



HSC Course Information Handbook 2025-2026

Barham High School



Enabling students to successfully transition to future learning and employment

Principal: Brendan Yu

Gonn St Barham NSW 2732 | T: 03 54532322 | F: 03 54533259 | E: Barham-h.school@det.nsw.edu.au

Principal's Message

Studying for the HSC can appear to be a daunting task. Everything seems to have a greater degree of difficulty and there is a significant need for students to exhibit self-motivation. Recognising this at the start is important so that decisions are made by both students and parents with a clear knowledge of expected workloads and course requirements.

This book is designed to give you the bulk of the information you need to make these important decisions.

If you need further information, please don't hesitate to contact me at the school.

The information is organised into four sections:

1. general information about the HSC
2. guidelines for the calculation of the ATAR (Australian Tertiary Admission Rank)
3. subjects offered by Barham High School
4. guidance and planning information to choose an appropriate pattern of study

When selecting courses, students need to be fully aware of the requirements necessary to succeed in each course by talking to the relevant staff at school. Students have access to the school's Careers Adviser who can assist in choosing courses that will suit vocational areas or further study at tertiary institutions, including TAFE.

I urge each of you to be realistic in your choices and be aware that the assessment program is designed to measure student performance against performance standards in each course. To be successful, students must make a serious attempt at all class work, complete all assessments to the best of their ability and have an effective home study program for the two years.

Please consider your options carefully and remember that the ATAR is a measure to assist universities and some TAFES to select students for their courses. If you do not wish to study at a tertiary institution then the ATAR rules should not be a consideration.

The last two years of secondary schooling will be a very rewarding time for each of you - make the most of your opportunities.

Brendan Yu
Principal

Changes to the HSC Minimum Standard

Students in NSW will need a minimum standard of literacy and numeracy to receive the HSC from 2020. The standard is set at a basic level of literacy and numeracy essential for everyday life. All HSC students will need to meet the HSC minimum standard through short online tests in reading, writing and numeracy. Tests can be taken in Years 10, 11 or 12, (and for a few years after school) in a process similar to obtaining the NSW Learner Drivers Licence.

The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Teachers will help students decide when they are ready to sit the online tests.

What happens if a student doesn't meet the standard by year 12? They can take up to 5 years after starting their HSC to pass the minimum standard tests and receive their HSC certificate. All students, regardless of whether they have meet the HSC minimum standard can still study HSC courses, sit HSC exams, receive HSC results, get an ATAR and receive the RoSA credential BUT not the HSC certificate.

Information about the HSC

General Information

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

Courses are linked to further education and training.

- Extension courses enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training (VET) courses count towards the HSC and also lead to qualifications recognised across a range of industries.

The HSC includes life skills courses for students with special education needs. The details of these courses are not present in this Handbook – students who may need to follow this course of study will need to meet with Mr Yu to discuss these options.

The HSC fairly assesses each student's knowledge and skills.

For each course you will receive easy-to-understand reports which provide clear indications of what you have demonstrated you know, understand and can do in each course.

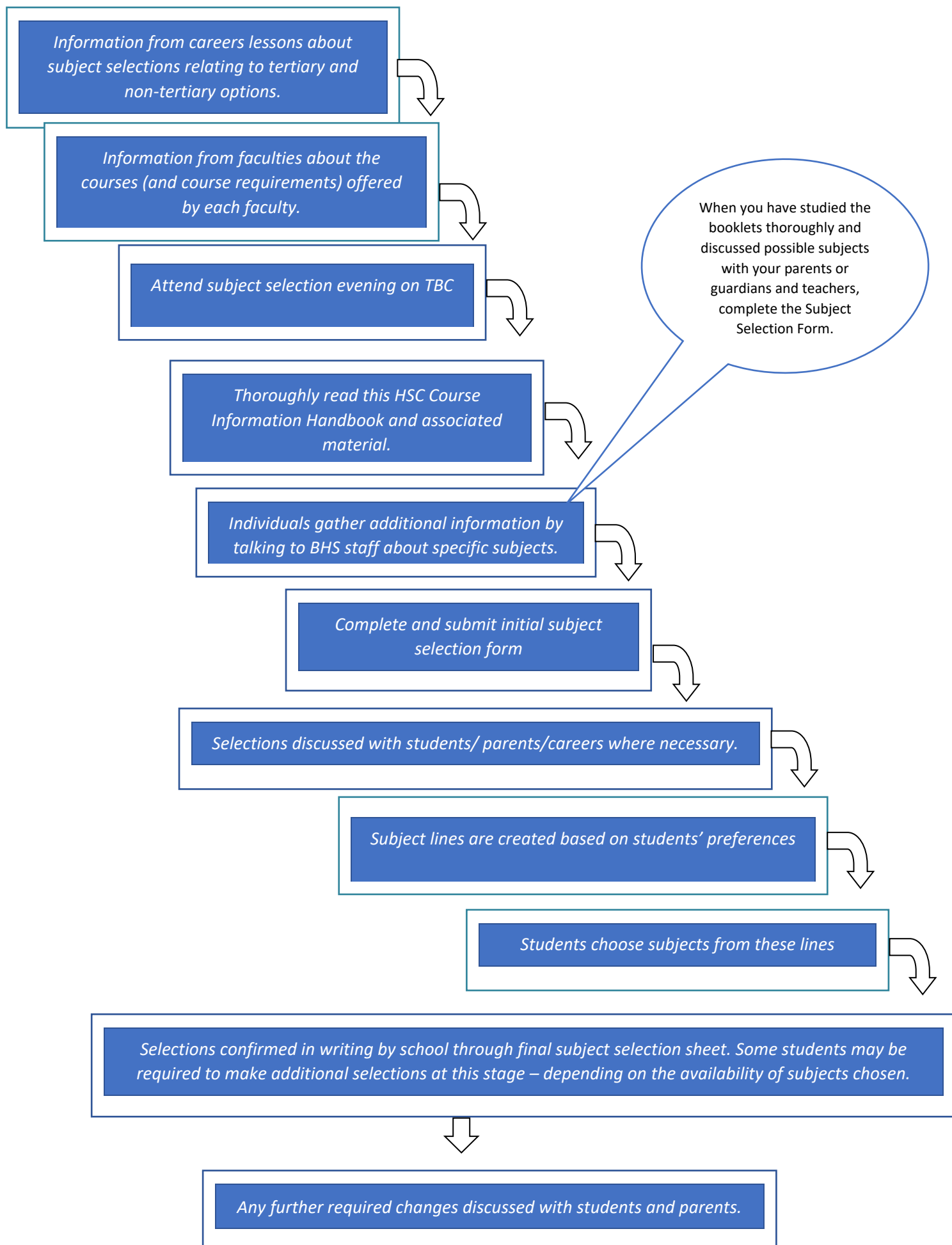
Support during the selection process

The members of staff involved in the selection process, available to answer any questions you may have at any stage, include:

- Mr Brendan Yu (Principal – Curriculum Coordinator)
- Mr Martin Shevels (Deputy Principal)
- Mrs Emma Searle (Careers Adviser)
- Mrs Kirinya Cook (Year Adviser)
- Head Teachers with specific subject responsibility.

Please contact the school to arrange an appropriate time to meet with any of these members of staff.

Subject Selection Process



HSC Course Structure

- All courses in the HSC have a **unit value**
- Most courses are **2 units** which equates to **120 hours** of study and an HSC result out of **100**
- Some courses are **1 unit**. This is equivalent to **60 hours** of study and a HSC result out of **50**
- Many 1 unit courses are **extension** courses, enabling 3 or 4 units of a course to be studied

Requirements for the HSC

Year 11

- Minimum of **12 units**
- Students must satisfactorily **complete** the Year 11 course before commencing the corresponding Year 12 course

Year 12

- Minimum of **10 units**

Both the Year 11 and Year 12 pattern of study must include:

- 2 units of **compulsory English**
- at least **6 units** of Board Developed Courses
- at least **3 courses** of **2 units** value or greater
- at least **4 subjects** (including English)
- a maximum of **6 units** of Science may be included in the Year 11 pattern of study

From 2019, a maximum of **7 units** of science may be included in the Year 12 pattern of study.

Requirements for an ATAR

- at least **5 units** of Board Developed Courses

Course Categories

Board Developed Courses (BDCs)

Board Developed Courses are courses developed by the Board of Studies NSW. To gain detailed information on each of these courses you can view current syllabus documents on the Board's website at:

www.boardofstudies.nsw.edu.au/syllabus_hsc/index.html

Types of HSC Courses

Board Developed Courses	Board Endorsed Courses
HSC examination (except for optional examination in English Studies and Mathematics Standard 1; and all Life Skills courses)	No HSC examination (school-based assessment only)
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)
Includes some Vocational Education and Training (VET) courses	Includes some Vocational Education and Training (VET) courses
Includes Life Skills courses	

Board Developed Courses are developed by NESA and all students in the state study the same course content and complete the same HSC examination. These courses may contribute to the calculation of a student's ATAR. Life Skills Courses do not have an examination and are not included in the calculation of an ATAR.

Board Endorsed Courses have syllabuses endorsed by NESA to cater for a wide candidature in areas of specific need not served by Board Developed Courses. These courses may offer an alternative career path for students. BECs cover a range of subjects including Content Endorsed Courses (**CECs**) and Board Endorsed Vocational Education Courses (**BEC VET**) that can be delivered both at school and at TAFE. Examples of CECs include VET Manufacturing & Engineering and VET Sport Coaching. These subjects contribute to the HSC but **do not** contribute to the calculation of the ATAR.

To gain detailed information on each of these courses you can view current syllabus documents on the Board's website at: <http://educationstandards.nsw.edu.au>

HSC Board Developed Courses (BDCs)

The Universities categorise Board Developed Courses as either Category A or Category B. This is important to note when selecting courses for ATAR calculation.

Board Developed Courses and the ATAR

Category A Courses	Category B Courses
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)	No more than 2 units of Category B courses can be included in the calculation of a student's ATAR
Compulsory HSC Examination for most courses	Optional HSC examination for some courses
	Included VET Curriculum Framework courses, which have compulsory work placement

It is the responsibility of the Universities Admission Centre (UAC) to determine if a course can be included in the calculation of the ATAR.

Category A Courses have academic rigour and depth of knowledge to provide background for tertiary studies. Examples are Biology, PDHPE and Legal Studies.

Category B Courses – no more than two units of category B courses can be included in the ATAR calculation. Examples include the VET courses, Hospitality, Construction, and Primary Industries, as well as English Studies and Mathematics Standard 1.

Content Endorsed Courses– None of these can be included towards an ATAR. Examples VET Manufacturing & Engineering and VET Sport Coaching

Vocational Education and Training (VET) Industry Curriculum Framework Courses

VET Courses have been developed with the co-operation of industry to develop industry relevant course content that is competency assessment based. They provide nationally recognised qualifications - which are recognised Australia-wide (AQF – Australian Qualifications Framework) and can provide direct access to employment and further training.

Students must meet both the vocational requirements as specified by the relevant Training Package as well as the NESAs syllabus requirements in order to be awarded the appropriate AQF Certificate and for the units to be recognised for the HSC.

Some of the VET courses that are delivered at Barham High can count towards both HSC and ATAR. However, if you want a VET Board Developed Course to count towards your ATAR, you must sit for the HSC examination.

Part of NESAs requirement is that students complete 70 hours mandatory work placement for a 240 hour course. Courses can be delivered by a range of providers including schools, TAFEs and other registered training organisations.

Note: Only one VET course can count towards the calculation of an ATAR, and only if the optional examination is completed.

Courses Offered

Subject	Year 11 & 12 Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	Year 12 Extension Courses (1 Unit)
Biology	Biology	-	HSC Science Extension
Business Studies	Business Studies	-	-
Chemistry	Chemistry	-	HSC Science Extension
Community & Family Studies	Community & Family Studies	-	-
English	English Studies or English Standard or English Advanced	English Extension	HSC English Extension 1 HSC English Extension 2
Industrial Technology	Industrial Technology	-	-
Investigating Science	Investigating Science	-	HSC Science Extension
Legal Studies	Legal Studies	-	-
Mathematics	Mathematics Standard or Mathematics Advanced	Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History	-	-
Numeracy	Numeracy	-	-
PDHPE	Personal Development, Health, Physical Education	-	-
Visual Arts	Visual Arts	-	-

Category B courses

In 2025 the Category B courses offered are:

English Studies

Mathematics Standard 1

VET Primary Industries

VET Construction

VET Hospitality

Content Endorsed Courses

In 2025 the Content Endorsed courses offered are:

Numeracy, VET Manufacturing & Engineering, VET Fitness and Work Studies

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses>

Additional information about courses and the new HSC is available on the NESA Website:

<https://educationstandards.nsw.edu.au/>

HSC Course Notes

These notes and footnotes refer to the list of courses on the previous page

- English is mandatory for the HSC.
- 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.
- English Studies and Mathematics Standard 1 are Category B Board Developed Courses with an optional HSC examination. Students who choose English Studies, but wish to receive an ATAR, must undertake the optional examination.
- All students studying Mathematics Standard 2 will sit for an HSC examination.
- Preliminary English and Mathematics Extension courses are prerequisite for entry to HSC English and Mathematics Extension courses.
- You must do Advanced English in order to do English Extension. You must study English Extension 1 in order to do English Extension 2.
- Mathematics Extension in Year 11 must be studied with Mathematics Advanced.
- Mathematics Extension 1 in Year 12 must be studied with Mathematics Advanced, and Mathematics Extension 2 in Year 12 must be studied with Mathematics Extension 1.
- Extension courses are not separate subjects, eg. Advanced English (2 units) + Extension 1 (1 unit) + Extension 2 (1 unit) = 4 units but only 1 subject.
- At most 6 units of courses in Science can be included in the pattern of study for Year 11. However, from 2019 Year 12, this increased to 7 units of Science, to allow for the study of Science Extension.
- Investigating Science may be studied with other Year 11 and Year 12 Science courses.
- It is possible under certain circumstances for students to move between the science courses. For example students can change from Year 11 Chemistry or Biology or a non-science subject (if already doing a science) into Year 12 Investigating Science.
- Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History (NB there is no guarantee both Modern and Ancient History can run in 2023).

A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Society and Culture, Industrial Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

HSC Eligibility

To qualify for the Higher School Certificate students must satisfactorily complete:

- a minimum 12 Units of study in Year 11 (students must satisfactorily complete the Year 11 course before commencing the corresponding Year 12 course)
- At least 10 Units of study in Year 12.

Both patterns must include:

- At least **six units** from Board Developed Courses
- At least **two units** of a Board Developed Course in English (*This includes English Studies*)
- At least **three courses of two units** value or greater
- At least **four subjects** (including English)
- A maximum of **6 units** of Science in the Year 11 pattern of study
- From 2019, a maximum of **7 units** of Science may be included in the Year 12 pattern of study.

Further information is available at:

<http://www.boardofstudies.nsw.edu.au/manuals/#studying-hsc>

SATISFACTORY COMPLETION OF A COURSE

Students must:

- **follow the course** developed or endorsed by NESA
- **apply themselves** with diligence and sustained effort to the set tasks and experience provided in the course by the school, and
- **achieve** some or all of the course outcomes

VET Board Developed courses require students to complete mandatory work placement.

ADDITIONAL COMPLETION REQUIREMENTS FOR HSC COURSES

Students must:

- complete HSC assessment tasks that contribute in **excess of 50 per cent** of available marks in courses where internal assessment marks are submitted, and
- sit for and make a serious attempt at any requisite Higher School Certificate examinations for a course.

HSC: All My Own Work

- HSC: All My Own Work is a mandatory program designed to help HSC students to follow the principles and practices of good scholarship.
- It consists of five modules
 - Scholarship principles and practices
 - Acknowledging sources
 - Plagiarism
 - Copyright
 - Working with others

Students must complete HSC: All My Own Work or its equivalent before they can be enrolled for any Year 11 or Year 12 course with NESA via Schools Online.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules. Students normally complete this course towards the end of Year 10.

The program is available on the NESA Website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Record of School Achievement

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. It records completed Stage 5 and Preliminary Stage 6 courses and grades, participation in any uncompleted Year 11 or Year 12 Stage 6 courses and any Year 12 results for students who have not completed their HSC.

The RoSA is of specific use to students leaving school prior to the HSC.

Assessment and Reporting

- The HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The HSC syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks make up 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- The HSC mark for English Studies, Mathematics Standard 1 or any VET course comes entirely from the optional HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 1 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive:

- The HSC Testamur
This is the official certificate confirming your achievement of all requirements for the HSC.

The following pages will become available for downloading from your Students Online Account

- The Record of Achievement
*This document lists the courses you have studied and reports the marks and bands you have achieved.
The Higher School Certificate (HSC) Record of School Achievement (RoSA) will include students' Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades.
This provides formal recognition of students' senior secondary school achievements.
Stage 6 HSC results, Stage 6 Preliminary results and, if applicable, Stage 5 results will appear on separate pages.*
- Course Reports
For every HSC Board-Developed Course - except VET courses - you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.
- AQF VET Certificate
This certificate is awarded to students in Vocational Education and Training (VET) courses who successfully complete all requirements of an Australian Qualifications Framework (AQF) VET Certificate.
- VET Statement of Attainment
A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate.
- Life Skills Profile of Student Achievement
Where students satisfactorily complete a Life Skills course, the course is listed on the Record of Achievement with the annotation 'Refer to Profile of Student Achievement'. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.

Australian Tertiary Admission Rank (ATAR) Eligibility

This is a brief summary of information about the ATAR. Further detail about the ATAR is available at: <http://www.uac.edu.au>

Eligibility for an ATAR in NSW

To be eligible for an ATAR a student **must have** satisfactorily completed at least 10 units of ATAR courses, which included at least:

- eight units of Category A courses
- two units of English (*Note: Students who complete the English Studies Course must undertake the optional HSC examination to be eligible for an ATAR*)
- three courses of two units or greater
- four subjects

For a VET course to be included in the 10 units of Board Developed Courses, a student **must** sit for the written HSC examination.

English Studies and Mathematics Standard 1 are Category B Board Developed Courses with an optional HSC examination. Students who choose English Studies, and wish to receive an ATAR, **must** undertake the optional examination. A student must undertake the optional examination in Maths Standard 1 if it is to contribute to their ATAR.

English Studies students who want an ATAR will need to be mindful that only 2 units of Category B courses can be included and at least 2 units of English must be included in the ATAR calculation. Hence they will not be able to include any other Category B units and will need at least 8 units of Category A courses.

Content Endorsed Courses (Work Studies, Manufacturing & Engineering, VET Sport Coaching, Numeracy) do not contribute to the ATAR.

Calculating the ATAR in NSW

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- the best two units of English
- the best eight units from the remaining units, which can include **up to two units of Category B courses**

Marks to be included in the ATAR calculations can be accumulated over a five year period, but if a course is repeated only the last satisfactory attempt is used in the calculation of the ATAR. For students accumulating courses towards their HSC, scaled marks are calculated the year the courses are completed.

Categorising ATAR courses

ATAR courses are assessed by formal examinations conducted by the Board and are deemed by the Committee of Chairs to have sufficient academic rigour to be useful as preparation for university study.

ATAR courses are classified as either Category A or Category B courses. The criteria for Category A courses are academic rigour, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies and the coherence with other courses included in the ATAR calculations. Category B courses are those whose level of cognitive and performance demands are not regarded as satisfactory in themselves, but their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding.

All ATAR courses are reviewed on a regular basis by the Committee of Chairs and the categorisations can change over time. Current details can be found on UAC's website at www.uac.edu.au

How do I get a good ATAR?

The following advice is provided by Universities Admission Centre (UAC):

- Choose courses that:
 - you are interested in, good at and which lay a foundation for your future plans
 - will be useful/relevant for what you want to do-make the link between your choice now and where you want to go after year 12.
- Work hard
- Have a life
- Ignore the ATAR and rumours about it. Choose course best suited to your ability. Don't choose courses because of scaling or because you think they will give you a better ATAR.

The ATAR is a rank, not a mark, where your performance is being compared against everyone else's. The only thing you can control is how well **you** do.

Depending on what you study, marks around 70 in the HSC could lead to an ATAR in the 50's, while marks closer to 80 could lead to an ATAR of 80. This is because most students have marks between 70 and 80 so when you are ranked that group really spreads out.

If you are getting marks in the 70's do whatever you can to get closer to 80; it can make a big difference to your ATAR.

Assumed Knowledge and Prerequisites

- Besides the simple requirements about English and the number and type of units you must complete for the HSC (see Eligibility for an ATAR in NSW above) there are also university prerequisites and assumed knowledge considerations. These terms are different. Assumed knowledge is not a formal barrier to entry. Assumed knowledge for course entry is in terms of HSC subjects being the academic starting point or foundation for their courses. Assumed knowledge should be regarded as a requirement for entry. A prerequisite subject must be studied before entry to some courses at some institutions. For instance, Chemistry is a prerequisite for Pharmacy at LaTrobe, RMIT and Monash universities but it is listed as assumed knowledge for Pharmacy at CSU.
- Whether it is a prerequisite or assumed knowledge, your subject choices for your HSC determine the university, pathway and other courses that you are prepared for, as well as the ones that may be inappropriate for you and in which you may struggle to cope.

Choosing a Program of Study

Students are free to choose, from those available, the subjects and courses which may enhance their career prospects. The subjects which actually run in year 11 will depend on:

- a) Student choices - a viable number of students must wish to do a course; and
- b) Staff availability - there must be staff qualified to teach the subject available.
- c) A line structure that suits most students.

At this stage, you might find yourself in one of the three following situations:

- a) You know exactly what career you want when you finish the HSC;
- b) You know that the job you want requires a tertiary education;
- c) You are unsure of your future plans.

The method of subject selection will depend on which situation you are in at present, however, the most important overall consideration for subject selection is common to all three situations.

THE MOST IMPORTANT CONSIDERATION IN SUBJECT SELECTION IS THE PROBABILITY OF SUCCESS

You should only consider subjects in which you feel you can succeed. Your academic achievement in the junior school, along with discussions with your teachers, should provide you with a reasonable indication of your likely success in particular subjects.

If you know exactly what career you want to enter when you complete the HSC you should check with employers in that field, and with your careers adviser, to see which subjects are considered appropriate background for that career.

You should also consider strongly subjects that interest you and construct your program accordingly. Remember, however, that you must succeed in these subjects to derive any benefit from your senior years - so do not forget to consider your probability of success.

Consider carefully whether you have the ability to reach the level required for whatever career you have in mind at the moment. Remember that competition for places in tertiary institutions is becoming harder and harder each year. Make sure you have set yourself a realistic goal. Think about other alternatives that you may wish to pursue if you don't reach your primary objective.

If you know that your future career requires a tertiary course you should check with Mrs Searle to see where the appropriate courses are available and what subjects are prerequisites for these courses. Then choose your program of study with these and the other considerations noted above in mind.

If you are unsure of your future plans you must attempt to keep as many options open as possible. Selecting subjects you are most interested in and feel most confident about would be a good approach.

When considering a tertiary career, you should keep in mind that there are no magic courses that always give better marks than others. If you are not good at Science then you won't get a good mark by doing Physics and/or Chemistry.

To maximise your ATAR you should choose the subjects you are most likely to succeed in.

Students should not limit their future study aspirations to Universities. Colleges of TAFE, for instance, provide excellent courses in a wide range of areas.

Students should be aware that some HSC courses may be used to obtain Credit Transfer towards certain TAFE courses.

Subject Fees - HSC Courses

General Contribution Currently \$0.000 May be adjusted early in 2025

Construction (VET) \$0 each year

Hospitality (VET)
Course fee to cover consumables used in practical lessons: \$0 each year

Manufacturing & Engineering (VET) \$0 each year

Primary Industries (VET) \$0 each year

Visual Arts \$0 each year

Industrial Technology - Timber \$0 each year

Students pay for their own materials for major projects

Table of contents	Units	Category A	Category B	Contributes to ATAR	Page Number
Board Developed Courses					
Biology	2	✓		✓	20
Business Studies	2	✓		✓	21
Chemistry	2	✓		✓	21
Community & Family Studies	2	✓		✓	22
English Advanced	2	✓		✓	23
English Standard	2	✓		✓	24
English Studies	2		✓	✓	25 – 26
English Extension 1 & 2	1	✓		✓	27 – 28
History – Modern	2	✓		✓	30
History – Extension	1	✓		✓	31
Industrial Technology Timber	2	✓		✓	32
Investigating Science	2	✓		✓	33
Legal Studies	2	✓		✓	34
Mathematics – Standard 1	2		✓	✓	36
Mathematics – Standard 2	2	✓		✓	37
Mathematics Advanced	2	✓		✓	38
Mathematics Extension 1	1	✓		✓	39
Mathematics Extension 2	1	✓		✓	40
Numeracy	2			X	41
Personal Development, Health & Physical Education	2	✓		✓	42
Science Extension	1	✓		✓	43
Visual Arts	2	✓		✓	44
Content Endorsed Courses					
Work Studies	2				45
VET Courses					
Construction	2		✓	Only 2 units can contribute	48
Hospitality	2		✓		49
Primary Industries	2		✓		50
Manufacturing and Engineering	2			X	51
Sport Coaching	2				52

Course: Biology		Course No: 11030	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL	
Course Description			
<p>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.</p> <p>The Year 12 course builds upon the Year 11 course. It investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p>			
Content			
Year 11		Year 12	
Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics		Heredity Genetic Change Infectious Disease Non-infectious Disease and Disorders	
Course Requirements			
<p>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.</p> <p>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.</p> <p>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.</p> <p>Assessment tasks focus 60% on working scientifically and 40% on knowledge and understanding of content.</p>			

Course: Business Studies		Course No: 15040	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL	
Course Description			
<p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
Content			
Year 11		Year 12	
Nature of business (20%)		Operations (25%)	
Business management (40%)		Marketing (25%)	
Business planning (40%)		Finance (25%)	
		Human Resources (25%)	

Course: Chemistry		Course No: 11050	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL	
Course Description			
<p>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.</p> <p>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.</p>			
Content			
Year 11		Year 12	
Properties and Structure of Matter		Equilibrium and Acid Reactions	
Introduction to Quantitative Chemistry		Acid/base Reactions	
Reactive Chemistry		Organic Chemistry	
Drivers of Reactions		Applying Chemical Ideas	
Course Requirements			
<p>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.</p> <p>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.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Assessment tasks focus 60% on working scientifically skills, and 40% on knowledge and understanding of content.</p>			

Course: Community & Family Studies		Course No: Year 11 11060, Year 12 15060	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: 16697 Community & Family Studies Life Skills	
Course Description			
Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.			
Content			
Year 11		Year 12	
Resource Management 20%		Research Methodology 25%	
Individuals & Groups 40%		Groups in Context 25%	
Families and Communities 40%		Parenting & Caring 25%	
		One module selected from:	
		Family and Societal Interactions 25%	
		Social impact of Technology 25%	
		Individuals and work 25%	
Course Requirements			
The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study.			
The HSC course consists of three mandatory modules representing 75% of course time. An options component representing 25% of course time includes three modules of which students are to study only one.			
Students are required to complete and Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals and groups, families, communities, resource management.			

Course: English Advanced		Course No: 11140	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: English (Standard); English Studies; English EAL/D	
Course Description			
<p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>			
Content			
Year 11		Year 12	
<p>The course has two sections:</p> <p>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</p> <p>Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values</p>		<p>The course has two sections:</p> <p>The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is 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.</p> <p>Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes</p>	
Particular Course Requirements			
<p>Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives 			
Year 11		Year 12	
<p>Students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction film, media and digital texts • a wide range of additional related texts and textual forms. 		<p>Students are required to study:</p> <ul style="list-style-type: none"> • 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 <i>Module C: The Craft of Writing</i> • At least one related text in the <i>Common module: Texts and Human Experiences</i> 	

Course: English Standard		Course No: 11130	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: English (Standard); English Studies; English EAL/D	
Course Description			
<p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>			
Content			
Year 11		Year 12 Course	
<p>The course has two sections: Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</p> <p>Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning</p>		<p>The course has two sections: The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is 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.</p> <p>Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes</p>	
Particular Course Requirements			
<p>Across the English Standard Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives 			
Year 11		Year 12	
<p>Students are required to study:</p> <ul style="list-style-type: none"> • one complex multimodal or digital text in Module A (This may include the study of film) • one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet • a wide range of additional related texts and textual forms. 		<p>Students are required to study:</p> <ul style="list-style-type: none"> • at least three types of prescribed texts, 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 from the list provided in <i>Module C: The Craft of Writing</i> • At least one related text in the <i>Common module: Texts and Human Experiences</i> 	

Course: English Studies	Course No: 30105
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: English (Standard); English Studies; English EAL/D
<p>Course Entry Guidelines</p> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge of English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.</p> <p>Due to changes in the English Studies course, students considering choosing this course should be advised that:</p> <ul style="list-style-type: none"> • English Studies is now a Stage 6 Board Developed Course with an optional HSC examination. • English Studies is a Category B Board Developed Courses with an optional HSC examination. Students who choose English Studies but wish to receive an ATAR, must undertake the optional examination • Students choosing not to sit the English Studies HSC examination will still be eligible for the HSC. • Students who complete the course and elect to take the optional HSC examination will be reported on a common scale with the English Standard and English Advanced courses. 	
<p>Course Description</p> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>	
Content	
<p>Year 11</p> <ul style="list-style-type: none"> • Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> 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 2 – 4 additional syllabus modules (selected based on their needs and interests). • Students may also study an optional teacher-developed module. 	<p>Year 12</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> 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 2–4 additional syllabus modules (selected based on their needs and interests). • Students may also study an optional teacher-developed module
<p>Particular Course Requirements</p> <p>Across the English Studies Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives 	

Year 11

Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a 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
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12

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*.

Course: English Extension HSC English Extension 1 HSC English Extension 2		Course No: 11150 Course No: 15160 Course No: 15170	
1 unit of study for each of Year 11 and Year 12 Board Developed Course		Exclusions: English (Standard); English Studies; English EAL/D	
Course Description In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.			
<ul style="list-style-type: none"> In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 HSC Course, students develop a sustained composition, and document their reflection on this process. 			
In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.			
Content			
Year 11 <ul style="list-style-type: none"> This course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project. 		Year 12 <ul style="list-style-type: none"> English Extension 1 course – the course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are: <ul style="list-style-type: none"> Literary homelands Worlds of upheaval Reimagined worlds Literary mindscapes Intersecting worlds English Extension 2 course – the course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement. 	
Particular Course Requirements Across the Stage 6 the selection of texts should give students experience of the following as appropriate: <ul style="list-style-type: none"> 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. 			
Year 11 Students are required to: <ul style="list-style-type: none"> Examine a key text from the past and its manifestations in one or more recent cultures 		Year 12 In the Extension 1 course students are required to study: <ul style="list-style-type: none"> at least THREE prescribed texts for the elective study which must include two 	

- Explore, analyse and critically evaluate different examples of such texts in a range of contexts and media.
- Undertake a related research project

extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)

- at least TWO related texts

In the Extension 2 course students are required to:

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

Course: Modern History		Course No: 11270	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL	
Course Description			
<p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>			
Content			
Year 11		Year 12	
Comprises of THREE sections: <ul style="list-style-type: none"> Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies') Students undertake at least one option from 'The Nature of Modern History', and at least two case studies Historical Investigation (20 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 11 At least one study from 'The Shaping of the Modern World' is to be undertaken. 		Comprises of FOUR sections: <ul style="list-style-type: none"> Core Study: Power and Authority in the Modern World 1919 – 1946 (30 indicative hours) One 'National Studies' topic (30 indicative hours) One 'Peace and Conflict' topic (30 indicative hours) One 'Change in the Modern World' topic (30 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 11 	
Historical concepts and skills are integrated with the studies undertaken in both Preliminary and HSC.			
Course Requirements			
Year 11		Year 12	
In the Year 11 course students undertake at least two case studies: <ul style="list-style-type: none"> One case study must be from Europe, North America or Australia, and One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. 		The Year 12 Course requires study from at least one non-European/Western topic, for example: India 1942 – 1984, Conflict in the Pacific 1937 – 1951, The Cultural Revolution to Tiananmen Square 1966 – 1989.	

Course: Industrial Technology		Course No: 15200	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Some industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.	
Course Description			
<p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>			
Content			
Year 11		Year 12	
<p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) • Design – elements and principles, types of design, quality, influences affecting design (10%) • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) • Production – display a range of skills through the construction of a number of projects (40%) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) 		<p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> - Design, Management and Communication - Production • Industry Related Manufacturing Technology (25%) 	
Course Requirements			
Year 11		Year 12	
<p>In the Year 11 Course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus industry.</p>		<p>In the Year 12 Course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the organisation and management of the industry related to the specific focus area.</p>	

Course: Investigating Science		Course No: 11215
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Course Description		
<p>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.</p> <p>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.</p>		
Content		
Year 11		Year 12
Cause and Effect – Observing		Scientific Investigations
Cause and Effect – Inferences and		Technologies
Generalisations		Fact or Fallacy?
Scientific Models		Science and Society
Theories and Laws		
Course Requirements		
<p>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.</p> <p>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.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Assessment tasks focus 60% on working scientifically skills and 40% on knowledge and understanding of content.</p>		

Course: Legal Studies		Course No: 15220
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Course Description		
<p>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 law reform. It examines an individual's rights and responsibilities, how disputes are resolved, and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice.</p> <p>The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>		
Content		
<p>Year 11</p> <p>Part I – The Legal System (40% of course time)</p> <p>Part II – The Individual and the Law (30% of course time)</p> <p>Part III – The Law in Practice (30% of course time)</p> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>		<p>Year 12</p> <p>Core Part I: Crime (30% of course time)</p> <p>Core Part II: Human Rights (20% of course time)</p> <p>Part III: Two options (50% of course time)</p> <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order
<p>Each topic's themes and challenges should be integrated into the study of the topic.</p> <p>Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system</p>		
Course Requirements		
No special requirements		

Stage 6 Mathematics Courses

There are 5 different pathways for studying mathematics in Stage 6.

Year 11 Course	Units	Year 12 Course	Units
Mathematics Standard	2	HSC Mathematics Standard 1 (Optional HSC examination-may contribute to ATAR)	2
Mathematics Standard	2	HSC Mathematics Standard 2	2
Mathematics Advanced	2	Mathematics	2
Mathematics Advanced and Mathematics Extension	3	Mathematics Advanced and Mathematics Extension 1	3
Mathematics Advanced and Mathematics Extension	3	Mathematics Advanced and Mathematics Extension 1 and Mathematics Extension 2	4
Numeracy	2	This is a Content Endorsed Course designed to improve a student's numeracy skills. It would be beneficial to any student who does not want to study a mathematics course but has not yet met the Minimum Standard in Numeracy required for the award of a Higher School Certificate.	2

Course: Mathematics Standard 1	Course No: 11236 & 15231
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Any other Stage 6 Mathematics course
<p>Course Entry Guidelines</p> <p>The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none"> • Area and surface area • Financial mathematics • Linear relationships • Non-linear relationships • Right-angled triangles (Trigonometry) • Single variable data analysis • Volume • Some content from Equations • Some content from Probability 	
<p>Course Description</p> <ul style="list-style-type: none"> • 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. • Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond in the syllabus document. • 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. For the purpose of calculating the ATAR, no more than 2 units from the Category B courses can be included. • All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> • 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 an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training 	
Content	
<p>Year 11 Course</p> <p>Topic: Algebra Formulae and Equations Linear Relationships</p> <p>Topic: Measurement Applications of Measurement Working with Time</p> <p>Topic: Financial Mathematics Money Matters</p> <p>Topic: Statistical Analysis Data Analysis Relative Frequency and Probability</p>	<p>Year 12 Course</p> <p>Topic: Algebra Types of Relationships</p> <p>Topic: Measurement Right-angled Triangles Rates Scale Drawings</p> <p>Topic: Financial Mathematics Investment Depreciation and Loans</p> <p>Topic: Statistical Analysis Further Statistical Analysis</p> <p>Topic: Networks Networks and Paths</p>

Course: Mathematics Standard 2	Course No: 15236 & 11236
<p>2 units for each of Year 11 and Year 12 Board Developed Course</p>	<p>Exclusions: Any other Stage 6 Mathematics course Students who have followed the Mathematics Standard \diamond pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.</p>
<p>Course Entry Guidelines The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none"> • Area and surface area • Financial mathematics • Linear relationships • Non-linear relationships • Right-angled triangles (Trigonometry) • Single variable data analysis • Volume • Some content from Equations • Some content from Probability 	
<p>Course Description</p> <ul style="list-style-type: none"> • The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). • All students studying the Mathematics Standard 2 course will sit for an HSC examination. • All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies • provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training 	
<p>Content</p>	
<p>Year 11 Course</p> <p>Topic: Algebra Formulae and Equations Linear Relationships</p> <p>Topic: Measurement Applications of Measurement Working with Time</p> <p>Topic: Financial Mathematics Money Matters</p> <p>Topic: Statistical Analysis Data Analysis Relative Frequency and Probability</p>	<p>Year 12 Course</p> <p>Topic: Algebra Types of Relationships</p> <p>Topic: Measurement Non-right-angled Trigonometry Rates & Ratios</p> <p>Topic: Financial Mathematics Investments and Loans Annuities</p> <p>Topic: Statistical Analysis Bivariate Data Analysis The Normal Distribution</p> <p>Topic: Networks Network Concepts Critical Path Analysis</p>

Course: Mathematics Advanced		Course No: 11255 & 15255
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Mathematics Standard
<p>Prerequisites</p> <p>The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:</p> <ul style="list-style-type: none"> Algebraic techniques Surds and indices Equations Linear relationships Trigonometry and Pythagoras' theorem Single variable data analysis <p>and at least some of the content from the following substrands of Stage 5.3:</p> <ul style="list-style-type: none"> Non-linear relationships Properties of Geometrical Shapes. 		
<p>Course Description</p> <ul style="list-style-type: none"> The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Advanced course will sit for an HSC examination. <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. 		
Content		
<p>Year 11 Course</p> <p>Topic: Functions Working with functions</p> <p>Topic: Trigonometric Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities</p> <p>Topic: Calculus Introduction to Differentiation</p> <p>Topic: Exponential and Logarithmic Functions Logarithms and Exponentials</p> <p>Topic: Statistical Analysis Probability and Discrete Probability Distributions</p>	<p>Year 12 Course</p> <p>Topic: Functions Graphing Techniques</p> <p>Topic: Trigonometric Functions Trigonometric Functions and Graphs</p> <p>Topic: Calculus Differential Calculus The Second Derivative Integral Calculus</p> <p>Topic: Financial Mathematics Modelling Financial Situations</p> <p>Topic: Statistical Analysis Descriptive Statistics and Bivariate data Analysis Random Variables</p>	

Course: Mathematics Extension 1		Course No: 11250 & 15250
1 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course		Exclusions: Mathematics Standard
<p>Prerequisites</p> <p>The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:</p> <ul style="list-style-type: none"> • Polynomials • Logarithms • Functions and Other Graphs • Circle Geometry. 		
<p>Course Description</p> <ul style="list-style-type: none"> • The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. • The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. • All students studying the Mathematics Extension 1 course will sit for an HSC examination. <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively • provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level • provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. 		
Content		
<p>Year 11 Course</p> <p>Topic: Functions Further Work with functions Polynomials</p> <p>Topic: Trigonometric Functions Inverse Trigonometric Functions Further Trigonometric Identities</p> <p>Topic: Calculus Rates of Change</p> <p>Topic: Combinatorics Working with Combinatorics</p>		<p>Year 12 Course</p> <p>Topic: Proofs Proof by Mathematical Induction</p> <p>Topic: Vectors Introduction to Vectors</p> <p>Topic: Trigonometric Functions Trigonometric Equations</p> <p>Topic: Calculus Further Calculus Skills Applications of Calculus</p> <p>Topic: Statistical Analysis The Binomial Distribution</p>

Prerequisites

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

Course Description

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

The study of Mathematics Extension 2 in Stage 6:

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

Content**Year 12 Course****Topic: Proof**

The Nature of Proof

Further Proof by Mathematical Induction

Topic: Vectors

Further Work with Vectors

Topic: Complex Numbers

Introduction to Complex Numbers

Using Complex Numbers

Topic: Calculus

Further Integration

Topic: Mechanics

Applications of Calculus to Mechanics

Course: Numeracy Stage 6	Course No: 30130
Content Endorsed Course	
<p>Course Description</p> <p>The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.</p> <p>The <i>Numeracy Stage 6 CEC Syllabus</i> is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.</p> <p>The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.</p>	
Content	
<p>Year 11 Course</p> <ul style="list-style-type: none"> 1.1: Whole numbers 1.2: Operations with whole numbers 1.3: Distance, area and volume 1.4: Time 1.5: Data, graphs and tables 2.1: Fractions and decimals 2.2: Operations with fractions and decimals 2.3: Metric relationships 2.4: Length, mass and capacity 2.5: Chance 	<p>Year 12 Course</p> <ul style="list-style-type: none"> 3.1: Percentages 3.2 Operations with numbers 3.3: Finance 3.4: Location, time and temperature 3.5: Space and design 4.1: Rates and ratios 4.2: Statistics and probability 4.3: Exploring with NRMT

Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Content

Year 11

Core Topics (60%)

Better Health for Individuals
The Body in Motion

Options (40%)

Students select two of the following options:

First Aid
Composition and Performance
Fitness Choices
Outdoor Recreation

Year 12

Core Topics (60%)

Health Priorities in Australia
Factors Affecting Performance

Options (40%)

*Students select **two** of the following options:*

The Health of Young People
Sport and Physical Activity in Australian Society
Sports Medicine
Improving Performance
Equity and Health

Course Requirements

In addition to core studies, students select two options in each of the Year 11 and Year 12 courses.

Course: Visual Arts	Course No: 15400
2 units for each of Year 11 and Year 12 Board Developed Course	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.
<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
Content	
<p>Year 11 Course</p> <ul style="list-style-type: none"> the nature of practice in artmaking, art criticism and art history through different investigations the role and function of artists, artworks, the world and audiences in the artworld the different ways the visual arts may be interpreted and how students might develop their own informed points of view how students may develop meaning and focus and interest in their work building understandings over time through various investigations and working in different forms 	<p>Year 12 Course</p> <ul style="list-style-type: none"> how students may develop their practice in artmaking, art criticism, and art history how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations how students may further develop meaning and focus in their work
Course Requirements	
<p>Year 11 Course</p> <ul style="list-style-type: none"> Artworks in at least two expressive forms and use of a process diary a broad investigation of ideas in art making, art criticism and art history 	<p>Year 12 Course</p> <ul style="list-style-type: none"> development of a body of work and use of a process diary a minimum of five Case Studies (4–10 hours each) deeper and more complex investigations in art making, art criticism and art history.

Course Description

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

Content

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

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

The Work Studies course will assist students to:

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

The following document provides important information about Vocational Education and Training (VET) courses delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

General

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification.

Framework and Non Framework Courses

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

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

Note: Students must complete a 240 hour course and sit the optional HSC examination for it to count towards the ATAR.

Only ONE Category B course may be used towards the student's ATAR. Board Endorsed Courses cannot be used towards the ATAR.

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

Assessment Procedures

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

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

No grades or marks are awarded through competency based assessments. The school will develop an assessment schedule for each VET course.

Optional External HSC Examination

Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards Australia (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Student Selection, enrolment and induction procedures

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

individual student learning plans. A course induction will be delivered by course trainers at the beginning of the each course. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding student rights and responsibilities, and a student declaration to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.

Fees and charges

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction. Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

Freedom of Information and Privacy

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

Credit transfer and Recognition of Prior Learning (RPL)

Credit transfer is available to students who produce evidence of achievement of competency from another RTO. RPL may also be available to students who can provide sufficient evidence of skills attained previously. Students seeking RPL should follow the RPL procedures outlined in the RTO Student Guide.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. VET Manufacturing & VET Sport Coaching only requires 35 hours of work placement.

School Based Apprenticeships and Traineeships (SBATs)

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

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

Becoming a School Based Apprentice or Trainee

Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact the SBAT Contact Person in their school. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT. Students wanting to find out more information regarding SBATs should contact the school's SBAT Contact Person. The following website is also a key source of information regarding SBATs: www.sbatinnsw.info

Unique Student Identifier

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI). The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online. You must keep your USI safe and ready to use for further enrolments in VET training.

Smart and Skilled

Smart and Skilled was implemented with an entitlement to government subsidised training commencing January 1, 2015. Qualifications achieved at school do not impact on this entitlement post school.

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)

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

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

Examples of occupations in the agriculture industry

- farm or station hand/labourer
- shearing hand
- 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 - \$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 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 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)

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

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

Examples of occupations in the construction industry

- carpentry
- joinery
- 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 - \$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 Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Fitness Course Descriptor

SIS30321 Certificate III in Fitness

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: Fitness

Board endorsed course (BEC) 300 hours
(2 units x 2 years and 1 unit x 1 year)

HSC credit – 5 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 SIS30321 Certificate III in Fitness <https://training.gov.au/training/details/SIS30321> You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 15 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

- organisational skills
- teamwork
- communication
- adaptability
- problem solving
- time management

Examples of occupations in the fitness industry

- group fitness instructor
- personal trainer
- aqua fitness instructor
- gym fitness instructor

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 300 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

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 available in this course. For more information <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-fitness>

Exclusions: Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions.

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

2025 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

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 - \$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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

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

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

2025 Manufacturing and Engineering Introduction Course Descriptor

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

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

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

<https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the manufacturing and engineering industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment)

There is no external assessment (eg. 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: 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>