



Program of Studies

2025 Preliminary

2026 HSC

Stage 6 Course



Education
Public Schools

CONTENTS

GENERAL INFORMATION	3
Year 11 Pattern of Study Selection Process	3
Information about the HSC	4
What types of courses can I select?	5
What are Units?	6
Requirements for the Award of the HSC	6
What is and ATAR?	7
Vocational Education and Training - Frequently Asked Questions	8
Vocational Education and Training (VET)	9
Assessment and Reporting	11
BOARD DEVELOPED COURSES	12
ABORIGINAL STUDIES	12
ANCIENT HISTORY	13
BIOLOGY	14
BUSINESS STUDIES	15
CHEMISTRY	16
COMMUNITY AND FAMILY STUDIES	17
DANCE	18
DRAMA	19
EARTH & ENVIRONMENTAL SCIENCE	20
ENGINEERING STUDIES	21
ENGLISH STUDIES	22
ENGLISH STANDARD	23
ENGLISH ADVANCED	24
ENGLISH EXTENSION	25
FOOD TECHNOLOGY	27
GEOGRAPHY	28
HEALTH AND MOVEMENT SCIENCE (PDHPE)	29
INDUSTRIAL TECHNOLOGY - Timber Products and Furniture Technologies	30
INVESTIGATING SCIENCE	31
JAPANESE BEGINNERS	32
JAPANESE CONTINUERS	33
LEGAL STUDIES	34
MATHEMATICS STANDARD	35
MATHEMATICS ADVANCED	36
MATHEMATICS EXTENSION 1	37

MATHEMATICS EXTENSION 2	38
MODERN HISTORY	39
MUSIC 1	40
PHYSICS	41
SOCIETY AND CULTURE	42
SOFTWARE ENGINEERING	43
TEXTILES & DESIGN	44
VISUAL ARTS	45
VET COURSES	46
CONSTRUCTION	46
COOKERY	47
BUSINESS SERVICES	48
ENTERTAINMENT INDUSTRY	49
FINANCIAL SERVICES	50
HOSPITALITY	51
INFORMATION TECHNOLOGY	52
MANUFACTURING AND ENGINEERING INTRODUCTION	53
RETAIL	54
SKILLS FOR WORK	55
SPORTS COACHING	56
BOARD ENDORSED COURSES	57
NUMERACY	57
SPORT, LIFESTYLE AND RECREATION STUDIES	58
VISUAL DESIGN	59
WORK STUDIES	60
SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS - SBATs	61
INDUSTRY - BASED LEARNING STAGE 6 COURSE	64
DELIVERED VOCATIONAL EDUCATION AND TRAINING COURSES (EVET)	65
TAFE Delivered Courses	65
SUBJECT SELECTION	66
Survey – Year 11 Course 2024	66
Subject Selection Planning Sheet	67

GENERAL INFORMATION

Year 11 Pattern of Study Selection Process

Subject Selection Evening

Tuesday 25 June 2024 @ 5:30pm



HSC Subject Taster Lessons

Wednesday 26 – Friday 28 June, 2024



Students will be interviewed regarding their potential subject selections and pattern of study. They will have the opportunity to ask any further questions at this time.

Monday 1 – Tuesday 2 July 2024



Students use their individual codes to access the EDVAL website and make their selections.

Students will choose English and 4 subjects in preference order. They will also choose 2 reserve subjects.

Monday 1 July – Friday 26 July, 2024



TVET (TAFE) applications close

Date to be advised



Construction of classes to maximise student selections. Some courses will not be offered and some may clash with other selections.

Term 3



Students notified of subject choices

Term 4



Individual timetables developed for 2025

Information about the HSC

This is your introduction to the HSC and the many options now available.

More information is contained in the NESA publication available at the link below.

https://studentsonline.bostes.nsw.edu.au/go/seniorstudy/senior_study_in_NSW/

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses are linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2021.

What types of courses can I select?

There are different types of courses that you can select in Years 11 and 12.

BOARD DEVELOPED COURSES (BDC)

These courses are developed by the NESA. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. 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)

BOARD ENDORSED COURSE (BEC)

There is no external examination for any Board Endorsed Course, but they count towards the Higher School Certificate and appear on your Record of Achievement.

Board Endorsed Courses do not count in the calculation of the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by the school, while others will be delivered by TAFE or other providers.

LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

Stage 6 (Years 11 and 12) Life Skills courses will be 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). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both Year 11 and Year 12.

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 in Year 11 course and a 2 unit HSC course.

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 unit.

At Whitebridge High School each 2 unit course involves class time of EIGHT 60 minute periods per fortnight. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 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. It has a value of 100 marks.
EXTENSION COURSE	Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics and History. English and Mathematics Extension Courses are available at Year 11 and HSC levels. Students must study the Year 11 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 extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.
1 UNIT COURSE	1 unit equals 4 periods per fortnight

Requirements for the Award of the HSC

To be awarded the HSC:

- You must have satisfactorily completed courses that meet the pattern of study required by the NESAs for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- You must study a minimum of 12 units in Year 11 and a minimum of 10 units in the HSC course. Both the Year 11 course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of English (NESAs recognise that English Studies meets this requirement)
 - at least three courses of 2 units value or greater
 - at least four subjects.
 - At most 7 units of courses in Science can contribute to Higher School Certificate eligibility.

What is and ATAR?

ATAR stands for Australian Tertiary Admission Rank.

The majority of university courses require an ATAR for entrance

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

MEETING NESA REQUIREMENTS

In order to meet NESA requirements you must:

- Have a satisfactory attendance rate.
- Attend classes regularly and work with diligence and sustained effort (this includes completing all classwork to a satisfactory standard).
- Meet all or most of NESA course requirements.
- If you do not meet the requirements in any subject a warning letter will be sent advising you that you are at risk of not achieving.
- If you meet the requirements set out in the letter you will be able to continue the course.
- If you do not meet the requirements of the letter and/or the course, you will get a second warning letter.
- After the second letter if you do not meet requirements you will be required to attend an interview with the NESA coordinator or Deputy Principal.
- Students who do not fulfil requirements will be placed on a Student Improvement Program for 4 weeks.
- If the Student Improvement Program is unsuccessful at the end of the 4 weeks, a following meeting will be arranged and the Principal will make the decision as to whether the student will be N-determined.

Vocational Education and Training - Frequently Asked Questions

What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is competency based.
- In some VET courses work placement is compulsory

What is reported on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NSW Education Standards Authority (NESA).

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

What are Industry Curriculum Frameworks?

The NSW Education Standards Authority (NESA) has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

What are Specialisation Courses?

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Preliminary course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR.

Vocational Education and Training (VET) Delivered by Whitebridge High School

VET Curriculum Frameworks

- NESAs have developed curriculum frameworks for nine industries.
- Within each framework there are a number of courses.
- One designated 240-hour course in each framework will contribute towards the ATAR.
- You must undertake a mandatory work placement to complete these courses successfully.
- Special application procedures apply.

The courses below marked* will include a written examination in the Higher School Certificate in addition to the other requirements of the course AND will qualify for Dual accreditation.

VET Curriculum Frameworks

Course
Assistant Dance Teaching (Cert III)
Business Services (Cert III)
Construction (Cert II)
Entertainment Industry (Cert III)
Financial Services (Cert III)
Hospitality Food and Beverage (Cert II)
Information and Digital Technology (Cert III)
Live Production and Technical Services (Cert III)
Manufacturing and Engineering Introduction
Retail Services (Cert III)
Outdoor Recreation (Cert III)
Skills for Work and Vocational Pathways (Cert II)
Sports Coaching (Cert III)

OTHER HSC VET COURSES DELIVERED BY TAFE

VET courses are also available in other industry areas.

These are:

- Accounting (Board Developed Course delivered by TAFE)
- Tourism (Board Developed Course delivered by TAFE)
- A wide range of Content Endorsed and Board Endorsed VET Courses are possible through TAFE. (TAFE application procedures apply for these courses). Some of the more popular courses include:
 - Animal Studies
 - Automotive
 - Beauty Services
 - Community Services
 - Child Studies
 - Electrotechnology
 - Hairdressing
 - Media Journalism
 - Music Industry

Note: The list is not exhaustive - further information is available from the Careers Adviser

- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.
- To see all TAFE courses available refer to the School Webpage –
- www.whitebridg-h.schools.nsw.edu.au and follow the links.
- For additional information regarding TAFE courses see the Careers Advisor.

Assessment and Reporting

- The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you 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 syllabus, along with assessment and examination information and a performance scale will be used to describe your level of achievement and give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements in each of the subjects studied.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - The HSC Testamur (The official certificate confirming your achievement of all requirements for the award.)
 - The Record of Achievement (This document lists the courses you have studied and reports the marks and bands you have achieved.)
 - Course Reports
 - For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. (A graph showing the state-wide distribution of marks in the course is also shown.)

BOARD DEVELOPED COURSES

ABORIGINAL STUDIES ATAR COURSE		
BOARD DEVELOPED COURSE 2 units for Year 11 and Year 12 COURSE FEE: \$0		
COURSE DESCRIPTION The Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies. The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.		
CONTENT		
Preliminary Course – 4 Sections	HSC Course – 3 Sections	
Part I: Aboriginality and the Land Part II: Heritage and Identity Part III: International Indigenous Community: Comparative Study Part IV: Research and Inquiry Methods: Local Community Case Study	Part I – Social Justice and Human Rights Issues Part II – Case Study of an Aboriginal community for each topic Part III – Research and Inquiry Methods – Major Project : Choice of topic based on student interest	
PARTICULAR COURSE REQUIREMENTS In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork. See the Aboriginal Studies Stage 6 syllabus for further information regarding course requirements.		
ASSESSMENT: HSC course only		
External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes	Knowledge and understanding of course content	40
	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
	Research and inquiry methods, including aspects of the Local Community Case Study	20
	Communication of information, ideas and issues in appropriate forms	15
Contact Person: Susan Nunn, Head Teacher HSIE		

ANCIENT HISTORY

ATAR COURSE

BOARD DEVELOPED COURSE - CATEGORY A

2 units for Year 11 and Year 12

COURSE FEE: \$0

COURSE DESCRIPTION

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

CONTENT

Preliminary Course – 3 Sections

The Year 11 course comprises three sections.
Investigating Ancient History - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
Features of Ancient Societies - Students study at least two ancient societies.
Historical Investigation - Historical concepts and skills are integrated with the studies undertaken in Year 11

HSC Course – 4 Sections

The Year 12 course comprises four sections.
Core Study: Cities of Vesuvius – Pompeii and Herculaneum
One 'Ancient Societies' topic
One 'Personalities in their Times' topic
One 'Historical Periods' topic

PARTICULAR COURSE REQUIREMENTS

Historical concepts and skills are integrated with the studies undertaken in Year 11 & YR 12

Year 11 In the Year 11 course, students undertake at least two case studies.
One case study must be from Egypt, Greece, Rome or Celtic Europe, and
One case study must be from Australia, Asia, the Near East or the Americas.

Year 12 The Year 12 course requires study from at least two of the following areas:
Egypt, Near East, China, Greece or Rome.

ASSESSMENT: HSC course only

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes	Knowledge & understanding of course content	40
	Stimulus-based skills, analysis, synthesis and evaluation of historical information from a variety of sources	20
	Historical inquiry & research	20
	Communication of historical understanding in appropriate forms	20

Contact Person: Susan Nunn, Head Teacher HSIE

BIOLOGY

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$45

COURSE DESCRIPTION

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

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.

CONTENT

Preliminary Course – 4 Modules

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

HSC Course – 4 Modules

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

PARTICULAR COURSE REQUIREMENTS

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

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

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

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

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Skills in working scientifically
Knowledge and understanding of course content

%

60

40

Contact Person: Steven Edwards, Head Teacher Science

BUSINESS STUDIES

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

COURSE DESCRIPTION

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

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

CONTENT

Preliminary Course – 3 Modules

Nature of business (20%) – the role and nature of business
Business management (40%) – the nature and responsibilities of management
Business planning (40%) – establishing and planning a small to medium enterprise*.

** In term three, students are required to work collaboratively with peers to prepare & deliver a business structure to sell goods and/or services to staff & students of Whitebridge High School.*

HSC Course – 4 Modules

Operations (25%) – strategies for effective operations management
Marketing (25%) – development and implementation of successful marketing strategies
Finance (25%) – financial information in the planning and management of business
Human resources (25%) – human resource management and business performance

PARTICULAR COURSE REQUIREMENTS

ASSESSMENT: HSC course only

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes	Knowledge & understanding of course content	40
	Stimulus-based skills	20
	Inquiry & research	20
	Communication of business information, issues and ideas in appropriate form	20

Contact Person: Susan Nunn, Head Teacher HSIE

CHEMISTRY

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$45

COURSE DESCRIPTION

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

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

CONTENT

Preliminary Course – 4 Modules

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

HSC Course – 4 Modules

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

PARTICULAR COURSE REQUIREMENTS

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

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

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

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Skills in working scientifically
Knowledge and understanding of course content

%

60

40

Contact Person: Steven Edwards, Head Teacher Science

COMMUNITY AND FAMILY STUDIES

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12.

COURSE FEE: \$15

COURSE DESCRIPTION

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

CONTENT

Preliminary Course

Resource Management (20%): Basic concepts of the resource management process

Individuals and Groups (40%): The individual's roles, relationships and tasks within groups.

Families and Communities (40%): Family structures and functions and the interaction between family and community.

HSC Course

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

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

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

HSC Option Modules- Select one of the following:

Family and Societal Interactions (25%): Government and community structures that support and protect family members throughout their lifespan.

Social Impact of Technology (25%): The impact of evolving technologies on individuals and lifestyle.

Individuals and Work (25%): Contemporary issues confronting individuals as they manage roles within both their family and work environments.

PARTICULAR COURSE REQUIREMENTS

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

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Core Research Methodology Groups in Context Parenting and Caring

Options Families and Societal Interactions
Social Impact of Technology Individuals and Work

%

75

25

Contact Person: Luke Harradine, Head Teacher PDHPE

DANCE

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for each of Preliminary and HSC

COURSE FEE: \$0

COURSE DESCRIPTION

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

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

PARTICULAR COURSE REQUIREMENTS

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.

ASSESSMENT: HSC course only

External examination	%	Internal Assessment	%
Core Performance: Solo dance and Informal Discussion	20	Core Performance	20
Core Composition: Solo composition performed by another student plus 300-word rationale and informed discussion	20	Core Composition	20
Core Appreciation: A written examination: one hour	20	Core Appreciation	20
Major Study Major Study Performance One solo dance and discussion or Major Study Composition One dance composition: new solo, group dance plus 300-word rationale and informed discussion or Major Study Appreciation Written examination: 1¼ hours or Major Study – Dance & Technology Option 1: Choreographing the Virtual Body Presentation of a composition via 3D animation software and discussion & Process Diary or Option 2: Film and Video Presentation of a composition via film/video & Process Diary	40	Development of Major Study	40

Contact Person: Dominique Woloschyn, Head Teacher CAPA

DRAMA

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for each of Preliminary and HSC

COURSE FEE: \$25

COURSE DESCRIPTION

While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

Preliminary Course. Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course. Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate their performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama.

HSC Course – Main Topics include Australian Drama and Theatre (Core content), Studies in Drama and Theatre, Group Performance (Core content), Individual Project

PARTICULAR COURSE REQUIREMENTS

In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

ASSESSMENT: HSC course only:

External Assessment	%	Internal Assessment	%
Group Presentation (Core)	30	Australian Drama and Theatre	30
Individual Project	30	Studies in Drama and Theatre	30
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre	40	Development of Group Performance	20
		Development of Individual Project	20

Contact Person: Dominique Woloschyn, Head Teacher CAPA

EARTH & ENVIRONMENTAL SCIENCE

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for each of Preliminary and HSC

COURSE FEE: \$45

COURSE DESCRIPTION

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

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

CONTENT

Preliminary Course – 4 Modules

Module 1 Earth's Resources
Module 2 Plate Tectonics
Module 3 Energy Transformations
Module 4 Human Impacts

HSC Course – 4 Modules

Module 5 Earth's Processes
Module 6 Hazards
Module 7 Climate Science
Module 8 Resource Management

PARTICULAR COURSE REQUIREMENTS

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

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

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

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

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Skills in working scientifically
Knowledge and understanding of course content

%

60

40

Contact Person: Steven Edwards, Head Teacher Science

ENGINEERING STUDIES		
ATAR COURSE		
BOARD DEVELOPED COURSE		
2 units for Year 11 and Year 12		
COURSE FEE: \$60		
COURSE DESCRIPTION		
Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.		
CONTENT		
Preliminary Course – 4 Compulsory Modules		HSC Course – 4 Compulsory Modules
THREE application modules based on Engineering concepts and impacts are studied in each of the following categories:		TWO application modules relating to the fields of Civil Structures and Personal and Public Transport
<ul style="list-style-type: none"> • Engineering Fundamentals • Engineering Products • Braking Systems • ONE focus module relating to the field of Biomedical Engineering. 		TWO focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.
PARTICULAR COURSE REQUIREMENTS		
Engineering Report		
Preliminary Course		
Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.		
HSC Course		
Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.		
One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.		
ASSESSMENT: HSC course only		
External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Total of the four modules	65
	Engineering reports	35
Contact Person: Shane Lloyd, Head Teacher TAS		

ENGLISH STUDIES

ATAR COURSE (Only if students intend on undertaking the HSC Exam)

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

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.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

CONTENT

Preliminary Course – 4 Modules

Mandatory module – Achieving through English: English in education, work and community (30-40 hours)

An additional 2–4 modules (20-30 hours each)

HSC Course – 4 Modules

Mandatory Common Module: Texts and Human Experiences (30 hours)

An additional 2–4 modules (20-45 hours each)

PARTICULAR COURSE REQUIREMENTS

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander 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

Assessment: HSC course only

External examination

2½ hour written examination measuring student achievement in a range of syllabus outcomes.

English Studies external examination is OPTIONAL, and if completed, will contribute to the awarding of an ATAR.

Internal Assessment

Knowledge and understanding of course content

Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively

50

50

Contact Person: Lisa Murrell, Head Teacher English

ENGLISH STANDARD

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

EXCLUSIONS: English Advanced; English Studies; English EAL/D; English Extension

COURSE DESCRIPTION

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

CONTENT

Preliminary Course

Common Module: Reading to Write
Module A: Contemporary Possibilities
Module B: Close Study of Literature

HSC Course

Common Module: Texts and Human Experiences
Module A: Language, Identity and Culture
Module B: Close Study of Literature
Module C: The Craft of Writing – studied concurrently with the Common Module and Modules A and B

PARTICULAR COURSE REQUIREMENTS

Across Stage 6 the selection of texts will give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

ASSESSMENT: HSC course only

External examination	Internal Assessment	%
The external HSC examination measures student achievement in a range of syllabus outcomes The examination will consist of two written examination papers :- Paper 1: 1 hour 30 minutes written examination Paper 2: 2 hour written examination	Knowledge and understanding of course content	50
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

Contact Person: Lisa Murrell, Head Teacher English

ENGLISH ADVANCED

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

EXCLUSIONS: English Standard; English Studies; English EAL/D

COURSE DESCRIPTION

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

CONTENT

Preliminary Course – 4 Modules

Common Module: Reading to Write
Module A: Narratives that Shape our World
Module B: Critical Study of Literature

HSC Course – 4 Modules

Common Module: Texts and Human Experiences
Module A: Textual Conversations
Module B: Critical Study of Literature
Module C: The Craft of Writing– studied concurrently with the Common Module and Modules A and B

PARTICULAR COURSE REQUIREMENTS

Across Stage 6 the selection of texts will give students experience of:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

ASSESSMENT: HSC course only

External examination	Internal Assessment	%
The external HSC examination measures student achievement in a range of syllabus outcomes The examination will consist of two written examination papers:- Paper 1: 1 hour 30 minutes written examination Paper 2: 2 hour written examination	Knowledge and understanding of course content	50
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

Contact Person: Lisa Murrell, Head Teacher English

ENGLISH EXTENSION

ATAR COURSE

BOARD DEVELOPED COURSE

Extension 1- 1 unit of study for each of Year 11 and Year 12.

Extension 2 – 1 unit of study in Year 12

COURSE FEE: \$0

EXCLUSIONS: English Standard; English Studies

PREQUESITES:

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

COURSE DESCRIPTION

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

CONTENT

Year 11

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

Year 12

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are Literary homelands, Worlds of upheaval, Reimagined worlds, Literary mindscapes, Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

PARTICULAR COURSE REQUIREMENTS

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples

a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

ENGLISH EXTENSION COURSE REQUIREMENTS (CONTINUED)

Year 11: Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12: In the English Extension 1 course students are required to study:

- at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry,
 - multimedia.

ASSESSMENT: HSC course only

External examination	Internal Assessment	%
Extension 1: TWO hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge and understanding of complex texts and of how and why they are valued	50
Extension 2: The final examination will consist of a submitted major work and a reflective statement	Skills in complex analysis, sustained composition and independent investigation	50

Contact Person: Lisa Murrell, Head Teacher English

FOOD TECHNOLOGY

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: Year 11 \$150, Year 12 \$120

COURSE DESCRIPTION

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

CONTENT

Preliminary Course – Main Topics Covered

Food Availability and Selection (30%)

Food Quality (40%)

Nutrition (30%)

HSC Course – Main Topics Covered

The Australian Food Industry (25%)

Food Manufacture (25%)

Food Product Development (25%)

Contemporary Nutrition Issues (25%)

PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the 2unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues

Knowledge & Skills in a designing, researching, analysing and evaluating.

Skills in experimenting with and preparing food by applying theoretical concepts

%

40

30

30

Contact Person: Shane Lloyd, Head Teacher TAS

GEOGRAPHY

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

COURSE DESCRIPTION

Geography is the study of places, people and environments, and their interrelationships, and integrates knowledge from the natural sciences, social sciences and humanities. It develops students' sense of curiosity about the places, environments and cultures that make up our world, enabling them to be more attuned to its diversity and complexity. Geography promotes understanding of the role of natural systems and human activity in shaping the world and how they may vary from place to place.

The study of Geography requires students to understand and apply geographical tools and the concepts of place, space, environment, interconnection, scale, sustainability and change, to make sense of their world. As a discipline, Geography values inquiry methods, ethical practices, critical analysis, reasoning, statistical literacy, holistic thinking, consideration of context, and spatial awareness. Fieldwork, in all its various forms, is central to geographical inquiry as it enables students to develop their understanding of the world through direct experience.

CONTENT

Preliminary Course – Focus areas

Earth's Natural Systems

People, Patterns and Processes

Human-Environment Interactions

Geographical Investigations

HSC Course – Focus Areas

Global Sustainability

Rural and Urban Places

Ecosystems and Global Biodiversity

PARTICULAR COURSE REQUIREMENTS

Twelve (12) hours of fieldwork are mandatory for both the Year 11 and 12 course. Fieldwork may be integrated within an individual focus area or across focus areas as appropriate.

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Knowledge & understanding of course content

Geographical skills & tools

Geographical inquiry & research, including fieldwork

Communication of geographical information, issues and ideas in appropriate form

%

40

20

20

20

Contact Person: Susan Nunn, Head Teacher HSIE

HEALTH AND MOVEMENT SCIENCE (PDHPE)

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

COURSE DESCRIPTION

In the Year 11 course, students explore the concept of health from various perspectives, with a focus is on young people's health, with opportunities for students to research specific health issues that interest them.

Students study the roles of government and non-government organisations in supporting youth health and delve into health promotion strategies. The United Nations Sustainable Development Goals (SDGs) are introduced to show the complexity of improving health outcomes in Australia. Students also investigate how body systems influence and respond to movement. Students learn about energy systems, training methods, and the physiological adaptations of the body to exercise.

The course also covers the relationship between psychological factors and performance, including motivation and the impact of exercise communities on participation and performance. In the Year 12 course, students analyse the health status of Australians, comparing it within different population groups and against other OECD countries. They draw conclusions to help enhance Australia's health.

Students evaluate Australia's healthcare system and the roles of government and non-government organisations in health improvement. The course also looks at how the United Nations Sustainable Development Goals (SDGs) can inform strategies to improve community health.

This focus area emphasizes the significance of personalised exercise assessment and prescription. Students explore various training types and methods to understand how they affect physiological adaptations for improved performance.

The course also examines the role of nutrition and supplementation in performance, comparing the dietary needs of athletes across different sports.

CONTENT

Preliminary Course

Health for Individuals and Communities (40 hours)
The Body and Mind in Motion (40 hours)
Collaborative Investigation (20 hours)
Depth Studies (a minimum of 2) (20 hours)

HSC Course

Health in an Australian and Global Context (45 hours)
Training for Improved Performance (45 hours)
Depth Studies (a minimum of 2) (30 hours)

PARTICULAR COURSE REQUIREMENTS

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

Assessment: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Knowledge & Understanding of course content

Skills in collaboration, analysis, communication, creative thinking, problem solving and research

%

40

60

Contact Person: Luke Harradine, Head Teacher PDHPE

INDUSTRIAL TECHNOLOGY - Timber Products and Furniture Technologies

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: Year 11 \$100, Year 12 \$50

COURSE DESCRIPTION

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.

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.

CONTENT

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study (15%)
- Design (10%)
- Management and Communication (20%)
- Production (40%)
- Industry Related Manufacturing (15%)

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology (25%)

PARTICULAR COURSE REQUIREMENTS

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC 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.

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

	%
Study of Industrial Practices	15
Designing, planning and management	30
Workplace communication	30
Industry Applications	25

Contact Person: Shane Lloyd, Head Teacher TAS

INVESTIGATING SCIENCE

ATAR COURSE

BOARD ENDORSED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$45

COURSE DESCRIPTION

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

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

CONTENT

Preliminary Course – 4 Modules

Module 1 Cause and Effect – Observing
Module 2 Cause and Effect – Inferences and Generalisations
Module 3 Scientific Models
Module 4 Theories and Laws

HSC Course – 4 Modules

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

PARTICULAR COURSE REQUIREMENTS

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

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

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

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Skills in working scientifically.
Knowledge and understanding of course content

%

60

40

Contact Person: Steven Edwards, Head Teacher Science

JAPANESE BEGINNERS

ATAR COURSE

BOARD ENDORSED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$35

EXCLUSIONS: Japanese Continuers; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

COURSE DESCRIPTION

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

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

CONTENT

Main Topics covered:

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

PARTICULAR COURSE REQUIREMENTS

ASSESSMENT: HSC course only

External examination	%	Internal Assessment	%
An oral examination (5 minutes): <ul style="list-style-type: none">• Conversation	20	Speaking	20
A written examination (2.5 hours): <ul style="list-style-type: none">• Listening	30	Listening	30
<ul style="list-style-type: none">• Reading	30	Reading	30
<ul style="list-style-type: none">• Writing in Japanese	20	Writing in Japanese	20

Contact Person: Susan Nunn, Head Teacher HSIE

JAPANESE CONTINUERS

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$28

PREQUESITES: Yr10 Japanese or equivalent knowledge is assumed.

EXCLUSIONS: Japanese Beginners; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or HT Secondary Studies

COURSE DESCRIPTION

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

CONTENT

Prescribed Themes

The Individual

The Japanese-speaking communities

The changing world

Mandatory Topics

Personal World
Daily Life
Leisure
Future Plans

Travelling in Japan
Living in Japan
Cultural life

The world of work
Current issues

PARTICULAR COURSE REQUIREMENTS

ASSESSMENT: HSC course only

External examination

A 10 minute oral examination:

- Conversation

A three-hour written examination:

- Listening and responding
- Reading and responding
- Writing in Japanese

%

20

25

40

15

Internal Assessment

Speaking

Listening and responding

Reading and responding

Writing in Japanese

%

20

25

40

15

Contact Person: Susan Nunn, Head Teacher HSIE

LEGAL STUDIES

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

COURSE DESCRIPTION

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

CONTENT

Preliminary Course

Part I – The Legal System
Part II – The Individual and the Law
Part III – The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC Course

Core Part I: Crime
Core Part II: Human Rights
Part III: Two options
Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's themes and challenges should be integrated into the study of the topic.

PARTICULAR COURSE REQUIREMENTS

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Knowledge & understanding of course content

Inquiry & research

Communication of Legal Studies information, issues and ideas in appropriate form

%

60

20

20

Contact Person: Susan Nunn, Head Teacher HSIE

MATHEMATICS STANDARD

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$10

EXCLUSIONS: Any other Stage 6 Mathematics

COURSE DESCRIPTION

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

CONTENT

Preliminary Course – 4 Topics Mathematics Standard 1 and 2

Algebra

- Formulae and Equations
- Linear Relationships

Measurement

- Applications of Measurement
- Working with Time

Financial Mathematics

- Money Matters

Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

HSC Course – 5 Topics Mathematics Standard 2

Algebra

- Types of Relationships

Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Financial Mathematics

- Investments and Loans
- Annuities

Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Networks

- Network Concepts
- Critical Path Analysis

ASSESSMENT: HSC course only

External examination

Mathematics Standard 2:

- a 2 hour 30 minute written exam
- will complete an external HSC examination.

Mathematics Standard 1:
Optional for those students who wish this course to contribute towards the calculation of an ATAR.

- a 2 hour written examination

Internal Assessment

Understanding, fluency and communication

Problem-solving, reasoning and justification

%

50

50

Contact Person: Nick Campbell, Head Teacher Mathematics

MATHEMATICS ADVANCED

ATAR COURSE

BOARD DEVELOPED COURSE - CATEGORY A

2 units for Year 11 and Year 12

COURSE FEE: \$10

EXCLUSIONS: Mathematics General **PREREQUISITES:**

The Mathematics Advanced course has been developed on the assumption that students have achieved the outcomes of all sub strands of Stage 5.1 and Stage 5.2, plus a number of sub strands of Stage 5.3.

COURSE DESCRIPTION

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

CONTENT

Preliminary Course - 4 Topics

Functions	<ul style="list-style-type: none">• Working with Functions
Trigonometric Functions	<ul style="list-style-type: none">• Trigonometry and Measure of Angles• Trigonometric Functions and Identities
Calculus	<ul style="list-style-type: none">• Introduction to Differentiation
Exponential and Logarithmic Functions	<ul style="list-style-type: none">• Logarithms and Exponentials
Statistical Analysis	<ul style="list-style-type: none">• Probability and Discrete Probability Distributions

HSC Course – 4 Topics

Functions	<ul style="list-style-type: none">• Graphing Techniques
Trigonometric Functions	<ul style="list-style-type: none">• Trigonometric Functions and Graphs
Calculus	<ul style="list-style-type: none">• Differential Calculus• The Second Derivative• Integral Calculus
Financial Mathematics	<ul style="list-style-type: none">• Modelling Financial Situations
Statistical Analysis	<ul style="list-style-type: none">• Descriptive Statistics and Bivariate Data Analysis• Random Variables

ASSESSMENT: HSC course only

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Understanding, fluency and communication Problem-solving, reasoning and justification	50 50

Contact Person: Nick Campbell, Head Teacher Mathematics

MATHEMATICS EXTENSION 1

ATAR COURSE

BOARD DEVELOPED COURSE

1 unit for Year 11 (Preliminary) and Year 12 (HSC)

COURSE FEE: \$0

EXCLUSIONS: Mathematics Standard 1 or 2

PREREQUISITES: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) *Curve Sketching and Polynomials, Functions and Logarithms*, and *Circle Geometry* of *Mathematics Years 7–10 Syllabus*.

COREQUISITES: MATHEMATICS ADVANCED

COURSE DESCRIPTION

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

The study of Mathematics Extension 1 in Stage 6:

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

CONTENT

Preliminary Course – 4 Topics

Functions

- Further Work with Functions
- Polynomials

Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Calculus

- Rates of Change

Combinatorics

- Working with Combinatorics

HSC Course - 5 Topics

Proof

- Proof by Mathematical Induction

Vectors

- Introduction to Vectors

Trigonometric Functions

- Trigonometric Equations

Calculus

- Further Calculus Skills
- Applications of Calculus

Statistical Analysis

- The Binomial Distribution

ASSESSMENT: HSC course only

External examination

Two hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Understanding, fluency and communication

%

50

Problem-solving, reasoning and justification

50

Contact Person: Nick Campbell, Head Teacher Mathematics

MATHEMATICS EXTENSION 2

ATAR COURSE

BOARD DEVELOPED COURSE

1 UNIT Year 12 (HSC).

COURSE FEE: \$0

EXCLUSIONS: Mathematics Standard 1 or 2

PREREQUISITES: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

COREQUISITES: MATHEMATICS ADVANCED and MATHEMATICS EXTENSION 1

COURSE DESCRIPTION

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

CONTENT HSC Course (ONLY)

Proof	<ul style="list-style-type: none">• The Nature of Proof• Further Proof by Mathematical Induction
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Vectors	<ul style="list-style-type: none">• Further Work with Vectors
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Complex Numbers	<ul style="list-style-type: none">• Introduction to Complex Numbers• Using Complex Numbers
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Calculus	<ul style="list-style-type: none">• Further Integration
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Mechanics	<ul style="list-style-type: none">• Applications of Calculus to Mechanics
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ASSESSMENT: HSC ONLY

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Understanding, fluency and communication	50
	Problem-solving, reasoning and justification	50

Contact Person: Nick Campbell, Head Teacher Mathematics

MODERN HISTORY

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

COURSE DESCRIPTION

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

CONTENT

Preliminary Course – 3 Sections

- Investigating Modern History
Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.
- Historical Investigation
- The Shaping of the Modern World
At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

HSC Course – 4 Sections

- Core Study: Power and Authority in the Modern World 1919–1946
- One 'National Studies' topic
- One 'Peace and Conflict' topic
- One 'Change in the Modern World' topic

Historical concepts and skills are integrated with the studies undertaken in Year 12.

PARTICULAR COURSE REQUIREMENTS

Year 11	In the Year 11 course, students undertake at least TWO case studies. <ul style="list-style-type: none">• One case study must be from Europe, North America or Australia, AND• One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.
Year 12	Students are required to study at least one non-European/Western topic. For example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

ASSESSMENT: HSC course only

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge & understanding of course content	40
	Research	20
	Source analysis	20
	Oral and written communication	20

Contact Person: Susan Nunn, Head Teacher HSIE

MUSIC 1

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$25

COURSE DESCRIPTION

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

CONTENT

Preliminary Course

Students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

HSC Course

Students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study.

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology.

PARTICULAR COURSE REQUIREMENTS

In the HSC course students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

ASSESSMENT: HSC course only

External examination	%	Internal Assessment	%
Written Examination – Aural Skills Four short-answer questions	30	Core performance Core composition Core musicology	10 10 10
Practical examination – Core Performance Electives	*20 *50	Core aural Elective 1 Elective 2 Elective 3	25 15 15 15

Contact Person: Dominique Woloschyn, Head Teacher CAPA

PHYSICS

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$45

COURSE DESCRIPTION

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

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

CONTENT

Preliminary Course – 4 Modules

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

HSC Course – 4 Modules

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

PARTICULAR COURSE REQUIREMENTS

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

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

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

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Skills in working scientifically

Knowledge and understanding of course content

%

60

40

Contact Person: Steven Edwards, Head Teacher Science

SOCIETY AND CULTURE

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

COURSE DESCRIPTION

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

CONTENT

Preliminary Course

- **The Social and Cultural World** – the interactions between persons and groups within societies
- **Personal and Social Identity** – socialisation and the development of personal and social identity in a variety of social and cultural settings
- **Intercultural Communication** – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC Course

- **Social and Cultural Continuity and Change** – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- **The Personal Interest Project (PIP)** – an individual research project

Depth Studies

TWO to be chosen from:

- **Popular Culture** – the interconnection between popular culture, society and the individual
- **Belief Systems and Ideologies** – the relationship of belief systems and ideologies to culture and identity
- **Social Inclusion and Exclusion** – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- **Social Conformity and Nonconformity** – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

PARTICULAR COURSE REQUIREMENTS

Completion of Personal Interest Project.

ASSESSMENT: HSC course only

External examination	%	Internal Assessment	%
A two hour written examination measuring student achievement in a range of syllabus outcomes	60	Knowledge & understanding of course content	50
		Application & evaluation of social & cultural research methods	30
Personal Interest Project	40	Communication of information, ideas, and issues in appropriate form	20

Contact Person: Susan Nunn, Head Teacher HSIE

SOFTWARE ENGINEERING

ATAR COURSE

BOARD ENDORSED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$25

COURSE DESCRIPTION

Students will develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Students perform project work and apply their knowledge and skills in: programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

CONTENT

Preliminary Course

Programming fundamentals
The Object-Oriented Paradigm
Programming Mechatronics

HSC Course

Secure Software Architecture
Programming for the Web
Software Automation
Software Engineering Project

PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.

ASSESSMENT: HSC course only

External examination

Three hour written examination measuring student achievement in a range of syllabus outcomes.

Internal Assessment

Knowledge and understanding of course content

Knowledge and skills in the practical application of the content

%

50

50

Contact Person: Shane Lloyd, Head Teacher TAS

TEXTILES & DESIGN

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: Year 11 \$80, Year 12 \$50

COURSE DESCRIPTION

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

CONTENT

Preliminary Course

Design (40%)
Properties and Performance of Textiles (50%)
The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

HSC Course

Design (20%)
Properties and Performance of Textiles (20%)
The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
Major Textiles Project (50%).

PARTICULAR COURSE REQUIREMENTS

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

ASSESSMENT: HSC course only

External examination	%	Internal Assessment	%
A written examination of one and a half hours	50	Textile, Clothing, Footwear and Allied Industries	10
		Properties and Performance	20
		Design	20
Major Textile Project	50	Major Textiles Project	50

Contact Person: Shane Lloyd, Head Teacher TAS

VISUAL ARTS

ATAR COURSE

BOARD DEVELOPED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$25

COURSE DESCRIPTION

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

CONTENT

Preliminary Course

Preliminary Course learning opportunities focus on:

- 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 and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

HSC Course

HSC Course learning opportunities focus on:

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

PARTICULAR COURSE REQUIREMENTS

- | | |
|--------------------|--|
| Preliminary Course | <ul style="list-style-type: none">Artworks in at least two expressive forms and use of a process diarya broad investigation of ideas in art making, art criticism and art history. |
| HSC Course | <ul style="list-style-type: none">development of a body of work and use of a process diarya minimum of five Case Studies (4–10 hours each)deeper and more complex investigations in art making, art criticism and art history. |

ASSESSMENT: HSC course only

External examination	%	Internal Assessment	%
A 1½ hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50

Contact Person: Dominique Woloschyn, Head Teacher CAPA

VET COURSES

CONSTRUCTION

2025 Construction Course Descriptor	
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Construction Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the of the units of competency associated with this qualification is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> risk management time management basic emergency response 	<ul style="list-style-type: none"> communication problem solving decision making
Examples of occupations in the construction industry	
<ul style="list-style-type: none"> carpentry joinery 	<ul style="list-style-type: none"> bricklaying builder's labourer
VET requirements	
<p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
HSC requirements	
<p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA. You should be work ready before work placement and steel capped work boots are mandatory on work placement.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>	
<p>Consumable costs: Preliminary - \$ 140 HSC - \$ 50 Fees for Preliminary include- Mandatory BASIC PPE pack- (includes safety glasses, dust mask, Hi vis vest and earmuffs), White card training course and course materials. NB- may include excursion costs</p>	<p>Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy</p>
<p>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</p>	
<p>Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	

COOKERY

2025 Cookery Course Descriptor

SIT20421 Certificate II in Cookery

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

Course: [Hospitality \(Cookery\)](#)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery <https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the 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.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

Examples of occupations in the hospitality industry

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich hand

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$225 HSC - \$200

Preliminary fee -Includes Chef uniform, Individual knife kit and course consumables.

OPTIONAL courses offered- Barista course -\$99

First Aid course \$90

NB may include excursion costs

Refunds

Refund arrangements are 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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations>

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

BUSINESS SERVICES

2025 Business Services Course Descriptor

BSB30120 Certificate III in Business

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

Course: Business Services

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

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

Examples of occupations in the business services industry

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

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary – NA
NB may include excursion costs

HSC - NA

Refunds

Refund arrangements are 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: Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

ENTERTAINMENT INDUSTRY

2025 Entertainment Industry Course Descriptor

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

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

Course: Entertainment Industry Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- customer (client) service skills
- technical production of lighting, sound and vision
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the entertainment industry

- assistant sound technician
- assistant lighting technician
- follow spot operator
- front of house assistant
- production crew
- stagehand

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Entertainment 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 your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$50 HSC - \$20
Preliminary Fee- Includes white card course and consumer materials
NB may include excursion costs

Refunds

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

A school-based traineeship is not available for this course.

Exclusions: Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course.

General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

FINANCIAL SERVICES

2025 Financial Services–Financial Services Stream Course Descriptor

FNS30122 Certificate III in Financial Services

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

Course: Financial Services

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of FNS30122 Certificate III in Financial Services <https://training.gov.au/training/details/FNS30122>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- customer (client) service skills
- using technology to organise information
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the financial services industry

- investment advisors
- banking
- financial planners
- insurance services
- wealth management
- superannuation services

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary – NA

HSC - NA

NB may include excursion costs

Refunds

Refund arrangements are 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: Students can only undertake the Financial Services (120 indicative hours) course or the Financial Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

HOSPITALITY

2025 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- customer service skills
- teamwork
- organisational skills
- adaptability
- critical thinking
- problem solving

Examples of occupations in the hospitality industry

- food and beverage attendant
- espresso coffee machine operator
- restaurant host/hostess
- receptionist
- function attendant
- barista and café service administration

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$ 180 HSC - \$ 150

Preliminary Fee- Includes hospitality uniform and course consumables

OPTIONAL courses offered- Barista course -\$99

First Aid course \$90

NB may include excursion costs

Refunds

Refund arrangements are 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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

INFORMATION TECHNOLOGY

2025 Information and Digital Technology Course Descriptor

ICT30120 Certificate III in Information Technology

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

Course: Information and Digital Technology

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/training/details/ICT30120>. You will be expected to complete all the requirements for the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- teamwork

Examples of occupations in the information and digital technology industry

- Analyst programmer
- Web Developer
- IT Manager
- Network professional
- Motion Graphics Designer
- Systems Analyst

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirement

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Information and Digital Technology 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 your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - **NA** HSC - **NA**

MANDATORY- BYOD (bring your own device to enable software downloads to meet course requirements).

NB may include excursion costs

Refunds

Refund arrangements are 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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-information-technology>

Exclusions: In this Framework, students can only undertake the Information and Digital Technology (120 indicative hours) course or the Information and Digital Technology (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

MANUFACTURING AND ENGINEERING INTRODUCTION

2025 Manufacturing and Engineering Introduction Course Descriptor

MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

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

Course: Manufacturing and Engineering - Introduction
Board Endorsed Course (240 hour)
(2 units x 2 years or 4 units x 1 year)

HSC credit – 4 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

Examples of occupations in the manufacturing and engineering industry

- fitter machinist
- refrigeration mechanic
- toolmaker
- maintenance fitter
- Air conditioning mechanic

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment)

There is no external assessment (optional HSC examination) for this course.

Consumable costs: Preliminary - \$100 HSC - \$ 80

Fees for Preliminary include- Mandatory BASIC PPE pack- (includes safety glasses, dust mask, Hi vis vest and earmuffs).

NB- may include excursion costs

Refunds

Refund arrangements are on a pro-rata basis
Please refer to your school refund policy

A school-based traineeship is not available in this course.

Exclusions: General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

RETAIL

2025 Retail Services Course Descriptor SIR30216 Certificate III in Retail	
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact</i></p>	
Course: Retail Services Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail https://training.gov.au/Training/Details/SIR30216. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the 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.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> • maintain store operations • using technology to organise information • meeting organisational expectations • customer service skills • teamwork • problem solving 	
Examples of occupations in the retail services industry	
<ul style="list-style-type: none"> • frontline sales assistant • customer service representative • shop assistant • retail supervisor • team leader • senior sales assistant 	
VET requirements	
<p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>	
HSC requirements	
<p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>	
Consumable costs: Preliminary - \$ 40 NB may include excursion costs	HSC - \$ 40 Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
<p>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</p>	
<p>Exclusions: In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.</p> <p>General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	

SKILLS FOR WORK

2025 Skills for Work and Vocational Pathways 3 x 1 Course Descriptor FSK20119 Certificate II in Skills for Work and Vocational Pathways	
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>	
<p>Course: Skills for Work and Vocational Pathways Board Endorsed Course (180 hour) (3 units x 1 year)</p>	<p>HSC credit – 3 units There is no Australian Tertiary Admission Rank (ATAR) option for this course</p>
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of FSK20119 Certificate II in Skills for Work and Vocational Pathways https://training.gov.au/training/details/FSK20119. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 14 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
<p>Transferrable industry skills gained in this course</p>	
<ul style="list-style-type: none"> • Entry level digital literacy • Vocational training and employment plan • Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3 	
<p>Pathways to further employment or vocational training</p>	
<ul style="list-style-type: none"> • This course provides foundation skill development to prepare for workforce entry or vocational training pathways. 	
<p>VET requirements</p>	
<p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to complete the tasks required in the assessments.</p>	
<p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>	
<p>HSC requirements</p>	
<p>Mandatory course requirements You must complete 180 indicative hours of course work. Not meeting these requirements will incur an 'N' determined as required by NESA. Work placement may be undertaken in this course but is not mandatory.</p>	
<p>External Assessment There is no external assessment (optional HSC examination) for this course.</p>	
<p>Consumable costs: Preliminary - NA HSC - NA NB- may include excursion costs</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is not available in this course.</p>	
<p>Exclusions: are determined by NESA at a unit level for this course. (ie. a unit of competency being undertaken in another VET course cannot contribute to meeting HSC course indicative hour requirements of this course)</p>	

SPORTS COACHING

2025 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching	
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>	
<p>Course: Sport Coaching Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)</p>	<p>HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course</p>
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching https://training.gov.au/training/details/sis30521. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
<p>Transferrable industry skills gained in this course</p>	
<ul style="list-style-type: none"> • organisational skills • teamwork • using technology to collate data 	<ul style="list-style-type: none"> • time management • problem solving • communication
<p>Examples of occupations in the sport coaching industry</p>	
<ul style="list-style-type: none"> • sport coaching development officer • sports therapist 	<ul style="list-style-type: none"> • sports club administrator • strength and conditioning coach • sport journalism • sport performance researcher
<p>VET requirements</p>	
<p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p>	
<p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>	
<p>HSC requirements</p>	
<p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p>	
<p>External Assessment There is no external assessment (optional HSC examination) for this course.</p>	
<p>Consumable costs: Preliminary - NA HSC - NA First Aid course \$ 90 NB may include excursion costs</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course. For more information:</p>	
<p>Exclusions: Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	

BOARD ENDORSED COURSES

NUMERACY

NON-ATAR COURSE

CONTENT ENDORSED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$10

COURSE DESCRIPTION

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

CONTENT

Preliminary Course

- 1.1 Whole numbers
- 1.2 Operations with whole numbers
- 1.3 Distance, area and volume
- 1.4 Time
- 1.5 Data, graphs and tables
- 2.1 Fractions and decimals
- 2.2 Operations with fractions and decimals
- 2.3 Metric relationships
- 2.4 Length, mass and capacity
- 2.5 Chance

HSC Course

- 3.1 Percentages
- 3.2 Operations with numbers
- 3.3 Finance
- 3.4 Location, time and temperature
- 3.5 Space and design
- 4.1 Rates and ratios
- 4.2 Statistics and probability
- 4.3 Exploring numeracy using NRMT

PARTICULAR COURSE REQUIREMENTS

ASSESSMENT:

The Numeracy course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As a CEC, there will be no HSC examination for the Numeracy course. Assessment will be school based. Teachers will award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Performance Descriptions for reporting achievement.

Contact Person: Nick Campbell, Head Teacher Mathematics

SPORT, LIFESTYLE AND RECREATION STUDIES

NON-ATAR COURSE

CONTENT ENDORSED COURSE

2 units for Year 11 and Year 12

COURSE FEE: \$0

COURSE DESCRIPTION

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

CONTENT

Preliminary Course and HSC Course

Students will complete 6-12 modules over the course of Year 11 and Year 12.

The modules in Sport, Lifestyle and Recreation are:

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

PARTICULAR COURSE REQUIREMENTS

ASSESSMENT:

Internal Assessment Only

Knowledge and Understanding

Practical Skills

%

50

50

Contact Person: Luke Harradine, Head Teacher PDHPE

VISUAL DESIGN	
NON-ATAR COURSE	
CONTENT ENDORSED COURSE	
2 units for Year 11 and Year 12	
COURSE FEE: \$25	
COURSE DESCRIPTION	
<p>This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.</p> <p>Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.</p>	
CONTENT	
Preliminary Course	HSC Course
<p>Main topics covered:</p> <p>Students will study mandatory module OH&S and at least THREE topics from a prescribed list of topics, covering a range of contexts.</p> <p>Modules may be selected in any of the four fields of:</p> <ul style="list-style-type: none"> • Graphic Design • Wearable Design • Product Design • Interior/Exterior Design <p>Specific requirements:</p> <p>Students are required to keep a process diary throughout this course.</p>	<p>Main topics covered:</p> <p>Students will study mandatory module OH&S and students will develop an individual design project selected in any of the four fields of:</p> <ul style="list-style-type: none"> • Graphic Design • Wearable Design • Product Design • Interior/Exterior Design <p>Specific requirements</p> <p>Students are required to keep a process diary throughout this course.</p>
PARTICULAR COURSE REQUIREMENTS	
Preliminary Course	HSC Course
<p>Artworks in at least two expressive forms and use of a process diary</p> <p>A broad investigation of ideas in art making, art criticism and art history.</p>	<p>Development of a body of work and use of a process diary</p> <p>A minimum of five Case Studies (4–10 hours each)</p> <p>Deeper and more complex investigations in art making, art criticism and art history.</p>
ASSESSMENT: HSC Course only	
Internal Assessment Only	%
Designing and Making	70
Critical and Historical	30
Contact Person: Dominique Woloschyn, Head Teacher CAPA	

WORK STUDIES

NON-ATAR COURSE

CONTENT ENDORSED COURSE

1 unit in Yr 12 to compliment 3 units Skills For Work for students requiring units to complete HSC requirement

COURSE FEE: NIL

COURSE DESCRIPTION

Core – My Working Life

Modules – There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Nature of the course

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course will assist students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Contact Person: Shane Lloyd, Head Teacher TAS

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS - SBATs

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

Key Feature Of School Based Apprenticeships And Traineeships

School Based Apprentices are required to:

- Enter into a Training Contract for a nominal duration of generally five years; two years part time followed by three years full time post the HSC.
- Undertake a minimum requirement of 100 days of paid employment unless otherwise stated in the Vocational Training Order (VTO) by 31 December of the year they will complete their HSC.
- Enrol in a minimum Certificate III AQF qualification.

School Based Trainees are required to:

- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days, of paid employment by 31 December of the HSC year.
- The minimum training term nominated on the training contract for a school-based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

*Depending on the SBAT industry the number of work based training will vary from 100 – 180 days.

Comparison Of School Based Apprenticeships And Traineeships

	School Based Traineeship	School Based Apprenticeship
ATAR	ATAR option available in some industry areas	ATAR attainment is difficult
CERTIFICATION achieved post HSC	Certificate II or Certificate III	Student is working towards a Cert III
Articulation	STAGE II articulation both on and off the job into Cert III Trade course	Transcript of competencies achieved towards Trade Cert III
Contract	Two-year part time	Indentured under a 5 year contract the first two years part time and then 3 years full time
Progression	Students and employers make an informed decision regarding the students progression into Stage II of the Apprenticeship course	The apprenticeship Training Plan outlines all of the aspects of the SBAT. The completion date is defined in the Training Plan and generally falls after the student has completed their HSC

Frequently Asked Questions About School Based Apprenticeships And Traineeships

How to apply to become a School Based Trainee?

- Make sure you discuss this with your school Careers Advisor immediately as this may affect your choice of subjects for Years 11 and 12.
- To sign up and apply for jobs advertised go to <http://www.sbatjobs.info>

How are School Based Trainees selected?

By competitive application – this involves industry representatives, interview with potential employer and a trial work experience in Term 3 or 4 of Year 10.

How does the School Based Trainee travel to the workplace and TAFE?

Students are required to ensure they can make their own way to both the workplace and TAFE (if required).

What happens if an SBAT misses classes at School?

Students must ensure they communicate regularly with their school VET Coordinator and teachers to manage their schoolwork load. Each school will provide mentoring support as required.

School Based Traineeships Available

School Based Traineeships are available in a range of industry areas, see industry areas below. More information on each of the traineeships and others can be found at <http://www.sbatjobs.info/>

Aero-skills	Furnishing
Aged Care Work	Health Services
Animal Care & Management	Horticulture
Automotive	Hospitality Operations
Beauty	Information Technology
Business	Laboratory Operations
Care Support Services – for Aboriginal People	Local Government
Caravan Operations	Meat Processing
Community Pharmacy	Multimedia
Community Services Work	Out of School Hours Care
Conservation and Land Management	Plumbing
Construction	Printing and Graphic Arts
Electro-technology	Process Manufacturing
Engineering	Property Services
Entertainment	Retail – Customer Contact
Fashion Technology	Rural Skills
Financial Services	Sport and Recreation
Floristry	Telecommunications
Food Processing	Tourism Operations
Forestry	Transport & Distribution

HSC School Based Apprenticeships Available

School Based Apprenticeships are currently being undertaken in the following industry areas.

More information on each of these apprenticeships can be found at <http://www.sbatinnsw.info/>

Automotive	Horticulture (Turf)
Cabinetmaking – Furniture Making	Engineering (Fabrication or Mechanical Trades)
Electrotechnology	Plumbing
Horticulture (Retail Nursery)	Beauty Therapy
Meat Processing	Construction
Baking	Primary Industries- Horticulture (Landscaping)
Carpentry & Joinery	Hospitality (Commercial Cookery)
Hairdressing	Offsite Construction (shop-fitting)
Signage (Decorative Trades)	Wall and Ceiling Lining

There are many other trade qualifications that may be available while attending school. If you want to enquire further about a School Based Apprenticeships or Traineeships that are not listed speak to your Careers Advisor.

Other websites for further information:


- <http://www.aapathways.com.au/Self-Help/Australian-Apprenticeships-Job-Sites>
- <http://www.training.nsw.gov.au>

INDUSTRY - BASED LEARNING STAGE 6 COURSE

The NESA has approved a Board Endorsed Course in Industry-based Learning to give HSC unit credit for the 'on-the-job' component of school based apprenticeships and traineeships. This HSC unit credit would be in addition to the unit credit for the formal 'off-the-job' training that students already receive through their HSC VET courses.

The Industry-based Learning Stage 6 Course is available to students with an approved school-based apprenticeship or traineeship training contract and who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

The new Industry-based Learning course may be credited for a minimum of 2 units and a maximum of 4 units out of the 22 units required for the HSC. The unit credit from this course may be counted in either the Preliminary and/or HSC pattern of study.

 Education	NESA Course Number 19905 – 2 units by 2 years for a total 4 units NESACOURSE NUMBER 19900 – CREDITED FOR 2 UNITS 1 YEAR
Why study Industry-based Learning? <p>The Industry-based Learning course is available to students that have a School Based Traineeship or Apprenticeship. The course supports student by providing recognition for the time they spend in the workplace as a part of their traineeship/apprenticeship. Students are able to undertake the course in Year 11 for the Preliminary and HSC years to contribute 4 units towards their HSC or start the course in Year 12 to gain 2 units credit towards their HSC.</p>	
Pre-Requisites for Industry-based Learning <p>Students must be engaged in a:</p> <ul style="list-style-type: none">• School Based Traineeship• School Based Apprenticeship	
Course description: <p>Students are required to maintain a log and journal of their experiences in the workplace. Both the log and journal will need to be submitted to the school supervisor at regular intervals.</p>	
The Log: <p>The log of workplace tasks and activities undertaken must be maintained on a regular basis and include:</p> <ul style="list-style-type: none">• a brief description by the student of the tasks and activities undertaken in the workplace that are related to the course outcomes and,• verification that these tasks and activities have been undertaken.	
The Journal: <p>The journal of learning will complement the log by providing, on a regular basis, a record of what has been learned from the workplace related to the course outcomes. This record will be different from the record of competencies achieved which is required by the RTO. The journal will not only describe what has been learned but its usefulness and applicability to the apprentice or trainee in the workplace.</p> <p>The journal will be in the apprentice or trainees' own words and comprise:</p> <ul style="list-style-type: none">• a reflection on the tasks and activities undertaken from the on-the-job training component• an evaluation of the experiences gained in workplace, and• synthesis of what has been learned related to the course outcomes.	
Course costs: Nil	
Course Requirements: A workbook folder (e.g. A4 38mm insert binder)	

DELIVERED VOCATIONAL EDUCATION AND TRAINING COURSES (EVET)

This year a new system of applying for VET courses is being implemented through the EVET (Electronic Vocational Education Training) through Tamworth RTO. Please see careers advisor for expression of interest forms.

TAFE or other private RTO VET courses give Year 11 and 12 students the opportunity to study VET courses as HSC subjects. These courses contribute to your HSC and usually count as 2 units of study.

For further information go to <http://www.hunter.tafensw.edu.au/tvet>

To learn more about EVET in the Hunter Institute, go to our Frequently Asked Questions page. Information can also be found in the EVET section of the TAFE NSW website.

TAFE Delivered Courses

Industry Curriculum Framework Courses	Non – Framework Courses
<ul style="list-style-type: none"> • Aged Care • Automotive Mechanical • Automotive Paint/Panel • Business Services • Construction • Electro-technology Electrical • Entertainment • Events • Health Service Assistance • Hospitality • Information Technology • Manufacturing & Engineering Introduction • Primary Industries • Retail • Tourism 	<ul style="list-style-type: none"> • Accounting • Aero-skills Mechanical • Aged Care Work Introduction • Animal Care Introduction • Automotive Mechanical Continuing • Automotive Vehicle Paint/Panel • Aviation Aircraft Operations • Aviation - services • Beauty Therapy - Makeup Services • Beauty Therapy - Nail Technology • Children's Services Introduction • Computer Aided Drafting (CAD) • Digital Arts & Media • Electro-technology Electrical Continuing • Fashion Fundamentals • Hairdressing - Salon Skills • Horse Industry Skills • Horse Racing Industry • Multimedia • Nursing/Health Assistant • Outdoor Recreation • Plumbing Techniques • Recreational Fishing Industry • Resources & Infrastructure • Retail • Screen - Film & Video • Sport and Recreation - Fitness • Visual Arts & Contemporary Crafts • Workplace Communications

PLEASE NOTE: All courses are not offered at all TAFE campuses and courses are offered subject to minimum class size requirements.

SUBJECT SELECTION

Survey – Year 11 Course 2025

SUBJECT SELECTION PLANNING SHEET FOR YEAR 11 COURSES 2025

You will be emailed a link to the following online form. Before you make your selections, you will need to answer the questions on this form. This sheet can help you prepare for these questions

<p>Q1. The way I am thinking at the moment my plans next year is to You must select ONE only.</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete Year 11 and then leave to study/work<input type="checkbox"/> Complete Year 11 and then continue to Year 12<input type="checkbox"/> Leave to Study/Work<input type="checkbox"/> Unsure <p>Q2. What Stage 5 (Years 9 and 10) subjects did you do best in? You must select THREE only.</p> <ul style="list-style-type: none"><input type="checkbox"/> English<input type="checkbox"/> Maths<input type="checkbox"/> Science<input type="checkbox"/> Geography<input type="checkbox"/> History<input type="checkbox"/> PD/Health/PE<input type="checkbox"/> Asian Languages<input type="checkbox"/> Industrial Technology (Timber/Metal)<input type="checkbox"/> Child Studies<input type="checkbox"/> Visual Arts<input type="checkbox"/> PASS<input type="checkbox"/> Marine Studies<input type="checkbox"/> Dance<input type="checkbox"/> Music <p>Q3. After Year 12 do you want to get into a University course using an ATAR? You must select ONE.</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No<input type="checkbox"/> Unsure <p>Q4. When I leave school, my plans at the moment are to enter: You must select ONE only.</p> <ul style="list-style-type: none"><input type="checkbox"/> TAFE<input type="checkbox"/> University<input type="checkbox"/> Employment<input type="checkbox"/> An Apprenticeship or Traineeship<input type="checkbox"/> I have no idea<input type="checkbox"/> Other: _____	<p>Q5. The area of work I am most interested in at the moment is: You must select THREE only</p> <ul style="list-style-type: none"><input type="checkbox"/> Retail, Sales, Customer Service<input type="checkbox"/> Administration, Office work<input type="checkbox"/> Advertising, Marketing<input type="checkbox"/> Agriculture, Horticulture, Aquaculture<input type="checkbox"/> Environment<input type="checkbox"/> Defence Force, Security, Emergency Service<input type="checkbox"/> Banking, Finance<input type="checkbox"/> Charities, Voluntary Work<input type="checkbox"/> Construction<input type="checkbox"/> Architecture, Design<input type="checkbox"/> Creative and Performing Arts<input type="checkbox"/> Education, Training, Childcare<input type="checkbox"/> Engineering, Manufacturing<input type="checkbox"/> Hospitality<input type="checkbox"/> Government, Politics<input type="checkbox"/> Health, Social Services<input type="checkbox"/> Information Technology<input type="checkbox"/> Law<input type="checkbox"/> Property and Real Estate<input type="checkbox"/> Publishing, Media<input type="checkbox"/> Sports, Tourism, Leisure<input type="checkbox"/> Science Research<input type="checkbox"/> Trade Skills<input type="checkbox"/> Transport
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These questions must be answered before progressing to the subject selection website

Subject Selection Planning Sheet

Priority	WHS Delivered, Board Developed Courses	Unit
	Aboriginal Studies	2
	Ancient History	2
	Biology	2
	Business Studies	2
	Chemistry	2
	Community and Family Studies	2
	Dance	2
	Drama	2
	Earth & Environmental Science	2
	Engineering Studies	2
	English Studies	2
	English Standard	2
	English Advanced	2
	English Extension 1	1
	Food Technology	2
	Geography	2
	Human and Movement Science (PDHPE)	2
	Industrial Technology -Timber	2
	Investigating Science	2
	Japanese Beginners	2
	Japanese Continuers	2
	Legal Studies	2
	Mathematics Standard	2
	Mathematics Advanced	2
	Mathematics Extension 1	1
	Modern History	2
	Music 1	2
	Physics	2
	Society and Culture	2
	Software Engineering	2
	Textiles and Design	2
	Visual Arts	2

Priority	WHS Delivered, Board Endorsed Courses	Unit
	Numeracy	2
	Sport, Lifestyle & Recreation Studies	2
	Visual Design	2
	Work Studies	2

Priority	WHS Delivered, Board Frameworks Courses	Unit
	Business Services	2
	Cookery	2
	Construction	2
	Entertainment Industry	2
	Financial Services	2
	Hospitality	2
	Information and Digital Technology	2
	Manufacturing & Engineering	2
	Retail Services	2
	Skills for Work	2
	Sports Coaching	2
	Workplace Skills	2