WYONG HIGH SCHOOL
2015
DECISION TIME
Senior School Options
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Success in the senior school depends on many factors. None is more vital than the partnership between students, their teachers and parents/caregivers. At Wyong High School, effective constructive dialogue is encouraged so that all students have the opportunity to meet their goals and achieve optimum outcomes. The early detection of issues that detract from student achievement needs to be addressed cooperatively and consistently.

How can you contribute to your student’s success?

- Be informed and aware. Attendance and participation in school functions helps tremendously, eg: parent/teacher nights and information nights. Read all available documentation provided by the school and don’t hesitate to ask questions of teachers.
- Discuss your student’s future with her/him on a regular basis. Be aware that it could be causing anxiety and try to be positive and supportive – avoid conflict where possible and seek assistance from school-based resources when needed.
- Look for all relevant information from a wide variety of sources that might interest your student. Explore their interests and try to realise they are individual and may have different dreams and ideas.
- Be realistic about your student’s abilities and be aware of his/her strengths and weaknesses. Talking to teachers will help.
- Education and qualifications are becoming more important all the time. Encourage your student to work hard for his/her own benefit. Keep in contact with the school.
- Provide suitable quiet facilities at home for private study. This will be especially important in Years 11 and 12. Encourage the use of a time management system which best supports your student’s study schedule.
- When issues arise, consult the school immediately. We value all our students and will seek to resolve problems amicably and quickly. Respond to school correspondence that indicates a problem, or potential problem.

We welcome the opportunity to work with you and your student. As a community school we believe that the best outcomes are attained when a genuine partnership is in place to support the ongoing success of our students.

Should you require any further advice or assistance please contact one of the following staff member on 43531088:

Ms Connally – Careers Adviser
Mr Hearn  – Transition Adviser
Mr Henry   – Year Adviser
There are a number of pathways available to students after Year 10.

- ATAR PLUS HSC
- HSC
- Transition to Work
- Employment & Training over 25 hours per week
- School Based Apprenticeship or Traineeship SBA/SBT
- Apprenticeship or Traineeship
- Life Skills

THE STUDENT’S TASK IS TO SELECT THE OPTION THAT BEST SUITS HIM/HER AT THIS STAGE
Some major differences between Year 10 and the Senior School

• Attendance at school until 17 years of age is compulsory.

• There is a greater range of subjects, meeting a variety of interests, needs and abilities. These are listed and explained in the Subject Information Book.

• The only compulsory subject is English.

• Some subjects involve a state-wide exam. A pathway is available for students who do not wish to sit state-wide exams.

• A Certificate II qualification is available for students who chose appropriate subjects. This can be achieved in one or two years depending on subject choice.

• More is expected of students as the workload is much greater in the senior school. Attendance, progress and commitment are checked regularly.

• Post compulsory students not meeting Board of Studies, Teaching and Standards (BOSTES) outcomes are monitored on improvement plans.

• Students are required to follow senior student expectations and Preliminary and HSC assessment policies.

• Assessment throughout Year 11 counts towards the Preliminary HSC.

• Assessment throughout Year 12 counts towards the HSC.

• Punctuality with submission of set tasks is vital.

About the HSC

• Subjects all have units. A unit of study means approximately 2 hours per week in class. A unit is worth 50 marks in the HSC. Most subjects have a two unit value.

• 12 units must be studied in Year 11 (and at least 10 units in Year 12).

• Most subjects are taught at school. However, if your student is interested in a subject not facilitated through the school, please discuss options with the Careers Adviser.

• Some subjects will be taught outside normal school hours. This can be any time between 8AM and 6PM.

• In some cases, it is possible to change subject choices after starting Year 11. Week 5 Term 1 is usually the cut off time for subject changes, but options will be limited and missed work will have to be caught up. Students should try to make the best decision first time around!

• Questions about HSC details can be answered by the Careers Adviser, Transition Adviser, Year Adviser and Subject Head Teachers.
SENIOR PATHWAYS

ATAR PLUS HSC

This pathway leads to:
- ATAR plus HSC
- university course
- specific career
- study at TAFE or with a private RTO (Registered Training Organisation).

HSC

This pathway leads to:
- HSC
- possible accreditation towards a vocational certificate
- industry accepted accreditation for a particular vocation
- development of skills and techniques that are easily transferred to the workforce.

School Based Apprenticeship or Traineeship (SBA/SBT)

This pathway incorporates:
- ATAR or HSC or Statement of Attainment towards the HSC
- options for students to seek employment one day a week in their chosen field to begin an apprenticeship or traineeship in order to complete the first year of the trade by the end of Year 12.
- access to the appropriate RTO for the industry training.

For further information, please contact Mr Hearn (Career and Transition Adviser) and access these websites:
http://sbatinnsw.info/

Transition to Work

This pathway leads to:
- completion of the Preliminary HSC
- possible completion of the HSC and Certificate II in some school facilitated VET courses.
REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

• you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  ▪ at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  ▪ at least three courses of 2 units value or greater
  ▪ at least four subjects
  ▪ At most 6 units of courses in Science can contribute to Higher School Certificate eligibility

• you must complete the practical, oral or project work required for specific courses and the assessment requirements for each course

• you must have sat for and made a serious attempt in all course assessment tasks

• work placement is a mandatory requirement for some VET courses.

Additional information

• If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, University Entry Requirements 2018 - Year 10 Booklet, published by the University Admission Centre (UAC), contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. This is available from UAC at:
  www.uac.edu.au

• If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have chosen 6 units of Board Developed Courses.
WHAT TYPES OF COURSES CAN BE SELECTED

ATAR PLUS HSC

There are different types of courses that can be selected in Years 11 and 12.

Board Developed Courses – Category A or B

The BOSTES develops these courses. For each course the following information is available:

- the course objectives, structure, contents and outcomes
- specific course requirements
- assessment requirements
- the performance scale (except for Vocational Education and Training Courses).

All students entered for the HSC who are studying Board Developed Courses (BDC) follow these syllabi. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). However, only one Category B subject can be counted towards the ATAR.

Board Endorsed Courses

There are two types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CEC) have syllabi endorsed by the BOSTES to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design courses to meet student needs. The BOSTES must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on the Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses, which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).
The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. Some of these courses have a specific workplace component and a minimum number of hours that students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

### HSC

The HSC pathway meets the requirements of the HSC but does not offer an ATAR.

Students will have the opportunity to participate in workplace learning if they choose a Board Developed VET course.

### School Based Apprenticeship or Traineeship (SBA/SBT)

The SBA/SBT pathway is for students who are employed as a school based apprentice or trainee. Students sign a Training Plan through an Australian Apprenticeship Centre (AAC). The trade specialisation forms part of their HSC pattern of study.

Options for SBA / SBT students will be considered on a case by case basis. Students must find their own employment.

### Transition to Work (TTW)

The TTW pathway provides a qualification prior to the HSC to allow for potential transition into the work force. The students will study three compulsory subjects: English Studies, Preliminary Mathematics General (work readiness strand) and Work Studies.
Life Skills Courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a special program of study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Other students are considered on an individual basis. Further, participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course. It should be remembered that these courses do not count towards the ATAR.

Life Skills Courses

- English
- Mathematics
- Personal Development, Health and Physical Education
- Citizenship and Society
- Science
- Creative Arts
- Technology and Applied Studies
- Work and Community
WHAT ARE UNITS?

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

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

2 units = 4 hours per week (approximately 120 hours per year) = 100 marks

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

2 UNIT COURSE

This is the basic structure for all courses.

EXTENSION COURSE

- Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some languages and VET. Undergraduate university courses will be available in some subjects.

- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding students have attained in each subject.

Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabi, along with assessment and examination information and a performance scale that will be used to describe a student’s level of achievement, give a clear idea of the standards that are expected.

HSC reports will provide a description of a student's achievements that is similar to the one they will receive in this year’s School Certificate for the tests in English-literacy, Mathematics, Science, History and Geography.

School-based assessment tasks will contribute to 50% of a HSC mark. A student’s school assessment mark will be based on their performance in assessment tasks undertaken during the course.

The other 50% will come from the HSC examination.

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

On satisfactory completion of the Preliminary or HSC a student may receive a portfolio containing:

**The Preliminary or HSC Testamur**

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

**Record of Achievement**

*This document lists the courses a student has studied and reports the marks and bands they have achieved.*

**Course Reports**

*For every HSC Board Developed Course (except VET courses) students will receive a Course Report showing their marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.*
In consultation with industry, TAFE and schools, the BOSTES has developed a range of competency based courses based on national competency standards as determined by industry for inclusion in national training packages. At Wyong High School, we offer the following VET courses that are classed as ICF courses (Industry Curriculum Framework). All of these courses are classed Category B courses except for Visual Arts Craft and Design and Outdoor Recreation which are Board Endorsed. ICF courses have mandatory work placement requirements.

- Construction
- Hospitality
- Information and Digital Technology (IDT)
- Primary Industries
- Retail Services
- Outdoor Recreation (CEC)
- Visual Art, Craft & Design (CEC)

Vocational Education and Training in schools provides opportunities to improve and enhance the employment and further education opportunities available to students. Employers, particularly in our community, gain access to a pool of work ready, industry trained young workers.

These courses provide:
- a clear pathway to employment and further training
- pathways to apprenticeships and traineeships
- dual accreditation with a Statement of Attainment recognised by industry and TAFE
- Higher School Certificate

**VET Assessment**

- Assessment is competency based. Students are assessed as ‘competent’ or ‘not yet competent’ against a set performance criteria. Evidence of competency can be gathered from a variety of methods such as practical tasks, written work, tests and work placement.

- **Work placement is a mandatory requirement for the HSC in the ICF VET courses.** Failure to complete the 35 hours of work placement for each 120 hour course means that the course cannot be accredited toward the Preliminary or HSC results. This will result in an ‘N’ award for this course.

**ATAR PLUS HSC and VET**

- For students in the ATAR PLUS HSC pathway, one VET (ICF) course may count towards an ATAR. Students MUST sit the optional HSC examination to count the course towards an ATAR.

- While students may choose more than one VET course **ONLY ONE** may be included in the ATAR.

**Please note:** Visual Art, Craft & Design and Outdoor Recreation do not count towards the ATAR.
Admission to most tertiary courses is based on performance in the HSC. Applications for university courses are usually ranked in order of merit using their ATAR. Other criteria such as a portfolio, interview, audition or questionnaire may also be taken into account.

The ATAR is a number between 0 and 99.95. It provides a measure of overall academic achievement in the HSC which assists universities in ranking applicants for University selection.

**ATAR RULES**

The ATAR will be based on the best **ten units** in **Board Developed HSC courses**, subject to the following restrictions:

a) at least two units of Board Developed English must be included.
b) at most two units of Category B subjects may be included.

For more information on the ATAR, see the UAC publication *Tertiary Entrance Requirements 2018*

[www.uac.edu.au](http://www.uac.edu.au)

**ACCUMULATION OF THE HSC**

Students may accumulate courses towards the HSC. This allows part-time study and is referred to as Pathways.

- Accumulation cannot extend over more than a 5 YEAR PERIOD which commences in the **first year a student attempts an HSC course examination**.
- All requirements for Preliminary and HSC courses must be met.
- Records of Achievement will be issued cumulatively each year.
- Students who choose to accumulate must be aware that some courses may be discontinued during the period of accumulation. In such cases, students may need to commence alternate courses to fulfil HSC requirements.

**EXEMPTIONS FOR PRIOR LEARNING AND EXPERIENCE**

Student’s prior learning and experience, including study in other systems and work experience, may exempt a student from specified BOSTES requirements. Application can be made to the principal to gain exemption under these conditions.
**Australian Qualification Framework (AQF)** – A national framework (standard) that is recognised across Australia in relation to Vocational Education and Training (see page 8).

**Australian Tertiary Admission Rank (ATAR)** – A number between 0 - 99.95 that ranks a student’s overall academic achievement in the HSC which assists universities in ranking applicants for university selection. Conditions must be met for students to receive the ATAR (see page 15).

**BOSTES** – Board of Studies, Teaching and Educational Standards.

**HSC Courses (subjects)** – Higher School Certificate Courses studied in Year 12.

**Internal Assessment Program** – A printed list of assessment tasks relating to each Preliminary (Year 11) and HSC (Year 12) course. Includes approximate date due and weighting (value) of each task.

**Pathways** – The term used to refer to the accumulation of a HSC over a time period not exceeding 5 years. This allows for part time study (see page 15).

**Preliminary Course** - Refers to courses studied in Year 11. Satisfactory completion of these courses is required for entry into the HSC.

**RoSA** – Record of School Achievement – Eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

**RTQ** - Registered Training Organisation.

**School Based Apprenticeships / Traineeships (SBA, SBT)** – School Based Apprenticeships or Traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. Students work part-time, undertake the first stage of their formal training for their chosen career and complete their HSC.

**UAC** – University Admission Centre.

**Unit** – All courses offered for HSC have a unit value (either 1 or 2, most are 2 units). Each unit has a value of 50 marks. 12 units must be studied in Year 11 and at least 10 units in Year 12.

**Vocational Education and Training (VET)** – Refers to competency based Vocational Education courses.
QUESTIONS?