Interpersonal Relationships*
- | *Safe Living*
- | *Leisure*
- | *Outdoor Recreation*

#### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.



# Science Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR

## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Year 11 & Year 12 Course

### Areas of Study

Students study one of the following Science courses

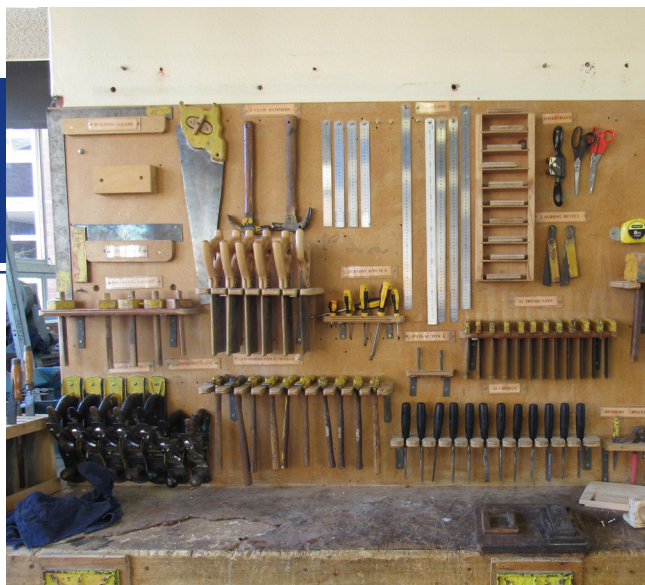
- | *Chemical World Science*
- | *Earth & Spaces Science*
- | *Investigating Science*
- | *Living World Science*
- | *Physical World Science*

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.

# Technology Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR



## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Preliminary & HSC Course

### Areas of Study

Students choose one of the following Technology courses.

- | *Agriculture*
- | *Design and Technology*
- | *Food Technology*
- | *Industrial Technology including - Automotive Tech, Metal Tech & Timber Tech*
- | *Information Processes and Technology*
- | *Textile and Design*

Modules are chosen as part of the consultation process for individual students. Not all modules need to be completed.

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.



# Work and the Community Life Skills

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | No major project
- | Course does NOT contribute to an ATAR

## Exclusions & Prerequisites

**Prerequisites:** Students who have accessed Life Skills in previous years in this subject must continue on a Life Skills pattern of study in this course. Selection of Life Skills outcomes and content should be based on the needs of the individual student as part of a collaborative curriculum planning process.

**Exclusions:** Most students who will access Life Skills courses will have an intellectual disability. Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes.

## Preliminary & HSC Course

### Areas of Study

Modules are chosen as part of the consultation process for individual students. Not all modules need to be completed.

- | *Skills for gaining and maintaining employment*
- | *Exploration of industry*
- | *Exploration of individual strengths and goal setting*
- | *Understanding of work place conditions*

### Assessment

Assessment tasks are developed by the school in response to the needs of individual students. Assessment may take the form of observations, interviews, hands-on tasks, written responses or in-class tests. Course outcomes may be achieved independently or with support.



# School-based Vocational Education & Training (SVET) Courses

Vocational Education and Training (VET) courses give students the opportunity to gain credit towards the HSC and credit towards nationally recognised qualifications under the Australian Qualifications Framework (AQF).

The recent renovations at Monaro High School have provided first class vocational learning spaces. The commercial kitchen and Performing Arts Centre have allowed us to broaden the scope of Vocational Training offered at Monaro High School and we now have the following courses available.

- | Cert II in Agriculture (Primary Industries)
- | Cert III in Business
- | Cert II in Construction Pathways
- | Cert II in Commercial Cookery
- | Cert II in Live Production Services

The following pages provide information about the requirements and units of competency covered in each course.



*Construction students working on a new path at the back entrance of the school*



*Hospitality students preparing food in the new commercial kitchen*



## AHC20116 Certificate II in Agriculture

### 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, numeracy suitability of a student for this course.

### Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total

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

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

### Course Description

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

### Core Units of Competency

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

### Elective Units of Competency

- AHCWRK201 Observe and report on weather
- AHCCHM201 Apply chemicals under supervision
- AHCPMG201 Treat weeds
- ACHWRK205 Participate in workplace communications

#### Healthy Livestock

- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK206 Identify and mark livestock
- AHCLSK204 Carry out regular livestock observations
- AHCMOM202 Operate tractors
- AHCMOM304 Operate machinery and equipment
- AHCLSK211 Provide feed for livestock
- AHCLSK209 Monitor water supplies
- AHCINF202 Install, maintain and repair farm fencing
- AHCINF201 Carry out basic electric fencing operations

**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 AHC20116 Certificate II in Agriculture. 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 AHC20116 Certificate II in Agriculture.

**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 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:** Costs to attend VOR's to complete Competencies

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

**Delivery Arrangements:** Class time

**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>



## 2023 BUSINESS SERVICES COURSE DESCRIPTOR

## BSB30120 Certificate III in Business

Public Schools NSW Wagga Wagga, RTO 90333

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: **Business Services**  
Board Developed Course (240 hour)

4 Preliminary and HSC units in total  
**Category B for Australian Tertiary Admission Rank(ATAR)**

By enrolling in a VET qualification with Public Schools NSW Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120>.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

**Units of Competency****Core**

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWH311	Assist with maintaining workplace safety
BSBXC301	Engage in workplace communication

Refer to the TAS for the qualification packaging rules.

**Electives**

BSBTEC202	Use digital technologies to communicate in the work environment
BSBTEC303	Create electronic presentation
BSBOPS201	Work effectively in business environments
BSBINS302	Organise workplace information
BSBTEC301	Design and produce business documents
BSBTEC201	Use business software applications
BSBPEF301	Organise personal work priorities

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

**Examples of occupations in the business services industry:**

- medical administration
- office administration
- information desk operator
- clerical worker
- receptionist
- records and information administration

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

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

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$Nil

HSC - \$ Nil

School Specific equipment and associated requirements for students. Students will require their own device as per the school's BYOD policy for seniors.

**Refunds**

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

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

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## 2023 CONSTRUCTION COURSE DESCRIPTOR

### CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction

Public Schools NSW Wagga Wagga, RTO 90333

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Construction**  
Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
**Category B for Australian Tertiary Admission Rank (ATAR)**

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

#### Units of Competency

##### Core Units

<a href="#">CPCCWHS2001</a>	Apply WHS requirements, policies and procedures in the Construction Industry
<a href="#">CPCCOM1012</a>	Work effectively and sustainably in the Construction Industry
<a href="#">CPCCOM1013</a>	Plan and organise work
<a href="#">CPCCVE1011</a>	Undertake a basic construction project
<a href="#">CPCCOM1015</a>	Carry out measurement and calculations

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

##### Elective Units

<a href="#">CPCCCM1011</a>	Undertake basic estimation and costing
<a href="#">CPCCOM2001</a>	Read and interpret plans and specifications
<a href="#">CPCCCA2002</a>	Use carpentry tools and equipment
<a href="#">CPCCCA2011</a>	Handle carpentry materials
<a href="#">CPCCCM2006</a>	Apply basic levelling procedures
<a href="#">CPCCCM2005</a>	Use construction tools and equipment
<a href="#">CPCCWHS1001</a>	Prepare to work safely in the construction industry

#### Option 3

CPCCJN2001 Assemble components  
CPCCJN3004 Manufacture and assemble joinery components

#### White Card

CPCCWHS1001 - Prepare to work safely in the construction industry.  
**The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.  
A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

#### Pathways to Industry - Skills gained in this course transfer to other occupations

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.</li> </ul> | <ul style="list-style-type: none"> <li>• This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.</li> </ul> |
|--|--|

#### Examples of occupations in the construction industry:

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites</li> </ul> | <ul style="list-style-type: none"> <li>• Carpentry</li> <li>• Joinery</li> </ul> | <ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• builder's labourer.</li> </ul> |
|--|--|--|

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

#### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

#### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary – up to \$100    HSC - \$ nil**

**School Specific equipment and associate requirements for students.**

**Preliminary courses costs for White Card course offered though Monaro High School.**

#### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

**Course: Hospitality**  
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
 Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) <https://training.gov.au/Training/Details/SIT20416>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a kitchen operations environment. They should be able to use a personal digital device including a personal computer or laptop.

**Units of Competency**

<b>Core</b>		<b>Electives</b>	
BSBWOR203	Work effectively with others	SITXFSA002	Participate in safe food handling practices
SITXFSA001	Use hygienic practices for food safety	SITHIND002	Source and use information on the hospitality industry
SITXWHS001	Participate in safe work practices	SITHCCC003	Prepare and present sandwiches
SITXINV002	Maintain the quality of perishable items	SITHCCC002	Prepare and present simple dishes
SITHCCC001	Use food preparation equipment	BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC005	Prepare dishes using basic methods of cookery	SITHCCC006	Prepare appetisers and salads
SITHCCC011	Use cookery skills effectively		
SITHKOP001	Clean kitchen premises and equipment		

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the hospitality industry involves <ul style="list-style-type: none"> <li>▪ organising information and records in both paper and electronic forms</li> <li>▪ customer (client) service</li> </ul>	<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using technologies</li> <li>▪ creating documents</li> </ul>
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**Examples of occupations in the kitchen operations industry:**

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook
- function cook

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary – Up to \$100\*      HSC - Nil**  
**\*Year 11 (Preliminary) course fee includes chef uniform (chef whites) as required for Work Placement. Students can keep their uniform.**

**Refunds**  
 Refund Arrangements on a pro-rata basis.  
 Please refer to your school refund policy

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

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



## 2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR

### Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

Public Schools NSW, Wagga Wagga, RTO 90333

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: **Entertainment Industry**  
Board Developed Course (240 hour) (Statement of Attainment course)

2 Preliminary and HSC units in total  
Category B for Australian Tertiary Admission Rank (ATAR) Statement of Attainment course)

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of [CUA30420 - Certificate III in Live Production and Technical Services \(Release 1\)](#).

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the entertainment industry. They should be able to use a personal digital device including a personal computer or laptop.

#### Units of Competency

##### Core

CUAIND311 Work effectively in the creative arts industry  
CUAIND314 Plan a career in the creative arts industry.

##### Electives

CPCCWHS1001 Prepare to work safely in the construction industry  
CUASOU306 Operate sound and reinforcement systems  
CUAWHS312 Apply work health and safety practices  
CUALGT311 Operate basic lighting  
CUASTA311 Assist with production for live performances  
CUAVSS312 Operate vision systems  
CUASMT311 Work effectively backstage during performances  
CUASTA212 Assist with bump in bump out of shows  
CUASOU331 Undertake live audio operations  
SITXCCS006 Provide service to customers

Online White Card courses are NOT recognised by the Department of Education.

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

#### Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the Live production and Technical Services Industry involves:

- Technical production
- customer (client) service

- teamwork
- using digital technologies
- creating documents

#### Examples of occupations in the Live Production and Technical Services Industry:

There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and Staging Assistant, Production Crew, Stage Door Attendant, and Lighting Systems Technician. It also provides a pathway to other roles in similar work environments.

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. The HSC specialisation study includes an additional 60 hours of course work.

#### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

#### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary – up to \$100 \* HSC - \$ nil**

**\*Costs will apply for the White Card courses (TBC)**

#### Refunds

Refund Arrangements on a pro-rata basis. Please refer to your school refund policy.

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

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



## **Information for Students Undertaking School Delivered VET Courses**

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.

### **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.

### **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.sbatinnsw.info](http://www.sbatinnsw.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.

# External Vocational Education & Training (EVET)

Vocational Education and training (VET) courses play an important role in helping students prepare for further education, training, employment and lifelong learning. Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers. At Monaro High School there are several options for accessing externally delivered VET courses. They can be completed by distance, online or by visiting the TAFE NSW - Cooma Campus.

## TAFE NSW - Cooma Campus

One of the most popular courses studied by Monaro High School students has been Certificate II Automotive. This course has now run for a number of years and attracts a large enough number of students for it to be run by TAFE. Students attend the Cooma Campus most Wednesdays to complete the course. Course delivery is dependant on student numbers.

## Virtual VET Courses

These courses delivered by TAFE NSW combine teacher-led virtual classrooms with workshops and work placements across a range of exciting courses for growth industries.

The aim is to connect secondary students across NSW with the skills they'll need to fill the jobs of the future.

For more information visit:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/about-virtual-vet>

## Work Placement

Most EVET course include some time working in the industry area of your course. This is called 'Work Placement' and it gives students the chance to learn new skills and apply what they have already learned as part of their course. Students will need to plan to catch up on missed classwork while on Work Placement.

## Other things to consider

All students considering studying a VET course offered by an external RTO will need to discuss their career plan with Monaro High School's Careers Adviser and/or Principal. This will help the student determine their career pathway and suitability for independent learning through distance and online modules or in an adult learning environment.

Students studying an EVET course may miss some classes timetabled at Monaro High School. If they are attending TAFE, students will need to plan a catch up on the missed class work.

Some EVET course will contribute to an ATAR while others will not. Most EVET courses are 2-unit courses; however, this should be confirmed on enrolment. There may be an HSC exam for those courses contributing to an ATAR.

## To apply for EVET

Applications to undertake an EVET courses, including Automotive at TAFE occur during Term 3. Contact the school's Careers Adviser for details on what VET courses are available and how to apply.

Monaro High School will distribute further information about EVET courses to students as it comes to our attention.



**Monaro High School**

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