



Kandos
HIGH SCHOOL

Stage 6



Elective Courses 2024-2025

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INTRODUCTION

Dear Student,

Congratulations on your commitment to continuing your studies towards your Higher School Certificate. This commitment is an important one and requires a great deal of thought, preparation and research. Please read this booklet carefully before making your final course selections. Where a decision has been made to return to school, course choice becomes extremely important. Your choice of courses will significantly determine your options after you leave school. Students and parents/caregivers must read this information carefully as it forms the basis for making choices about subjects and courses for 2024/2025. It gives you information on the courses available. The detail provided for each course ensures that you understand the commitment required to complete each course successfully.

Please note: It is recommended that students spend 18 hours per week on homework and study for Preliminary courses and up to 24 hours per week for HSC courses.

Remember: All courses in the senior school require considerable effort and commitment.

There are no easy courses. The courses in this handbook have been selected to support the ambitions of a wide variety of students.

IMPORTANT INFORMATION

What are Units?

- All courses offered for the HSC have a 1 or 2 unit value
- 1 unit courses are worth 50 marks
- 2 unit courses are worth 100 marks
- Each unit equals approximately 60 hours of class time per year
- Extension courses build on the content of 2 unit courses and carry an additional value of 1 unit (you must study a Year 11 extension course to proceed to extension courses in Year 12)

What are your Study Requirements?

- English is the only compulsory Higher School Certificate subject
- To be eligible for your Higher School Certificate you must satisfactorily complete at least 12 units in Year 11 and 10 units in Year 12

Study in both Year 11 and Year 12 require:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of 2 unit value or greater
- at least four subjects

COURSE CATEGORIES

BOARD DEVELOPED COURSES (BDC)

- HSC exam
- Contribute to an ATAR

The New South Wales Education Standards Authority (NESA) has developed the syllabus, assessment requirements and performance scales for these courses

CONTENT ENDORSED COURSES (CEC)

- Count towards the HSC
- No HSC exam
- Do not contribute to an ATAR
- Content Endorsed Courses (CECs) are run by the school and TAFE

BOARD ENDORSED COURSES (BEC)

- Count towards the HSC
- No HSC exam
- Do not contribute to an ATAR
- Board Endorsed Courses (BECs) are run by the school and TAFE

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

- Optional HSC exam
- Count towards the HSC
- One may contribute towards an ATAR (if you sit for the HSC exam)
- Will enable you to gain advanced standing in several TAFE courses

Give you Australian Qualifications Framework (AQF) VET accreditation which are recognised by industry and employers throughout Australia

LIFE SKILLS COURSES

Years 11–12 Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability. Students can, at any time, access Life Skills. The appropriate timing of the decision to access one or more of these courses is guided by the needs of the student and the collaborative curriculum planning process. Students accessing Life skills Stage 6 will, in general, have completed at least four Generic Life Skills courses in Stage 5 (Years 9 and 10). The completion of an individual education plan for each student is a condition of access to Stage 6 Life Skills courses. The planning process must involve the student and other significant individuals in the student's life (including parents, carers, teachers, advocates).

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises of a 2-unit Year 11 course and a 2-unit Year 12 course. The Board expects that most students would meet the outcomes for a 2-unit Year 11 course and a 2-unit Year 12 course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course). As with the study of all Board Developed Courses, exclusions apply to the study of Life Skills courses such that students may not study more than one 240-hour course in the same subject area (e.g. Industrial Technology Timber Life Skills and Industrial Technology Metal Life Skills).

For students wishing to complete 2 or more subjects in a given Key Learning Area (KLA), they will be enrolled in the broader course i.e. Technology Life Skills.

FEES

Fees apply to some subject areas, as indicated in the subject description tables that follow. Please note that some courses involve compulsory excursions.

HSC RULES AND PROCEDURES

HSC Eligibility Requirements

To be eligible for the award of the Higher School Certificate, you must have:

1. gained the Record of School Achievement (RoSA) or other qualifications the New South Wales Education Standards Authority (NESA) considers satisfactory
2. attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a TAFE college
3. satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
4. sat for and made a serious attempt at the required HSC examinations.

Pattern of Study

To qualify for the Higher School Certificate, you must satisfactorily complete

Year 11 pattern of study comprising at least 12 units and an

Year 12 pattern of study comprising at least 10 units.

Both patterns must include:

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English*
- at least three courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects.

Satisfactory completion of English Studies fulfils English requirements for the HSC. The course counts towards the six units of Board Developed Courses required for the award of the HSC.

Completion of All My Own Work program

All students (except those entered only for Stage 6 Life Skills courses) are required to have satisfactorily completed: All My Own Work or its equivalent before any Year 11 or Year 12 course entries can be submitted.

Important things to know:

- The ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admission Centre (UAC)
- The Higher School Certificate (HSC) is awarded by NESA an independent Statutory Board
- The HSC serves many purposes but the ATAR serves only one – to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way across 50,000 – 60,000 students. The ATAR should not be used for any other purpose.
- The ranking of students depends solely on their performance in both school based assessment and HSC exams in Year 12 only.
- The ATAR is a rank. It is not a mark.

HSC Assessment

For most Board Developed Courses, school-based assessment throughout the Year 12 course contributes 50% of your HSC mark, and is reported on your Course Report and Record of Achievement.

For each course, schools prepare and administer an assessment program in accordance with the syllabus. The components of the course to be assessed and their weightings can be found in the Assessment and Reporting document for the syllabuses on NESA's website. The timing and weighting of tasks are determined by the school.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects.

When you begin your Year 12 course, your school will provide you with details of your assessment tasks, including weightings and due dates.

All work presented in an assessment task must be your own. Malpractice, including plagiarism, could lead to you receiving zero marks (see section 5.1, 'Honesty in Assessment - the Standard' and section 5.2, 'What constitutes malpractice?').

At the conclusion of the Year 12 assessment program, your school will submit a school-based assessment mark to the Board for each of your courses, based on your performance in the tasks in your school's assessment program. The assessment mark submitted by your school is adjusted (moderated) by NESA to produce the assessment mark that appears on your results (see section 7, 'HSC results').

The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted, based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed.

If you studied a course at an institution outside your home school, the assessment mark is provided by the outside institution.

No assessment mark is reported for VET courses or courses studied with an outside tutor.

On satisfactory completion of Year 12 you will receive a portfolio containing:

- **Higher School Certificate Testamur**
- **Record of Achievement for students who have satisfactorily completed any Year 11 or Year 12 courses.**
This document lists the courses you have studied and reports the marks and bands you have achieved
- **Course Report**
This document will include descriptions for each Performance Band which describe what students at each level of achievement typically know and can do
- **AQF VET Certificate or Statement of Attainment**
If you have achieved units of competency in a VET course, you will also receive an AQF VET Certificate and accompanying transcript of competencies achieved, or a Statement of Attainment.
- **Profile of Student Achievement**
If you have completed requirements for one or more Board Developed Life Skills courses, you will also receive a Profile of Student Achievement listing the outcomes achieved in each Life Skills course.
- **OPTIONAL:**
Record of School Achievement (RoSA)

You may request your RoSA credential package, which will include all Stage 5 (Years 9 and 10) courses completed and, where applicable, grades awarded, Life Skills Profiles of Student Achievement and Stage 5 VET credentials.

You are also able to generate an eRecord (PDF) version of your cumulative results from the end of Year 10 in your Students Online account.

University admission

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their Year 12 Confirmation of Entry. The Board passes this information to UAC. For further information, visit the UAC website at uac.edu.au or call 02 9752 0200.

For further information, you should contact:

The Head Teacher of the Subject

Miss Thommeny - Principal

Mrs Johnston - Deputy Principal

Mrs Parsons - Careers Advisor

Miss L Besant - Year 10 Advisor

New South Wales Education Standards Authority (NESA)

FREQUENCY ASKED QUESTIONS

HOW SHOULD I SELECT MY COURSES?

Students should take great care in selecting their courses and base their decision on the following:

- **Ability:**
It should be obvious to all students that to do well in a HSC course you have to have some ability in the subject. If you have shown ability and skill in a certain subject in Years 7 to 10 it is reasonable to assume that you will be able to do well in that subject or related subjects for the HSC.
- **Balance:**
In order to ensure a balanced education and a degree of variety in your studies it may be wise to vary your subjects, e.g. include a creative or expressive subject or a more practical VET course with other theoretical courses.
- **Type of Assessment:**
In some subjects a large component of the HSC requirement is completed and submitted well before the HSC examination. For some students this is attractive in that at least some work is out of the way before the final exams begin. Also, unless students want to count VET courses to the ATAR, they do not have to do a HSC exam in the course.
- **Future Plans:**
Some Tertiary courses at University and TAFE suggest that certain requirements be met as part of the HSC. If you are in any doubt check with Mrs. Parsons, the Careers Adviser.

DO NOT CHOOSE COURSES BECAUSE:

- **The subject is supposed to score well for University entry:**
All subjects are scaled on the basis of the results of the students who sat for the subject. The student who does well in a subject generally scores high marks towards their ATAR. It is easier to place near the top of a subject if you have an interest in the subject and show some ability in the area.
- **Your friends are doing it:**
Preparing for the HSC is a serious business and no longer just endless school days spent with friends. There is time available every day to be with friends - class time is reserved for concentrated work and independent learning at an individual level.
- **Particular Teacher:**
With the complex process of timetabling not even the teaching staff know all of the classes that they will teach until the end of each year. In addition, teachers work in faculty teams and are always available to work and consult with senior students regardless of their class.
- **The subject is 'easy':**
While some subjects may have more emphasis on skills rather than theory, it is naive to regard any HSC course as easy. Each subject has a predetermined syllabus, a range of selected skills, a set of assessment tasks and a number of formal examinations. If you are a serious student each subject will receive an equal amount of effort.

WHO CAN HELP & HOW?

- Your **CAREERS ADVISER** - They can tell you what subjects (if any) are required for particular careers.
- Your **HEAD TEACHER** - They can tell you course requirements, course content and your suitability for a subject.
- Your **YEAR ADVISER** - They can help you by talking over your ideas.
- Your **SUBJECT TEACHERS** - They can advise about whether the course is appropriate for you.
- Your **PARENTS** - You can discuss choices with your parents. Encourage them to make an appointment or telephone any of the above people if you have differing ideas or if they need more information.

AND FINALLY

- **YOU**
 - Do your own research.
 - Get help from the right people.
 - Be confident about the decisions you make.

PARENTS - HOW TO HELP

Many parents ask, "How can I help? It is so different from my senior school and there are so many choices." Below are just a few suggestions.

If you have questions, ring the Careers Adviser.

- Be interested, supportive, encouraging and positive towards your children and their needs.
- Help promote realistic aspirations and goals.
- Don't apply too much pressure to achieve. It can be counterproductive.
- Help them explore career areas which interest them
- Encourage them to be responsible for their actions.
- Try not to impose your wishes. Understand that their needs and desires may not be the same as your own.
- Encourage them to think broadly.
- Seek professional advice on what would suit their particular needs, interests and abilities.
- Encourage them not to make their choices based on what their friends are choosing.

Any questions you may like to ask:

PROPOSED COURSES FOR YEAR 11 – 2024

AGRICULTURE - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
Agriculture provides a broad overview into the management of natural resources from the farm and production to business and science. This course allows students to explore the concepts of livestock and crop/pasture management with an emphasis on sustainability. Students explore the theory behind these practices as well as undertake practical experience on the school farm and excursions to develop their knowledge within the agricultural industry.

Course Content
<p>YEAR 11</p> <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.</p> <p>Topics studied in the Year 11 course include:</p> <ul style="list-style-type: none"> • Overview of Agriculture • Farm Case Study • Plant Production • Animal Production <p>YEAR 12</p> <p>The Year 12 course builds on the concepts introduced in the Year 11 course by examining the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. This course will allow students to study a farm product from paddock to plate and research current agricultural technologies equipped for 21st century farming.</p> <p>Topics studied in the Year 12 course include:</p> <ul style="list-style-type: none"> • Plant/Animal Production • Farm Product Study: 'Beef Production: From Paddock to Plate' • Elective: 'Farming for the 21st Century'

Assessment Components	Weight
Knowledge	80%
Skills	20%

(Acting Head Teacher: Mr Vaughan)

BIOLOGY - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: \$30.00 YEAR 12: \$30.00		

Course Description
<p>Biology provides a broad and in-depth background into living organisms and their environments. Students will carry out practical and secondary (research based) investigations using a range of scientific methods to observe and analyse everything from the structure of a cell to the spread of pandemics across the globe. Students will also complete a series of depth studies (project-style course work) throughout the course. To progress well in this course, students must be prepared to develop their memorisation and written skills and undertake the significant workload demanded by such a complex subject.</p>

Course Content
<p>YEAR 11</p> <p>The Year 11 course investigates cellular structure and the way in which multicellular organisms are structured to obtain and use required substances. This allows further investigation into how the environment effects living things and how this, in turn, leads to the biodiversity and ecosystems we utilise and enjoy in Australia and globally.</p> <p>Topics studied in the Year 11 course include:</p> <ul style="list-style-type: none"> • Cells • Organisation of Living Things • Biological diversity • Ecosystem Dynamics <p>YEAR 12</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p> <p>Topics studied in the Year 12 course include:</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-infectious disease

Assessment Components	Weight
Knowledge	40%
Skills	60%

(Acting Head Teacher: Mr Skourmallas)

COMMUNITY AND FAMILY STUDIES (CAFS) - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>Students have the opportunity to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships within their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication. Students also examine how the wellbeing of individuals, families and communities are affected by broader societal influences.</p> <p>There is a large focus on inquiry and investigation with students completing an Independent Research Project (IRP) during the Year 12 course.</p>

Course Content	
<p>Year 11 course modules</p> <ul style="list-style-type: none"> • Resource Management • Individuals and Groups • Families and Communities 	<p>Year 12 course modules</p> <ul style="list-style-type: none"> • Core • Research Methodology • Groups in Context • Parenting and Caring • Options • Family and Societal Interactions • Social Impact of Technology • Individuals and Work

Assessment Components	Weight
Knowledge and understanding of course content	40%
Skills in critical thinking, research methodology, analysing and communicating	60%

(Acting Head Teacher: Mr Skourmallas)

ENGLISH STUDIES - 2 UNIT

Board Developed Course		
Optional HSC Exam	Category B	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

Course Content
Mandatory Module: Achieving Through English: (English in education, work and community)
Elective Module 1
Elective Module 2

Assessment Components	Weight
Knowledge	50%
Skills	50%

(Head Teacher: Mr San Martin)

ENGLISH STANDARD - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>The English Standard course is designed for students to develop their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.</p>

Course Content
<p>Common Module: Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Text</p>

Assessment Components	Weight
Knowledge	50%
Skills	50%

(Head Teacher: Mr San Martin)

ENGLISH ADVANCED - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas. Students evaluate, emulate and employ powerful, creative and sophisticated ways of using language to make meaning, and to find enjoyment in literature.</p> <p>The English Advanced course is designed for students who have a particular interest and ability in the subject. English Advanced students desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts. These texts are drawn from a range of contexts, including literature from the past and present, and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>

Course Content
<p>Common Module: Reading to Write</p> <p>Module A: Narratives That Shape Our World</p> <p>Module B: Critical Study of Text</p>

Assessment Components	Weight
Knowledge	50%
Skills	50%

(Head Teacher: Mr San Martin)

ENGLISH EXTENSION 1 - 1 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>The English Extension 1 course provides students who undertake Advanced English, and are accomplished in their use of English, with the opportunity to extend their use of language and self-expression in creative and critical ways. By engaging with increasingly complex concepts through a broad range of literature from a range of contexts, they refine their understanding and appreciation of the cultural role and significance of texts.</p> <p>Students who complete the English Extension 1 course in Year 11 are eligible to enrol in English Extension 2 in Year 12. In English Extension 2, students engage in the composition process to produce their own literary Major Work.</p>

Course Content
<p>Year 11</p> <p>Module: Texts, Culture and Value</p> <p>Research Project</p>

Assessment Components	Weight
Knowledge	50%
Skills	50%

(Head Teacher: Mr San Martin)

ENGLISH EXTENSION 2 - 1 UNIT

Board Developed Course -Year 12 Only		
HSC Major Work	Category A	ATAR
Contribution: YEAR 12: N/A		

Course Description
<p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.</p> <p>Students explore and experiment with form, style and media to express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences. It connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.</p>
<ul style="list-style-type: none"> • Study of English Extension 1 in Year 11 is a prerequisite for the study of English Extension 2 in Year 12. • Students will be given the option to study English Extension 2 in Year 12.

(Head Teacher: Mr San Martin)

HISTORY - ANCIENT - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>In Ancient History, students develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students investigate aspects of the ancient world, including historical sites, people, societies, events and developments. They investigate through a range of archaeological and written sources, including coins, inscriptions, art, architecture, literary works and human remains.</p> <p>The course focuses on an introduction to the skills that archaeologists and historians use and case studies in Ancient History. Students will also study at least one ancient society or site and be given the opportunity to undertake a historical investigation of their own choice.</p> <p>Students who complete the Year 11 Ancient History course are eligible to enrol in the History Extension course in Year 12. In History Extension, students learn about the construction of history and undertake an investigative project of their own choice.</p>

Course Content
<ul style="list-style-type: none"> • Investigating Ancient History <ul style="list-style-type: none"> - The Nature of Ancient History - Case Studies • Features of Ancient Societies • Historical Investigation

Assessment Components	Weight
Historical and Understanding	40%
Historical	20%
Historical and Research	20%
Communication	20%

(Head Teacher: Mr San Martin)

HOSPITALITY - 2 UNIT

VET - Board Developed Course

Optional HSC Exam

Category B

ATAR

Contribution: YEAR 11: \$180 YEAR 12: \$180

Course Description

Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

HSC courses within industry curriculum frameworks count as Board Developed unit credit for the HSC. Frameworks include an optional HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR). The hospitality industry is one of the largest in Australia, predominately made up of small to medium businesses that provide a range of accommodation, food and beverage services.

Services industries are a major employer, supporting the skill development of younger workers who are central to Australia's economic and social development.

Training needs to keep up with current practice, responding to changing technologies, emerging new markets and different business models. Currency of skills and knowledge provided to students is crucial to the success of the hospitality industry.

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each HSC VET course.

Work placement is to be undertaken in an appropriate hospitality work environment.

WHS Uniform requirements:

- black leather fully enclosed shoes
- long black pants - Certificate II in Hospitality
- chefs uniform - provided - Certificate II in Kitchen Operations

Course Content

Please Note: This is a **VET** Course.

SIT20421 **Certificate II in Cookery**, **VET** pages are further on in this booklet.

Assessment Components

Competency Based

Weight

(VET Coordinator: Mrs Parsons)

INDUSTRIAL TECHNOLOGY METALS & ENGINEERING - 2 UNIT

Board Developed Course			
HSC Exam	Major Project	Category A	ATAR
Contribution: YEAR 11: \$80 YEAR 12: \$20 plus own metal required for Major Design Project.			
NOTE: Year 12 Major Projects can cost \$100 to \$800 depending on the project that is selected by the student. *Only one Industrial Technology subject can be studied in the HSC.			

Course Description
<p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.</p>

Course Content
<p>In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio and each project may emphasise different areas of the Year 11 Course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the Year 12 course, students' design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p> <p>The Major Project and Portfolio combination provide 60% of their overall HSC mark. Their HSC Examination contributes 40% to their final HSC mark.</p>

Assessment Components	Weight
YEAR 11	
Industry Study	15%
Design	10%
Management and Communication	20%
Production	40%
Industry Related Manufacturing Technology	15%
YEAR 12	
Industry Study	15%
Major Project	60%
Industry Related Manufacturing Technology	25%

(Acting Head Teacher: Mr Vaughan)

INDUSTRIAL TECHNOLOGY TIMBER & FURNITURE PRODUCTS - 2 UNIT

Board Developed Course			
HSC Exam	Major Project	Category A	ATAR
Contribution: YEAR 11: \$80 YEAR 12: \$20 plus own timber required for Major Design Project.			
NOTE: Year 12 Major Projects can cost \$100 to \$800 depending on the project that is selected by the student. *Only one Industrial Technology subject can be studied in the HSC.			

Course Description
<p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.</p>

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Assessment Components	Weight
YEAR 11	
Industry Study	15%
Design	10%
Management and Communication	20%
Production	40%
Industry Related Manufacturing Technology	15%
YEAR 12	
Industry Study	15%
Major Project	60%
Industry Related Manufacturing Technology	25%

(Acting Head Teacher: Mr Vaughan)

MATHEMATICS STANDARD - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students will study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).</p> <p>The Year 11, the Mathematics Standard course is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications.</p>

Course Content
Algebra Measurement Financial Mathematics Statistical Analysis Networks

Assessment Components	Weight
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

(Head Teacher: Mrs Mooney)

MATHEMATICS ADVANCED - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>The Mathematics Advanced course gives an understanding of and competence in further aspects of mathematics and enhances those mathematical skills required for further studies at a Tertiary level. This course is heavily algebra / calculus based and useful for concurrent studies with sciences, commerce and engineering.</p> <p>The content and depth of treatment of this course indicates that it is intended for students who have demonstrated competence in the Stage 5.2 course and content from the 5.3 course in Year 10 Mathematics.</p>

Course Content
<p>Functions</p> <p>Trigonometric Functions</p> <p>Calculus</p> <p>Exponential and Logarithmic Functions</p> <p>Statistical Analysis</p> <p><i>The Year 11 course is considered assumed knowledge for the HSC course.</i></p>

Assessment Components	Weight
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

(Head Teacher: Mrs Mooney)

MUSIC 1 - 2 UNIT

Board Developed Course		
HSC Aural Exam, Practical Exam, 3 Electives	Category A	ATAR
Contribution: YEAR 11: \$30 YEAR 12: \$30		

Course Description
<p>Music 1 provides students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourages the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music. For many, it will serve as a pathway for training and employment in the music industry or contemporary music fields, or simply as a source of enjoyment in their lives.</p>

Course Content
<p>Course Structure: Students will study the concepts of music through the learning experience of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Concepts of Music: The context of the syllabus is set out according to the musical concepts of duration, dynamics, pitch, tone colour, expressive techniques, structure and texture.</p>

Assessment Components	Weight
Year 11: Performance	25%
Composition	25%
Musicology	25%
Aural	25%

Year 12: Cores	55%
3 Electives	45%

(Head Teacher: Mr San Martin)

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.</p> <p>This syllabus focuses on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects of health.</p> <p>This syllabus also includes a detailed study of movement and physical activity. The emphasis is on understanding how the body moves and the sociocultural influences that regulate movement. Scientific aspects to be studied include anatomy, physiology, biomechanics and skill acquisition. This is a theory based course and contains minimal practical lessons.</p>

Course Content	
<p>Year 11 course modules</p> <p>Core 1: Better Health for individuals</p> <p>Core 2: The Body in Motion</p> <ul style="list-style-type: none"> Options First Aid Composition and Performance Fitness Choices Outdoor Recreation 	<p>Year 12 course modules</p> <p>Core 1: Health Priorities in Australia</p> <p>Core 2: Factors Affecting Performance</p> <ul style="list-style-type: none"> Options The Health of Young People Sport and Physical Activity in Australian Society Sports Medicine Improving performance Equity and Health

Assessment Components	Weight
Knowledge	80%
Skills	20%

(Acting Head Teacher: Mr Skourmallas)

SPORT, LIFESTYLE AND RECREATION (SLR) - 2 UNIT

Content Endorsed Course		
No HSC Exam	Category B	Non ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
SLR offers students the chance to develop practical skills associated with participation in physical activity. Develops the knowledge, understanding and skills needed to adopt active and health promoting lifestyles. Students have the opportunity to study a vast range of modules with an emphasis on reinforcing the importance of being active, and developing a repertoire of skills.

Course Content	
<ul style="list-style-type: none"> • Aquatics • Athletics • Dance • First Aid and Sports Injuries • Fitness • Games and Sports Applications I • Games and Sports Applications II • Gymnastics • Healthy Lifestyle 	<ul style="list-style-type: none"> • Individual Games and Sport Applications • Outdoor Recreation • Resistance Training • Social Perspectives of Games and Sports • Sports Administration • Sports Coaching and Training
Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation.	

Assessment Components	Weight
Knowledge and understanding of course content	50%
Skills	50%

(Acting Head Teacher: Mr Skourmallas)

VISUAL ARTS - 2 UNIT

Board Developed Course		
HSC Exam VA Body of Works	Category A	ATAR
Contribution: YEAR 11: \$50 YEAR 12: \$50 plus Body of Work materials		

Course Description
<p>Year 11 Course learning opportunities focus on:</p> <ul style="list-style-type: none"> The nature of practice in artmaking, art criticism and art history through different investigations The role and function of artists, artworks, the world and audiences in the artworld 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, focus and interest in their work Building understandings over time through various investigations and working in different forms of art. <p>Year 12 Course learning opportunities focus on:</p> <ul style="list-style-type: none"> How students may develop their own practice of artmaking, art criticism, and art history, applied to selected areas of interest 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 artworld How students may further develop meaning and focus in their work.

Course Content
Practice: Art Making, Art Criticism & Art History
Conceptual Framework: Artist-Artwork-Audience-World
Frames: Subjective, Structural, Cultural, Postmodern

Assessment Components	Weight
Art Making	50%
Art Criticism & Art History	50%

(Head Teacher: Mr San Martin)

INFORMATION FOR STUDENTS UNDERTAKING SCHOOL DELIVERED VET COURSES



Information for Students Undertaking School Delivered VET Courses

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

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

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

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

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

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

Optional External HSC Examination

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

Assessment Procedures

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

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

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

VET Enrolment

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

School Based Apprenticeships and Traineeships (SBATs)

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


SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs: www.sbatinnsw.info

Unique Student Identifier

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

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

 Education	2024 Cookery Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
Course: Hospitality Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) https://training.gov.au/Training/Details/SIT20421 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.		
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency		
Core SITXFSA005 Use hygienic practices for food safety SITXWHS005 Participate in safe work practices SITHCCC023 Use food preparation equipment SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC034 Work effectively in a commercial kitchen SITHKOP009 Clean kitchen premises and equipment SITXINV006 Receive, store and maintain stock	Elective SITXFSA006 Participate in safe food handling practices SITHCCC025 Prepare and present sandwiches SITHCCC024 Prepare and present simple dishes SITHCCC026 Packaged prepared foodstuffs SITXCOM007 Show social and cultural sensitivity SITXCCS011 Interact with customers	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
Working within the hospitality industry involves organising information and records in both paper and electronic forms customer (client) service	teamwork using technologies creating documents	
Examples of occupations in the hospitality (kitchen operations) industry:		
<ul style="list-style-type: none"> • breakfast cook • catering assistant 	<ul style="list-style-type: none"> • fast food cook • sandwich hand 	<ul style="list-style-type: none"> • take-away cook • function cook
Mandatory HSC Course Requirements		
Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.		
External Assessment (optional HSC examination for ATAR purposes)		
The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
Competency-Based Assessment		
In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
Appeals and Complaints		
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
Course Cost: Preliminary - \$180 HSC - \$180 School Specific equipment and associate requirements for students- uniform is provided by the school	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		
2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>		

EXTERNALLY DELIVERED VET (EVET)

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

EVET allows you to:

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

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

Contribution towards Higher School Certificate (HSC) and ATAR

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

Work placement

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

Work placement helps students to:

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





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

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

Applications to undertake an EVET courses occur during Term 3.

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

APPROVED EXTERNALLY DELIVERED VET PROVIDERS 2024

  				Please contact your EVET Facilitator or School Sector Representative before contacting any RTOs	
RTO	RTO No.	EVET Portal Name	Proposed Delivery Modes	Approved Industry Areas	Primary Contact
Aerospace Training Services Pty Ltd	6738	Aerospace Training Services	Face-to-face	Manufacturing, Engineering and Utilities Transport	Tom Johnston tom@aerots.com.au 02 4421 0878
Benchmark College	90274	Benchmark College	Face-to-face Online Blended	Health and Communities Services Services Industries Business and Information Services	Jemma Achi jemma@benchmark.edu.au 0478 787 183
Community College Northern Inland Inc	90027	Community College Northern Inland Inc	Face-to-face Blended	Health and Communities Services Business and Information Services Tourism and Hospitality Manufacturing, Engineering and Utilities	Vicki Zammit vicki@communitycollegeni.nsw.edu.au 0437 811 424
Health Education and Training Institute	90198	NSW Health Registered Training Organisation	Face-to-face	Health and Communities Services	Please contact School Sector Representative.
HGT Australia Ltd	6996	Novaskill	Face-to-face Online Blended	Health and Communities Services Business and Information Services Tourism and Hospitality Construction	Nikola Vasic nikolav@novaskill.edu.au 0438 691 364
Illawarra Area Child Care Ltd	90331	ECTARC	Online Blended	Health and Communities Services	Natalie Fernandes E: natalie@ectarc.com.au M: 02 4223 1111
Kiama Community College Ltd	90087	Kiama Community College Inc	Face-to-face	Service Industries Business and Information Services Sport and Recreation	Rosemary Westley rosemary.westley@kcc.nsw.edu.au 0418 976 512
Max Catwalks Pty Ltd	45017	The Australian Academy of Media	Face-to-face Blended	Creative Arts and Design	Paul McGilvery paul@academyofmedia.edu.au
Moxuga Pty Ltd	91167	KARBEN Training Solutions	Face-to-face Blended	Health and Communities Services Business and Information Services	Karen Benson karen.benson@kts.edu.au 0411 646 964
Penrith Skills For Jobs Limited	90187	JobQuest	Face-to-face Blended	Business and Information Services	Fiona Keane fiona@jobquest.org.au 0412 880 022

Approved Externally Delivered VET Providers 2024

RTO	RTO No.	EVET Portal Name	Proposed Delivery Modes	Approved Industry Areas	Primary Contact
SCA Hair & Beauty Academy Pty Ltd	40921	SCA Hair and Beauty Academy	Face-to-face Blended	Service Industries	Luke Millington Luke.Millington@southcoastacademy.com.au 02 4297 4745
TAFE NSW	90003	TAFE Digital TAFE NSW Launchpad TAFE NSW North TAFE NSW South TAFE NSW Sydney TAFE NSW West TAFE NSW Western Sydney Region	Face-to-face Blended Block Online Virtual Virtual with workshop	Schools should check individual TAFE regions for details of courses being offered. TAFE NSW is approved to deliver all industry areas. These are: Health and Community Services; Service Industries; Business and Information Services; Tourism and Hospitality; Manufacturing, Engineering and Utilities; Agriculture and Environmental Management; Sport and Recreation; Construction; Creative Arts and Design; Transport.	TVET-Digital@tafensw.edu.au TVET-North@tafensw.edu.au TVET-South@tafensw.edu.au TVET-Sydney@tafensw.edu.au TVET-West@tafensw.edu.au TVET-WesternSydney@tafensw.edu.au
Taronga Conservation Society Australia	91359	Taronga Conservation Society Australia	Face-to-face Blended	Agriculture and Environmental Management	Rachel Howey rhowey@zoo.nsw.gov.au
The Academy of Interactive Entertainment Limited	88021	The Academy of Interactive Entertainment Ltd	Face-to-face Blended Block	Business and Information Services Creative Arts and Design	Maria Lynch maria.lynych@aie.edu.au
The Illawarra ITeC Ltd	90185	The Illawarra ITeC Ltd	Face-to-face Blended Block	Service Industries Business and Information Services Tourism and Hospitality Construction Creative Arts and Design	Rebecca Radic rebeccaradic@illawarraitec.edu.au 0488 424 105
UNE Partnerships Pty Ltd	6754	UNE Partners	Face-to-face Blended	Health and Communities Services	Meg Michell meggan.michell@unep.edu.au 042128 5230
Workers Educational Association - Hunter	90020	Atwea College	Face-to-face Blended	Health and Communities Services Industries Business and Information Services Tourism and Hospitality Creative Arts and Design	PJ Willis opsea@atwea.edu.au 4925 4200
Tamworth Community College Incorporated	90095	Tamworth Community College	Not offering courses in 2024	Health and Communities Services	Jade Vermeer jade@tamworth.nsw.edu.au

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TAFE COURSES - MUDGEE TAFE CAMPUS

EVET is open until the 8 September 2023 to enrol. Below is a snapshot of the courses that are being delivered face to face at the Mudgee TAFE Campus.

TAFE NSW Campus	Mode of Delivery	Course Type	Qualification Code	Qualification Name	NESA Course Code	NESA Course Name	FQ or SoA	NESA Delivery Pattern	ATAR Eligibility	EVET Course ID	Delivery Day	Delivery Time	Access Course	Additional Information
Mudgee	Face to face	BEC	ACM20121	Certificate II in Animal Care	58157	Animal Care (Certificate II)	FQ	2u x 2y	No	12775	Wednesday	12.30m to 4.30pm	N	
Mudgee	Face to face	ICF	AUR20720	Certificate II in Automotive Vocational Preparation	26031	Automotive	FQ	2u x 2y	Yes	12783	Wednesday	2.00pm to 6.00pm	N	
Mudgee	Face to face	BEC	CHC32015	Certificate III in Community Services	58256	Community Services	FQ	2u x 2y	No	12799	Wednesday	1.00pm to 4.30pm	N	
Mudgee	Block	ICF	CPC20120	Certificate II in Construction	26211	Construction	FQ	2u x 2y	Yes	13501	Mon, Tues, Wed	8.00am to 4.30pm	N	TBC Block Dates
Mudgee	Face to face	BEC	CHC30121	Certificate III in Early Childhood Education and Care	41824	Early Childhood Education and Care	SoA	2u x 2y	No	12813	Wednesday	9.00am to 12.30pm	N	
Mudgee	Face to face	ICF	UEE22020	Certificate II in Electrotechnology (Career Start)	26321	Electrotechnology	FQ	2u x 2y	Yes	12787	Thursday	8.30am to 4.30pm	N	Fortnightly delivery

* Please Note: Students must provide their own transport.



STAGE 6 LIFE SKILLS COURSES 2024

CREATIVE ARTS - 2 UNIT

LIFE SKILLS - Board Developed Course	
HSC Exam N/A	ATAR N/A
Contribution: Year 11 \$30 YEAR 12 \$30 plus project materials	

Course Description
<p>The aim of the Stage 6 Creative Arts Life Skills Syllabus is to develop in students an awareness and understanding of dance, drama, music and visual arts that offer creative opportunities for self-expression and personal choice, communication, and the sharing of cultural views. These opportunities should contribute to students' appreciation of the arts, their quality and enjoyment of life and assist them to prepare for various post-schooling opportunities.</p> <p>The Creative Arts Life Skills course provides students with the opportunity to study outcomes and content drawn from two or more of the courses. There is also the flexibility for each of the courses to be offered as 2 units. For example, a student can elect to complete only the Visual Arts Life Skills course for both Year 11 and Year 12. However, The Creative Arts Life Skills course must not duplicate any of the outcomes and content being undertaken in any additional courses being studied.</p>

Course Content
<p>Creative Arts Life Skills provides opportunities for students to engage in a course of study based on outcomes and content selected from two or more of the following courses: Dance Life Skills, Drama Life Skills, Music Life Skills and Visual Arts Life Skills. Teachers have the flexibility to select outcomes and content from the course based on the priorities, interests and needs of students.</p>

Course: & Course Description
<p>Dance Life Skills - This course provides opportunities for students to experience different movements and dance styles. Through these learning opportunities students can develop their own physical skills, awareness of the body and techniques that facilitate their participation in dance. They also understand how dance offers opportunities for communication and the expression of personal and social ideas and meanings.</p> <p>Through performing and appreciating their own movement and dance compositions as well as those of others, students may enjoy their learning and participate in dance and movement experiences in post-school environments.</p>
<p>Drama Life Skills - This course provides opportunities for students to make and perform drama to explore personal and community issues, develop social skills and self-expression. Responding to and participating in a variety of activities enhances students' understanding of drama and theatre.</p> <p>Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-school environments.</p>

Music Life Skills - This course provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Through these learning opportunities students can develop their own musical interests in singing, playing, and composing. Music forms an integral aspect of society and provides an important means of communication and personal and cultural expression.

Through performing, composing and listening to their own works and those of others, students may enjoy their learning and participate in musical experiences in post-school environments.

Visual Arts Life Skills - This course provides opportunities for students to investigate different ideas and interests that can be represented in 2D, 3D and 4D artworks. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of representing meaning in their work. Each of the forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.

Through making and appreciating their own artworks and responding to the works of other artists, students may enjoy their learning and participate in the visual arts in post-school environments.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.

ENGLISH - 2 UNIT

LIFE SKILLS - Board Developed Course	
HSC Exam N/A	ATAR N/A
Contribution: YEAR 11: N/A YEAR 12: N/A	

Course Description
<p>The Stage 6 English Life Skills course focuses on the development of effective communication and literacy skills to enhance students' participation in all aspects of post-school life. The course emphasises the ability to communicate effectively in a range of contexts through different modes and media. Students are provided with opportunities to comprehend and interpret a variety of texts and develop an understanding of the ways in which language forms and features shape meaning in texts. Study in this course enables students to access information, engage in a range of recreational and leisure activities and undertake further education, training and employment.</p>

Course: & Course Content
<p>Teaching and learning opportunities which draw from a diverse range of texts can assist students to broaden and develop their own language skills.</p> <p>Opportunities may be provided for students to:</p> <p>read, view, listen to and compose a wide range of texts, including print and multimodal texts.</p> <p>Where appropriate, the selection of texts should give students experience of the following:</p> <ul style="list-style-type: none"> • Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and the peoples and cultures of Asia • Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Assessment
<p>Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies will be used, appropriate for the outcomes to be assessed, and students' learning needs.</p> <p>Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.</p> <p>Students may demonstrate the achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments.</p> <p>Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR</p>

HUMAN SOCIETY AND ITS ENVIRONMENT - 2 UNIT

LIFE SKILLS - Board Developed Course	
HSC Exam N/A	ATAR N/A
Contribution: YEAR 11: N/A YEAR 12: N/A	

Course Description
<p>In studying one or more courses from the <i>Stage 6 Human Society and Its Environment Life Skills</i> course, students will develop knowledge, understanding, skills, values and attitudes that reflect their priorities, needs and interests. The objectives for each course will vary according to the selected outcomes and content. Programs have the flexibility to focus on a course of study and the depth to which outcomes and content are studied, based on the priorities, needs and interests of students.</p> <p><i>The Stage 6 Human Society and Its Environment Life Skills</i> course provides students with the opportunity to study outcomes and content drawn from two or more of the courses. There is also the flexibility for each of the courses to be offered as 2 units. For example, a student can elect to complete only the <i>Ancient History Life Skills</i> course for both Year 11 and Year 12. However, the <i>Human Society and Its Environment Life Skills</i> course must not duplicate any of the outcomes and content being undertaken in any additional courses being studied.</p>

Course Content
<p><i>Human Society and Its Environment Life Skills</i> provides opportunities for students to engage in a course of study based on outcomes and content selected from two or more of the following courses: Aboriginal Studies Life Skills, Ancient History Life Skills, Business and Economics Life Skills, Citizenship and Legal Studies Life Skills, Geography Life Skills, Modern History Life Skills, Society and Culture Life Skills, Studies of Religion I Life Skills and Studies of Religion II Life Skills. Teachers have the flexibility to select outcomes and content from the courses based on the priorities, interests and needs of students.</p>

Course: & Course Description
<p>Aboriginal Studies Life Skills - This course provides opportunities for students to learn about the historical and contemporary experiences and cultures of Aboriginal peoples in Australia and the world. Students explore initiatives and actions aimed to promote the social and cultural identity of Aboriginal people. Students gather and communicate information from a variety of perspectives.</p> <p>Through these learning opportunities, students can develop intercultural understandings, informed and responsible values and attitudes about social justice, and empathy with Aboriginal peoples' experiences and views.</p>
<p>Business and Economics Life Skills - This course provides opportunities for students to develop their financial literacy through the study of the economic behaviours of individuals, businesses, institutions and governments. Students learn about the role of businesses in society in designing, producing, marketing, delivering and supporting a range of goods and services.</p>

Citizenship and Legal Studies Life Skills - This course provides opportunities for students to develop knowledge and understanding about the rights, responsibilities and roles of individuals and groups in society in relation to the law. Students develop an appreciation for informed citizenship and develop the skills required for participation in democratic processes.

Geography Life Skills - This course provides students with opportunities to develop knowledge and understanding about the characteristics and distribution of a range of environments. Students learn about the relationships between geographical processes, human activity and environments, and learn to use geographical tools and investigate and communicate geographically.

Ancient History Life Skills - The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander cultures.

Society and Culture Life Skills - This course provides opportunities for students to develop an understanding of themselves, their own society and culture and the societies and cultures of others. Students explore the interactions between persons, societies, cultures, environments and time. Students are provided with opportunities to undertake social and cultural research individually and/or collaboratively.

Studies of Religion I and II Life Skills - These courses provide opportunities for students to develop an understanding of belief systems and religions, their influence on human behaviour and interactions with culture and society. Students explore the role of religious traditions in Australian and global contexts.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.

MATHEMATICS - 2 UNIT

LIFE SKILLS - Board Developed Course	
HSC Exam N/A	ATAR N/A
Contribution: YEAR 11: N/A YEAR 12: N/A	

Course Description
<p>The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school contexts. Students are provided with opportunities to apply mathematical operations to practical situations and develop problem-solving in real-life situations. They develop their practical skills in measurement, calculating with money, statistics and using plans and maps. Students also have the opportunity to explore the concepts of earning and spending money and apply their understanding in a range of financial decision-making contexts.</p>

Course Content
<p>The Mathematics Life Skills course focuses on developing fundamental mathematics skills for life and applying these effectively in meaningful contexts. Students engage with number to develop number sense and basic numeracy skills, which they can use to solve problems in a range of contexts. The course allows students to further develop and apply their knowledge, skills and understanding in real-life situations, further increasing the relevance of the course for students in everyday and post-school life.</p>

Assessment
<p>Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.</p> <p>Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.</p> <p>Students may demonstrate the achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments.</p> <p>Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.</p>

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) - 2 UNIT

LIFE SKILLS - Board Developed Course

HSC Exam N/A

ATAR N/A

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

Personal Development, Health and Physical Education Life Skills provides student a chance to develop the values and attitudes, knowledge, understanding and skills that will enable them to lead healthy, active and productive lives.

Course Content

Each course has six modules, which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post-school environments. The structure of each Stage 6 Life Skills course is designed to provide a broad and balanced approach to meet individual student needs within the context of the transition-planning process

Module: & Module Description

Growth and Development - Knowledge, understanding and effective management of a range of personal health issues is critical to daily life as students grow and develop. A level of comfort and control as they experience physical changes will assist students as they enter post-school environments.

Developing and Maintaining a Healthy Lifestyle - A broad understanding of the importance of health practices (including nutrition, activity patterns and drug use) enables students to lead healthy lifestyles. The ability to access appropriate health care support will enhance their efforts to develop and maintain personal health.

Interpersonal Relationships - The ability to engage appropriately in a range of interpersonal relationships is a key factor in the successful participation of students in post-school environments. This module emphasises the ability to deal effectively with a range of emotions.

Safe Living - Students' effective participation in a range of post-school environments will be supported by knowledge, understanding, and skills in a range of safe living practices

Leisure - A balanced lifestyle includes the effective use of leisure time. This module outlines knowledge, understanding and skills that will assist students to engage in a range of leisure activities that will enhance their post-school life

Outdoor Recreation - Participation in a range of outdoor recreational activities is an important feature of post-school life for all students. This module provides students with experiences and information to enable them to engage in outdoor activities as a participant or spectator

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.

SCIENCE - 2 UNIT

LIFE SKILLS - Board Developed Course	
HSC Exam N/A	ATAR N/A
Contribution: YEAR 11: N/A YEAR 12: N/A	

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

Course Content
<p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Science Life Skills Stage 6 Syllabus includes five courses. Students may undertake up to three Science Life Skills courses in both Year 11 and Year 12.</p>

Course: & Course Description
<p>Chemical World Life Skills - The Chemical World Science Life Skills Stage 6 course focuses on the development of students' knowledge and understanding of matter and chemical reactions in everyday contexts. Students are provided with opportunities to engage in scientific inquiry to explore the properties of matter and how chemical reactions occur. They are also provided with opportunities to explore how physical and chemical properties of a range of substances influence their use. Study of this course should contribute to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.</p>
<p>Earth and Space Life Skills - The Earth and Space Science Life Skills Stage 6 course focuses on the development of the knowledge, understanding and skills of scientific processes. Students are provided with opportunities to engage in scientific inquiry to make observations, ask questions, gather data and draw conclusions about the world around them. They can explore the relationship between science and technology and how science can be used for human progress and development. Study of this course contributes to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.</p>

Investigating Science Life Skills - The Investigating Science Life Skills Stage 6 course focuses on the development of the knowledge, understanding and skills of scientific processes. Students are provided with opportunities to engage in scientific inquiry to make observations, ask questions, gather data and draw conclusions about the world around them. They can explore the relationship between science and technology and how science can be used for human progress and development. Study of this course contributes to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.

Living World Life Skills - The Living World Science Life Skills Stage 6 course focuses on the development of students' knowledge and understanding of the structure of living things, genetic traits and infectious and non-infectious diseases. Students are provided with opportunities to engage in scientific inquiry to explore how living things survive, grow and are interdependent. They explore the human impact on habitats and ecosystems and how advances in technology can contribute to the ongoing sustainability of life. Study of this course contributes to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.

Physical World Life Skills - The Physical World Science Life Skills Stage 6 course focuses on the development of students' knowledge and understanding of forces, motion and energy in everyday contexts. Students are provided with opportunities to engage in scientific inquiry to explore how forces, motion and energy are used in our world. They are also provided with opportunities to explore how technological developments have contributed to a more efficient society. Study of this course contributes to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.

TECHNOLOGY - 2 UNIT

LIFE SKILLS - Board Developed Course	
HSC Exam N/A	ATAR N/A
Contribution: YEAR 11: \$40 YEAR 12: \$40 Plus Project Material	

Course Description
<p>The aim of the <i>Stage 6 Technology Life Skills Syllabus</i> is to provide opportunities for students to engage with a range of technologies and acquire knowledge, understanding and skills which are transferable and facilitate lifelong learning.</p> <p>Students will experience success in a diverse range of practical and creative activities using a variety of resources, materials, tools and techniques to solve problems and meet identified needs.</p> <p>The syllabus modules provide students with opportunities to use a range of technologies in the context of a design process. These technologies may be used for researching, designing, manipulating and producing products, systems and environments.</p> <p>The <i>Stage 6 Technology Life Skills Syllabus</i> course provides students with the opportunity to study outcomes and content drawn from two or more of the courses. There is also the flexibility for each of the courses to be offered as 2 units. For example, a student can elect to complete only the <i>Textiles and Design Life Skills</i> course for both Year 11 and Year 12. However, <i>Stage 6 Technology Life Skills Syllabus</i> course must not duplicate any of the outcomes and content being undertaken in any additional courses being studied.</p>

Course Content
<p>The <i>Technology Life Skills</i> course provides students with the opportunity to study outcomes and content drawn from two or more courses across the technologies. If a student undertakes the <i>Technology Life Skills</i> course and other course(s) from the syllabus, the <i>Technology Life Skills</i> course must not duplicate any of the outcomes and content being undertaken in the other course(s) being studied.</p>

Course: & Courses Description
<p>Agriculture Life Skills - This course provides opportunities for students to engage in the study of agricultural enterprises. Practical skills are developed in designing, producing and evaluating agricultural products in the context of an agricultural enterprise.</p>
<p>Design and Technology Life Skills - This course provides opportunities for students to engage in a design process and explore and develop technologies in the context of a design project. Design projects will involve the design, production and evaluation of a product, system or environment.</p>

Food Technology Life Skills - This course provides opportunities for students to engage in a design process through the development of food products in a variety of settings. Practical skills are developed through the care and safe handling of equipment, food preparation activities, and through the design, production and evaluation of food solutions.

Industrial Technology Life Skills - This course provides opportunities for students to study a focus area industry and engage in a design process. Industry study and design projects should be selected from one of the following focus areas:

- Automotive Technologies
- Electronics Technologies
- Graphics Technologies
- Metal and Engineering Technologies
- Multimedia Technologies
- Timber Products and Furniture Technologies.

Practical skills are developed in designing, producing and evaluating in the context of an Industrial Technology project.

Information Processes and Technology Life Skills - This course provides opportunities for students to engage in the study of information processes and technology and the roles that information systems play in society. They will gain an appreciation of the nature of information, its ethical use and its impact on many aspects of life. Practical skills are developed in using information processes and technology to address needs.

Textiles and Design Life Skills - This course provides opportunities for students to engage in a design process in developing a design project. Practical skills are developed in the design, selection, production, evaluation and care of textiles in the context of a design project.

Design projects should be selected from one or more of the following focus areas:

- apparel
- furnishings
- costume
- textile arts
- non-apparel

Technology Life Skills - Technology Life Skills provides opportunities for students to engage in a design process across a range of technologies. The course of study is based on outcomes and content selected from two or more of the following courses: Agriculture Life Skills, Design and Technology Life Skills, Food Technology Life Skills, Industrial Technology Life Skills, Information Processes and Technology Life Skills and Textiles and Design Life Skills. Teachers have the flexibility to select outcomes and content from the courses based on the priorities, interests and needs of students.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.

WORK AND THE COMMUNITY - 2 UNIT

LIFE SKILLS - Board Developed Course

HSC Exam N/A

ATAR N/A

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

The Work and the Community Life Skills course is designed to prepare students to transition into adult life in a way that reflects the evolving nature of the role of work in our communities. The course develops students' literacy and numeracy, self-determination, independence, social participation and employability skills so that they have the confidence to recognise themselves as valuable contributors to society and to know what support is available for them. It is expected that all students enrolled in this course will gain practical experience in contributing to the community and the workforce.

Course Content

The Work and the Community Life Skills course has six modules, which focus on generalising, knowledge, understanding, skills, values and attitudes across a range of post-school environments.

Module: & Module Description

The Future - In this module students gain a conceptual understanding of what it is to work, to be an active member of a community and how this relates to their personal preferences, interests, aspirations and general wellbeing. Students will build their knowledge and understanding of the choices and challenges life after school can offer and will develop the skills and support networks to assist them with this transition.

Communicating at work and in the community - In this module students gain knowledge of communication skills that will enhance their employability, future study options and active participation in the community. Students will build their confidence and skills in computer literacy and information-gathering as they develop core skills for work. They will reflect on the employability skills they already have and how they can develop additional skills.

Rights and responsibilities - In this module students gain knowledge of their rights and responsibilities as a student, employee and citizen and how these rights are protected. Students develop skills and confidence in self-advocacy and build knowledge and understanding of their responsibilities towards others. Students are empowered by developing their understanding of the appropriate methods to resolve conflicts and disputes in relation to fair and equitable treatment in the workplace and community.

Problem-solving at work and in the community - In this module students build their confidence and resilience, enabling them to take on responsibility, advocate for themselves and learn how to manage difficult situations across different settings. They will gain skills in safe work and travel practices; how to be organised and how to manage themselves and their time effectively. Students will learn to manage their finances and to develop an understanding of financial matters relating to their future.

Work experience and community-based learning - In this module students are provided with opportunities to build skills, knowledge and understanding beyond the classroom. Students are empowered in their planning for post-school life by experiencing 'real world' learning opportunities in workplace and community environments. Students are encouraged to combine reflection on these experiences with their special interests, skills and aspirations in planning for the future.

Ready for the future - This module informs, empowers and encourages students to take an active role in planning for their own future. This will include preparing a resume, developing interview techniques and developing a transition plan. Students reflect on and apply skills, knowledge and understanding they have acquired of their own strengths, goals and aspirations to make decisions and take actions for their future.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.

(Acting Head Teacher: Mrs O'Brien)



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LIFE SKILLS COURSE SELECTION 2024

Name: _____

NOTE: Most mainstream courses offered at Kandos High School have an equivalent Life Skills course. Students may elect to study Life Skills courses that are not offered in the Support Unit, however, these courses will be taught concurrently with the mainstream course, with mainstream students.

MANDATORY COURSES-These three courses will be studied by all of Year 11 and Year 12 students.

◆	Course	Type	Unit
◆	English	Life Skills	2
◆	Mathematics	Life Skills	2
◆	Work and the Community	Life Skills	2

ELECTIVE COURSES OFFERED IN SUPPORT UNIT

List them in order of preference 1 (most favourite), 2, 3, 4.

Choice Number	Course	Type	Unit
	Creative Arts	Life Skills	2
	Human Society and Its Environment	Life Skills	2
	Personal Development Health and Physical Education (PDHPE)	Life Skills	2
	Science	Life Skills	2
	Technology	Life Skills	2

MAINSTREAM COURSES - See mainstream options

◆	Course	Type	Unit
◆		Mainstream	
◆		Mainstream	
◆		Mainstream	

Head Teacher: _____ Parent/Guardian: _____



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YEAR 11 COURSE SELECTION 2024

Name: _____

Please use this sheet as a guide to record your selection.

Each Student has been given a **Student Code** with this booklet to select their subjects online.

***Subject choices Open Friday 18th August and Close Friday 1st September 2023.**

- Please **select nine subjects in total** from the lists below including **English** as Number **1** (your one mandatory subject) by numbering them in order of preference, 2,3,4,5,6,7,8,9. **(your choices 7,8,9 may be used as backup).**

Remember:

Place **1** in the box for your **English** choice **(your one mandatory subject)**.

PLEASE make sure you have spoken to the relevant Head Teacher before you make your choices.

PLEASE ask the Head Teachers of the subjects to SIGN your selection.

Note: Only one Industrial Technology subject can be studied in the HSC.

Preference	Course	HT	Type	Units	Category	HT Signature
	English Studies	RSM	BDC	2	B	
	English Standard	RSM	BDC	2	A	
	English Advanced	RSM	BDC	2	A	
	English Extension 1	RSM	BDC	1	A	
Preference	Course	HT	Type	Units	Category	
	Agriculture	MV	BDC	2	A	
	Biology	DS	BDC	2	A	
	Community and Family Studies	DS	BDC	2	A	
	History Ancient	RSM	BDC	2	A	
	Hospitality VET	JP	BDC	2	B	
	Industrial Technology Metals	MV	BDC	2	A	
	Industrial Technology Timber	MV	BDC	2	A	
	Mathematics Standard	JM	BDC	2	A	
	Mathematics Advanced	JM	BDC	2	A	
	Music 1	RSM	BDC	2	A	
	PDHPE	DS	BDC	2	A	
	Sport, Lifestyle & Recreation	DS	CEC	2	B	
	Visual Arts	RSM	BDC	2	A	

Please Note: This is your chance to have a say about the subjects that are on offer for next year. If you fail to select your subjects in time, you may be left with limited choices. **HAVE YOUR SAY!**

***Please Return this completed sheet to Front Office by Friday 1st September 2023**

Signature of Student: _____ Signature of Parent: _____