



**ARMIDALE
SECONDARY
COLLEGE**

**2025 - 2026
Senior Studies Handbook**

Armidale Secondary College

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Principal's Message

Welcome to the exciting time when you get to decide which classes you want to take for Year 11 and 12 at Armidale Secondary College! We have a bunch of different classes for you to choose from, and we're here to help you figure out which ones are right for you.

At ASC, we're proud to offer a wide range of classes to suit all kinds of interests and goals. But we understand that choosing your classes can feel a bit overwhelming. That's totally normal! Don't worry though because we're here to support you every step of the way.

Our teachers really want you to do well in whatever classes you pick. If you're finding any of the information in this booklet hard to understand, don't hesitate to reach out to one of our experienced teachers, Year Advisers, Careers Adviser, Head Teachers, or Deputy Principals. They're here to help answer your questions and make sure you feel confident about your choices. We also think it's important for you to talk things over with the adults in your life. This is one of those times where having support from different people can make a big difference in figuring things out.

It's important to know that while we'll do our best to give you the classes you want, we also need to make sure we have enough students for each class. So, there might be some compromises we have to make to make sure everyone gets the classes they need.

Moving from Year 10 to Year 11 is a big step. The work gets harder, and there's more of it and it takes discipline and hard work. But don't worry, we're here to help you adjust and succeed in your studies.

When you're choosing your classes, there are a few things to think about:

- **What you like:** It's easier to do well in classes you enjoy. Think about what subjects you're interested in and what you're passionate about.
- **What you need:** Some jobs or further study might need certain classes. It's a good idea to think about your future goals and what classes might help you get there.
- **What you're good at:** Success in Year 11 and 12 is about playing to your strengths. Think about what subjects you feel confident in and enjoy learning about.

We're really excited to see what classes you choose, and we're here to help you every step of the way. So take your time, think about your options, and don't hesitate to ask for help if you need it.

*Kim Allford
Principal*

Information about the Higher School Certificate (HSC)

The Higher School Certificate recognises 13 years of schooling. It is the highest educational award in New South Wales schools. It is recognised internationally and provides students with a foundation to enter tertiary study, vocational training or employment. 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.

This booklet is your introduction to the HSC and the many options now available. You can find out more about it by accessing the New South Wales Educational Standards Authority (NESA) website: <http://educationstandards.nsw.edu.au>

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
- Content Endorsed Courses
- Vocational Education and Training (VET)
- Life Skills

Board Developed Courses

These courses are developed by 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 VET 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 Admissions Rank (ATAR).**

Content Endorsed Courses

These courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

There is no external examination for Content Endorsed Courses, but they do involve school-based assessments.

All Content Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement (RoSA).

However, Content Endorsed Courses do not count in the calculation of the ATAR.

Vocational Education & 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 schools, while others will be delivered by TAFE or other providers.

School based part-time traineeships may also be put in place in conjunction with VET courses.

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 with Special Educational Needs who are unable to meet regular course outcomes may be eligible to enrol in the Life Skills component of the course. An individual transition plan must be negotiated for each student attempting Life Skills Courses.

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 Year 11 course and a 2 unit Year 12 course.

NESA expects that most students would meet the outcomes for a 2 unit Year 11 course and a 2 unit Year 12 course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

There is no ATAR available for students completing Life Skills courses.

Requirements for the Award of the HSC

To be awarded the [Higher School Certificate](#) you must:

- study a minimum of **12 units** in the Year 11 course;
- study a minimum of **10 units** in the Year 12 course;
- include in both the Year 11 course and the Year 12 course:
 - at least six units from Board Developed Courses including at least 2 units of a Board Developed Course in English (including the English Studies course);
 - at least three courses of 2 unit value or greater;
 - at least four subjects; and
 - at most, six units of courses in Science can contribute to Higher School Certificate eligibility.

You must also:

- complete practical, oral and project works required for assessment;
- have sat for or made a serious attempt at the required HSC examinations;
- complete *All My Own Work* and *Life Ready*; and
- have achieved minimum standards in Literacy and Numeracy.

If you wish to receive the [Australian Tertiary Admissions Rank \(ATAR\)](#), you must study a minimum of 10 Board Developed units in the Year 12 Course.

If you do not wish to receive an ATAR, you must study at least six units of Board Developed Courses. The rest of your subjects may be made up from Content Endorsed Courses.

Some subjects have an optional external examination ie English Studies , Maths Standard 1, VET courses (except Manufacturing and Engineering) . You can count two units of these subjects towards an ATAR by opting to take the external examination at the end of Year 12.

Some advice on choosing your subjects

- It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school, and your feelings about school.
- It is important that you go about the task of choosing your subjects for the next two years in a calm and logical way. It is a good idea to have a few career ideas in mind as you start to choose your subjects.
- If you are uncertain about this at present, that's fine. Select subjects that will keep your options open to you. You will also need to find out about various pathways you can take to obtain qualifications you will need to get a job in the occupation areas in which you are interested.

What you should and should not do

You should:

- Choose subjects you are good at
- Choose subjects you are interested in studying
- Choose subjects that you really want to learn so you can meet your future goals

You should not:

- Choose subjects based on your friends' choices or on whom you think the teacher might be
- Approach your subject selection with the attitude that you can try subjects and change them if you don't like them
- Choose subjects beyond your ability - listen to your teachers' advice
- Play the scaling game - you will not be scaled up just for choosing a "hard" subject
- Choose subjects based on potential excursions or their 'bludge' factor.

Some questions to ask yourself

1. List the goals you have for after school.

2. Do you need an ATAR? _____
3. What careers have you considered?

4. What subjects do you need for your future career choices?

5. What subjects are you good or better at?

6. What subjects do you enjoy the most?

7. Do you have a support network to help you manage the demands of senior school?

8. Are you aware of the costs and additional time demands such as work placement required for your course choices?

9. Have you considered School-Based Apprenticeships or Traineeships? If yes, in what area?

10. Do you have a back up plan?

How to choose subjects for the Preliminary HSC Course (Year 11)

To use this course information booklet successfully students should use the following steps as a checklist:

1. Talk to your parents to clarify what you are aiming to do and to help you find information about possible courses and career paths.
2. Identify your career requirements with Mrs Hardman.
3. Read this book carefully.
4. Decide the most appropriate course of study ('pathway') for your interests and requirements.
5. Choose the subjects needed to satisfy your needs/interests.
6. Check that your choices satisfy the HSC requirements.
7. Use all the experts (your Year Adviser, Deputy Principal, Faculty Head Teachers and your class teachers) to ensure you have chosen the appropriate subject and level.
8. Check that you meet all the prerequisites for your desired course.
9. Be realistic in considering your study commitments, time availability and other responsibilities.
10. Talk to senior students already studying courses you are considering.

Frequently Asked Questions

What is a Unit?

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

Each unit involves class time of approximately 60 hours per year.

In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.
2 units = 120 hours per year = 100 marks

How many units of study do I need to study in order to attain my HSC?

In your Preliminary HSC course - a minimum of 12 units. Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC course.

In your HSC course - a minimum of 10 units.

What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by the University Admissions Centre (UAC). The ATAR is a **rank** not a mark.

If you wish to receive the Australian Tertiary Admissions Rank (ATAR), you must study a minimum of 10 Board Developed units in the Year 12 Course.

What's the difference between the HSC and an ATAR?

The HSC is awarded by NESAs for the satisfactory completion of Years 11 and 12. The HSC results are a detailed package showing each student the level of knowledge and skills that they have achieved in each course. The HSC mark is a 50:50 combination of a student's examination mark and school-based assessment mark.

The HSC results are used by UAC to calculate a rank order of students known as the Australian Tertiary Admissions Rank. The ATAR is not a mark; it is a ranking system used to allocate university placements.

What if I want to go to university?

- If you want to receive an ATAR so that you can apply for university entry at the end of Year 12 you will need to sit for examinations in at least 10 units of study.
- This means a minimum of five HSC subjects.
- Only one VET course can be counted towards your ATAR calculation.
- In your ATAR you **must** count 2 units of English.
- If you study **more** than 10 units, the ATAR calculation will be based on your best 10 units.

What are Minimum Standards?

These are a standard of literacy and numeracy to help students succeed at the HSC. Students need to meet the HSC minimum standard to receive the HSC.

To show they meet the standard, students need to:

- achieve Level 3 or 4 in the online reading test, and
- achieve Level 3 or 4 in the online writing test, and
- achieve Level 3 or 4 in the online numeracy test.

What happens if a student doesn't meet the HSC minimum standard?

Only students who meet the HSC minimum standard will receive a Higher School Certificate testamur. Students do not need to meet the HSC minimum standard to:

- study HSC courses,
- sit HSC exams,
- receive HSC assessment and exam results,
- receive an ATAR,
- receive a Record of School Achievement (RoSA).

What constitutes the satisfactory completion of a course?

Students must:

- follow the course developed or endorsed by the NSW Education Standards Authority (NESA),
- apply themselves with diligence and sustained effort,
- achieve some or all the course outcomes,
- complete work placement for VET Board Developed Courses,
- make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for HSC courses.

Is any course compulsory?

- 2 units of English must be studied by every student in Years 11 and Year 12.

Are there any exclusions?

A student may only study:

- one English course (other than Extension English which must be studied in conjunction with Advanced English)
- one Mathematics course (other than Mathematics Extension which must be studied in conjunction with Mathematics Advanced)
- up to seven units of Science in Year 12.

Will all the courses in this booklet be taught at Armidale Secondary College?

No. The booklet outlines courses for which our school has the resources to teach. Our subject selection process will determine the actual subjects taught.

What are Extension courses?

- If a student has a special interest or aptitude for a subject the HSC rules allows for students to do extra study in this area.
- In Year 11 students can do Extension in English and Mathematics, while in Year 12 they can specialise in English, Mathematics, Science, History and Music.
- Please note that Extension subjects are usually timetabled outside the school timetable – either before or after school. This level of study requires a great deal of motivation and self-reliance as well as extra time commitment.

What is HSC: All My Own Work program?

- The *HSC: All My Own Work* program is designed to help HSC students follow the principles of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.
- It is compulsory for all students enrolled in Year 11.

What is the Life Ready program?

- *Life Ready* is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety and as they become more independent and gain more responsibilities.
- It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.
- At ASC we teach through study days, seminars and PBL/Wellbeing Assemblies.

FAQ'S

Summary of Courses

BOARD DEVELOPED COURSES - DELIVERED AT SCHOOL

These courses include an external HSC exam and contribute to an ATAR (refer to Page 2).

English

- English Advanced
- English Standard
- English Extension 1 (Year 11)
- English Extension 1 (Year 12)
- English Extension 2 (Year 12)
- English Studies

Mathematics

- Mathematics Advanced
- Mathematics Standard 2
- Mathematics Standard 1
- Mathematics Extension 1 (Year 11)
- Mathematics Extension 1 (Year 12)
- Mathematics Extension 2 (Year 12)

Science

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12)

HSIE/Languages

- Aboriginal Studies
- Ancient History
- Business Studies
- Economics
- French Beginners
- Geography
- German Beginners
- History Extension (Year 12)
- Japanese Beginners
- Legal Studies
- Modern History
- Society and Culture
- Studies of Religion

Creative and Performing Arts

- Drama
- Music 1
- Music 2
- Visual Arts

Physical Development, Health and Physical Education

- Community and Family Studies
- Dance
- Human Movement Science

Technologies

- Agriculture
- Engineering Studies
- Food Technology
- Industrial Technology
 - Timber Products and Furniture Technologies
 - Multimedia Technologies
- Software Engineering
- Textiles and Design

CONTENT ENDORSED COURSES - DELIVERED AT SCHOOL

These courses have school-based assessments, do not have an external HSC exam, and do not contribute to an ATAR (refer to Page 2).

- Computing Applications
- Exploring Early Childhood
- Industry Based Learning
- Numeracy
- Photography, Video & Digital Imaging
- Sport, Lifestyle and Recreation Studies (SLR)
- Visual Design
- Work Studies

VOCATIONAL EDUCATION & TRAINING (VET)

By enrolling in a VET qualification you are choosing to participate in a programme of study that will provide you the best possible direction towards a nationally recognised qualification.

You must undertake 35 hours of work placement in Year 11 and 12 to successfully complete these courses.

NOTE: Students will not be able to change into these courses any later than four weeks into Term I. However some VET courses can be commenced in the HSC year.

VET COURSES DELIVERED AT SCHOOL

VET— MAY CONTRIBUTE TO ATAR:

- Business Services
(Certificate III in Business)
- Construction Pathways
(Certificate II in Construction)
- Hospitality
(Certificate II in Cookery)
- Primary Industries
(Certificate II in Agriculture)
- Retail Services
(Cert II Retail)

VET— NO ATAR:

- Manufacturing and Engineering
(Certificate I in Manufacturing and Engineering)
- Skills for Work and Vocational Pathways
(Certificate II in Skills for Work and Vocational Pathways) **offered Year 12 only*

Summary of Courses

Voluntary School Contributions

Your ongoing support for the payment of the Voluntary School Contribution is appreciated.

These contributions are used to support the general services provided to students.

Items provided include:

- paper
- photocopying
- library books
- sports equipment

The contribution is requested early in the school year, however should there be any problems, please contact the school.

Subject Contributions

A subject contribution is requested to cover the costs of materials used and consumed by students in their elected subjects.

Parents who experience hardship in meeting subject contributions may be assisted from general school funds raised by the school or from the Student Assistance funds provided to the school. Parents should be mindful of the costs involved should students elect to pursue high cost projects, interests or extracurricular activities.

Parents are advised that the size and scope of any Major Project may affect the costing of a course, based on materials.

Subject Contributions for 2025-2026

	2025 <u>Year 11</u>	2026 <u>Year 12</u>
Construction (VET)	\$70	\$70
Exploring Early Childhood	\$30	\$30
Food Technology	\$90	\$90
Hospitality (VET)	\$80/sem \$150/year	\$80/sem \$150/year
Industrial Technology - Timber	\$80	\$80
Manufacturing and Engineering (VET)	\$80	\$80
Photography	\$50	\$50
Primary Industries (VET)	\$50	\$50
Textiles and Design	\$40	\$40
Visual Arts	\$60	\$60
Visual Design	\$40	\$40
Senior Textbook fee	\$50	\$50

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. Therefore, English is the only subject that is compulsory to study for Years 11 and 12. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university.

English Advanced

2 Units in each of Year 11 and Year 12

Exclusions: English Standard, English Studies

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Study of the course modules allows students to continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Across the English Advanced Stage 6 course students are required to study:

- 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; and
- texts with a wide range of cultural, social and gender perspectives.

The Year 11 course has two sections:

- content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study;
- two additional modules - *Critical Study of Literature* and *Narratives That Shape Our World* - when students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

In Year 11 students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts; and
- a wide range of additional texts and textual forms.

The Year 12 course has two sections:

- the HSC Common Content consists of one module *Texts and Human Experiences* (common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses) where students analyse and explore texts and apply skills in synthesis; and
- three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

English Courses

In Year 12 students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama;
- the remaining text may be film or media or a nonfiction text OR may be selected from one of the categories already used;
- at least two additional prescribed texts from the list provided in Module C *The Craft of Writing*; and
- at least one related text in the common module *Texts and Human Experiences*.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Financial and Insurance Services](#)

[Information Media and Telecommunications](#)

[Rental, Hiring and Real Estate Services](#)

Students selecting this subject will need to consult with their classroom teacher and Faculty Head Teacher.

For more information contact Ms Jessie Eather (HT English—Relieving)

English Standard

2 Units in each of Year 11 and Year 12

Exclusions: English Advanced, English Studies, English Extension

The English Standard course provides those students who have a diverse range of literacy skills with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Study of the course modules allows students to continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

Across the English Standard Stage 6 course students are required to study:

- 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; and
- texts with a wide range of cultural, social and gender perspectives.

The Year 11 course has two sections:

- content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English* where students explore texts and consolidate skills required for senior study; and
- two additional modules - *Close Study of Literature* and *Contemporary Possibilities* - where students explore and examine texts and analyse aspects of meaning.

In Year 11 students are required to study:

- one complex multimodal or digital text in Module A *Contemporary Possibilities* (may include the study of film);
- one substantial literary print text in Module B e.g., prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet;
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts; and
- a wide range of additional texts and textual forms.

The Year 12 course has two sections:

- the HSC Common Content consists of one common module *Texts and Human Experiences* (common to the HSC Standard, the HSC Advanced and the HSC English Studies courses) where students analyse and explore texts and apply skills in synthesis; and
- three additional modules emphasise particular aspects of shaping meaning - students study, analyse, respond and compose texts to extend knowledge and skills.

In the Year 12 course students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction, poetry or drama, film or media or nonfiction texts;
- at least two additional prescribed texts for the list provided in Module C *The Craft of Writing*; and
- at least one related text in the common module *Texts and Human Experiences*.

English Courses

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Education and Training](#)

[Electricity, Gas, Water and Waste Services](#)

[Health Care and Social Assistance](#)

[Professional, Scientific and Technical Services](#)

[Public Administration and Safety](#)

Students selecting this subject will need to consult with their classroom teacher and Faculty Head Teacher.

For more information contact Ms Jessie Eather (HT English—Relieving)

English Extension

1 unit for Year 11 and Year 12

Exclusions: English Standard, English Studies, English EAL/D

Prerequisites:

- English Advanced
- English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12
- English Extension 1 in Year 12 is a prerequisite for English Extension 2.

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.

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English an opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Engaging with increasingly complex concepts through a broad range of literature from a range of contexts allows students to refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course enables students who are accomplished in their use of English an opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

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

In 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; and
- undertake a related research project.

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. The course has one common module *Literary Worlds*, with five associated electives where students must complete one elective selected from:

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

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

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

In the English Extension 2 Year 12 course students develop a sustained composition, and document their reflection on this process. The course requires students to undertake a composition process in order to complete a **Major Work** and **Reflection Statement**.

The Major Work 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
- nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry).

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Arts and Recreation Services](#)
- [Education and Training](#)
- [Financial and Insurance Services](#)
- [Health Care and Social Assistance](#)
- [Public Administration and Safety](#)

Students selecting this subject will need to consult with their classroom teacher and Faculty Head Teacher.

For more information contact Ms Jessie Eather (HT English—Relieving)

English Studies (optional external exam)

2 unit for Year 11 and Year 12

Exclusions: English Advanced, English Standard, English EAL/D, English Extension

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Across the English Studies Stage 6 Course students are required to study:

- 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; and
- 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.

In the Year 11 course students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study two to four additional syllabus modules that are selected based on their needs and interests. Students may also study an optional teacher-developed module.

In the Year 12 course the HSC Common Content consists of one module, *Texts and Human Experiences* (which is also common to the HSC Standard and the HSC Advanced courses) where students analyse and explore texts and apply skills in synthesis. Students study two to four additional syllabus modules that are selected based on their needs and interests. Students may also study an optional teacher-developed module.

In Years 11 and 12 students are required to:

- read, review, listen to and compose a wide range of texts including print and multimodal texts;
- study at least one substantial print text (e.g., novel, biography, drama);
- study at least one multimodal text (e.g., film or television series);
- be involved in planning, research and presentation activities as part of one individual and /or collaborative project;
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year; and
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

English Courses

In addition to the above requirements, students in **Year 12 only** are required to:

- study one text from the prescribed text list and one related text for the common module *Texts and Human Experiences*.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Financial and Insurance Services](#)

[Information Media and Telecommunications](#)

[Rental, Hiring and Real Estate Services](#)

Students selecting this subject will need to consult with their classroom teacher and Faculty Head Teacher.

For more information contact Ms Jessie Eather (HT English—Relieving)

Mathematics Standard (optional exam)

2 units Year 11 (Mathematics Standard) and 2 units Year 12 (Mathematics Standard 1)

Exclusions: Mathematics Advanced, Mathematics Extension

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

The Mathematics Standard 1 course improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

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 or the Mathematics Standard 2 Year 12 course.

The Mathematics Standard 2 course in Years 11 and 12:

- 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; and
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

The Mathematics Standard Year 11 course consists of four topics, which are divided into subtopics:

- **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.

The Mathematics Standard 2 Year 12 course content includes:

- **Algebra** - Types of Relationships
- **Measurement** - Right-angled Triangles, Rates, Scale Drawings
- **Financial Mathematics** - Investment, Depreciation and Loans
- **Statistical Analysis** - Further Statistical Analysis
- **Networks** - Networks and Paths.

All students studying the Mathematics Standard 2 course will sit for an HSC examination. Mathematics Standard 2 may count toward a student's ATAR; whereas students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination (when calculating the ATAR, no more than 2 units from Content Endorsed Courses can be included).

Mathematics Courses

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Electricity, Gas, Water and Waste Services](#)

[Financial and Insurance Services](#)

[Information Media and Telecommunications](#)

[Professional, Scientific and Technical Services](#)

[Rental, Hiring and Real Estate Services](#)

Students selecting this subject will need to consult with their classroom teacher and Faculty Head Teacher.

For more information contact Mr David Freeman (HT Mathematics—Relieving)

Mathematics Advanced

2 units Year 11 and Year 12

Exclusions: Mathematics Standard

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 course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

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; and
- 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.

The Mathematics Advanced Year 11 course consists of five topics, which are divided into subtopics:

- **Functions** - Working with Functions
- **Trigonometric Functions** - Trigonometry and Measure of Angles, Trigonometric Functions and Identities
- **Calculus** - Introduction to Differentiation
- **Exponential and Logarithmic Functions** - Logarithms and Exponentials
- **Statistical Analysis** - Probability and Discrete Probability Distributions.

The Mathematics Advanced Year 12 course includes:

- **Functions** - Graphing Techniques
- **Trigonometric Functions** - Trigonometric Functions and Graphs
- **Calculus** - Differential Calculus, The Second Derivative, Integral Calculus
- **Statistical Analysis** - Descriptive Statistics, Bivariate Data Analysis, Random Variables
- **Financial Mathematics** - Modelling Financial Situations.

Mathematics Courses

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Construction](#)

[Electricity, Gas, Water and Waste Services](#)

[Manufacturing](#)

[Mining](#)

[Professional, Scientific and Technical Services](#)

Students selecting this subject will need to consult with their classroom teacher and Faculty Head Teacher.

For more information contact Mr David Freeman (HT Mathematics—Relieving)

Mathematics Extension

1 unit Year 11 and Year 12

Exclusions: Mathematics Standard

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. 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.

The study of Mathematics Extension 1 in Years 11 and 12 provides students:

- a thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- 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 may involve mathematics and its applications in such areas as science, engineering, finance and economics.

The Year 11 course consists of four topics which are divided into subtopics:

- **Functions** - Further Work with Functions, Polynomials
- **Trigonometric Functions** - Inverse Trigonometric Functions, Further Trigonometric Identities
- **Calculus** - Rates of Change
- **Combinatorics** - Working with Combinatorics

The Year 12 course includes:

- **Proof** - Proof by Mathematical Induction
- **Vectors** - Introduction to Vectors
- **Trigonometric Functions** - Trigonometric Equations
- **Calculus** - Further Calculus Skills, Applications of Calculus
- **Statistical Analysis** - Binomial Distributions

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on [the Your Career website](#):

[Construction](#)

[Electricity, Gas, Water and Waste Services](#)

[Manufacturing](#)

[Mining](#)

[Professional, Scientific and Technical Services](#)

Mathematics Courses

Students selecting this subject will need to consult with their classroom teacher and Faculty Head Teacher.

For more information contact Mr David Freeman (HT Mathematics—Relieving)

Science Courses

Students are able to study six units of Science in Year 11, and up to seven units of Science in Year 12. This allows for the study of Science Extension – a one-unit course.

Students may study **one of, or any combination of**, the following Stage 6 Science courses up to a maximum of six units in Year 11, and seven units in Year 12:

- **Biology**
- **Chemistry**
- **Earth and Environmental Science**
- **Investigating Science**
- **Physics**
- **Science Extension** (1-unit, Year 12 only)

Course descriptions are provided in the following pages.

Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of all courses and must occupy a minimum of 35 hours of course time each year, including time allocated to practical investigations in depth studies. Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies;
- fieldwork;
- locating and accessing a wide range of secondary data and/or information; and
- using and reorganising secondary data and/or information.

Depth Studies

- All Stage 6 Science courses include a minimum number of 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.

Life Skills

Eligible students may study up to six units of Science Life Skills courses in Year 11 and Year 12. Life Skills students will be eligible for an HSC but these courses do not contribute to an ATAR.

For more information contact Mr Tobie White (HT Science)

Biology

2 Units in each of Year 11 and Year 12

Biology explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

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 11 course consists of four modules:

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

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.

The Year 12 course consists of four modules:

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

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.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Agriculture, Forestry and Fishing](#)

[Education and Training](#)

[Electricity, Gas, Water and Waste Services](#)

[Health Care and Social Assistance](#)

[Mining](#)

For more information contact Mr Tobie White (HT Science)

Chemistry

2 Units in each of Year 11 and Year 12

Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

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 11 course consists of four modules:

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

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.

The Year 12 course consists of four modules:

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

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.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Agriculture, Forestry and Fishing](#)

[Education and Training](#)

[Electricity, Gas, Water and Waste Services](#)

[Health Care and Social Assistance](#)

[Mining](#)

For more information contact Mr Tobie White (HT Science)

Earth and Environmental Science

2 Units in each of Year 11 and Year 12

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 11 course consists of four modules:

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

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.

The Year 12 course consists of four modules:

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

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.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Agriculture, Forestry and Fishing](#)

[Education and Training](#)

[Electricity, Gas, Water and Waste Services](#)

[Health Care and Social Assistance](#)

[Mining](#)

Investigating Science

2 Units in each of Year 11 and Year 12

Investigating Science is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

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 11 course consists of four modules:

- **Module 1** - Cause and Effect: Observing
- **Module 2** - Cause and Effect: Inferences and Generalisations
- **Module 3** - Scientific Models
- **Module 4** - 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.

The Year 12 course consists of four modules:

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

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.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Education and Training](#)

[Electricity, Gas, Water and Waste Services](#)

[Health Care and Social Assistance](#)

[Professional, Scientific and Technical Services](#)

[Public Administration and Safety](#)

For more information contact Mr Tobie White (HT Science)

Physics

2 Units in each of Year 11 and Year 12

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

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 11 course consists of four modules:

- **Module 1** - Kinematics
- **Module 2** - Dynamics
- **Module 3** - Waves and Thermodynamics
- **Module 4** - Electricity and Magnetism.

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, the atom and the Universe.

The Year 12 course consists of four modules:

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

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.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Construction](#)

[Electricity, Gas, Water and Waste Services](#)

[Manufacturing](#)

[Mining](#)

[Professional, Scientific and Technical Services](#)

Aboriginal Studies

2 Units in each of Year 11 and Year 12

The Year 11 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.

The Year 11 course covers:

- Aboriginality and the Land
- Aboriginal Heritage and Identity
- Colonialism, Racism and Prejudice
- Research and Inquiry Methods.

The Year 12 course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international indigenous communities. Students apply research and inquiry methods through the completion of a major project that will include a log documenting all work completed.

The Year 12 course covers:

- core case studies in a global perspective of *Social Justice and Human Rights Issues* across two topics chosen from health, education, housing, employment, criminal justice and economic independence;
- an elective study in *Aboriginality and the Land* or *Aboriginal Heritage and Identity*;
- a **Major Project**.

Students must undertake mandatory case studies in both Year 11 and Year 12. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Health Care and Social Assistance](#)

[Information Media and Telecommunications](#)

[Public Administration and Safety](#)

For more information contact Ms Lorna Ahern (HT HSIE/Languages)

Ancient History

2 Units in each of Year 11 and Year 12 and an optional 1 Unit Year 12 Extension

Historical concepts and skills are integrated with the studies undertaken in Year 11 and Year 12 Ancient History.

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 11 course consists of three sections:

- **Investigating Ancient History** - students undertake at least:
 - i. one option from *The Nature of Ancient History*,
 - ii. two case studies, with one from each of these groups:
 - * Egypt, Greece, Rome or Celtic Europe
 - * Australia, Asia, the Near East or the Americas;
- **Features of Ancient Societies** - students study at least two ancient societies; and
- **Historical Investigation.**

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.

The Year 12 course consists of four sections:

- **Core Study** - *Cities of Vesuvius: Pompeii and Herculaneum*
- **Ancient Societies** - one topic
- **Personalities in their Times** - one topic
- **Historical Periods** - one topic

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

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Information Media and Telecommunications](#)

[Public Administration and Safety](#)

Business Studies

2 Units in each of Year 11 and Year 12

Business activity is a feature of everyone's life. We all interact with business whether it's as owners, employees or customers. Business Studies provides students with tools to better understand these interactions. Throughout the world people engage in a range of business activities to design, produce, market, deliver and support a range of goods and services. As a course, Business Studies investigates the role, operation and management of businesses ranging from small to multi-national companies in our society. It encompasses the theoretical and practical aspects of business, which students will encounter throughout their lives as either managers, employees or consumers. Currently it is the largest elective course in NSW outside of Mathematics and the Sciences.

In the Year 11 course students investigate the operation of a small business, planning the establishment of a small business by establishing their own fictional business. Students also undertake regular field trips to the Armidale CBD and other local businesses to link the classroom with the world. They also undertake a case study on the reinvention of the Big Banana by visiting the attraction and completing an assessment related to the visit.

In Year 11 students study:

- **Nature of business** - the role and nature of business;
- **Business management** - the nature and responsibilities of management; and
- **Business planning** - establishing and planning a small to medium enterprise.

In the Year 12 course students look more closely at the management of the different components that make up a business, being operations, financial management, marketing and human resources using large and global organisations as the focus. Students have the opportunity to participate in a case study tour to Sydney visiting Taronga Zoo for a marketing case study, Thunder Jet Boat for a human resources case study and Allianz Stadium/Sydney Roosters for an operations study. The trip enables students to have access to business that they can use in the exam, as case studies make up to 50% of the total mark.

In Year 12 students study:

- **Operations** - strategies for effective operations management;
- **Marketing** - development and implementation of successful marketing strategies;
- **Finance** - financial information in the planning and management of business; and
- **Human resources** - human resource management and business performance.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Education and Training](#)

[Financial and Insurance Services](#)

[Public Administration and Safety](#)

[Rental, Hiring and Real Estate Services](#)

For more information contact Ms Lorna Ahern (HT HSIE/Languages)

Economics

2 Units in each of Year 11 and Year 12

Economics provides an understanding of many aspects of the economy and its operation which are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society.

Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

The Year 11 course covers:

- **Introduction to Economics** - the nature of economics and the operation of an economy;
- **Consumers and Business** – the role of consumers and business in the economy;
- **Markets** – the role of markets, demand, supply and competition;
- **Labour Markets** – the workforce and role of labour in the economy;
- **Financial Markets** – the financial market in Australia including the share market; and
- **Government in the Economy** – the role of government in the Australian economy

The Year 12 course covers:

- **The Global Economy** – features of the global economy and globalization;
- **Australia's Place in the Global Economy** – Australia's trade and finance;
- **Economic Issues** – issues including growth, unemployment, inflation, wealth and management; and
- **Economic Policies and Management** – the range of policies to manage the economy.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Education and Training](#)

[Financial and Insurance Services](#)

[Professional, Scientific and Technical Services](#)

[Public Administration and Safety](#)

[Rental, Hiring and Real Estate Services](#)

Geography

2 Units in each of Year 11 and Year 12

The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The Year 11 course covers:

- **Biophysical Interactions** - how biophysical processes contribute to sustainable management;
- **Global Challenges** - the study of geographical issues on a global scale; and
- **Senior Geography Project** - a geographical study of the student's own choosing.

The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographer's contribution to understanding our environment and demonstrate the relevance of geographical study.

The Year 12 course covers:

- **Ecosystems at Risk** - the functioning of ecosystems, their management and protection;
- **Urban Places** - study of cities and urban dynamics; and
- **People and Economic Activity** - in a local and global context.

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

Students complete a **Senior Geography Project (SGP)** in the Year 11 course and must undertake 10 hours of fieldwork in both the Year 11 and Year 12 courses. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential as well as fun.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Agriculture, Forestry and Fishing](#)

[Education and Training](#)

[Professional, Scientific and Technical Services](#)

[Public Administration and Safety](#)

For more information contact Ms Lorna Ahern (HT HSIE/Languages)

Legal Studies

2 Units for each of Year 11 and Year 12

Key themes incorporated across all topics are: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

The Year 11 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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. It covers:

- **The Legal System**
- **The Individual and the State**
- **The Law in Practice.**

The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies that consider how changes in societies influence law reform. It covers:

- **Crime**
- **Human Rights**
- **Focus Studies** - two studies are chosen from the following topics:
 - * Consumers
 - * Global Environment and Protection
 - * Family
 - * Indigenous Peoples
 - * Shelter
 - * Technological Change
 - * Workplace
 - * World Order.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Education and Training](#)

[Financial and Insurance Services](#)

[Professional, Scientific and Technical Services](#)

[Public Administration and Safety](#)

Human Society and its Environment (HSIE) Courses

For more information contact Ms Lorna Ahern (HT HSIE/Languages)

Modern History

2 Units in each of Year 11 and Year 12 and an optional 1 Unit Year 12 Extension

Historical concepts and skills are integrated with the studies undertaken throughout both Year 11 and Year 12.

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 engage in studying a range of people, ideas, movements, events and developments that have shaped the modern world. The Historical Investigation topic encourages students to become familiar with the process of historical inquiry, investigation and research.

The Year 11 course comprises:

- **Investigating Modern History**
- **Two Case Studies**
 - * Possible options may include: *The Decline and Fall of the Romanov Dynasty, The American Civil War, The Trans-Atlantic Slave Trade, The Cuban Revolution, The Origins of the Arab-Israeli Conflict, The Making of Modern South Africa.*
- **Historical Investigation**
- **The Shaping of the Modern World**
 - * Possible options may include: *World War One, The Enlightenment, The French Revolution, The Industrial Age*

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigations of the modern world. Through a core study of *Power and Authority in the Modern World*, students investigate the rise of fascist and authoritarian ideologies in the interwar period, with a key focus on Nazi Germany. Students also engage in close studies of individual nations, peace and conflict and changes in the modern world.

The Year 12 course comprises:

- **Core Study:** Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- **One ‘National Studies’ topic** (30 indicative hours)
 - * Possible options may include: *Russia and the Soviet Union, USA, China, Iran*
- **One ‘Peace and Conflict’ topic** (30 indicative hours)
 - * Possible options may include: *Conflict in Indochina, Conflict in the Pacific, Conflict in Europe, The Cold War*
- **One ‘Change in the Modern World’ topic** (30 indicative hours)
 - * Possible options may include: *Civil Rights in the USA, The Nuclear Age, Apartheid in South Africa, The Cultural Revolution to Tiananmen Square.*

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Agriculture, Forestry and Fishing](#)
[Education and Training](#)
[Professional, Scientific and Technical Services](#)
[Public Administration and Safety](#)

For more information contact Ms Lorna Ahern (HT HSIE/Languages)

Society and Culture

2 Units in each of Year 11 and Year 12

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study.

Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the **Personal Interest Project (PIP)**. The course deals with areas of interest and relevance to students.

The Year 11 course covers:

- **The Social and Cultural World** – the interaction between aspects of society and cultures;
- **Personal and Social Identity** – socialisation and coming of age in a variety of social and cultural settings; and
- **Intercultural Communication** – how people in different cultures interact and communicate.

The Year 12 course covers:

- **Core components**
 - i. **Social and Cultural Continuity and Change** – research and study of the nature, continuity and change of a selected country
 - ii. **Personal Interest Project** – an individual research project
- **Depth studies** - two to be chosen from:
 - i. **Popular Culture** – the interconnection between popular culture, society and the individual;
 - ii. **Belief Systems and Ideologies** – the relationship of belief systems and ideologies to culture and identity;
 - iii. **Social Inclusion and Exclusion** – the nature of social inclusion and exclusion as well as the implications for individuals and groups in societies and culture;
 - iv. **Social Conformity and Nonconformity** – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Health Care and Social Assistance](#)

[Information Media and Telecommunications](#)

[Public Administration and Safety](#)

Studies of Religion

1 Unit in each of Year 11 and Year 12

The Studies of Religion syllabus acknowledges that there are many ways of studying religion. It investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This syllabus enables students who live in a multifaith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates religion's place within the global community.

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life.

In the Year 11 course students learn about::

- **Nature of Religion and Beliefs** - the nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life; and
- **Studies of Religious Traditions** - two selected from Buddhism, Christianity, Hinduism, Islam, Judaism. Topics include origins, principal beliefs, sacred texts and writings, core ethical teachings, personal devotion/expression of faith/observance.

In the Year 12 course learn about:

- **Religion and Belief Systems in Australia post-1945** - religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today; and
- **Religious Traditions Depth Studies** - two selected from Buddhism, Christianity, Hinduism, Islam, Judaism. Topics include significant people and ideas, ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics, significant practices in the life of adherents.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Health Care and Social Assistance](#)

[Information Media and Telecommunications](#)

[Public Administration and Safety](#)

For more information contact Ms Lorna Ahern (HT HSIE/Languages)

French Beginners

2 Units in each of Year 11 and Year 12

Exclusions: French Continuers and French Extension

No knowledge of French is required. Students who select this course must be beginners.

Language is the basis of all communication and human interaction. By learning an additional language, students can develop the interpersonal skills to engage across cultures, improve their literacy, creative and problem solving skills, and become open to a world of possibilities in relation to employment, travel and further study in Australia and internationally.

The French Beginners Stage 5 course is designed for students with no prior knowledge or experience of the French language, either spoken or written, or who have only studied it in Year 8. In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. It is structured around three objectives: interacting, understanding language, and producing language.

Two connected study themes are explored throughout the Year 11 and 12 courses: *The Personal World* and *French-Speaking Communities*. They are not isolated units or divided into either Year 11 or 12. Both enable students to develop knowledge and understanding of and skills in the French language, linked to cultural values, attitudes and practices through a range of topics that are relevant to students' personal experiences and the context of French-speaking communities.

Topics include:

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

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Health Care and Social Assistance](#)

[Information Media and Telecommunications](#)

[Public Administration and Safety](#)

German Beginners

2 Units in each of Year 11 and Year 12

Exclusions: German Continuers, German Background Speakers. Other eligibility rules apply. Check with your teacher or the NESA’s ACE Manual.

No knowledge of German is required. Students who select this course must be beginners.

Language is the basis of all communication and human interaction. By learning an additional language, students can develop the interpersonal skills to engage across cultures, improve their literacy, creative and problem solving skills, and become open to a world of possibilities in relation to employment, travel and further study in Australia and internationally.

The German Beginners Stage 5 course is designed for students with no prior knowledge or experience of the German language, either spoken or written, or who have only studied it in Year 8. In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. It is structured around three objectives: interacting, understanding language, and producing language.

Two connected study themes are explored throughout the Year 11 and 12 courses: *The Personal World* and *German-Speaking Communities*. They are not isolated units or divided into either Year 11 or 12. Both enable students to develop knowledge and understanding of and skills in the German language, linked to cultural values, attitudes and practices through a range of topics that are relevant to students’ personal experiences and the context of German-speaking communities.

Topics include:

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

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Health Care and Social Assistance](#)

[Information Media and Telecommunications](#)

[Public Administration and Safety](#)

For more information contact Ms Lorna Ahern (HT HSIE/Languages)

Japanese Beginners

2 Units in each of Year 11 and Year 12

Exclusions: Japanese Continuers, Japanese Background Speakers. Other eligibility rules apply. Check with your teacher or the NESA's ACE Manual.

No knowledge of Japanese is required. Students who select this course must be beginners.

In the Year 11 course students will develop their knowledge and understanding of Japanese through the themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

In the Year 12 course students will continue to develop their knowledge and understanding of Japanese through the four skills. Study may cover new topics or more detailed treatment of topics previously studied.

The main topics covered are:

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

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Health Care and Social Assistance](#)

[Information Media and Telecommunications](#)

[Public Administration and Safety](#)

Drama

2 Units in each of Year 11 and Year 12

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

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

The Year 11 course covers:

- Improvisation, Play-building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

The Year 12 course involves theoretical study through practical workshops exploring theme, issues, styles and movement:

- Australian Drama and Theatre;
- Studies in Drama and Theatre;
- **Group Performance** (3-6 students) - involves creating a piece of original theatre (8-12 minutes duration) and provides opportunity for each student to demonstrate their performance skills;
- **Individual Project** where students demonstrate their expertise in a particular area by choosing one project from:
 - i. Critical Analysis
 - ii. Design (costume design; set design; promotion and program; lighting design)
 - iii. Performance
 - iv. Script-writing or
 - v. Video Drama.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Information Media and Telecommunications](#)

For more information contact Ms Julie Clark (HT CAPA)

Music 1

2 units in each of Year 11 and Year 12

Prerequisites: Music mandatory course (or equivalent). Elective Music in Year 10 is not required but is preferable.

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

In Music 1, 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.

Students study three topics in each year of the course. Topics are chosen from a list of 21 topics which cover a range of styles, periods and genres.

In the Year 12 course, 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 Year 12 course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Information Media and Telecommunications](#)

Creative and Performing Arts (CAPA) Courses

For more information contact Ms Julie Clark (HT CAPA)

Music 2

2 Units in each of Year 11 and Year 12 and an optional 1 Unit HSC Extension

Prerequisites: Music Elective in Year 10 (or equivalent) is required.

In the Year 11 and Year 12 courses students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of Western Art Music.

Students study the Mandatory Topic *Music 1600–1900* in Year 11, and the Mandatory Topic *Music of the Last 25 Years (Australian focus)* in Year 12.

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

The **1-Unit Year 12 Music Extension course** is available in Year 12 for students who have completed Year 11 Music 2 and are currently studying Year 12 Music 2. It builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study, which will be negotiated between the teacher and student.

Students selecting Composition or Musicology as their area of specialisation in the Extension course will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Information Media and Telecommunications](#)

For more information contact Ms Julie Clark (HT CAPA)

Visual Arts

2 Units in each of Year 11 and Year 12

Across Years 11 and 12, students engage in critical and historical study of the art world to investigate artists, artworks, worlds and audiences from a range of cultural, political, historical and social perspectives and use these to inform their own artmaking practices. They learn to interpret and critically analyse artists and their work from a range of contexts and gain an understanding of how these artworks have and continue to shape societies. The overall course structure comprises:

- 50% Artmaking
- 50% Critical and Historical studies.

Visual Arts provides students with the opportunity to develop their own artworks, culminating in a **Body of Work** in the HSC course.

In the Year 11 course students learn about and experiment with a range of artmaking practices, materials and techniques across the areas of 2D, 3D, photo-media and design. It builds on the knowledge, skills, values and attitudes gained in the Mandatory and Elective courses and extends students' autonomy to create artworks that increasingly represent their own ideas and values in the world.

In Year 11 students are required to undertake:

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

In the Year 12 course students continue to build their understanding of the Visual Arts, and are provided with the opportunity to take a deeper investigation of their own artmaking practice in increasingly independent ways. Over the course of the year they will develop their own **Body of Work** - an artwork or collection of works - that provide the possibility for students to establish their intentions as artists and to develop a work that communicates their own artistic intentions and interests in the world.

In Year 12 students are required to undertake:

- development of a body of work and use of a process diary; and
- a minimum of five case studies (4–10 hours each).

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)

[Education and Training](#)

[Information Media and Telecommunications](#)

Creative and Performing Arts (CAPA) Courses

Course Fees: \$60 per year

For more information contact Ms Julie Clark (HT CAPA)

Community and Family Studies

2 units for each of Year 11 and Year 12

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.

The Year 11 course covers:

- **Resource Management** - basic concepts of the resource management process;
- **Individuals and Groups** - the individual's roles, relationships and tasks within groups; and
- **Families and Communities** - family structures and functions and the interaction between family and community.

The Year 12 course covers:

- **Research Methodology** - culminating in the production of an **Independent Research Project**;
- **Groups in Context** - the characteristics and needs of specific community groups; and
- **Parenting and Caring** - issues facing individuals and groups who adopt roles of parenting and caring in contemporary society and one of the following Year 12 option modules:
 - i. Family and Societal Interactions
 - ii. Social Impact of Technology
 - iii. Individuals and Work.

Students are required to complete an **Independent Research Project (IRP)** as part of the Year 12 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;
- Communities; and/or
- Resource Management.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Education and Training](#)

[Health Care and Social Assistance](#)

[Public Administration and Safety](#)

For more information contact Ms Kim Kelly (HT PDHPE)

Dance

2 units for each of Year 11 and Year 12

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

Students study dance as an art form in the interrelated components of **Performance, Composition** and **Appreciation**. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

The Year 11 course consists of a high percentage of weighting/time on the Performance component. Composition and Appreciation have equal weighting.

In the Year 12 course students undertake an in-depth study of dance in one of the major study components, either Performance, Composition or Appreciation of Dance and Technology. There is an emphasis on the acquisition of physical skills as well as knowledge and understanding.

Main topics covered :

- Dance Technique
- Dance Technique applied to Dance Performance
- The Core Performance Dance
- Manipulation of the elements of Dance
- Organising the Dance
- The development of Dance in Australia
- Introduction to Dance Analysis
- Dance analysis in practice.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Arts and Recreation Services](#)
[Education and Training](#)

Human Movement Science

2 Units in each of Year 11 and Year 12

This course combines rigorous academic study with complementary practical activities. It is designed for entry into tertiary study. Students wanting a less challenging non-ATAR course are encouraged to consider Sport, Lifestyle and Recreation Studies.

Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance, and develop the skills to enhance movement for themselves and others throughout their lifetime.

The Year 11 course comprises of four sections. Students are required to study all four components of the course. This course explores the meanings of health from different perspectives and how we measure and evaluate health status. It also allows students to investigate body systems, how we respond to movement, types of training and training methods, and the relationship between performance and psychological factors.

Core topics covered in Year 11:

- **Health for individuals and communities**
- **The body and mind in motion**
- **Depth Studies (minimum of two; indicative of 20 hours and at the teacher’s discretion)**
- **Collaborative Investigation (20 hours).**

Where appropriate, case studies, practical applications and research skills are to be integrated throughout student learning in all of the above components.

The Year 12 course comprises three components. Students are required to study all 3 components of the course. This course focuses on the health of Australians compared to the rest of the world. Students will investigate major chronic diseases and explore the impact of an ageing population. Students will also compare training plans for recreational and elite athletes, and investigate the significance of training for improved performance.

Core topics covered in Year 12:

- **Health in an Australian and global context**
- **Training for improved performance**
- **Depth Studies (minimum of 2)**

The aim of Health and Movement Science is to develop in each student a capacity to think about and act critically in regard to key issues related to health and movement. This enables them to make informed decisions that contribute to healthy and active lifestyles for individuals and communities, and support wellbeing.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Education and Training](#)

[Health Care and Social Assistance](#)

[Public Administration and Safety](#)

For more information contact Ms Kim Kelly (HT PDHPE)

Agriculture

2 Units in each of Year 11 and Year 12

Agriculture provides people with food, fibre, fuel, shelter and the possibility of diverse lifestyles. Agriculture is a composite of rural and urban industries that are structured to produce both raw and value-added materials from plants and animals to meet identified consumer needs.

Agricultural industries make a significant contribution to Australia's economy through investment, employment of skilled workers, consumption of products from other sectors of the economy and export. The *Agriculture Stage 6 Syllabus* provides students with opportunities to understand and appreciate these essential aspects of agriculture. Resolving issues of long-term profitability and sustainability is the challenge for agriculture and is the basis of this course.

Agriculture's dynamic nature results from the increase in knowledge and the application of technology to the production, processing and marketing of products in complex national and international marketplaces. This course provides students with an understanding of the relationships between production, processing and consumption to enable them to participate in debate on the impact of each upon society and the environment.

In both Year 11 and Year 12, students develop knowledge and understanding of the interaction between the components of agriculture and the scientific principles which explain the processes that take place when inputs are transformed into outputs. It caters for a diverse range of students and ability levels. It has the facility to challenge students academically as well as providing them with a wide range of practical skills and an awareness of technologies associated with agriculture.

Opportunities are also provided for students to develop awareness of the welfare, ethical and legal issues relating to animal research. The relevance of the course is enhanced by the inclusion of the study of a farm and agricultural product of particular interest to the student.

In the Year 11 course students focus on:

- **Overview**
- **The Farm Case Study**
- **Plant Production**
- **Animal Production**

In the Year 12 course students cover:

- **Plant/Animal Production**
- **Farm Product Study**
- one elective, selected from:
 - i. **Agri-food, Fibre and Fuel Technologies**
 - ii. **Climate Challenge**
 - iii. **Farming for the 21st Century.**

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Agriculture, Forestry and Fishing](#)

[Electricity, Gas, Water and Waste Services](#)

[Professional, Scientific and Technical Services](#)

Engineering Studies

2 Units in each of Year 11 and Year 12

The aim of the Engineering Studies is to develop students' understanding and appreciation of the nature, significance and methodology of engineering and its impact on society.

Students will develop:

- understanding of the scope of engineering and the role of the engineer;
- knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society;
- communication skills appropriate to engineering practices;
- knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice;
- management and problem-solving skills in engineering contexts; and
- skills in the application of engineering methodology

The Year 11 course consists of four compulsory modules focusing on:

- **Engineering Fundamentals**
- **Engineering Products**
- **Braking Systems**
- **Biomedical Engineering.**

The Year 12 course consists of four compulsory modules focusing on:

- **Civil Structures**
- **Personal and Public Transport**
- **Aeronautical Engineering**
- **Telecommunications Engineering.**

Students are required to produce engineering reports for two of the modules in both Year 11 and Year 12. In each year, one of the reports must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Agriculture, Forestry and Fishing](#)

[Construction](#)

[Electricity, Gas, Water and Waste Services](#)

[Manufacturing](#)

[Mining](#)

For more information contact Mr Michael Lord (HT Technologies)

Food Technology

2 Units in each of Year 11 and Year 12

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition, and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations.

It is mandatory that students undertake practical activities in this course. Practical skills in developing, planning, experimenting, and preparing and presenting food are integrated throughout the course.

The Year 11 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.

Topics studied in Year 11 are:

- **Food Availability and Selection**
- **Food Quality**
- **Nutrition.**

The Year 12 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.

Topics studied in Year 12 are:

- **The Australian Food Industry**
- **Food Manufacture**
- **Food Product Development**
- **Contemporary Food Issues in Nutrition**

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Agriculture, Forestry and Fishing](#)

[Manufacturing](#)

[Electricity, Gas, Water and Waste Services](#)

[Professional, Scientific and Technical Services](#)

[Wholesale Trade](#)

Course Fees: \$90 per year

For more information contact Mr Michael Lord (HT Technologies)

Industrial Technology - Multimedia Technologies

2 Units in each of Year 11 and Year 12

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

The Multimedia Technologies focus area of the Industrial Technology course provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in multimedia-based technologies.

Practical projects reflect the nature of the Multimedia Technologies focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia related technologies. These may include:

- individual photographic images and their manipulation;
- photographic presentations;
- brochures, magazine covers, incorporating photographic images;
- photo journals or albums;
- computer animations and video production; and
- web pages.

Projects will occupy the majority of course time. This approach promotes the sequential development of skills, and develop an increasing degree of student autonomy as they progress through the course. Skills that will be developed may help lead to increased job participation, with topics including:

- competently plan all processes and stages required to complete project;
- obtain, create and modify images, sound and text;
- apply ethical constraints relating to authoring and copyright;
- select and apply a wide range of industry techniques and strategies; and
- production and presentation of a **Major Project**.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Manufacturing](#)

[Professional, Scientific and Technical Services](#)

[Information, Media and Telecommunications](#)

[Mining](#)

[Construction](#)

[Other Services](#)

For more information contact Mr Michael Lord (HT Technologies)

Industrial Technology - Timber Products and Furniture Technologies

2 Units in each of Year 11 and Year 12

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

The Timber Products and Furniture Technologies focus area of the Industrial Technology course provides opportunities for students to develop knowledge, understanding and skills in relation to the creation of timber-based products. It is a very hands-on subject where students learn to use timber related technologies, exploring the importance of various design, management and production factors.

In the Year 11 course students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students must also undertake the study of an individual business within the industry.

In the Year 12 course students design, develop and construct a **Major Project** to create a timber-based product along with a management folio. Students must also undertake a study of the overall industry related to the timber/furniture industries.

Sections covered in the Year 11 and Year 12 courses include:

- **Industry Study** - structural, technical, environmental and sociological factors, personnel issues, Workplace Health and Safety;
- **Design and Management** - designing, drawing, computer applications, project management;
- **Workplace Communication** - literacy, calculations, graphics; and
- **Industry Specific Content and Production.**

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Manufacturing](#)

[Professional, Scientific and Technical Services](#)

[Information, Media and Telecommunications](#)

[Mining](#)

[Construction](#)

[Other Services](#)

Course Fees: \$80 per year

For more information contact Mr Michael Lord (HT Technologies)

Software Engineering

2 Units in each of Year 11 and Year 12

This course is suited to students who have an interest in programming and have some ability to solve problems through analysis and design. Students in this course must have access to a computer and the Internet for extended periods of time outside classroom periods.

The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process, and by considering the interaction between software and the other components of the computer system.

The Year 11 course covers:

- **Concepts and Issues in the Design and Development of Software** - social and ethical issues, hardware and software, software development approaches;
- **Introduction to Software Development** - defining the problem and planning software solutions, building software solutions, checking software solutions, modifying software solutions; and
- **Developing Software Solutions.**

The Year 12 course builds on the Year 11 course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

The Year 12 course covers:

- **Development and Impact of Software Solutions** - social and ethical issues, application of software development approaches;
- **Software Development Cycle** - defining and understanding the problem, planning and design of software solutions, implementation of software solutions, testing and evaluation of software solutions, maintenance of software solutions; and
- **Developing a Solution Package** - either *Evolution of Programming Language* or *The Software Developer's View of the Hardware*.

Practical experience should occupy a minimum of 20% of the Year 11 course, and a minimum of 25% of the Year 12 course.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Construction](#)

[Information, Media and Telecommunications](#)

[Manufacturing](#)

[Mining](#)

[Other Services](#)

[Professional, Scientific and Technical Services](#)

For more information contact Mr Michael Lord (HT Technologies)

Textiles and Design

2 Units in each of Year 11 and Year 12

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textiles Industry. Practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work.

The Year 11 course covers:

- **Design**
- **Properties and Performance of Textiles**
- **The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI)**
- **Minor Projects x 2.**

The Year 12 course builds upon the Year 11 course and involves the study of the historical design development, the influence of culture on design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. The course integrates the development of a Major Textiles Project that allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Year 11 course.

The Year 12 course covers:

- **Design**
- **Properties and Performance of Textiles**
- **The Australian Textiles, Clothing, Footwear and Allied Industries**
- **Major Textiles Project** - comprises 50% of the Year 12 course, selected from:
 - i. Apparel
 - ii. Furnishings
 - iii. Costume
 - iv. Textile Arts
 - v. Non-Apparel.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

[Manufacturing](#)

[Other Services](#)

[Retail Trade](#)

[Wholesale Trade](#)

Course Fee: \$40 per year

For more information contact Mr Michael Lord (HT Technologies)

Content Endorsed Courses (CEC)

Content Endorsed Courses have syllabuses endorsed or approved by the NSW Education Standards Authority to cater for areas of special interest. All Content Endorsed Courses count towards the Higher School Certificate and are listed on the Record of School Achievement (RoSA). However, Content Endorsed Courses do not count towards calculation of the Australian Tertiary Admissions Rank (ATAR) as there is no external exam and assessment is school based.

Computing Applications

2 Units in Year 11 and/or Year 12

Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

Computing and related information is a 'hands-on' skills-based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. The target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

For more information contact Mr Michael Lord (HT Technologies)

Exploring Early Childhood

2 Units in Year 11 and/or Year 12

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. Exploring Early Childhood explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

Course Fee: \$30 per year

For more information contact Ms Kim Kelly (HT PDHPE)

Industry Based Learning

2 Units in Year 11 and/or Year 12

Students who are participating in a School Based Traineeship or Apprenticeship have the option to choose this course. This course enables students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from on-the-job training. Student will keep a log of tasks and activities completed in the workplace and write a reflective journal of learning related to the course outcomes.

For more information contact Mrs Lana Hardman (Careers Advisor)

Numeracy

2 units Year 11 and Year 12

This is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.

This course provides students with further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

The Numeracy course can be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development. There is no HSC examination for Numeracy.

The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy. As a result, the Numeracy course is highly recommended for students who are yet to demonstrate achievement of the HSC Minimum Standard in Numeracy.

For more information contact Mr David Freeman (HT Mathematics—Relieving)

Photography, Video and Digital Imaging

1 or 2 Units in Year 11 and/or Year 12

This course provides students with the opportunity to develop their knowledge, skills and understanding of the art world through the making of photographs. This course includes a broad range of photographic genres and practices including wet (darkroom) photography, digital photography, video and time-based works, and mixed-media photography. The course also introduces students to specialist equipment and software, such as studio lighting and Photoshop.

This course is designed to enable students to gain an increasing accomplishment and independence in their approaches to Photography. They learn to develop their own artistic voice and representations of the world, leading to a self-directed PIP (Personal Interest Project) in Year 12.

Across Years 11 and 12, students engage in Critical and Historical investigations of artists/photographers/filmmakers from a range of backgrounds and contexts. Students' understanding of the art world gained through their Critical and Historical studies is used to inform their own photographic and digital artmaking practices.

Course Structure:

- 70% Photographic Artmaking
- 30% Critical and Historical studies

Course Fee: \$50 per year

For more information contact Ms Julie Clark (HT CAPA)

Sport Lifestyle and Recreation Studies (SLR)

1 or 2 Units in Year 11 and/or Year 12

Exclusions: Students studying SLR must not study modules which duplicate PDHPE modules.

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.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics; First Aid; Fitness; specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle.

For more information contact Ms Kim Kelly (HT PDHPE)

Visual Design

2 Units in Year 11 and/or Year 12

This course is designed to enable students to develop skills and confidence in the representation of ideas in different fields of design and to understand how various design fields invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.

During the preliminary component students are introduced to various design practices, such as graphic design, illustration, wearables and architecture.

In the HSC component students will have the opportunity to develop a self-directed design project in a field of their choosing. They will be given the opportunity to display their projects to an authentic audience in an annual exhibition.

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.

Course Structure

- 70% Designing and Making
- 30% Critical and Historical studies

Course Fee: \$40 per year

For more information contact Ms Julie Clark (HT CAPA)

Work Studies

2 Units in Year 11 and/or Year 12

Work in all its forms - paid and unpaid - plays a central role in our lives, thus an awareness of issues and concepts related to the world of work, and the acquisition of work-related skills, are valuable for all students, irrespective of their post-school aspirations. Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

- This course has a practical orientation intended to allow students to develop a range of knowledge, skills and attitudes in actual workplace contexts.
- The structure of the course allows individual schools the flexibility to determine the proportion of course time a student will spend in the workplace and the nature of this experience. The course and modules may involve integrated work placement, supported by industrial visits and short term workplace investigation studies.
- It is possible for students to undertake an extended work placement to allow for the development of specific job-related skills. Students may also undertake detailed research activities in a work setting.
- The value of these experiences is reinforced by the school-based components of the course, which provide both a knowledge base and the opportunity for structured reflection on workplace learning.

For more information contact Ms Lorna Ahern (HT HSIE/Languages)

HSC VET Industry Curriculum Framework

Industry Curriculum Framework (ICF) courses

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning (RPL). All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

- 2 Unit x 1 year course: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year course: 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

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

Specialisation Studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

'N' Determinations

Where a student has not met NESA course completion criteria (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than two 'N' awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification Changes and Updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Employability Skills

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course. To express an interest or obtain further information go to <http://www.sbatjobs.info/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of NESA Teaching and Educational Standards.

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 recorded 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 NESA Teaching & Educational Standards.

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) Content Endorsed Courses, 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 an 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 (RTO's). 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 NESA Teaching & Educational Standards 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 or 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 an 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 Year 11 course and one week during the Year 12 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.

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

- | | |
|---|--|
| <ul style="list-style-type: none">working within the business services industry involves customer (client) serviceusing technology to organise information | <ul style="list-style-type: none">creativitycritical thinkingproblem solving |
|---|--|

Examples of occupations in the business services industry

- | | | |
|--|--|--|
| <ul style="list-style-type: none">medical administrationclerical worker | <ul style="list-style-type: none">office administrationreceptionist | <ul style="list-style-type: none">information desk operatorrecords 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 - \$0.00

HSC - \$0.00

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>

2025 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

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: 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)
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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 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 units of competency associated with this qualification 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

- | | |
|--|---|
| <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

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 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.

Consumable costs:

Preliminary - \$70.00

HSC - \$70.00

White card course - \$30.00

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->

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>

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 - \$80.00 / semester or \$150.00 / year

HSC - \$80.00 / semester or \$150.00 / year

School specific equipment and associated requirements for students eg uniform purchase, fully enclosed leather shoes

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>

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.

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 manufacturing and engineering industry

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • fitter machinist • refrigeration mechanic | <ul style="list-style-type: none"> • toolmaker • maintenance fitter | <ul style="list-style-type: none"> • 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 — \$80.00

HSC — \$80.00

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>

2025 Primary Industries Course Descriptor

AHC20122 Certificate II in Agriculture

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: Primary Industries 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 nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of AHC20122 Certificate II in Agriculture <https://training.gov.au/Training/Details/AHC20122> You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification you must achieve 16 units of competency. To meet NESA's indicative hours 17 units of study may be required. 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

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|--|---|
| <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 agriculture industry

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|--|---|
| <ul style="list-style-type: none"> • farm or station hand/labourer • shearing hand | <ul style="list-style-type: none"> • nursery assistant • livestock worker |
|--|---|

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 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 Primary Industries 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 - \$50.00

HSC - \$50.00

Students must wear leather, fully enclosed footwear, and a wide brimmed hat to each lesson.

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: In this Framework, students can only undertake the Primary Industries (120 indicative hours) course or the Primary Industries (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>

2025 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

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: **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)

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.

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • maintain store operations • using technology to organise information • meeting organisational expectations | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • shop assistant • retail supervisor | <ul style="list-style-type: none"> • team leader • senior sales assistant 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 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.

Consumable costs:

Preliminary - \$0.00

HSC - \$0.00

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: In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail 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>

2025 Skills for Work and Vocational Pathways Course Descriptor

Statement of Attainment towards

FSK20119 Certificate II in Skills for Work and Vocational 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: Skills for Work and Vocational Pathways

Board Endorsed Course (120 hour)

(2 units x 1 year)

HSC credit - 2 units

There is no Australian Tertiary Admission Rank (ATAR) option 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 Statement of Attainment (SOA) toward a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of Statement of Attainment Towards 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. The 120-hour Skills for Work and Vocational Pathways course offers 11 units of competency. A statement of attainment will be achieved for all units of competency where you have met the assessment requirements.

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

- 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

Pathways to further employment or vocational training

This course provides foundation skill development to prepare for workforce entry or vocational training pathways.

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 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 120 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.

External Assessment

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

Consumable costs:

Preliminary - \$0.00

HSC - \$0.00

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: 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)

