



THE HENRY LAWSON HIGH SCHOOL



Stage 6 Guide

Preliminary Course 2023

HSC Course 2024



CHALLENGE, ENCOURAGE, ACHIEVE

INTRODUCTION

Welcome to The Henry Lawson High School Stage 6 Guide.

This guide highlights the range of learning opportunities available at our school. We also have a strong partnership with Western and Riverina Institutes of TAFE, TAFE NSW Launchpad, Atomi, the Rural Learning Exchange and Aurora College. These options expand the range of pathways available in a supportive and innovative environment.

Within this guide is a clear introduction to the NESA requirements for the award of the Preliminary Course and the Higher School Certificate. Read these sections carefully and ask your teachers, year adviser and careers adviser for more information if needed.

The Henry Lawson High School has a wide range of curriculum options and pathways. You need to consider your own strengths, interest and career goals in making decisions about your course of study.

Though all these courses are offered the final decisions regarding which courses will proceed will be dependent upon student demand and our ability to meet that demand. The same applies for the TAFE courses. As decisions are made about courses that will proceed, there will be a lot of discussion to ensure that your needs are best met.

Stage 6 learning is exciting. This is your first real opportunity to make decisions about your learning based upon what you like, what you are good at and what you want to do in the future. Remember, when making these decisions, to ask questions, listen to advice and consider whether the choice supports your goal.

We look forward to continuing to support your education, building on the strong foundations and seeing you move successfully into the future.

Aaron Flagg
Principal
The Henry Lawson High School

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*Please note that the information contained in this booklet is
current and accurate as at August, 2022*

STUDYING FOR THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) recognises 13 years of schooling. The courses and pathways offered for the HSC reflects the wide range of interests and needs of students as they plan their transition from school to university, TAFE, employment, or a combination.

In order to receive the HSC you must:

- study an approved pattern of Preliminary and HSC courses
- have a satisfactory record of attendance and application in each course
- satisfactorily complete the school's assessment program in each course
- complete a sufficient number of Preliminary and HSC courses within five years.

Preliminary courses are usually completed in Year 11, and do not have an external examination. You need to complete at least 12 units for the Preliminary. For most courses you must complete the Preliminary course in a subject before studying the HSC course.

Preliminary courses are studied over three terms: terms 1–3. The HSC course is studied over 4 terms, commencing term 4 of Year 11, and concluding at the end of term 3 Year 12.

COURSE PATTERNS

Most courses offered for the HSC have a 2 unit Preliminary and a 2 unit HSC component. Each 2 units requires approximately 120 hours per year of classroom study.

For the Preliminary course, extension courses are available in English and Mathematics.

For the HSC, extension courses are available in English, Mathematics, History, Music and Vocational and Educational Training courses.

There are two main types of courses:

Board Developed Courses

These courses are developed by NESA who specify the syllabus aims, objectives, outcomes, structure and content. They are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

There are two main types of Board Endorsed Courses: Content Endorsed Courses and school designed courses. There is no external examination, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- complete the compulsory study of English
- satisfactorily complete 12 units of study in the Preliminary year
- satisfactorily complete 10 units of study in your HSC year.

Both the Preliminary and the HSC course must include the following:

- at least **6 units** from Board Developed Courses including
- at least **2 units** of a Board Developed Course in English
- at least **three** courses of 2 units value or greater
- at least **four** subjects
- you must complete the assessment requirement for each course, including school based examinations.
- you must complete the practical, oral or project works required for specific courses.
- you must have sat for and made a serious attempt at the required Higher School Certificate examinations.

NESA publication, *Studying for the New Higher School Certificate – An Information Booklet for Year 10 Students 2019* contains all the HSC rules and requirements you will need to know. It is available at the NESA website: (www.boardofstudies.nsw.edu.au).

AUSTRALIAN TERTIARY ADMISSION RANK

If university is a possible pathway you would like to pursue after school, you will need to be eligible for the Australian Tertiary Admission Rank (ATAR). The sole purpose of ATAR is to assist universities in selecting students for entry into their courses.

To be eligible for the ATAR, you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2022 Year 10 Booklet*, published by UAC and issued through 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. ATAR requirements state that students need to complete at least 10 units of Category A or B HSC Courses.

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

BOARD DEVELOPED LIFE SKILLS COURSES

Life Skills courses are Board Developed Courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. Students completing Life Skills can choose a range of courses including English Life Skills that suit their learning needs. Life Skills courses are not examined and do not contribute to an ATAR.

VOCATIONAL EDUCATIONAL AND TRAINING (VET) COURSES

Public Schools NSW Wagga Wagga 90333 is our Registered Training Organisation providing entry level training within the context of the Higher School Certificate. The following provides important information about vocational courses delivered by our RTO.

General

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their HSC and will receive a nationally recognised industry based qualification. Information regarding courses is to be made available in the school's prospectus or subject selection booklet.

Framework and Non Framework Courses

VET courses are generally broken into two groups, Industry Curriculum Framework courses and Board Endorsed Courses. Both groups will provide units of credit towards the students HSC. Similarly both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12. **Note: only ONE Category B course may be used towards the student's ATAR, Board Endorsed Courses cannot be used towards the ATAR, therefore one Industry Curriculum Framework VET course can count towards the ATAR.**

Assessment Procedures

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

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

Evidence of competence can be gathered by the assessor in a variety of ways. Like all other HSC courses, some of the evidence gathered will be through formal assessment tasks or events such as project work, presentation of portfolios, practical demonstrations, as well as pen and paper tests. The ATO develops the assessment schedule for each VET course. It will be included in their assessment guidelines issued at the commencement of the course.

Optional External HSC Examination

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

Client Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in Years 11 and 12. Stage 6 VET courses may also be available to students in Years 9 and 10 this is referred to as "Early Commencement". It is generally recommended that students in Year 9 do NOT undertake "Early Commencement" of Stage 6 VET courses.

Students can access information about VET courses from this document, the school's VET coordinator or careers adviser.

A course induction will be delivered by classroom teachers at the beginning of the each course. Students will receive at the induction a course commencement package including the RTO's code of practice, information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding their rights and responsibilities, an up to date description of the course that the students will be following and a checklist to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.

Disciplinary Procedures

Students are expected to adhere to the rules and regulations of the school. Where a student is studying a course at another site besides their home school the student is expected to comply with the rules and regulations at the site where the course is delivered. Staff delivering to students who are not part of the school will provide a copy of the school's rules and regulations to these students as part of the course commencement package.

Where a student is travelling from one school to another site to access a course, the disciplinary policies and procedures of the home school will apply whilst the student is travelling.

Subject Contributions and charges

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

Students having difficulty in making payments may be able to have payment schemes put in place. This needs to be discussed with the principal.

Refunds may be available in special circumstances. Information regarding refunds can be found in the course commencement package available at the course induction/orientation.

Flexible Learning

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

In special circumstances students may be able to access a VET course not available at the school through TAFE or some form of distance education. Students can gain more information about this form of delivery by talking to the careers adviser.

Freedom of Information and Privacy

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

Language, Literacy, and Numeracy

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

Recognition of Prior Learning (RPL)

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

Students seeking recognition of prior learning should follow the RPL procedures outlined in their Course commencement package.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction/orientation.

School Based Apprenticeships and Traineeships

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

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

Becoming a School Based Apprentice or Trainee

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

EXTERNALLY DELIVERED VOCATIONAL EDUCATION COURSES

Students can access vocational education courses through Riverina and Western Institute of TAFE, as well as other Department of Education accredited providers. The courses offered are both Board Developed Courses (BDC) that count towards HSC and ATAR, and Board Endorsed Courses (BEC) that can be included as part of the HSC. Delivery can be flexible including face-to-face, online, video conferencing or a mix. Students are responsible for organizing travel to the site of learning.

If students choose to enroll in an externally delivered course, students need to:

- show evidence that this course is part of their transition plan
- once enrolled in the course, complete it.

All courses that are externally delivered, whether through TAFE, a private provider or distance education, cost the school staffing. Therefore it is important that if students choose this stream, they commit to completing it.

ASSESSMENT AND REPORTING

At the commencement of both the Preliminary and HSC courses, students will be issued with an assessment booklet that will outline the assessment schedule and rules.

School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on the performance in assessment tasks you have undertaken during the course.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

On satisfactory completion of the HSC you will receive a portfolio containing:

The Record of School Achievement

This document lists the results of each Year 10, Preliminary and HSC course satisfactorily completed.

The Higher School Certificate Testamur

The official certificate confirming achievement of all requirements for the award of the HSC.

Course Reports

Reports of marks, the performance scale and band descriptors for each course.

AQF Certificate in school delivered VET courses

Certificate or Statement of Attainment for each VET course studied showing modules successfully completed.

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

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

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

COURSE OFFERINGS AT THE HENRY LAWSON HIGH SCHOOL

All of the courses in the following table are offered for 2023. Not all will run. The courses that run will be dependent on student choice, and our ability to meet these requests based on staffing and student numbers. If a subject does not run, students will be given the opportunity to access alternate delivery such as distance education. Each request will be assessed on the student's ability to learn independently.

The course descriptions that follow are intended as a guide to help you select your subjects.

Consider the following when making your initial choices:

- your strengths,
- your interests,
- your goals.

Course offerings at THLHS – 2023

Subject	Type of course	Units	Category	Notes
Agriculture	Board Developed Course	2	A	
Ancient History	Board Developed Course	2	A	
Biology	Board Developed Course	2	A	
Business Studies	Board Developed Course	2	A	
Chemistry	Board Developed Course	2	A	
Community and Family Studies	Board Developed Course	2	A	
Construction	Board Developed Course – VET Course	2	B	This has a compulsory 35 hour work placement per year. The course has an optional HSC exam.
Design and Technology	Board Developed Course	2	A	Students need to purchase materials for design projects.
English Advanced	Board Developed Course	2	A	
English Standard	Board Developed Course	2	A	
English Studies	Board Developed Course	2	B	This course has an optional HSC exam which would contribute to the ATAR.
English Life Skills	Board Developed Course	2	Non ATAR	
English Extension	Board Developed Course	1	A	This course can only be studied in conjunction with English Advanced.
Geography	Board Developed Course	2	A	
Hospitality Kitchen Operations	Board Developed Course - VET Course	2	B	This has a compulsory 35 hour work placement per year. The course has an optional HSC exam.
Industry Based Learning	Board Endorsed Course – Content Endorsed Course	2	Non ATAR	This course is completed if you have a school based apprenticeship or traineeship. This course does not contribute to the ATAR.
Information Processes and Technology	Board Developed Course	2	A	
Investigating Science	Board Developed Course	2	A	
Legal Studies	Board Developed Course	2	A	

Mathematics Advanced	Board Developed Course	2	A	
Mathematics Standard 1	Board Developed Course	2	B	This course has an optional HSC exam which would contribute to the ATAR.
Mathematics Standard 2	Board Developed Course	2	A	
Mathematics Extension	Board Developed Course	1	A	This course can only be studied in conjunction with Mathematics Advanced.
Metals and Engineering	Board Developed Course – VET Course	2	B	This has a compulsory 35 hour work placement per year. The course has an optional HSC exam.
Modern History	Board Developed Course	2	A	
Music 1	Board Developed Course	2	A	
Personal Development/Health/Physical Education	Board Developed Course	2	A	
Physics	Board Developed Course	2	A	
Primary Industries Cert II in Agriculture	Board Developed Course – VET Course	2	B	This has a compulsory 35 hour work placement per year. The course has an optional HSC exam.
Sport, Lifestyle and Recreation	Board Endorsed Course - Content Endorsed Course	2	B	
Visual Arts	Board Developed Course	2	A	
Visual Design	Board Endorsed Course - Content Endorsed Course	2	B	

These course subject contributions are current at the time of publication. Subject contributions are reviewed annually.

Agriculture

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Course Description

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The farm product study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Preliminary Course

- overview of Australian agriculture (15%)
- farm case study (25%)
- plant production (30%)
- animal production (30%)

HSC Course Core Topics (80%)

- plant/animal production (50%)
- farm product study (30%)

Optional components (20%)

Choose ONE of the following electives to study:

- agri-food, fibre and fuel technologies
- climate challenge
- farming for the 21st century

Particular Course Requirements

Practical experiences occupy a minimum of 30% of both Preliminary and HSC course time.



Ancient History

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Are you curious about the ways in which history and science work together through archaeology?

Do you have questions about the ancient past and its legacy for our world today?

Would you like to develop and extend your independent research skills to be better prepare you for future studies or vocational directions?

Are you prepared to commit to a rigorous course which requires extended and academic writing?

Course Description

In the Preliminary Ancient History course, you will be provided opportunities to investigate past people, groups, events, institutions, societies and historical sites by applying the methods used by historians and archaeologists. You will also have the opportunity to follow a particular line of investigation of your own choice.

The course has three sections (each must be chosen from different civilisations and must not overlap with HSC content):

- introduction - investigating ancient history (including at least two case studies);
- features of ancient societies (at least two societies);
- historical investigation.

In the HSC Ancient History course, you will investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. You will study the key features and sources of an ancient society, historical period and ancient personality.

The course has four sections:

- core study: cities of Vesuvius – Pompeii and Herculaneum
- one ancient society
- one personality in their times
- one historical period

Biology

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Course Description

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

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

The Year 11 course allows students to:

- develop knowledge and understanding of the structure and function of organisms
- develop knowledge and understanding of the Earth's biodiversity and the effect of evolution. The

Year 12 course builds upon the Year 11 course. It allows Year 12 students to:

- develop knowledge and understanding of heredity and genetic technologies
- develop knowledge and understanding of the effects of disease and disorders.

Preliminary Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious disease and disorders

Particular Course Requirement

Whilst most of the concepts are not too complex, there is a lot of content to be covered so students must do a lot of study in their own time. Practical investigations are an essential part of the Biology course and occupy at least 35 hours of course time in both the Year 11 and HSC courses.

Students also complete a Depth Study in both Year 11 and Year 12. A depth study is any activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

For More Information

<http://syllabus.nesa.nsw.edu.au/assets/biology/biologystage-6-syllabus-2017.pdf>

Business Studies

2 units for each of Preliminary and HSC Board Developed Course - Category A

ATAR

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Preliminary Course

- Nature of Business (20%) – the nature and role of business
- Business Management (40%) – nature and responsibilities of management in the business environment
- Business Planning (40%) – process of establishing and planning a small to medium enterprise

HSC Course

- Operations
- Financial Planning and Management
- Marketing
- Employment Relations

Particular Course Requirements

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



Chemistry

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Course Description

Chemistry focuses on investigating the physical and chemical properties of substances, chemical reactions and processes, and the interaction of energy and matter, and attempts to explain and predict events at the atomic and molecular level.

The Year 11 course allows students to:

- develop knowledge and understanding of the fundamentals of chemistry
- develop knowledge and understanding of the trends and driving forces in chemical interactions.

The Year 12 course builds upon the Year 11 course. It allows Year 12 students to:

- develop knowledge and understanding of equilibrium and acid reactions
- develop knowledge and understanding of the applications of chemistry.

Preliminary Course

Core Modules

- Properties and structure of matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

HSC Course

Core Modules

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements

For success in Chemistry a significant proportion of independent home study is essential. Practical investigations are an essential part of the Chemistry course and occupy at least 35 hours of course time in both the Year 11 and HSC courses.

Students also complete a Depth Study in both Year 11 and Year 12. A depth study is any activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

For More Information

<http://syllabus.nesa.nsw.edu.au/assets/chemistry/chemistry-stage-6-syllabus-2017.pdf>



Community and Family Studies

2 units for each of Preliminary and HSC Board Developed Course - Category A

ATAR

Course Description

Community and Family Studies is designed to develop an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables the planning and managing of resources effectively in order to address contemporary issues facing families and communities.

Preliminary Course

Resource Management Basic concepts of the resource management process (approximately 20% of course time).

Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time).

Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time).

HSC Course

Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).

Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time).

Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

HSC Option Modules Select **one** of the following (approximately 25% of course time):

Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.

Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.

Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Design and Technology

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Course Description

Preliminary Course Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements In the Preliminary course, you must participate in hands-on practical activities and undertake a minimum of two design projects and a designer case study. The projects will develop skills and knowledge to be further developed in the HSC course. Each project will place emphasis on the development of different skills and knowledge in designing and producing. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. This includes the selection and use of a wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project.

**English (Advanced)**

2 units for each of Preliminary and HSC Board Developed Course - Category A

ATAR

*Do you enjoy the analytical study of literature?
Are you a keen reader and enjoy the challenges of classic and modern texts?*

Will you commit to independent reading and viewing of a wide variety of texts?

Are you able to create successful texts in written, spoken and visual forms?

Do you write with confidence and clarity in creative and critical responses?

Are you currently achieving high levels of success in English?

Course Description

In the Preliminary English (Advanced) course, you will explore, examine and analyse a range of texts including:

- prose fiction,
- drama,
- poetry,
- non-fiction,
- film, media and digital texts.

You will explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. You will undertake wide reading of texts composed in and for a variety of contexts. You will engage in the integrated study of language and text.

The preliminary course has two sections:

- Common Module - content common to the Standard and Advanced courses;
- two Advanced modules

In the HSC English (Advanced) course, study includes at least four prescribed texts, drawn from:

- Shakespearean drama,
- prose fiction,
- poetry **or** drama,
- non-fiction **or** media **or** film.

You will also explore and analyse a wide range of additional related texts and textual forms.

The HSC course has two sections:

- Common Module - content common to Standard, Advanced and Studies courses;
- three Advanced modules.

English (Standard)

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Would you like to learn more about language and literature to improve your communication skills for further study?

Are you interested in exploring a range of modern texts and what they say about your world?

Are you able to create sound texts in written, spoken and visual forms?

Are you currently achieving reasonable success in English?

Course Description

In the Preliminary English (Standard) course, you will learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts while studying a range of texts, including:

- prose fiction,
- drama,
- poetry,
- non-fiction,
- film, media and digital texts.

You will undertake wide reading of texts composed in and for a variety of contexts. You will engage in the integrated study of language and text.

The course has two sections:

- Common Module - content common to the Standard and Advanced courses;
- two Standard modules.

In the HSC English (Standard) course you will further strengthen your knowledge and understanding of language and literature through the study of at least three prescribed texts drawn from:

- prose fiction,
- drama **or** poetry,
- nonfiction **or** film **or** media.

You will also explore and analyse a wide range of additional related texts and textual forms.

The course has two sections:

- Common Module - content common to Standard, Advanced and Studies courses;
- three Standard modules.

Preliminary English (Extension) HSC English Extension 1 and Extension 2

1 unit of study for each of Preliminary and HSC – Category A

ATAR

Do you enjoy the analytical study of literature and want to know more about its cultural value and significance?

Are you a dedicated reader and enjoy the challenges of complex texts?

Will you commit to an intense program of independent reading of a wide variety of texts?

Are you able to create sophisticated texts in written, spoken and visual forms?

Do you write with confidence, clarity and fluency in creative and critical responses?

Are you currently achieving excellence in English?

Prerequisites: (a) English (Advanced);
(b) Preliminary English Extension is a prerequisite for English Extension Course 1;
(c) English Extension Course 1 is a prerequisite for English Extension Course 2

Course Description

In the Preliminary English (Extension) course, you will explore how and why texts are valued in and appropriated into a range of contexts. You will consider why some texts may be perceived as culturally significant and how and why cultural values are maintained and changed.

The course has one mandatory module: Texts, Culture and Value, as well as a mandatory research project.

In HSC English (Extension 1), course, you will explore ideas of value and consider how cultural values and systems of valuation arise.

You will complete ONE elective chosen from the common module, Literary Worlds:

- Literary Homelands,
- Worlds of Upheaval,
- Reimagined Worlds,
- Literary Mindscapes
- Intersecting Worlds.

In HSC English (Extension 2) course, you will develop a Major Work (a sustained composition) and document their reflection on this process.

English Studies

2 units for each of Preliminary and HSC Board Developed Course – Category B

Do you need to develop your communication skills for the workplace and the everyday?

Would you like to read, write, speak and listen with more confidence and competence for a variety of purposes?

Course Description.

The English Studies course is designed to support you in developing proficiency in English to enhance your personal, social and work lives. It offers a comprehensive language experience in the modes of reading, writing, speaking, listening, viewing and representing. The course provides opportunities to become a more confident and effective communicator and to enjoy a breadth and variety of contemporary texts in English.

You will explore the ideas, values and language of texts in a range of personal, social, cultural and workplace contexts. You will respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. You will also be encouraged to further develop your skills in individual, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education.

Preliminary English Studies

The course has 3 - 5 sections:

- Mandatory module: *Achieving through English: English in education, work and community;*
- Additional modules, selected by considering factors such as students' needs, interests, abilities, choices of other Preliminary courses, career aspirations and personal circumstances.

HSC English Studies

The course offers an optional external exam.

The course has 3 - 5 sections:

- Mandatory common module: *Texts and Human Experiences;*
- *Additional modules, selected by considering factors such as students' needs, interests, abilities, choices of other HSC courses, career aspirations and personal circumstances.*

English Life Skills

2 units for each of Preliminary and HSC Board Developed Course - Category B

Have you completed English Life Skills in Year 10?

Are you completing an individual learning plan?

Are you experiencing significant difficulties in English?

Course Description

This course focuses on the development of effective communication and literacy skills which will enhance your participation in all aspects of post-school life:

- an ability to initiate interactions;
- Skills to respond appropriately to others in a variety of situations;
- Improved reading, comprehending, interpreting and responding to a variety of texts;
- Written communication skills and skills in, and understanding about, viewing a wide range of visual material;
- Capacity to access information, engage in a range of recreational and leisure activities and undertake further education, training and employment.

The structure of the course allows for a broad and balanced program that reflects the needs of individual students from the following six modules:

- Communication,
- Speaking,
- Listening,
- Reading.
- Writing,
- Viewing.

The course is not examined externally.

Geography

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Course description

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

Preliminary course

- Biophysical Interactions: How biophysical processes contribute to sustainable management
- Global Challenges: Geographical study of issues at a global scale
- Senior Geography Project: A geographical study of student's own choosing

HSC course

- Ecosystems at Risk: The functioning of ecosystems, their management and protection
- Urban Places: Study of cities and urban dynamics
- People and Economic Activity: Geographic study of economic activity in a local and global context

Particular Course Requirements

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Students complete a Senior Geography Project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Industry Based Learning

2 units for each of Preliminary and HSC – non ATAR

Course Description

This course develops your understanding of the work place. You can only complete this course if you are completing a school based apprenticeship or traineeship. You are required to keep a log book/ journal of what you learn on the job. This needs to be submitted once a semester. There is no examination. This course acknowledges your industry based learning.



Information Processes and Technology

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Course Description

If you want to complete a course that will improve your skills in computing and your knowledge of how computers really affect our lives then this is the course for you.

Information Processes and Technology is the most popular HSC computer based course operating at the present time. The course allows students to study computer-based information systems through the study of particular current technologies and encourages involvement in individual and group based projects. Different types of information systems are studied and through practical work students are able to create their own unique information system.

The project work component allows students to explore an idea and develop that into a fully working piece of software. Students have used software to create games, animations, multimedia projects, websites, databases and digital photo presentations.

Three topics are studied in the **Preliminary Course**:

- Introduction to Information Skills and Systems
- The tools used for Information Processes
- Developing Information Systems involving both individual and group projects.

During this time students are encouraged to improve their research skills and complete various practical tasks which reinforce the conceptual nature of the course. The course allows students to fully understand how our world now operates and how technology influences our work and social life.

The **HSC Course** is organised around three core topics and two option topics. The three core topics are:

- Project Work
- Information Systems and Databases
- Communication and Network Systems.

The other two option topics allow students to examine emerging technological areas such as multimedia, transaction processing and decision support systems. All students must complete a Personal Project which contributes marks towards their final HSC Assessment mark. This project is marked internally and provides students with the opportunity to explore creative ideas and display their knowledge of the course.

The HSC examination in this course consists of multiple choice questions and longer response type answers but does not require students to write essays.

Investigating Science

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Course Description

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live.

Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Preliminary Course

- Cause and effect – observing
- Cause and effect – inferences and generalisations
- Scientific models
- Theories and laws

HSC Course

- Scientific investigations
- Technologies
- Fact or fallacy?
- Science and society

Particular Course Requirements

Practical investigations are an essential part of the Investigating Science course and occupy at least 35 hours of course time in both the Year 11 and HSC courses.

Students also complete a Depth Study in both Year 11 and Year 12. A depth study is any activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

For More Information

http://syllabus.nesa.nsw.edu.au/assets/investigating_scienc/investigating-science-stage-6-syllabus-2017.pdf



Legal Studies

2 units for each of Preliminary and HSC Board Developed Course – Category A

Course Description

The Preliminary course develops knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved, examines a contemporary issue concerning the individual and technology and investigates issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform

Preliminary Course

- Part I – The Legal System (40%)
- Part II – The Individual and the Law (30%)
- Part III – The Law in Practice (30%) The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.

HSC Course

- Crime
- Human Rights

Additional Focus Studies - Students will study two focus studies chosen from:

- Consumers
- Family
- Global environment
- Indigenous peoples
- Shelter
- Technological change
- Workplace
- World order.

Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

Mathematics Advanced

2 units for each of Preliminary and HSC Board Developed Course - Category A

Prerequisites: If you intend to study the Mathematics course, it is recommended that you study the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 of *Mathematics Years 7–10 Syllabus*, if not all of the content.

Course Description

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

Main Topics Covered Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola.
- Plane geometry – geometrical properties
- Tangent to a curve and derivative of a function

HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

Mathematics Standard 1

2 units for each of Preliminary
Mathematics Standard and 2 units of HSC
Mathematics Standard 1
Course - Category B

ATAR

Course Entry Guidelines

The outcomes and content in the Stage 6 Mathematics Standard 1 syllabus are written with the assumption that students studying this course will have engaged with all sub strands of Stage 5.1.

Course Description

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Main Topics Covered

Year 11 (120 indicative hours)

Areas of Study (80 Hours)

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 (120 indicative hours)

Areas of Study (40 Hours)

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

Mathematics Standard 2

2 units of Mathematics Standard
and 2 units of Mathematics Standard 2
Course - Category A

ATAR

Prerequisites:

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all sub-strands of Stage 5.1 and with the following sub-strands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability.

Course Description

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Main Topics Covered

Year 11 (120 indicative hours)

Areas of Study (80 Hours)

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 (120 indicative hours)

Areas of Study (40 Hours)

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

Mathematics Extension 1

1 unit in each of Preliminary and HSC Board Developed Course – Category A

ATAR

Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub-strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub-strands: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.

Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Topics Covered

Preliminary Course

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

Topic: Calculus

Topic: Combinatorics

HSC Course

Topic: Proof

Topic: Vectors

Topic: Trigonometric Functions

Topic: Calculus

Topic: Statistical Analysis

Modern History

2 units for each of Preliminary and HSC Board Developed Course – Category A

ATAR

Are you curious about the ways in which events, mysteries, issues and people of the world's history have been perceived and interpreted differently?

Do you have questions about the modern past and its legacy for our world today?

Would you like to develop and extend your independent research skills to better prepare you for future studies or vocational directions?

Are you prepared to commit to a rigorous course which requires extended and academic writing?

Course Description

In the Preliminary and HSC Modern History course, you will be provided opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry. You will also have the opportunity to follow a particular line of investigation of your own choice.

The Preliminary course has three sections (each must not overlap with HSC content):

- Investigating Modern History (including two case studies);
- Historical Investigation
- The Shaping of the Modern World.

The HSC course has four sections:

- Core Study: Power and Authority in the Modern World 1919—1946
- one National Study
- one study in Peace and Conflict
- one aspect of Change in the Modern World.

Music 1

2 units for each of Preliminary and HSC Board Developed Course - Category A

ATAR

Course Description In the Preliminary and HSC courses, you will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered Three topics are studied in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

Particular Course Requirements HSC course In addition to core studies in performance, composition, musicology and aural, you select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course. If you select Composition electives, you will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.



Personal Development, Health and Physical Education

2 units for each of Preliminary and HSC Board Developed Course – Category A.

ATAR

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. You will have the opportunity to study from the practical options of composing and performing, and fitness choices.

In the HSC course, the focus is on major issues related to Australia's health status including factors that affect physical performance. Optional study from the choices will include investigating improving performance and sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Preliminary Course Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component - Select two (40%)

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

HSC Course Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

- Sports Medicine
- Improving Performance



Physics

2 units for each of Preliminary and HSC Board Developed Course - Category A

Course Description

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

The Year 11 course allows students to:

- develop knowledge and understanding of fundamental mechanics
- develop knowledge and understanding of energy.

The Year 12 course builds on the concepts of the Year 11 course. It allows Year 12 students to:

- develop knowledge and understanding of advanced mechanics and electromagnetism
- develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics.

Topics Covered Preliminary Course

Core Modules

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course

Core Modules

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements

Some of the concepts covered in Physics are complex, so a significant proportion of independent home study is essential. Practical investigations are an essential part of the Physics course and occupy at least 35 hours of course time in both the Year 11 and HSC courses.

Students also complete a Depth Study in both Year 11 and Year 12. A depth study is any activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

For More Information

http://syllabus.nesa.nsw.edu.au/assets/physics_stage_6/physics-stage-6-syllabus-2017.pdf

Sport Lifestyle and Recreation

2 units for each of Preliminary and HSC Board Developed Course - Content Endorsed Course Category B - non ATAR

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the study of Sport, Lifestyle and Recreation course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20 - 40 hours in duration) such as:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

Visual Arts

2 units for each of Preliminary and HSC Board Developed Course - Category A

Course Description Visual Arts involves art making, art criticism and art history. You will develop your own artworks, culminating in a 'body of work' in the HSC course. You will critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Preliminary Course learning opportunities focus on:

- the nature of practice in art making, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the art world
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- how students may develop their practice in art making, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements**Preliminary Course:**

- artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course:

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations.

VISUAL DESIGN

2 units for each of Preliminary and HSC Board Endorsed Course - Content Endorsed Course – non ATAR

Visual design is a content endorsed course that allows students to explore designed images and objects such as ceramics, jewellery, clothing, furniture, posters, publications and built environments and the work of artists and designers in these fields. They design and make images and objects across a range of materials, exploring the practices of graphic, wearable, product and interior/exterior designers in contemporary societies developing imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them — works which reflect and construct the image they have of themselves, others and their world. They develop an understanding of how the conventions of particular design forms significantly affect their meaning and value. They learn to appreciate the designed works which have been important in other societies and which continue to shape approaches to contemporary design. They also learn how design may recontextualise other images and objects in novel and innovative ways.

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

Work and Community Life Skills

2 units for each of Preliminary
and HSC Board Developed
Course – non ATAR

Course Description This course focuses on the skills, knowledge, understanding, values and attitudes for employment, participation and independence in the community. You will develop an understanding of paid and volunteer work, and experience skills required in a post school environment. Opportunities will be provided for you to engage in a range of work and community based learning.





Education

Wagga Wagga RTO 90333

CPC20211 Certificate II in Construction Pathways

Entry Requirements:

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

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

Course: Construction (240 indicative hours) 4 Preliminary and/or HSC units in total

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

Students must complete a minimum of 70 hours of work placement to meet 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. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

Core Units of Competency

CPCCCM1012A Work effectively & sustainably in the construction industry

CPCCCM1013A Plan and organise work

CPCCCM1014A Conduct workplace communication

CPCCCM1015A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

Elective Units of Competency

CPCCCA2002B Use carpentry tools and equipment

CPCCCA2011A Handle carpentry materials

CPCCCM2004A Handle construction materials

CPCCCM2006B Apply basic levelling procedures

CPCCCA2003A Erect and dismantle form work for footings and slabs on ground

CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)

CPCCJN2001A Assemble components

CPCCJN2002B Prepare for off-site manufacturing process

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

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

Qualifications

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

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

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

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

Delivery Arrangements: The Henry Lawson High School

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>



Education

Wagga Wagga RTO 90333

SIT20416 Certificate II in Kitchen Operations

Entry Requirements:

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

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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 reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

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

Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC01 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

Elective Units of Competency

- SITHIND002 Source & use information on the hospitality industry
 - SITXFSA002 Participate in safe food handling practices
 - SITHCCC002 Prepare and present simple dishes
 - SITHCCC006 Prepare appetisers and salads
 - SITCCC003 Prepare and present sandwiches
 - BSBSUS201 Participate in environmentally sustainable work practices
- This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

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

Qualifications

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

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

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

Delivery Arrangements: The Henry Lawson High School

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>



Education

Wagga Wagga RTO 90333

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

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

Optional Clusters

AHCMOM202 Operate tractors

AHCMOM304 Operate machinery and equipment

AHCBIO201 Inspect and clean machinery for plant, animal and soil

AHCLSK211 Provide feed for livestock

AHCLSK209 Monitor water supplies

AHCINF202 Install, maintain and repair farm fencing

AHCINF201 Carry out basic electric fencing operations

AHCNSY201 Pot up plants

AHCSOL202 Assist with soil or growing media sampling and testing

AHCNSY203 Undertake propagation activities

AHCLSK316 Prepare livestock for competition

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

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

Delivery Arrangements: The Henry Lawson High School

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>



Education

Wagga Wagga RTO 90333

MEM10119 Certificate I in Engineering and

Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

Entry Requirements:

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

Course: Manufacturing and Engineering (240 indicative hours) 4 Preliminary and/or HSC units in total

Board Endorsed Course. **There is not an Australian Tertiary Admission Rank (ATAR) option for this course**

Students must complete a minimum of 35 hours of work placement to meet the requirements of the HSC.

Course Description

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, and use of welding machines. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

Core Units of Competency

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

MEMPE006A Undertake a basic engineering project (MEM20413)

MEMPE004A Develop a career plan for the engineering and manufacturing industry (MEM20413)

Elective Units of Competency

MEM16006 Organise and communicate information (MEM10119)

MEM11011 Undertake manual handling (MEM10119)

MEM18001 Use hand tools (MEM10119)

MEM18002 Use power tools/handheld operations (MEM10119)

MEM12024 Perform computations (MEM10119)

MEM16008 Interact with computer technology (MEM10119)

MEM07032 Use workshop machines for basic operations (MEM10119)

MEMPE001A Use engineering workshop machines (MEM20413)

MEMPE002A Use electric welding machines (MEM20413)

MEMPE004A Use fabrication equipment (MEM20413)

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

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

Qualifications

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

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

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

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

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

Delivery Arrangements: school to insert specific information eg. Block 1-5pm, at another school, distance education

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

A school-based traineeship may be 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->



TAFE courses count towards the HSC and some allow students to still receive an ATAR.

Tafe and Vocational Education and Training (TVET)

TAFE NSW offer many courses for students that are accessible in a range of formats- online, face-to -face or blocks. Students can attend TAFE campuses, usually on a Wednesday at both Young and Cowra. Some courses are morning or afternoon sessions and some are full days. Students are responsible for organising transport and attendance is compulsory. Currently we have students completing Certificates in Automotive, Hair and Beauty, Construction and Allied Health.

School Based Apprenticeships and Traineeships (SBAT)

SBAT's are a excellent opportunity for students to fast track their career in a chosen industry. Students are enrolled at school and TAFE and also complete one day per week or blocks of work with an employer.

Externally Delivered Vocational Education and Training (EVET)

Courses are available through external education providers and can be accessed for courses that TAFE do not deliver.

TAFE Launchpad

This is an exciting new initiative offered in all NSW public schools in 2023. Students can select from 20 new virtual courses that are delivered online in a flexible format in school. These new courses are aimed to develop future skills that employers want in emerging and boom industries. They include;

- Accounting
- Allied Health Assistant
- Automotive Technology
- Big Data
- Business Operations
- Care In ageing
- Cloud Computing
- Conservation Management
- Constructive and Virtual Design
- Cyber Security
- Digital Supply Chain
- Entrepreneurship
- Events and Experiences
- Game Design
- Health Administration
- Horticulture Production
- Real Estate
- Robotics
- Social Media
- Web Design and Development

For more information, refer to the TAFE 2023 handbook or contact Hannah Troth Hannah.crozier@det.nsw.edu.au

EVET 2023 - TAFE NSW LAUNCHPAD VIRTUAL COURSES – summary of course requirements

Please note:

Details in the last three columns in the table below have been summarised from the additional information provided by NSW TAFE Launchpad on the information sheets for each course on the EVET portal. Students should ask their school for the information sheets for any courses that interest them.

Students will be advised of the location of workshops when they receive an offer*.

Students will be responsible for planning and funding attendance at workshops (and accommodation if necessary) *.

All virtual courses are ICFs, and so work placement is mandatory**.

For all courses, students will need access to a laptop or computer with reliable internet, headset, and webcam with a search engine.

Launchpad Course	Framework link	NESA Framework	Mandatory Workshops*	Workplacement**	Other information/ requirements
Accounting	FNS30317 Certificate III in Accounts Administration	Financial Services	Mandatory workshops mentioned in the information sheet but no further details given.	70 hours including 35 hour simulation.	Students need to commit to spending up to 7 hours a week to participate in learning activities and complete set tasks and assessments.
Allied Health Assistant	HLT33015 Certificate III in Allied Health Assistance	Human Services	7 days x 7 hours spread throughout the course. Workshops will be held during school terms. Each workshop will be for one day. Students will be advised of workshop locations when they receive an Offer.	80 hours over 2 years.	Ongoing commitment – up to 7 hours a week to participate in learning activities, complete set tasks and assessments. Depending on the actual place where students go for their work placements, there could be additional requirements for example, occupational assessment, screening, and immunisation certificates. Appropriate covered footwear for workshops and work placements. As demand could exceed available places in this course, LLN assessment or other assessment maybe necessary to prioritise applications.

Automotive Technology	AUR20720 Certificate II in Automotive Vocational Preparation	<u>Automotive</u>	21 workshop days X 7 hours each. Six workshop periods will be spread through the course. Workshops could be either in school time or during school holiday periods. Students will be advised of workshop locations when they receive an Offer.	70 hours over 2 years	Ongoing commitment -for students will be up to 4 hours a week to participate in learning activities, complete set tasks and assessments. Students will need appropriate workshop attire –this includes fully enclosed leather footwear.
Big Data	BSB30120 Certificate III in Business	<u>Business Services</u>	Not mentioned on the information sheets.	70 hours over 2 years	Ongoing commitment - up to 7 hours a week to participate in learning activities and complete set tasks and assessments.
Business Operations	BSB30120 Certificate III in Business	<u>Business Services</u>	Mentioned in information sheet but no details given	70 hours over 2 years	Ongoing commitment - up to 7 hours a week to participate in learning activities and complete set tasks and assessments.
Care in Ageing	CHC33015 Certificate III in Individual Support	<u>Human Services</u>	10 workshops X 7 hours each. Each workshop will be one day; they will be spread throughout the two years and held in school terms. Students will be advised of workshop locations when they receive an Offer.	120 hours over 2 years.	This course is 360 hours over 2 years. Participation in workplacements will require occupational assessment, screening and vaccinations in line with industry requirements. Three hours virtual classroom each week PLUS an additional 2 hours virtual class outside of school hours. Ongoing commitment up to 10 hours a week to complete tasks and assessments. Students need to be physically capable of kneeling on the floor for 2 minutes to administer CPR; students need to be able to respond to emergency situations.

					Appropriate covered footwear for workshops and work placements. As demand could exceed available places, LLN assessment or other assessment may be necessary (schools may be asked to administer assessments).
Cloud Computing	ICT30120 Certificate III in Information Technology	<u>Information and Digital Technology</u>	Workshops not mentioned on information sheets.	70 hours over 2 years.	Ongoing commitment - up to 7 hours a week to participate in learning activities and complete set task and assessments.
Conservation Management	AHC21020 Certificate II in Conservation and Ecosystem Management	<u>Primary Industries</u>	Five workshops X 8 hours each. Three workshops in Year 11 and 2 in Year 12. Workshops could be in school time or during school holidays. Students will be advised of workshop locations when they receive an Offer.	70 hours over two years.	Students will need access to a conservation site to undertake practical components of their training this could include planting trees and shrubs. Ongoing commitment for participation in virtual classrooms and completion of set tasks and assessment will be for up to 7 hours a week. Appropriate clothing for workshop activities.
Construction and Virtual Design	CPC20220 Certificate II in Construction Pathways	<u>Construction</u>	Students will attend 21 workshop days x 7 hours each. Six workshop periods will be spread through the course and could be in either school time or during school holiday periods. Students will be advised of workshop locations when they receive an offer.		Students will need a White Card. Ongoing commitment – up to 4 hours a week for participation in learning activities and to complete set tasks and assessments. Workshop clothing, including fully enclosed leather footwear.

Cyber Security	ICT30120 Certificate III in Information Technology	Information and Digital Technology	Workshops not mentioned in the information sheets.	70 hours over the two years.	Ongoing commitment – up to 7 hours a week for attendance in the virtual classroom and completion of set tasks and assessments.
Digital Supply Chain	SIR30216 Certificate III in Retail	Retail Services	Mandatory workshops mentioned in the information sheet but no further detail provided.	70 hours over the two years.	Ongoing commitment – up to 7 hours a week for attendance in the virtual classroom and completion of set tasks and assessments.
Entrepreneurship	BSB30120 Certificate III in Business	Business Services	Workshops not mentioned in the information sheets.	70 hours over the two years	Ongoing commitment - up to 7 hours a week to complete assessments and set tasks
Events and Virtual Experiences	SIT30516 Certificate III in Events	Tourism, Travel and Events	Three workshop periods, each one will be for 3 - 5 consecutive days. Each workshop day will be for 7 hours. Students will be advised of workshop locations when they receive an Offer	70 hours over the two years.	Ongoing commitment for participation in virtual classroom and completion of set tasks and assessments up to 7 hours a week.
Games Design	ICT30120 Certificate III in Information Technology (Game Design)	Information and Digital Technology	Workshops not mentioned in the information sheets.	70 hours over the two years.	Ongoing commitment – up to 10 hours a week to participate in virtual classroom and complete set tasks and assessments.
Health Administration	BSB30120 Certificate III in Business (Medical Administration)	Business Services	Mandatory workshops mentioned in the information sheet but no further detail provided.	70 hours over the two years.	Ongoing commitment for participation in virtual classrooms and completion of set tasks and assessments will be up to 7 hours a week.
Horticulture Production	AHC20416 Certificate II in Horticulture	Primary Industries	Four, one day workshops X 8 hours each.	70 hours over 2 years.	Ongoing commitment for participation in virtual classrooms and completion of set tasks and assessments will be up to 7 hours a week.

			Three workshops in Year 11 and 1 in Year 12, Workshops could be in either school time or during school holidays. Students will be advised of workshop locations when they receive an Offer			
Real Estate	BSB30120 Certificate III in Business + Statement of Attainment in Real Estate	<u>Business Services</u>	Mandatory workshops mentioned in the information sheet but no further detail provided.	70 hours including 35 hour simulation.	Ongoing commitment - up to 8 hours a week to complete set tasks	
Robotics	UEE22011 Certificate II in Electrotechnology (Career Start)	<u>Electrotechnology</u>	14 or 15 days x 8 hours each. 5 workshop periods will be spread throughout the course and will likely be scheduled in school holiday periods. Students will be advised of workshop locations when they receive an Offer.	70 hours including 35 hour simulation.	Interest in Maths advantageous, course will include applications such as trigonometry. Ongoing commitment - up to 4 hours a week to complete set tasks. Appropriate workshop attire, including covered footwear.	
Social Media	SIR30216 Certificate III in Retail	<u>Retail Services</u>	Mandatory workshops mentioned in the information sheet but no further detail provided.	70 hours workplace-ment over two years	Ongoing commitment - up to 7 hours a week for participation in the virtual classroom and completion of assessments and other tasks.	
Web Design and Development	ICT30120 Certificate III in Information Technology	<u>Information and Digital Technology</u>	Workshops not mentioned in the information sheets.	70 hours workplace-ment over 2 years.	Ongoing commitment - up to 7 hours a week for participation in the virtual classroom and completion of assessments and other tasks.	

TVET Courses 2023- Cowra and Young

Please note that classes are dependent on enrolments and may not run.

Early Childhood Education and Care

Course description: This course will give you the skills to begin a career in children's services and work with young children and assist in their educational development. The course will develop skills in planning, implementing and managing programs in early childhood education and care settings, in accordance with licensing, accreditation and duty of care requirements. This course will give you the opportunity to complete the full Certificate III in Early Childhood Education and Care as part of your HSC.

Delivery pattern: 4u x 2yrs (480hours)

Qualification: Certificate III in Early Childhood Education and Care

CHC30121) Potential Qualification Outcome: Full Certificate

Course type: BEC Stage: 6

Industry area: Health and Community Services

ATAR eligible: No

Mandatory work placement hours: 160

Career opportunities: Early childhood educator in a regulated early childhood service e.g. preschool, long day care and family day care.

Provider: TAFE NSW South Region Location: Young

Delivery modes: Face to Face

Human Services: Nursing 300hr course

Course description: This qualification reflects the role of an Assistant in Nursing (AIN) who provides support to the nursing team in the delivery of nursing care in an acute care environment, under the supervision and direction of the Registered Nurse/Registered Midwife. Students will learn how to communicate and work within health and community services, interpret and apply medical terminology, work with diverse people, recognise healthy body systems and comply with infection prevention and control policies. Students will also learn to provide support to people who require assistance with basic physical movement, organise personal work priorities and how to provide first aid.

Delivery pattern: 2u x 2yrs (240hours)

Qualification: Certificate III in Health Services Assistance (Assisting in nursing work in acute care)

(HLT33115) Potential Qualification Outcome: Statement of Attainment

Course type: ICF Stage: 6

Industry area: Health and Community

Services ATAR eligible: Yes

Mandatory work placement hours: 80

Career opportunities: Nursing Assistant, Nursing Support Worker, Wardperson or a Patient Care Attendant. You'll be able to work in Aged Care Facilities, Hospitals, Clinics, Private Medical Practices, and Home and Community Care Services.

Provider: TAFE NSW South Region

Location: Young

Electrotechnology

Course description: These courses will provide you with entry level training for employment in the electrotechnology industry. You will cover skills in safe work practices, problem solving and routine work activities. Learn how to design, install, service, repair and maintain electrical and electronic equipment.

Delivery pattern: 2u x 1yrs (120hours)

Qualification: Certificate II in Electrotechnology (Career Start) (UEE22020)

Potential Qualification Outcome: Statement of Attainment

Course type: ICFStage: 6

Industry area: Manufacturing, Engineering & Utilities

ATAR eligible: No

Mandatory work placement hours: 35

Career opportunities: Apprenticeships in the areas of air conditioning, refrigeration and electrical fitting.

Provider: TAFE NSW South

RegionLocation: Young

Delivery modes: Face to Face

Salon Assistant

Course description: You will develop practical skills including how to braid, apply colour and blow-wave, as well as learn head, neck and shoulder massage skills.

Delivery pattern: 3u x 1yrs (180hours)

Qualification: Certificate II in Salon Assistant (SHB20216)

Potential Qualification Outcome: Full Certificate

Course Type: BECStage: 6

Industry area: Services Industries - Other

ATAR eligible: No

Mandatory work placement hours: 35

Career opportunities: This course is for people who want to gain employment as a hairdressing salon assistant or hairdressing receptionist.

Provider: TAFE NSW South RegionLocation: Young

Delivery modes: Face to Face

Specific course requirements: Students should wear school uniform or black clothing and fully enclosed shoes.

Shearing

Course description: Want to be a shearer? In the Certificate II in Shearing, you'll learn crucial introductory skills to help you start off as a supervised shearer in the shearing industry. You will learn about crutching and shearing techniques; equipment maintenance; environmental work practices; and working safely.

Delivery pattern: 2u x 1yrs (120hours)

Qualification: Certificate II in Shearing (AHC21316)

Potential Qualification Outcome: Full Certificate Course type: BEC

Stage: 6

Industry area: Agriculture and Environmental Management

ATAR eligible: No

Mandatory work placement hours: 35

Career opportunities: Wool presser, shed hand, shearer.

Additional location specific competencies:

Provider: TAFE NSW West Region

Location: Cowra

Delivery modes: Blended (2 hour fortnightly MS Teams teacher led delivery + 2 x 5 day face to face blocks in Cowra)

Specific course requirements: This is not a stand-alone course. Students who wish to enrol in this 120 hour course MUST be either undertaking 120hr Cert I Wool Handling or 240hr Primary Industries. Students will need internet and MS Team access.

Wool Handling

Course description: This course is for people wanting to enter the wool handling industry as wool handlers. You will learn introductory skills and knowledge for working in the industry, including board duties, wool pressing, penning sheep and preparing facilities, safe working practices, and observing environmental work practices.

Delivery pattern: 2u x 1yrs (120hours)

Qualification: Certificate II in Wool Handling (AHC21416)

Potential Qualification Outcome: Full Certificate

Course type: BEC Stage: 6

Industry area: Agriculture and Environmental Management

ATAR eligible: No

Mandatory work placement hours: 35

Career opportunities: Wool Handler

Additional location specific competencies:

Provider: TAFE NSW West Region

Location: Cowra

Delivery modes: Blended (2 hour fortnightly MS Teams teacher led delivery + 2 x 5 day face to face blocks in Cowra)

The Henry Lawson High School offers a wide range of subject and learning experiences. This extensive range is enhanced to meet the learning needs of our students with our ongoing partnerships with the following agencies.



TAFE NSW have specialised programs that can give students a head start with work or can count towards the HSC. Post school, TAFE NSW also offer vocational courses and higher education degrees, plus tertiary preparation courses are an ideal pathway to graduate qualifications through TAFE NSW or university.



Aurora students connect with their teachers and classmates in timetabled lessons through a cutting-edge virtual learning environment which comprises web conferencing software, a learning management system, and a range of communication and collaboration tools.



The NSW Department of Education provides distance education for students living in NSW who are isolated or whose special circumstances prevent them from attending school on a regular basis. Distance education also provides for those students unable to access an appropriate curriculum in their local school.



Atomi helps increase flexibility by enabling both class-paced and self-paced learning. Students that missed a lesson, have fallen behind or just aren't confident enough to raise their hand now have a real opportunity to get back on track and achieve their full potential.



The Rural Learning Exchange provides support for small rural schools. It connects classes together allowing teachers and students to collaborate across the state in studying for the Higher School Certificate.

CONTACT DETAILS

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