



# ELECTIVE SUBJECT SELECTION GUIDE

*An information package for Year 10 students*

**YEAR 11 – 2025**

**YEAR 12 – 2026**

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# Introduction

## A Message From Our Principal

Congratulations on choosing to complete Year 11 and 12, known as Stage 6, at Scone High School. This marks a significant milestone in your education journey in New South Wales, with the Higher School Certificate being the highest level of achievement in school.

Research indicates that students who finish Year 12 have better life outcomes, including increased earning potential and improved health, regardless of their future career paths.

As a senior student at Scone High School, you should take pride in this accomplishment. Our school has a strong history of supporting students to excel in their Stage 6 studies, regardless of their chosen paths.

Being a senior student involves taking ownership of your learning with the guidance of family, teachers, and the school. Strive to reach your full potential, set goals, work diligently, and cultivate effective time management skills from the start of Year 11 to succeed in Year 12.

Scone High School provides a diverse range of subjects, allowing students to tailor their senior curriculum based on their interests and aspirations. For those seeking alternative pathways, options like TAFE and Distance Education courses are available.

In Stage 6, English is the only mandatory subject, giving you the flexibility to choose courses that align with your interests, abilities, and career goals. Seek advice to select a study pattern that suits you best, whether academic, vocational, or a mix of both.

Consider your interests, capabilities, course difficulty, and future ambitions when making course selections to ensure higher performance, enjoyment, and engagement in senior studies.

Explore the handbook and school website for detailed information on Stage 6 courses to make informed choices. Scone High School is committed to assisting all students in transitioning successfully to adulthood and selecting senior courses is a crucial step in this process.

Take the time to research available courses, seek guidance from our career advisor, consult with teachers, family and friends, and make a well-thought-out decision that aligns with your aspirations and goals.

I am excited to support you on this final stage of your high school journey.



Mr Brian Drewe  
Principal

## Key Terms

AMOW	<b>All My Own Work</b> A compulsory program that must be completed by all students prior to commencing their Year 11 studies.
ATAR	<b>Australian Tertiary Admission Rank</b> A rank calculated by UAC as a way of determining entry to university courses.
CEC	<b>Content Endorsed Course</b> Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR.
HSC	<b>Higher School Certificate</b> Highest level of certification in NSW high schools; usually completed in Y12.
NDC	<b>NESA Developed Course</b> Courses developed by NESA that can be used in the calculation of an ATAR.
NESA	<b>The NSW Education Standards Authority</b> The NSW government body responsible for the curriculum in all schools.
RoSA	<b>Record of School Achievement</b> Certification students receive if they leave school prior to completing the HSC.
SBAT	<b>School-based Apprenticeships/Traineeships</b>
Stage	A period of learning, typically of two years duration. Stage 4 refers to Years 7 & 8 Stage 5 refers to Years 9 & 10 Stage 6 refers to Years 11 & 12
TAFE	<b>Technical and Further Education</b>
UAC	<b>University Admissions Centre</b>
Unit	The amount of time involved in a course.
VET	<b>Vocational Education and Training</b> Includes courses that are accredited for the HSC and provide students with nationally recognised vocational qualifications as per National Quality Frameworks (NQF).

# Important Information

This booklet contains information on all the courses available to Year 11 students in 2025.

## Points To Consider While Reading This Guide:

- All students at SHS begin with a well-rounded 'general education' before selecting courses aligned with their interests and career aspirations as they progress through high school.
- Most courses listed here were offered and conducted last year. However, courses with low enrolment may not run, and new courses are introduced to match evolving student interests and needs.
- Students are advised to carefully consider their course choices as changes might not be possible later due to timetabling constraints based on initial selections. Subsequent changes and new enrolments must fit within the existing timetable and available class spaces.
- In cases where a course is full or cannot be offered, students may be assigned their 'reserve' courses. It is important to select reserve courses thoughtfully.
- If timetable constraints prevent accommodating specific choices, students will be asked to make alternative selections.

For guidance on course selection, students are encouraged to consult with school staff members such as teachers, Year Advisors, Head Teachers, Careers Advisor, and Deputy Principal who are ready to assist.

## The Following Staff Can Help You Choose:

- Teachers and Head Teachers in subject areas offer guidance on courses and requirements.
- The Careers Advisor can assist in course selection, ensuring students meet NESA requirements, and scheduling courses.
- The Careers Advisor helps align courses with career aspirations.
- Year Advisors oversee course selections and support student well-being.
- The Principal and Careers Advisor interview students to aid in subject choices and hold informal information sessions.
- Counsellors provide support for personal issues and school adjustment.
- NESA manages syllabi and the HSC independently of the Department of Education, overseeing teaching curricula and assessment criteria for all NSW schools.

## **Assessment**

Teachers regularly evaluate their students progress to monitor individual performance and adjust teaching methods when needed.

Students are expected to complete all assigned tasks and should anticipate various assessment methods, including tests, fieldwork, assignments, book work, projects, oral presentations, performances, and formal exams. Some courses include Yearly Examinations. The outcomes of these exams contribute to the overall evaluation.

Aside from these tasks, students must fulfill all assigned work requirements.

## **Costs And Expenses**

Students are required to pay the Voluntary School Contribution, which includes expenses for student amenities, equipment, photocopying, and textbooks. These costs are separate from the fees listed in the handbook.

Certain courses may only be offered with an additional course fee to cover consumables and resources. Students opting for such courses must pay the fee promptly. If facing financial difficulties, arrangements can be made for extended payments by contacting the front office.

For students joining a course after the school year has commenced, course fees will be calculated based on the remaining weeks. Refunds follow the same method if a student withdraws or switches courses before completion.

## **Classes And Timetables**

The school utilises a sophisticated timetabling system that provides students with personalised timetables at the beginning of each academic year or when adjustments are required. Students are required to adhere to the classes outlined in their timetables.

In case a student receives a timetable they consider inaccurate, they should consult the Administration Office to request a review and potential revision of their timetable.

Senior students may, with parental consent and the Principal's approval, be allowed to study at home if they are not scheduled for classes.

## **All My Own Work**

Students are urged to seek assistance from peers, libraries, databases, the internet, parents, and community members, which is seen as a crucial aspect of the learning process. However, it is imperative for students to understand that using someone else's work without giving credit is considered plagiarism and dishonesty.

Those caught plagiarising may have their task marks partially or fully revoked and could face disciplinary measures. Unauthorised use of artificial intelligence (AI) technologies, also

known as collusion, will lead to the cancellation of some or all task marks and potential disciplinary actions.

To properly acknowledge others' work, it is standard practice to use quotation marks "..." and ensure their name and information source are included in a bibliography. Teachers view this as good academic practice and award better grades for it. It's important to remember that most published materials like books, music and artworks are copyrighted. You can use them in school assignments with attribution but consult your teacher before publishing them in a school newsletter or magazine.

NESA (New South Wales Education Standards Authority) recognises the significance of acknowledging others' work correctly. They have introduced a mandatory online module called 'All My Own Work', which all students must complete before undertaking Stage 6 studies.

**Failure to complete 'All My Own Work' will result in ineligibility for receiving the Higher School Certificate.**

## **Introduction To Senior School**

All students in NSW must finish Year 10. After Year 10 and until they reach 17 years of age, students should be engaged in one of the following:

- School attendance or registered for homeschooling
- Approved education or training (e.g., TAFE, traineeship, apprenticeship)
- Full-time paid employment (averaging 25 hours per week)
- A mix of work, education, and/or training

The next two school years are crucial as students prepare for the Higher School Certificate (HSC), the top educational achievement in NSW schools. The HSC is internationally recognised, laying a strong educational foundation and following set standards. Students receive HSC marks reflecting their level of achievement.

Each student will choose a Pattern of Study to align with their goals and aspirations. The HSC offers diverse pathways, including:

- University-focused academic courses
- Vocational courses leading to employment or further TAFE studies
- Combined academic and vocational subjects
- Workplace credential alongside the HSC
- Life skills courses for students with special needs
- Extended HSC completion over five years

The HSC provides extensive and adaptable opportunities. Students and parents are encouraged to carefully explore all options. Seek advice from various school resources like Careers Advisor, Deputy Principal, Head Teachers, Year Advisors, subject teachers and current Year 11 & 12 students.



Our Transition Team will assist each student in selecting subjects and ensuring their Pattern of Study aligns with their needs and NESA requirements.

Students who opt out of school before finishing the HSC will receive a Record of School Achievement from NESA. This document will outline all completed courses from Year 10 until the departure date, along with grades for satisfactorily completed courses.

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

1 Unit:            60 hours per year = 50 marks in the HSC  
2 Units:           120 hours per year = 100 marks in the HSC

All 2-unit HSC courses have equal status.

Extension Courses allow students to specialise in particular areas of expertise or interest. All Extension courses have a value of 1 unit.

Year 11 Extension: English & Mathematics.

HSC Extension: English 1 & 2, Mathematics 1 & 2, History, Music, Science, some Languages, some VET.

## **Types Of Courses Available**

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

### **Board Developed Courses (BDC)**

- Count towards the HSC
- HSC exam mandatory
- Count towards the ATAR

### **Board Developed Courses (BDC) – VET Courses**

- Count towards the HSC
- HSC exam optional
- Counts towards the ATAR if HSC exam undertaken.
- 35 hours of mandatory work placement (VET only)

### **Content Endorsed Courses (CEC)**

- Count towards the HSC
- No external HSC exam; school-based assessment only
- Cannot contribute to the ATAR

If you wish to be awarded the HSC, you must study a minimum of 12 units in the Year 11 Course and a minimum of 10 units in the Year 12 Course. Students must satisfactorily

complete the Year 11 course before commencing the corresponding Year 12 course. The combination of subjects a student enrolls in is called their 'Pattern of Study'.

**Both the Year 11 Pattern of Study and the Year 12 Pattern of Study must include the following:**

- At least 6 units of Board Developed Courses, including at least 2 units of compulsory English
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)
- A maximum of 6 units Science may be studied in Year 11
- A maximum of 7 units of Science may be studied in Year 12

## **HSC Minimum Standards**

To obtain your Higher School Certificate, you must meet a minimum level of literacy and numeracy skills. These skills are crucial for success in various aspects of life. Meeting the HSC minimum standard ensures you possess the necessary skills for post-school success. The standard is defined at Level 3 of the Australian Core Skills Framework (ACSF).

Students can demonstrate meeting the HSC minimum standard by passing online assessments that evaluate basic reading, writing and numeracy skills essential for daily activities. These online tests do not rely on NAPLAN results.

Since students develop basic skills at different rates, there are multiple opportunities for them to prepare and pass the online tests, starting from Year 10 up to a few years after Year 12. Some students may qualify for disability provisions for the tests or an exemption from the HSC minimum standard requirement.

If students have not met the standards by the end of Year 10, they will have additional opportunities to do so in Years 11 and 12.

## **What Type Of HSC Student Are You?**

The HSC caters for a range of student aspirations.

### **Academic**

- intend to go to directly to university or apply for university in the following two years
- require an ATAR
- must select at least 10 Year 11 units of Board Developed Courses

### **Mixed-Mode**

- would like to keep ATAR option open
- must select at least 10 Year 11 units of Board Developed Courses
- plan to include at least one VET/TVET course

## **Vocational**

- ATAR not required
- plan to include at least one VET/TVET course and are prepared to complete a minimum of 35 hours of work placement in each course in both Year 11 and Year 12
- can select up to 6 Year 11 units of Content Endorsed Courses
- must select at least 4 Year 11 units of Board Developed Courses
- may consider a School Based Apprenticeship/Traineeship (SBAT)

## **Life Skills**

This option is only available to students who meet NESA guidelines on enrolments in Life Skills Courses.

- ATAR is not required
- can include a variety of life skills courses, including compulsory English
- may include at least one VET/TVET course

**Scone High School's Transition Team will ensure each student's pattern of study meets the NESA requirements and the students particular aspirations.**

The Australian Tertiary Admission Rank (ATAR) is calculated by the University Admissions Centre. The ATAR is a number between 20 and 100 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists institutions to rank applicants for tertiary selection.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR. Other criteria such as portfolio, interview, audition, or questionnaire may also be considered in conjunction with the ATAR for certain courses.

## What Is The Difference Between The HSC And The ATAR?

### HSC:

- the Higher School Certificate is for all students who successfully complete at least 10 units in Year 12
- reports student achievement in terms of a standard achieved in individual courses
- presents a profile of student achievement across a broad range of subjects

### ATAR:

- is for students wishing to gain a place at a university directly from the HSC
- is a rank NOT a mark
- provides information about how students perform overall in relation to other students
- provides the discrimination required by universities for the selection process

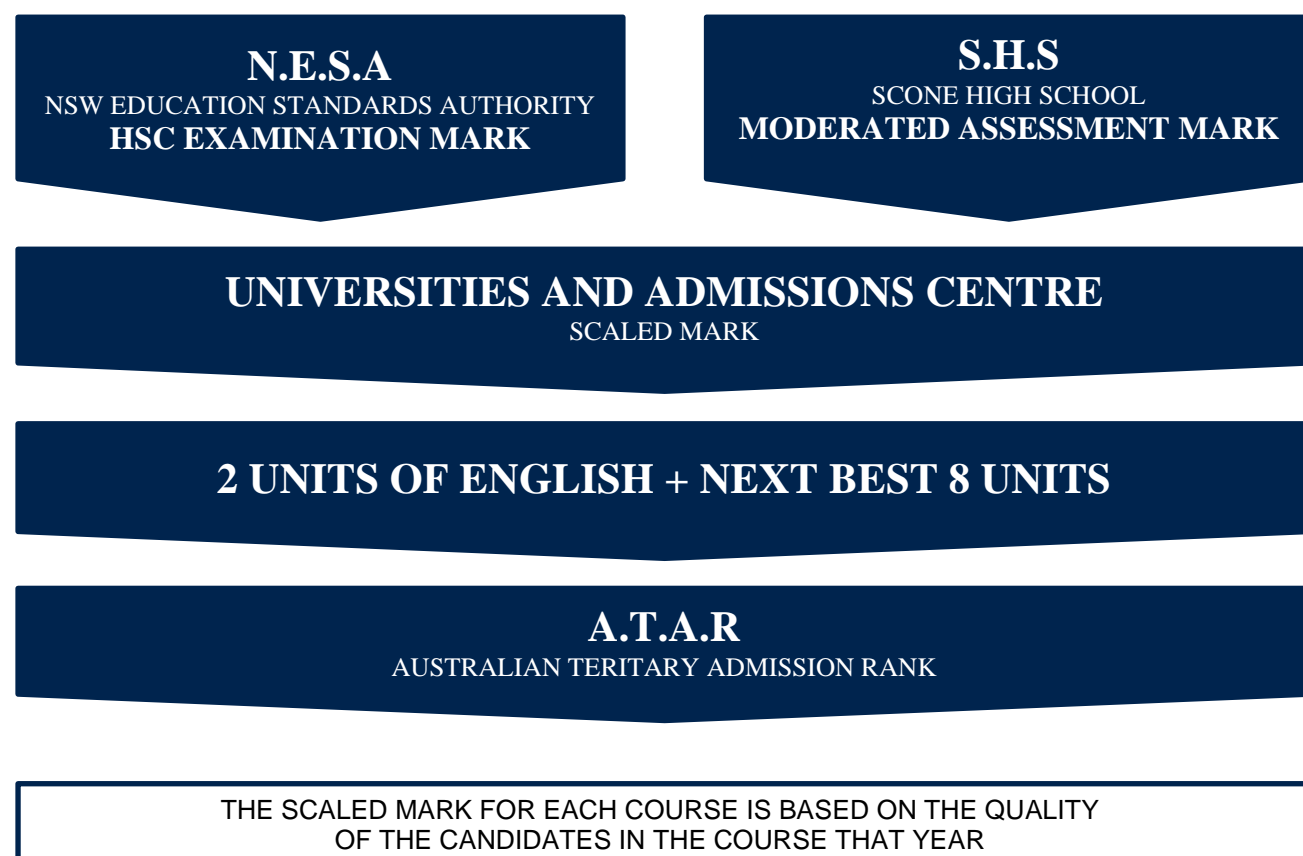
### ATAR eligibility requirements

Satisfactory completion of:

- At least 10 units of NESA Developed Courses including 2 units of English.
- At least 4 NESA Developed Courses.

Our Transition Team will ensure that each student, who wants to be eligible for an ATAR, is enrolled in a pattern of study that meets the requirements.

## Calculating The ATAR



## Tips For The Selection Process

- Please carefully review the Elective Subject Selection Guide.
- Decide if you want a study pattern that qualifies you for an ATAR.
- Identify recommended subjects for the tertiary courses you are interested in.
- Make sure to attend the Subject Selection Information Evening.
- Highlight a selection of subjects that catch your interest using the Courses Offered Overview sheet provided at the end of this booklet.
- Fill out the relevant Subject Selection Planning Sheet before your Year 11 Subject Selection interview.
- The SHS Curriculum team will analyse the subject preferences submitted by students to establish Year 11 lines that meet the majority's needs.
- Students will be informed if their preferred study pattern cannot be accommodated and will be assisted in selecting an alternative combination of subjects that still meet their needs.

## School Based Apprenticeships

School-based apprenticeships and traineeships (SBATs) enable senior high school students to start an apprenticeship or finish a traineeship while still in school. The on-the-job and off-the-job training involved in SBATs can count towards their Higher School Certificate (HSC), with some courses contributing to the Australian Tertiary Admission Rank (ATAR).

Benefits of school-based apprenticeships and traineeships include:

- Achieving a nationally recognised Vocational Education and Training (VET) qualification
- Completing the Higher School Certificate (HSC)
- Acquiring valuable work skills and experience through paid employment

The on-the-job training requires a minimum of 100 days of paid work with a selected employer (180 days for plumbing and electro technology, 144 days for construction, and 130 days for automotive). Typically, this is done one school day per week during term time and at least 50% of school holidays.

In New South Wales, school-based apprentices and trainees undertake their apprenticeship training through TAFE NSW or an authorised private Registered Training Organisation (RTO). The RTO provides 240 to 360 hours of formal training over two years.

### How does a school-based apprenticeship/traineeship align with my HSC?

HSC VET courses generally contribute at least 4 units of HSC credit out of the required 22 units. Students can also opt for the Industry-Based Learning Board Endorsed Course, which may offer up to 4 additional HSC credit units based on evidence of industry skills gained during the HSC years.

For more details on school-based apprenticeships and traineeships within the HSC, visit the Vocational Education and Training section of the Board of Studies website.

### **What if an SBAT student misses school classes?**

Students need to maintain regular communication with the Careers Advisor and teachers to manage their academic workload.

### **School-Based Traineeships**

School-based traineeships cover various industry areas, with some courses contributing to an ATAR. Visit the School-Based Traineeships webpage for additional information.

These traineeships are a two-year commitment, where students start part-time work and enrol in a relevant Certificate II or III qualification at the beginning of Year 11 (potentially Year 10).

By the end of Term 3 before the HSC, students must finish the training component and complete a minimum of 100 days of paid employment by 31st December of their Year 12.

### **School-Based Apprenticeships**

- School-based apprenticeships are offered across various industries.
- Visit the School-Based Apprenticeships and Traineeships website for more details.
- In NSW, most apprenticeships last up to four years under full-time employment. For school-based apprenticeships, this duration consists of two years part-time followed by three years full-time as an apprentice after completing the HSC.
- School-based apprentices begin full-time employment as second-year apprentices in January after their HSC, provided they have successfully finished their training programs during high school.
- These apprentices will enrol in a relevant trade course, typically at Certificate III level, at the start of their apprenticeship. The formal training during school is usually equivalent to a full-time apprentice's first year.
- To receive HSC credit, school-based apprentices must finish the formal training by the end of Term 3 before the HSC.
- They should complete the required days of paid work by 31 December of the HSC year to advance to the next apprenticeship stage.

### **Where to Begin?**

- Evaluate if you can balance school, work, training and personal commitments.
- Ensure you can manage transportation to work and training on time.
- Learn more about school-based apprenticeships and traineeships.
- Research potential careers using resources like My Future or Smart and Skilled Job Guides to understand future opportunities.
- Discuss career aspirations with your school's Careers Advisor, as well as with your parents or guardians.
- Coordinate with your Careers Advisor to align an SBAT with your HSC study plan.
- Inquire about Industry-Based Learning as a subject and find a suitable employer.
- Collaborate with your Careers Advisor to submit an Application for an SBAT.

Students interested in exploring SBAT should consult the Careers Advisor.

## **Alternate Curriculum: Life Skills**

Life Skills is an alternative program of study designed for students who need a different approach for the Higher School Certificate. The school will consider this option for eligible students, and it is not something students can choose themselves.

For Stage 6 students following an alternative study path, Life Skills courses in various subjects are available. Participation in this program is based on a personalised Individual Transition Plan developed with key stakeholders and the school's Learning Support Team for both Year 11 and Year 12.

The Life Skills courses hold Board Developed status and fulfill Higher School Certificate requirements. Each Life Skills course consists of a 2 Unit Year 11 course and a 2 Unit HSC Course, without an external examination. Additionally, students have the option to select VET courses like Hospitality.

Life Skills courses include:

- Aboriginal Studies Life Skills
- Agriculture Life Skills
- Business and Economics Life Skills
- Citizenship and Legal Studies Life Skills
- Dance Life Skills
- Design and Technology Life Skills
- Drama Life Skills
- English Life Skills
- Food Technology Life Skills
- Geography Life Skills
- History Life Skills
- Industrial Technology Life Skills
- Information Processes and Technology Life Skills
- Mathematics Life Skills
- Music Life Skills
- Health & Movement Science Life Skills
- Science Life Skills
- Society and Culture Life Skills
- Studies of Religion Life Skills
- Technology Life Skills
- Textiles and Design Life Skills
- Visual Arts Life Skills
- Work and the Community Life Skills

### **Contact Information**

If you would benefit from an alternate program of study or require more information, please contact:

Mrs Alex Duffell – HT Special Education





# NESA DEVELOPED COURSES

## Category A

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School offered NESA developed courses:

- Aboriginal Studies
- Agriculture
- Biology
- Chemistry
- Community and Family Studies
- Design and Technology
- Drama
- Earth and Environmental Science
- English Standard
- English Advanced
- English Extension 1 & 2
- English Studies
- Food Technology
- Health And Movement Science
- Industrial Technology Timber
- Investigating Science
- Legal Studies
- Mathematics Standard
- Mathematics Advanced
- Mathematics Extension 1
- Modern History
- Music 1
- Visual Arts

# ABORIGINAL STUDIES

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

The Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### **Year 11 Modules**

- Aboriginality And The Land
- Aboriginal Heritage And Identity
- Colonialism, Racism And Prejudice
- Research And Inquiry Methods

### **HSC Modules**

- Social Justice and Human Rights Issues
- Case Study of an Aboriginal Community for each topic:
  - Global Perspective
  - Comparative Study
- Research and Inquiry Methods – Major Project

### **Career Options**

- Arts and recreation services
- Education and Training
- Health Care and Social Assistance
- Information Media and Telecommunications
- Public Administration and Safety

### **Course Requirements**

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

### **Course Cost**

Nil

# AGRICULTURE

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the Farm Enterprise/Product Study.

### **Year 11 Modules**

- Overview of Australian Agriculture
- The Farm Case Study
- Plant Production
- Animal Production

### **HSC Modules**

- Plant/Animal Production
- Farm Product Study
- 1 of the following Electives:
  - 21<sup>st</sup> Century Farming
  - Climate Challenge
  - Agri-Food, Fibre and Fuel Technology

### **Career Options**

- Agriculture
- Forestry and Fishing
- Electricity, Gas, Water and Waste Services
- Professional, Scientific and Technical Services

### **Course Requirements**

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process diary must be submitted to the Board of Studies.

### **Course Cost**

Nil

# BIOLOGY

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

The Year 11 course investigates cellular structure and provides a basis 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 on biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

### **Year 11 Modules**

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

### **HSC Modules**

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious disease and disorders

### **Career Options**

- Scientific Research
- Medical and Health Services
- Biotechnology
- Science Journalism

### **Course Requirements**

The Year 11 course includes a field study. Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time. A 15-hour depth study is to be completed in each year.

### **Course Cost**

Nil

# CHEMISTRY

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Recommended Concurrent Subjects**

Students will need a high level of mathematical skills to complete this course successfully. As such, it is strongly recommended that students are also studying Mathematics Advanced (preferably) or Mathematics Standard 2.

### **Course Description**

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

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

### **Year 11 Modules**

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

### **HSC Modules**

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

### **Career Options**

- Analytical Chemistry
- Medicinal Chemistry
- Pharmaceuticals
- Nanotechnology

### **Course Requirements**

Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time. A 15-hour depth study is to be completed in each year.

### **Course Cost**

Nil

# COMMUNITY AND FAMILY STUDIES

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities. Students will examine the changing nature of Australian society, enabling them to plan and manage resources effectively.

### **Year 11 Modules**

- Resource Management: Basic concepts of the resource management process
- Individuals and Groups: The individual's roles, relationships and tasks within groups
- Families and Communities: Family structures and functions and the interaction between family and community

### **HSC Modules**

- Research Methodology: Research methodology and skills culminating in the production of an Independent Research Project
- Groups in Context: The characteristics and needs of specific community groups
- Parenting and Caring: Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

HSC Option Modules Select one of the following: Family and Societal Interactions, Social Impact of Technology or Individuals and Work.

### **Career Options**

- Human Resources
- Social Work
- Psychology
- Childcare
- Nursing
- Teaching
- Counselling

### **Course Requirements**

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

### **Course Cost**

Nil

# DESIGN AND TECHNOLOGY

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

Design and Technology is a subject that covers a range of areas including; Products, Systems and Environments. This allows students to choose a project for the HSC course that is suited to their skills and interests.

The Preliminary course consists of project work and a case study that provide a broad range of skills and knowledge related to Design and Technologies. It includes an introduction to the design process, innovation, ideas and skills. Each project will place emphasis on the development of different skills and knowledge in designing and producing.

The HSC course consists of the development, management and communication of a major design project and a case study on innovation. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity.

### **Year 11 Modules**

- Designer Case Study
- Design Processes
- Project development

### **HSC Modules**

- Innovation Case Study
- Major Design Project development and documentation

### **Career Options**

- Construction
- Electricity, Gas, Water and Waste Services
- Manufacturing & Mining

### **Course Requirements**

In the Preliminary Course; students must design and develop projects in varied areas of studies. Each project will include a folio designed to introduce elements of the Major Design Project. The students also complete a case study on significant designers.

In the HSC Course; Students must design, develop a Major Design Project with an extensive folio. They will also complete a case study on innovations of the 21st century. The Major Design Project is focused on solving an issue or identified opportunity, can fall into three categories: a Product, System or Environment, which allows for a range of projects to be completed.

### **Course Cost**

Year 11 - \$50.00

Year 12 - \$20.00 plus students are required to cover the cost of their Major Design Project

# DRAMA

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

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

Preliminary course content comprises an interaction between the components of Improvisation, Play Building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.

HSC course content comprises of Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The Group Performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

### **Year 11 Modules**

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

### **HSC Modules**

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

### **Career Options**

- Theatre/Entertainment
- Film and Television & Creative Industries

### **Course Requirements**

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

### **Course Cost**

Nil



# EARTH AND ENVIRONMENTAL SCIENCE

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

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

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

### **Year 11 Modules**

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

### **HSC Modules**

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

### **Career Options**

- Scientific Research
- Forestry, Land & Water Management
- Geology
- Farming & Fisheries

### **Course Requirements**

Practical experiences should occupy a minimum of 70 indicative hours across the Year 11 and Year 12 course. A 15-hour depth study is to be completed in each year.

### **Course Cost**

Nil

# ENGLISH STANDARD

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

Preliminary English (Standard) 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 including prose fiction, drama, poetry, non-fiction, film, digital and media, as well as Australian texts.

HSC English (Standard) 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 non-fiction texts.

### **Year 11 Modules**

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

### **HSC Modules**

- The HSC Common Content consists of one module Texts and Human Experiences, 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.
- Three additional modules that emphasise aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### **Career Options**

- Teaching
- Advertising
- Journalist

### **Course Requirements**

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

- texts inclusive of prose fiction, drama, poetry, non-fiction, 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 people and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors
- texts with a wide range of cultural, social and gender perspectives.

### **Course Cost**

Nil

# ENGLISH ADVANCED

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

Preliminary English (Advanced) course, students explore, examine and analyse a range of texts including prose fiction, drama, poetry, non-fiction, 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 attitudes and values.

HSC English (Advanced) 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 non-fiction.

### **Year 11 Modules**

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

### **HSC Modules**

- The HSC Common Content consists of one module Texts and Human Experiences, 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.
- Three additional modules that 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.

### **Career Options**

- Author/Writer
- Publisher
- Journalist

### **Course Requirements**

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

- Texts inclusive of prose fiction, drama, poetry, non-fiction, 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 people and cultures of Asia
- A range of Australian texts, including Aboriginal and/or Torres Strait Islander authors
- Texts with a wide range of cultural, social and gender perspectives.

### **Course Cost**

Nil

# ENGLISH EXTENSION 1 & 2

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**ENROLMENT INTO THIS COURSE IS BY APPROVAL OF HEAD TEACHER ONLY**

**CATEGORY A – BOARD DEVELOPED COURSE**

**1 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

## Prerequisites

Prerequisites: 1 unit of study for each Preliminary and HSC Extension course:

- English (Advanced)
- Preliminary English Extension is a prerequisite for English Extension Course 1 & 2
- Course 1 is a prerequisite for English Extension Course 2

**Course Exclusions:** English Standard; English Studies; English EAL/D.

## Course Description

In the Preliminary English (Extension) 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 recent culture. They consider how and why cultural values are maintained and changed. In HSC English Extension Course 1, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

## Year 11 Modules

The course has one common module, Literary Worlds. Students must complete one elective from one of the five electives offered for study.

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

## HSC Modules

The course requires students to undertake a composition process to complete a Major Work and Reflection Statements.

## Career Options

- Author/Writer
- Journalism & Communications

## Course Requirements

Students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media. Requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2019–2026 Electives and Prescribed Texts).

## Course Cost

Nil

# ENGLISH STUDIES

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

This course is designed to meet the needs of the students who wish to refine their skills and knowledge and consolidate their literacy skills. It is a course for students who intend to proceed from school directly into employment or vocational training.

Students considering this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC exam.
- Students not sitting for the English Studies HSC examination will still be eligible for the HSC.
- Students who sit the optional HSC examination may be eligible for an ATAR.

### **Year 11 Modules**

- Students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2-4 additional modules (selected based on their own needs/interests).
- Students may also study an optional teacher-developed module.

### **HSC Modules**

- The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses.
- Students study 2-4 additional syllabus modules (selected based on their own needs/interests).
- Students may also study an optional teacher-developed module.

### **Career Options**

- Hospitality
- Apprenticeships
- Administration Officer

### **Course Requirements**

Students are required to study:

- Texts inclusive of prose fiction, drama, poetry, non-fiction, 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 people and cultures of Asia
- A range of Australian texts, including Aboriginal and/or Torres Strait Islander authors
- Texts with a wide range of cultural, social and gender perspectives.

### **Course Cost**

Nil

# FOOD TECHNOLOGY

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

The Preliminary course will develop knowledge and understanding about food nutrients, diets for optimum nutrition, the functional properties of food as well as the safe preparation, presentation and storage of food.

Practical skills in planning, preparing and presenting food are integrated throughout content areas. The HSC course involves the study of The Australian Food Industry, Food Product Development, Diet and Health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout, and will form 30% of the course.

### **Year 11 Modules**

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

### **HSC Modules**

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Options - Contemporary Food Issues in Nutrition (25%) or  
- Contemporary Food Issues in the Marketplace (25%)

### **Career Options**

- Dietician
- Food Stylist
- Teacher
- Product Developers
- Food/Research Scientist
- Food Chemist

### **Course Requirements**

In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

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

### **Course Cost**

Year 11 - \$80.00

Year 12 - \$50.00

# HEALTH AND MOVEMENT SCIENCE

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

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

The course provides opportunities to explore areas of interest in greater depth and apply health and movement concepts to various contexts and groups. To equip students to navigate the dynamic nature of health and movement, emphasis is given to developing skills of collaboration, analysis, communication, creative thinking, problem-solving and research.

Health and Movement Science is not a practical course, although it does have some scope to explore movement principles through practical activities.

### **Year 11 Modules**

The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.

- Health for individuals and communities – 40 hours
- The body and mind in motion – 40 hours
- Collaborative Investigation – 20 hours
- Depth studies (a minimum of 2) – 20 hours

### **HSC Modules**

The Year 12 course comprises 3 components. Students are required to study all 3 components of the course.

- Health in an Australian and global context – 45 hours
- Training for improved performance – 45 hours
- Depth studies (a minimum of 2) – 30 hours

### **Career Options**

- Sports Coaching
- Physical Therapy

### **Course Cost**

Nil

# INDUSTRIAL TECHNOLOGY TIMBER

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

The Preliminary course uses project work as a means of attaining the required practical skills and associated theoretical knowledge to construct a major project in the HSC year.

The HSC course consists of the development and construction of a major project along a design and management folio. The major project will be marked by external examiners and will form part of both the school's assessment and the HSC assessment.

### **Year 11 Modules**

- Industry Study
- Design
- Management and Communication
- Project Production
- Industry Related Manufacturing Technology

### **HSC Modules**

- Industry Study
- Major Project Design
- Management and Communication
- Major Project Production
- Industry Related Manufacturing Technology

### **Career Options**

- Furniture Industry
- Cabinet Maker/ Joiner
- Construction Trades

### **Course Requirements**

In the Preliminary Course; students must design, develop and construct two projects. The students also undertake a study of an individual business within the timber products and furniture industry.

In the HSC Course; students must design and develop a Major Project with a management folio. They will also undertake a study of the overall industry related to timber products and furniture technologies area. Students are expected to cover the costs of major materials/timber for their Major Project which will be determined by the size and complexity of the piece. Suitability of the project will need to be negotiated with the teacher prior to commencement.

### **Course Cost**

Year 11 - \$70.00

Year 12 - \$20.00 plus student is required to cover the cost of timber for their Major Project



# INVESTIGATING SCIENCE

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

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

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

### **Year 11 Modules**

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

### **HSC Modules**

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

### **Career Options**

- Laboratory Technician/Assistant
- Scientist/Pharmacy
- Veterinary Nurse

### **Course Requirements**

Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time, with no less than 35 hours in the Year 12 course. A 30-hour depth study in both years is to be completed.

### **Course Cost**

Nil

# LEGAL STUDIES

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

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

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

### **Year 11 Modules**

Part I – The Legal System (40% of course time)

Part II – The Individual and the Law (30% of course time)

Part III – The Law in Practice (30% of course time) The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

### **HSC Modules**

Core Part I: Crime – 40% of course time

Core Part II: Human Rights– 30% of course time

Additional Focus Studies 50% of course time. Students will study two focus studies chosen from:

- Consumers
- Family
- Global environment
- Indigenous peoples
- Shelter
- Workplace
- World order

### **Career Options**

- Court Clerk
- Lawyer or Solicitor
- Barrister or Judge

### **Course Cost**

Nil

# MATHEMATICS STANDARD

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

The course is the same for Year 11 then it breaks into two different strands in Year 12:

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate, they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### **Year 11 Modules**

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

### **HSC Modules**

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

### **Career Options**

- Finance
- Retail

### **Course Cost**

Nil

# MATHEMATICS ADVANCED

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. Mathematics Advanced course is the base of this highly academic pattern of study to which students may also choose to add Mathematics Extension 1 in Year 11 and add Mathematics Extension 2 during Year 12.

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

### **Year 11 Modules**

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

### **HSC Modules**

- Functions
- Trigonometric functions
- Calculus
- Financial Mathematics
- Statistical Analysis

### **Career Options**

- Accounting
- Architecture
- Building & Engineering

### **Course Cost**

Nil

# MATHEMATICS EXTENSION 1

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**ENROLMENT INTO THIS COURSE IS BY APPROVAL OF HEAD TEACHER ONLY**

**CATEGORY A – BOARD DEVELOPED COURSE**

**2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

## **Course Description**

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. Mathematics Advanced course is the base of this highly academic pattern of study to which students may also choose to add Mathematics Extension 1 in Year 11 and add Mathematics Extension 2 during Year 12.

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

## **Year 11 Modules**

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

## **HSC Modules**

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

## **Career Options**

- Education
- Engineering
- Business and Finance
- Computer Engineering

## **Course Cost**

Nil

# MODERN HISTORY

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

### **Year 11 Modules**

- Investigating Modern History
  - The Nature of Modern History
  - Case Studies
- Historical Investigation
- The Shaping of the Modern World

### **HSC Modules**

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

### **Career Options**

- Journalism or Law
- Diplomatic Corps
- Travel Consultancy
- Photography or Film Industry
- Museums or Libraries
- Universities or Teaching

### **Course Requirements**

The Preliminary course is a prerequisite for the HSC course. For the Preliminary course, students must complete the Historical Investigation.

### **Course Cost**

Nil

# MUSIC 1

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Music 1 is a 2-unit course.

### **Year 11 & HSC Modules**

In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Music 1 is a 2-unit course. Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

### **Career Options**

- Teaching
- Performing
- Composing for Multimedia and Gaming
- Promotions and Management
- Recording & Sound Engineering
- Acoustic Engineering

### **Course Requirements**

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

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

### **Course Cost**

Nil

# VISUAL ARTS

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## **CATEGORY A – BOARD DEVELOPED COURSE 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

Visual Arts involves students in the practice of art making, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding of artist practice, and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent 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.

### **Year 11 Modules**

- The nature of practice in art making art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

### **HSC Modules**

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world audience within the art world
- How students may further develop meaning and focus on their work.

### **Career Options**

- Graphic Designer
- Illustrator
- Gallery Curator

### **Course Requirements**

- Artworks in at least 2 forms and use of a process diary
- A broad investigation of ideas in art criticism and art history
- Development of a body of work and use of a process diary
- A minimum of 5 Case Studies (4–10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history

### **Course Cost**

Nil



# CONTENT ENDORSED COURSES

## Category C

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School offered NESA content endorsed courses:

- Exploring Early Childhood
- Sport, Lifestyle and Recreation Studies

# EXPLORING EARLY CHILDHOOD

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## **CATEGORY C – CONTENT ENDORSED COURSES 2 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

The Exploring Early Childhood aims to develop understanding, skills and strategies required when interacting with young children. It gives students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the child, their family and the community. The course offers initial learning experiences that can lead to further post school study at University or TAFE or vocational training in the workplace. Learning may also occur through ongoing life experiences as an area of personal interest. Children and childhood are studied in both theory and practical applications.

### **Year 11 & HSC Modules**

Core A: Pregnancy and childbirth

Core B: Child growth and development

Core C: Promoting positive behaviour

#### **Optional Modules:**

- Learning experiences for young children
- Children and Change
- Play and the developing child
- Children of Aboriginal and Torres Strait Islander Communities
- Starting school
- Gender and young children
- Historical and Cultural Contexts of Childhood
- The children services industry
- Young children and media
- Young Children with Special Needs
- Children's literature
- Young Children and the Law
- Food and nutrition
- Child health and safety

### **Career Options**

- Early Childhood Education
- Healthcare Assistance
- Nursing Associate

### **Course Requirements**

At least one assessment task will be derived from a formal school examination at the completion of Year 12. Over the course students will complete 3 to 4 assessment tasks per year.

### **Course Cost**

Nil

# **SPORT, LIFESTYLE AND RECREATION STUDIES**

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## **CATEGORY C – CONTENT ENDORSED COURSES 1 UNITS FOR BOTH YEAR 11 & YEAR 12 COURSE**

### **Course Description**

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. The course features a highly practical focus; physical activity being both an area of study and a medium for learning. All students are given significant opportunities to apply theoretical understandings to practical situations. The course has a 50% theory component and a 50% practical element.

Through the course students will develop:

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

### **Year 11 & HSC Modules**

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Application I & II
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation

### **Career Options**

- Sports Coaching & Fitness Leader

### **Course Requirements**

Assessment tasks will be based on the modules studied throughout the course.

### **Course Cost**

Nil



# VET COURSES

## Category B

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School delivered VET courses:

- Business Services  
*BSB30120 Certificate III in Business*
- Construction  
*CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)*
- Entertainment Industry  
*Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services*
- Hospitality  
*SIT20322 Certificate II in Hospitality*
- Manufacturing and Engineering Introduction  
*MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways*
- Primary Industries  
*AHC20122 Certificate II in Agriculture*

## 2025 Business Services Course Descriptor

### BSB30120 Certificate III in Business

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

**Course: Business Services**

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

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

Board Developed Course (240 hour)

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

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

**Transferrable industry skills gained in this course**

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

**Examples of occupations in the business services industry**

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

**VET requirements**
**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**HSC requirements**
**Mandatory course requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

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

**Consumable costs:** Preliminary - Nil      HSC - \$Nil

**Refunds**

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

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course. General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## 2025 Construction Course Descriptor

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

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

#### Course: Construction

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

#### HSC credit – 4 units

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

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 - \$60.00 HSC - \$30.00

##### Refunds

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

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-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>

## 402025 Entertainment Industry Course Descriptor

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

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

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

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

#### Transferrable industry skills gained in this course

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

#### Examples of occupations in the entertainment industry

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

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

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

<b>Consumable costs:</b> Preliminary - \$40.00      HSC - \$40.00 <b>Course fee covers stage crew shirt, jumper and hi vis vest</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship is not available for this course.

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

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



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

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

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

**Consumable costs:** Preliminary - \$175.00 HSC - \$150.00

##### 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 (e.g. HSC examination) for this course.

**Consumable costs:** Preliminary - \$50.00 HSC - \$50.00

##### Refunds

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

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

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

## 2025 Primary Industries Course Descriptor

### AHC20122 Certificate II in Agriculture

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

**Course: Primary Industries**

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

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

Board Developed Course (240 hour)

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 – Nil      HSC - Nil

**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>

## **Frequently VET Asked Questions**

### **What does VET mean?**

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

### **How are VET courses different to other HSC courses?**

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

### **What is reported on the HSC?**

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

### **What are competencies?**

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

### **Do VET courses count towards my ATAR?**

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

### **What is the Australian Quality Framework?**

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

### **What are AQF qualifications?**

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

### **What are Industry Curriculum Frameworks?**

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

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

A VET BEC course may have a mandatory work placement but does not have an HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However, a Board Endorsed Course (VET BEC) does not contribute to the ATAR.

**What are Specialisation Courses?**

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

**Why is work placement compulsory in some courses?**

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

**Who delivers VET to students?**

All VET courses are delivered through schools by teachers who have undertaken additional training to become qualified to deliver their respective VET courses.

**What is RPL?**

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

**What is Credit Transfer?**

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

**What are foundation & employability skills?**

Foundation and employability skills feature in all units of competency; they are defined as: skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.

**Study in a VET ICF course may give a student access to the HSC and an AQF credential, Workplace Learning and ATAR.**

## **Assessment, Course Completion & Costs**

### **Dual Accreditation**

The VET curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications; known as dual accreditation.

### **Competency Based Assessment**

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

### **Credit Transfer/Recognition of Prior Learning**

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

### **Learning Volume**

The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities required to complete this course are conducted under supervision. Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.

### **Mandatory Work Placement**

Students undertaking are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours

Some Specialisation Courses may require additional work placement.

### **Variations to Learning Delivery**

Reduced or modified patterns of delivery may target specific units of competency; discuss units of competency with your school.

### **Exclusions**

VET course exclusions can be checked on the NESA website.

### **Certification**

Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment.

Qualification pathway information is available from the Australian Apprenticeships Training Information Service.

### **Optional HSC Examination**

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

### **Specialisation Studies**

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

### **N Determinations**

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed.

Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

### **Appeals**

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

### **Qualification changes and updates**

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

### **Employability Skills**

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

### **School-based Apprenticeships/Traineeships (SBATs)**

A school-based traineeship is available in this course. To express an interest or obtain further information go to [www.sbatjobs.info](http://www.sbatjobs.info) Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

### **Course Contributions**

Course contributions are made directly to the school to cover the ongoing costs of consumables and materials used as part of this course. If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

**Refunds**

Students exiting the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school

**Course Specific Resources and Equipment**

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

**Nationally Recognised Qualification**

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