

2026/2027

NAROOMA HIGH SCHOOL



SENIOR PROSPECTUS

Year 11 2026 Year 12 2027

Course Information Booklet
Student Guide to Stage 6 Courses



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EXECUTIVE PRINCIPAL'S MESSAGE

The time to design the final years of secondary education has arrived!

After eleven years of formal schooling, students can finally exercise greater choice over the courses that they undertake. Our expectation is that students draw on the huge amount of information that is available to them when making these choices. Course selection for Years 11 and 12 is a turning point in secondary education and the choices that are made will influence the options that students have available to them after the completion of Year 12.

Narooma High School is committed to offering a diverse range of options for our students, whether it be through school based apprenticeship/traineeship pathways to traditional patterns of study in preparation for tertiary study. When making decisions about courses for Year 11 and 12, students are encouraged to consider their potential career choices. The courses selected should be those that best enable the achievement of those career aspirations.

Over the next few weeks, a number of activities will occur that will support students to make informed choices. These include subject information sessions, parent and student information evenings and careers excursions. This information, in addition to the formal and informal conversations about courses and careers, will guide students in making course selections.

This prospectus outlines rules regarding patterns of study for Year 11 and Year 12 that will enable students to achieve a Higher School Certificate, and if needed for further study, an ATAR (Australian Tertiary Admissions Rank). A brief description of the subjects that may be offered at Narooma High School is also provided. **Please note that not all courses offered will run.** Decisions regarding the final courses on offer in 2026 will be based on student requests, teacher availability as well as timetable constraints. Please also note that some courses do have additional costs and as always if these costs are prohibitive, the matter should be discussed with me before finalising course selection.

I encourage you all to access the tremendous support within our school community when making course selections. Your Year Advisers, Mrs Burkinshaw and Mrs Harris, the Careers Adviser Mrs Sultana, or any of our very knowledgeable Head Teachers are all happy to help.

Choose wisely!



Mrs Tracy Scobie
Executive Principal

Timetable for Narooma High School

Year 10 to 11 Transition Process

Step	Event	Completed By
1	Careers Advice – Mrs Sultana	During Careers Lessons - Ongoing
2	Student/Parent Information Session Issue of Senior Prospectus to students	Term 2, Week 9 Tuesday 24 June 2025 6:00pm-7:00pm
3	Students will receive the instructions and codes for online subject selection. Online subject selection open.	Term 2, Week 9 Friday 27 June 2025
4	Online subject selections close Thursday 3 July 2025	Term 2, End of Week 10
5	Review of subject selections – Year Advisor & Deputy Principal	Term 3, Week 1
6	Parent/student combined interviews (where necessary)	Term 3, Week 1-3

Common Terms

ATAR	Australian Tertiary Admission Rank.
NESA	New South Wales Education Standards Authority.
ATAR courses	ATAR courses are Board Developed Courses for which there are formal examinations conducted by the NESA that yield a graded assessment. These are the only courses that can be included in the ATAR calculations.
BDC	Board Developed Course. These are developed and examined by NESA, these courses count towards the HSC and the calculation of an ATAR.
BEC	Board Endorsed Course. These are developed by schools, TAFE and universities. They count towards your HSC, but do not have an HSC examination and do not contribute towards the calculation of an ATAR.
CEC	Content Endorsed Course. These are developed by NESA. These courses count towards the HSC, but do not have an HSC examination and do not contribute towards the calculation of an ATAR.
Syllabus	Describes the aims, objectives, content and outcomes to be achieved in a course. All Syllabus documents are available from the NESA website.
Units	All HSC courses have a unit value – most courses have a 2 unit value, although extension courses usually have a 1 unit value. Each unit involves class time of approx. 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks, hence a 2 unit course has a value of 100 marks.
UAC	The Universities Admissions Centre (NSW & ACT) Pty Ltd is the central office that receives and processes applications for admission to most undergraduate courses offered by universities in NSW and the ACT.

Useful Websites

NSW Education Standards Authority	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC
Universities Admissions Centre	https://www.uac.edu.au/
Careers Advisory Service	http://www.careersadvisoryservice.com/
TAFE New South Wales	https://www.tafensw.edu.au/
My Future – Careers and Occupations	https://myfuture.edu.au/
Australian Job Active/Job Search	https://jobsearch.gov.au/

GENERAL INFORMATION ABOUT THE HSC

This is your introduction to the HSC and the many options now available. Narooma High School caters to the educational needs and aspirations of our students by providing a range of options for our diverse student population.

More information is contained in the following NSW Education Standards Authority (NESA), publication: *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*.

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

What is the Higher School Certificate (HSC)?

It is awarded to students who successfully complete the required amount of units in both Year 11 and 12, meet HSC course requirements and sit for the state-wide HSC examinations.

The HSC is run over two years:

Year 11 (Preliminary Year)	Terms 1, 2 and 3 (2026)	Minimum 12 units
Year 12 (HSC Year)	Term 4, (2024), Terms 1, 2 and 3 (2027)	Minimum 10 units

- Courses can be linked to further education and training or university entrance:
 - Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
 - Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
 - Board Endorsed Courses count towards the HSC. These courses are practical in nature and do not include an external exam. These courses do not count towards an Australian Tertiary Admissions Rank (ATAR).
- The HSC includes life skills courses for students with special education needs.

Who is eligible for the HSC?

To be eligible for the HSC, you need to:

- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college
- Select subjects in the correct pattern of study
- Complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete the course requirements, including practical and project work, work placement and assessment tasks
- Sit for and make a serious attempt at the required HSC examinations
- Meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course

Types of HSC Courses

- **Board Developed Courses (BDC)** - A Board Developed course is one that is developed by NESA. They are the most common type of course in NSW and are inclusive of Life Skills courses and VET Industry Curriculum Framework courses.
All Years 7-10 Board developed courses include Life Skills outcomes and content. In Stage 6, there are a number of Life Skills courses across all KLAs for students to study.
In Stage 6, Board Developed courses:
 - count as Board Developed unit credit towards a student's pattern of study
 - have an HSC examination (except for Life Skills courses)
 - can contribute towards the calculation of a student's ATAR (except for Life Skills courses)
- **Board Endorsed Courses (BEC)** - A Board Endorsed course is one that is developed outside of NESA. Before they can be taught in schools, NESA must endorse these courses.
In Stage 6, these courses:
 - count as Board Endorsed unit credit towards a student's pattern of study
 - don't have an HSC examination
 - can't contribute towards the calculation of a student's ATAR.There are 4 types:
 - Content Endorsed Courses (CECs)
 - School Developed Board Endorsed Courses (SDBECs)
 - University Developed Board Endorsed Courses (UDBECs)
 - VET Board Endorsed Courses (VET BECs)
- **Content Endorsed Courses (CEC)** are courses that are approved by NSW Education Standards. They count towards your HSC but do not contribute to the calculation of an ATAR and do not involve an external HSC examination.
- **Life Skills (Special Education)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with the school to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.
- **Vocational Education and Training (VET)** - VET courses can be studied either at school or through external training providers (EVET). Most VET courses have additional requirements, such as a minimum number of hours in the work place. VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

What courses do you have to study to gain your HSC?

To qualify for the Higher School Certificate you must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

It is important to note the following information:

- Most courses are worth two units, although some, including HSC Extension courses, are worth one unit.
- Up to 7 units of courses in Science can contribute to Higher School Certificate eligibility.

- You must satisfactorily complete a Year 11 course before you can continue studying that course for your HSC.
- Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination. There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.
- If you want an Australian Tertiary Admission Rank (ATAR), you must study at least 10 units of eligible Board Developed Courses.

No school can offer every HSC course to its students, so be prepared to make some compromises. Talk to your Year Advisor or Careers Advisor about the courses available at our school and individual course requirements, such as prerequisites and eligibility rules. Also, make sure you ask for information about any prerequisites for your future study or work plans.

What should I consider when making course choices?

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections. Consider your future plans, as there may be prerequisites for further study, you may be able to complete a VET course that will assist you in entering the workforce, and there are certain requirements should you want an ATAR.

Students should choose courses carefully when they are in Year 10, as this gives them the best chance of receiving all their preferred courses. Students are encouraged to talk with their class teachers and head teachers so they are able to make informed choices about their senior subjects. Once the course lines are finalised, there is no guarantee students will be able to find a suitable alternative course on the same line, should they wish to change when they have started Year 11. Additionally, there is a course change deadline in Year 11 to ensure students have the best chance to successfully complete their courses.

HSC Minimum Standard

NESA has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020.

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

How is the HSC minimum standard assessed?

The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NESA website.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard. Students will have opportunities each year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. The tests must be administered by schools via a lockdown browser.

What If I don't meet the HSC minimum standard while I'm at school?

Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests.

How does the HSC minimum standard affect my subject choices?

There are no prerequisites for choosing subjects for stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 6.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

ATAR

Your ATAR tells you about your position, or ranking, compared to other students in NSW and takes into account your achievement in **all your HSC courses**. Its only purpose is to help universities select applicants for their courses.

The Australian Tertiary Admission Rank (ATAR) is a rank, not a mark. It is given as a number between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists universities to rank applicants for tertiary selection. It is calculated and released by the University Admissions Centre (UAC).

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

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units from Board Developed Courses
- 2 units of English
- Three Board Developed Courses (BDC) of 2 units or greater
- Four subjects

To be eligible for an ATAR, students must sit academically rigorous courses which have formal examinations in the HSC.

The Universities Admission Centre (UAC) has more detailed information. (www.uac.edu.au)

What is 'Satisfactory Course Completion'?

You will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that you have met the following course completion criteria:

- followed the course developed or endorsed by NESA
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the principal determines that you are in danger of not meeting the above course completion criteria, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements.

If the principal determines that you have not met the above criteria for satisfactory completion of a course, the school will inform NESA and inform you in writing. The principal will advise you of your right to appeal and explain this process.

If you do not satisfactorily complete a course, you will receive no results in that course, the course will not appear on your NESA record, and the course will not count towards your pattern of study for the award of a Higher School Certificate.

Careers Information

The decisions that you make now, as you move into the course of study for the HSC, may have an impact on the choices available to you when you leave school. As you think about the courses you will choose in Years 11 and 12, you will need to consider what you might do when you leave school. Your options could be to join the work force, to study at university, TAFE and other institutions, to work as a trainee or to become an apprentice in a trade. In each case, you should research your options thoroughly and seek out many sources of information as you can.

- Discuss your options with your family.
- Refer to your teachers and Careers Advisor for guidance.
- Research publications and information available in the careers office. These include university, and EVET course guides.
- Ask professionals and tradespeople what it is like to be an accountant, engineer, optometrist, plumber, builder, etc.
- Arrange work experience so that you get a taste of possible careers.
- Visit careers markets, universities and EVET providers on their open days.

Regardless of your selected option, it is unwise to attempt courses that are beyond your ability or interest. Your results in the junior school and discussions with your current teachers should give you an indication of the level you should attempt.

If university is one of the options, you are considering your selection of courses depending on your interest, the level of your ability and the courses available to you at school.

You will also need to think about courses that will keep a range of options open for university courses. In addition to the ATAR requirements for university entry, you may need to have studied some specific courses called 'prerequisites'. Some university degrees list Year 11 and 12 subjects as 'assumed knowledge' or recommended studies.

If you are considering studying at TAFE after school, you should check if course prerequisites are applicable. Some TAFE courses require a certain level of achievement in two units of English and/or two units of Mathematics. For popular courses, you may be required to complete a questionnaire or entrance test, or attend an interview or submit a portfolio of work to be selected.

COURSE OFFERINGS

Course Name	Unit Value	Course Category	Costs		HT Contact
			Yr 11	Yr 12	
Aboriginal Studies	2	BDC	Nil		J Van Weerdenburg
Ancient History	2	BDC	Nil		A Thomas
Biology	2	BDC	Nil		B Glyde
Business Studies	2	BDC	Nil		J Van Weerdenburg
Ceramics	2	CEC	\$70	\$70	B Glyde
Chemistry	2	BDC	Nil		B Glyde
Community & Family Studies	2	BDC	Nil		D Café
Construction Course - Cert II Construction Pathways VET	2	BDC	\$80	\$80	P Zideluns
Earth & Environment Science	2	BDC	Nil		B Glyde
Engineering Studies	2	BDC	Nil		M Fowler
Engineering Pathway Cert II VET	2	BEC	\$80	\$80	P Zideluns
English Advanced	2	BDC	Nil		A Thomas
English Standard	2	BDC	Nil		A Thomas
English Extension	1	BDC	Nil		A Thomas
English Extension 1 (Year 12 only)	1	BDC	Nil		A Thomas
English Extension 2 (Year 12 only)	1	BDC	Nil		A Thomas
English Studies	2	BDC	Nil		A Thomas
Food Technology	2	BDC	\$100	\$100	P Zideluns
Health & Movement Science	2	BDC	Nil		D Cafe
History Extension (Year 12 only)	1	BDC	Nil		A Thomas
Hospitality – Cert II VET	2	BDC	\$150	\$125	P Zideluns
Industrial Technology - Timber	2	BDC	\$70	\$60	P Zideluns
Japanese Beginners	2	BDC	NIL		S Rowland
Legal Studies	2	BDC	Nil		J Van Weerdenburg
Marine Studies	2	CEC	\$30	\$30	B Glyde
Mathematics Advanced	2	BDC	Nil		M Fowler
Mathematics Extension 1	1	BDC	Nil		M Fowler
Mathematics Extension 2 (Year 12 only)	1	BDC	Nil		M Fowler
Mathematics Standard 1 (Year 12 only)	2	BDC	Nil		M Fowler
Mathematics Standard 2 (Year 12 only)	2	BDC	Nil		M Fowler
Modern History	2	BDC	Nil		A Thomas
Music 1 and 2	2	BDC	\$30	\$30	D Cafe
Photography, Video & Digital Imaging	2	CEC	\$80	\$80	B Glyde
Physics	2	BDC	Nil		B Glyde
Primary Industries Course – Cert II Agriculture	2	BDC	\$50	\$50	K Maher
Science Extension (Year 12 only)	1	BDC	Nil		B Glyde
Skills for Work & Vocational Pathways Cert II VET	2	BEC	Nil		M Hayes
Society & Culture	2	BDC	Nil		J Van Weerdenburg
Sport, Lifestyle & Recreation Studies	2	CEC	\$50	\$50	D Cafe
Visual Arts	2	BDC	\$90	\$40	B Glyde
Work Studies	2	CEC	Nil		J Van Weerdenburg

**Parents and carers are advised that the costs for all courses are not voluntary
As these courses have been selected with knowledge of the costs incurred, payment is required.**

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- You must achieve at least the minimum standard of literacy and numeracy as determined by NESA. You will have opportunities, during Year 11 and Year 12 or after, to meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills.
- You must study a minimum of 12 units in the Year 11 Course and a minimum of 10 units in the HSC course. Both the Year 11 Course and the HSC course must include the following:
 - At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English;
 - At least three courses of 2 units value or greater;
 - At least four subjects.
- You must complete the practical, oral or project works required for specific courses and the assessment requirements of each course.
- You must have sat for, and made a serious attempt at, the Higher School Certificate examinations.

The Australian Tertiary Admissions Rank (ATAR)

- Your ATAR is based on the aggregate of scaled marks in 10 units of Board Developed Courses course comprising:
 - Your best two units of English; *and*
 - Your best eight units from the remaining units.
- You must satisfactorily complete English;
- You may accumulate courses over a period of no more than five years;
- If you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR; *and*
- If you repeat a course, only the marks for your latest satisfactory attempt will be available for inclusion in the calculation of your ATAR, even if they're lower than your earlier attempt.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Important notes:

- **University prerequisites:** Some university courses require you to satisfy course prerequisites (HSC courses or equivalent you need to have studied) to be considered for an offer. For details of prerequisites talk to Mrs Sultana or read the course descriptions on the UAC website.
- A **subject** is the name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, etc.

HSC Course Notes These notes and footnotes (1 – 5) refer to the list of courses	
<ul style="list-style-type: none"> ▪ A number of subjects include a requirement for the development of project work for either internal or external assessment; for example, Visual Arts, Drama, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. ▪ Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry framework. ▪ Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 unit. 	
<ol style="list-style-type: none"> 1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History. 2. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units of science can be included. In the HSC study pattern Science Extension can be studied in combination with a maximum of 3 courses from the following: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics. For the HSC students can study a maximum of 7 units of Science. 3. You must study Music Course 2 if you wish to study HSC Music Extension. 4. You must study English Advanced if you wish to study English Extension 1. You must study English Extension 1 if you wish to study English Extension 2. 5. You must study Mathematics Advanced if you wish to study Mathematics Extension 1. You must study Mathematics Extension 1 if you wish to study Mathematics Extension 2. 	

Additional information about courses and the new HSC is available on the NSW Education Standards Authority (NESA). website: www.educationstandards.nsw.edu.au

VOCATIONAL EDUCATION AND TRAINING (VET)

1. VET Industry Frameworks

The Board has developed curriculum frameworks for industries. Within each framework, there are a number of courses. It is expected that at least one designated 240 hour course in each framework will contribute towards the ATAR. You must undertake a work placement to complete these courses successfully.

The frameworks courses offered at Narooma High School are:

- Construction Pathways *
- Metal and Engineering Pathways
- Hospitality *
- Sport Coaching

The courses above marked * have an optional written examination in the Higher School Certificate if any of these courses will be required for an ATAR.

2. TAFE Delivered VET in schools (EVET)

These courses are specially designed and selected for the career and educational opportunities they provide. The specific courses offered to students depend on their career interests, the resources available at individual schools and campuses of TAFE on school and campus timetables.

Students who successfully complete one of these courses are entitled to two credentials: one from the NSW Education Standards Authority (NESA) and one from TAFE. (Additional TAFE studies may be required to gain a TAFE certificate.)

Courses are conducted over one or two years and classes are usually held on TAFE campuses, generally during school hours. Students attend classes under the same course and exam conditions set for all other TAFE students.

Local TAFE campuses will advise of proposed courses for 2024. See Mrs Sultana for more information. Applications should be submitted by early September.

Students who enrol in a TAFE delivered course (joint school/TAFE) **must have access to transport to travel to Moruya or Bega campus at least once a week.** Some or all of the time at TAFE may be outside normal school hours. Some TAFE courses may be available to students, to be studied by Distance Education (OTEN). Please see Mrs Sultana for more details.

**BOARD
DEVELOPED
COURSES
FOR
2026 - 2027**

ABORIGINAL STUDIES

2 Units

**Board
Developed
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.

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.

What will I learn?

Year 11 Course

- Part I: Aboriginality and the Land (20%)
- Part II: Heritage and Identity (30%)
- Part III: International Indigenous Community: Comparative Study (25%)
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%)

Year 12 Course

- Part I – Social Justice and Human Rights Issues (50%)
Global perspective and comparative study in relation to two topics
- Part II – Heritage and Identity (20%)
- Part III – Research and Inquiry Methods – Major Project (30%)

**Course
Contribution:**

Year 11 - Nil

Year 12 - Nil

**Course
Contact:
HT HSIE**

Is there any other important information I should know?

Assessment: HSC course only			
External examination	Marks	Internal assessment	Weighting
Section I – Social Justice and Human Rights Issues	55	Knowledge and understanding of course content	40
Section II – Research and Inquiry methods	15	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
Section III – Options	30	Research and inquiry methods, including aspects of the Major Project	20
		Communication of information, ideas and issues in appropriate forms	15
	100		100

☒ **ATAR HSC**

Exclusions (i.e. any other courses I cannot study with this course): Nil

ANCIENT HISTORY

2 Units

**Board
Developed
Course**

Course Description

The study of Ancient History in Stage 6 enables students to:

- develop knowledge and understanding of the ancient world, historical skills, and values and attitudes essential to an appreciation of the ancient world
- develop a lifelong interest in the study of history
- prepare for active and informed citizenship in the contemporary world.

What will I learn?

Course Contribution: Year 11 - Nil Year 12 - Nil	Year 11 course (120 hours)	Ancient History Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case studies <i>Each case study should be a minimum of 10 indicative hours</i>	Indicative hours 60
		Features of Ancient Societies	40
		Historical Investigation	20
	Studies undertaken in the Year 11 course should be selected from a range of societies.		
	Year 12 course (120 hours)	Ancient History course comprises of: Core Study: Cities of Vesuvius – Pompeii and Herculaneum One 'Ancient Societies' topic One 'Personalities in their Times' topic One 'Historical Periods' topic	Indicative hours 30 30 30 30

The course requires study from at least TWO of the following areas: Egypt; Near East; China; Greece; Rome
 The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study

Is there any other important information I should know?

**Course
Contact:
HT
English/
History**

Year 11 & 12 Courses Internal Assessment	Weighting %	
Knowledge and understanding of course content	40	The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • Three assessment tasks, minimum weighting is 20%, maximum weighting is 40% • One task may be a formal written examination One task must be a Historical Analysis with a weighting of 20-30%.
Historical skills in the analysis and evaluation of sources and interpretations	20	
Historical inquiry and research	20	The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • A maximum of four assessment tasks, minimum weighting is 10%, maximum weighting is 40% • One task may be a formal written examination with a maximum weighting of 30% One task must be a Historical Analysis with a weighting of 20-30%.
Communication of historical understanding in appropriate forms	20	
Total:	100	

Year 12 HSC Examination Specifications:

A three hour written examination in four parts, including short answers and extended response questions.

☒ **ATAR HSC**

Exclusions (i.e. any other courses I cannot study with this course): Nil

BIOLOGY

Course Description

The *Biology Stage 6 Syllabus* explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

What will I learn?

Year 11 Course

- Module 1: Cells as the Basis of Life
- Module 2: Organisation of Living Things
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics
- Depth Studies: 15 hours in Modules 1-4

Year 12 HSC

- Module 5: Heredity
- Module 6: Genetic Change
- Module 7: Infectious Disease
- Module 8: Non-infectious Disease and Disorders
- Depth Studies: 15 hours in Modules 5-8

Is there any other important information I should know?

Particular Course Requirements:

Practical experiences should occupy a minimum of 70 indicative hours across preliminary and HSC course time. The preliminary course includes at least one fieldwork exercise.

Depth studies must occupy 15 hours in each of the preliminary and HSC course.

Assessment: HSC course only

External Assessment	Internal Assessment	Weighting
3 hour Examination	Knowledge and understanding	40
	Skills in working scientifically	60
		100

2 Units

Board
Developed
Course

Course
Contribution:

Year 11 - Nil
Year 12 - Nil
\$20 text book
deposit

Course
Contact:
HT
Science/
Art



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

BUSINESS STUDIES

2 Units

**Board
Developed
Course**

Course Description

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

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

What will I learn?

Year 11 Course

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

Year 12 HSC Course

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

**Course
Contribution:**

Year 11 - Nil
Year 12 - Nil

Is there any other important information I should know?

Assessment : HSC course only

External examination	Marks	Internal assessment	Weighting
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	40
<i>Section II</i> Short-answer questions	40	Stimulus-based skills	20
<i>Section III</i> Candidates answer one extended response question in the form of a business report	20	Inquiry and research	20
<i>Section IV</i> Candidates answer one extended response question	20	Communication of business information, ideas and issues in appropriate forms	20
	100		100

**Course
Contact:
HT HSIE**



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

CHEMISTRY

Course Description

2 Units

**Board
Developed
Course**

The *Chemistry Stage 6 Syllabus* explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

**Course
Contribution:**

Year 11 – Nil
Year 12 – Nil
\$20 text book
deposit

What will I learn?

Year 11 Course

- Module 1: Properties and Structure of Matter
- Module 2: Introduction to Quantitative Chemistry
- Module 3: Reactive Chemistry
- Module 4: Drivers of Reactions
- Depth Studies: 15 hours in Modules 1-4

Year 12 HSC Course

- Module 5: Equilibrium and Acid Reactions
- Module 6: Acid/base Reactions
- Module 7: Organic Chemistry
- Module 8: Applying Chemical ideas
- Depth Studies: 15 hours in Modules 5-8

**Course
Contact:
HT
Science/
Art**

Is there any other important information I should know?

Practical experiences should occupy a minimum of 70 indicative hours across preliminary and HSC course time.

Depth studies must occupy 15 hours in each of the preliminary and HSC course.

Assessment: HSC course only

External Assessment	Internal Assessment	Weighting
3 hour Examination	Knowledge and understanding	40
	Skills in working scientifically	60
		100



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

COMMUNITY & FAMILY STUDIES

Course Description

Two Unit Community and Family Studies (CAFS) is a course that aims to develop an ability to manage resources and the skills needed to take action to support individuals, groups, families and communities in modern Australian society. Through involvement in the subject, students develop an understanding and appreciation of the complexity of human interactions and the range of influences that impact upon responsible decision making. CAFS is an interdisciplinary course drawing upon selected components of family studies, sociology and psychology. There is also a strong focus on communication and research skills with students in HSC being required to complete an individual research project (IRP). CAFS encourages students to become proactive individuals within society who have the knowledge and skills to adapt to a range of roles and responsibilities.

This subject is suited to those students in Years 11 and 12 who have an interest in a range of issues relating to the interactions of individuals and groups in society. Students who take this course may be considering pursuing further education in the areas of sociology, psychology, resource management, education and childcare, social work, careers in the health care sector or research related fields.

What will I learn?

Year 11 Course

Resource Management (20%)
Individuals and Groups (40%)
Families and Communities (40%)

Year 12 HSC Course

Research Methodology (25%)
Groups in Context (25%)
Parenting and Caring (25%)

HSC Option Modules - Select one of the following (25%):

Family and Societal Interactions
Social Impact of Technology
Individuals and Work

Is there any other important information I should know?

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

Assessment: HSC course only

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Core	75
		Options	25
	100		100



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

2 Units

**Board
Developed
Course**

**Course
Contribution:**

Year 11 - Nil
Year 12 - Nil

**Course
Contact:
HT PDHPE**

EARTH & ENVIRONMENTAL SCIENCE

Course Description

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

2 Units

**Board
Developed
Course**

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

**Course
Contribution:**

Year 11 - Nil
Year 12 - Nil
\$20 text
book deposit

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

What will I learn?

Year 11 Course

- Module 1: Earth's Resources
- Module 2: Plate Tectonics
- Module 3: Energy Transformations
- Module 4: Human Impacts
- Depth Studies: 15 hours in Modules 1-4

Year 12 HSC Course

- Module 5: Earth's Processes
- Module 6: Hazards
- Module 7: Climate Science
- Module 8: Resource Management
- Depth Studies: 15 hours in Modules 5-8

Is there any other important information I should know?

Practical experiences should occupy a minimum of 70 indicative hours across preliminary and HSC course time. One fieldwork exercise must be included in both Year 11 and Year 12. Depth studies must occupy 15 hours in each of the preliminary and HSC course.

**Course
Contact:
HT
Science/
Art**

Assessment: HSC course only

External Assessment	Internal Assessment	Weighting
3 hour Examination	Knowledge and understanding	40
	Skills in working scientifically	60
		100



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

ENGINEERING STUDIES

Course Description

2 Units

Board
Developed
Course

This course provides students with the opportunity to study engineering by investigating a range of applications and fields of engineering. Students learn about historical and societal influences, the scope of the profession and develop skills in technical communication. Students apply knowledge of engineering mechanics, hydraulics, electricity, electronics and engineering materials to solve engineering problems.

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

What will I learn?

Year 11 Course

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering applications. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineered products and braking systems
- one focus module relating to the field of biomedical engineering.

Year 12 HSC Course

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil Structures and Personal and Public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Course
Contribution:

Year 11 - Nil
Year 12 - Nil

Is there any other important information I should know?

In the **Year 11 Course**, students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

In the **HSC Course**, students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Assessment: HSC course only

Course
Contact:
HT MATHS

External Assessment	Internal Assessment	Weighting %
3 hour examination with approximately equal weighting of each of the four modules	Knowledge and understanding of course content	40
	Knowledge and skills in research, problem solving and communication related to engineering practice	60
		100



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

ENGLISH ADVANCED

Course Description

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

2 Units

Board
Developed
Course

What will I learn?

	English Advanced	Indicative hours
Year 11 course (120 hours)	Common Module – Reading to Write: Transition to English Advanced	40
	Module A: Narratives that Shape our World	40
	Module B: Critical Study of Literature	40
Text requirements	There are no prescribed texts for Year 11. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The course requires students to support their study of texts with their own wide reading.	

Course
Contribution:

Year 11 - Nil
Year 12 - Nil

	English Advanced	Indicative hours
Year 12 course (120 hours)	Common Module – Texts and Human Experiences	30
	Module A: Textual Conversations	30
	Module B: Critical Study of Literature	30
	Module C: The Craft of Writing (may be studied concurrently with the Common Module and/or Modules A and B)	30
Text requirements	Students are required to closely study four prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> Shakespearean drama Prose fiction Poetry OR drama The fourth text may be film, media or nonfiction text or may be selected from one of the categories above for a comparative study. The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and does not contribute to the pattern of prescribed texts for the course.	

Course
Contact:
HT
English/
History

Year 11 & 12 Internal Assessment:			Year 12 HSC External:
Component: Knowledge and understanding of course content 50% Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%	Year 11: <ul style="list-style-type: none"> three assessment tasks, minimum weighting is 20%, maximum weighting is 40% one task <u>may be</u> a formal written examination 	Year 12: <ul style="list-style-type: none"> a maximum of four assessment tasks, minimum weighting is 10%, maximum weighting is 40% one task <u>may be</u> a formal written examination with a maximum weighting of 30% one task must focus on Module C – The Craft of Writing with a weighting of 20-30% 	Paper 1 (1 ½ hours) Common Module Two sections, containing short answer and an extended response question Paper 2 (2 hours) Modules Three sections, an extended response in each



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course):

- English (Standard); English (Studies)
- English (EALD)

ENGLISH STANDARD

2 Units

Board
Developed
Course

Course Description

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

What will I learn?

	English Standard	Indicative hours
Year 11 course (120 hours)	Common Module – Reading to Write: Transition to English Standard	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40
Text requirements	There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal text in Module A (This may include the study of film). Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The course requires students to support the study of texts with their own wide reading.	

Course Contribution:

Year 11 - Nil
Year 12 - Nil

	English Standard	Indicative hours
Year 12 course (120 hours)	Common Module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	Module C: The Craft of Writing (may be studied concurrently with the Common Module and/or Modules A and B)	30
Text requirements	Students are required to closely study three types of prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> prose fiction poetry OR drama film OR media OR nonfiction The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course.	

Course Contact:
HT
English/
History

Is there any other important information I should know?

Year 11 & 12 Internal Assessment:			Yr 12 External
Component: Knowledge and understanding of course content 50% Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%	Year 11: <ul style="list-style-type: none"> three assessment tasks, minimum weighting is 20%, maximum weighting is 40% one task may be a formal written examination one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes. 	Year 12: <ul style="list-style-type: none"> a maximum of four assessment tasks, minimum weighting is 10%, maximum weighting is 40% one task <u>may be</u> a formal written examination with a maximum weighting of 30% one task must focus on Module C – The Craft of Writing with a minimum weighting of 20-30% 	Paper 1 (1 ½ hours) Common Module Two sections, containing short answer and an extended response question Paper 2 (2 hours) Modules Three sections, an extended response in each



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course):

- English (Advanced); English (EALD)
- English (Studies); English (Extension).

Year 11 English Extension, Year 12 English Extension 1

**1 Unit of
study for
each of Year
11 & Year
12**

**Board
Developed
Course**

**Course
Contribution:**

Year 11 - Nil
Year 12 - Nil

**Course
Contact:
HT
English/
History**

Course Description

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

What will I learn?

Year 11 course (60 hours)	English Extension	Indicative hours
	Module: Texts, Culture and Value	40
	Related research project	20
Text requirements	Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.	
Year 12 course (60 hours)	English Extension 1	Indicative hours
	Common Module – Literary Worlds including ONE elective option	60
Text requirements	The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.	
Text requirements	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement	

Internal Assessment:	Year 12 HSC External Examination:
Year 11 English Extension: <ul style="list-style-type: none"> three assessment tasks, minimum weighting is 20%, maximum is 40% one task may be a formal written examination one task will assess the Related Project Year 12 English Extension 1: <ul style="list-style-type: none"> three assessment tasks, minimum weighting is 20%, maximum weighting is 40% one task may be a formal written examination one task may be a creative response at least one task may integrate student selected related material. 	Extension 1 Course: A two hour examination undertaken using a computer, consisting of two sections. Section I – Literacy worlds: single sustained response or in two parts. Requires a critical and/or creative response <p style="text-align: right;">25 marks</p> Section II – Elective: sustained critical response <p style="text-align: right;">25 marks</p>



ATAR HSC

Prerequisites: (a) English (Advanced) Course
(b) Year 11 English Extension Course is prerequisite for Extension Course 1
(c) Extension Course 1 is prerequisite for Extension Course 2

Exclusions (i.e. any other courses I cannot study with this course):

- English (Standard); English (Studies); English (EALD)

Year 12 English Extension 2

Course Description

HSC English Extension 2 is a course for students who enjoy in-depth literary study and creative expression. It allows students to delve into their own interests and create a sustained Major Work, such as a short story, poem, or critical essay, while documenting the research process in a journal and reflection statement. Extension 2 emphasises independent study and original work.

What will I learn?

	English Extension 2	Indicative hours
Year 12 course (60 hours)	Author and authority module Major Work: An extension work that complies with the prescribed specifications and offers insight into concepts developed through independent investigation. • Print Medium or • Sound Medium	60

Text requirements	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement
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Course Contribution:

Year 11 - Nil
Year 12 - Nil

Course Contact: HT English/ History

Internal Assessment:	Year 12 HSC External Examination:
Year 12 English Extension 2: <ul style="list-style-type: none"> assessment will be based on the process of composing the Major Work via three assessment tasks: a Viva Voce, a Literature Review, an examination – where each task is weighted between 20-40% 	Extension 2 Course: Online Examination - Undertaken using a computer (1 hour 30 mins) Two questions with a maximum of three items total. <u>Question 1</u> – Author and authority (20 marks) <ul style="list-style-type: none"> Includes stimulus and/or unseen material May contain two parts or require single extended response Will require a critical and/or creative response. <u>Question 2</u> <ul style="list-style-type: none"> Respond to a question about their author study. May include a stimulus and/or unseen material May contain two parts or require a single extended response Will require a critical and/or creative response



ATAR HSC

Prerequisites:

- (a) English (Advanced) Course
- (b) Year 11 English Extension Course is prerequisite for Extension Course 1
- (c) Extension Course 1 is prerequisite for Extension Course 2

Exclusions (i.e. any other courses I cannot study with this course):

- English (Standard); English (Studies); English (EALD)

ENGLISH STUDIES

Course Description

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard Course.

What will I learn?

Main Topics Covered:

2 Units

Board
Developed
Course

Course
Contribution:

Year 11 - Nil
Year 12 - Nil

Course
Contact:
HT
English/
History

Year 11 course (120 hours)	English Studies	Indicative hours
	Reading to Write: Transition to English Studies	30 – 40 hours
	Elective Focus Areas	20 – 40 hours each
Year 12 course (120 hours)	English Studies	Indicative hours
	Narrative and Human Experiences	35 hours
	Writing for purpose.	35 hours
	Elective Focus areas.	50 hours
Text requirements	<p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> read, view, listen to and compose a wide range of texts including print and multimodal texts <p>In Year 12 students will also be required to:</p> <ul style="list-style-type: none"> study ONE text from the prescribed text list for Narrative and Human Experiences. <p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences Australian text including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples texts with a wide range of cultural, social and gender perspectives, popular and youth cultures a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts 	

Year 11 Internal Assessment:	Year 12 Internal Assessment:
<ul style="list-style-type: none"> three assessment tasks, minimum weighting is 20%, maximum weighting is 40% one task <u>may</u> be a formal written examination 	<ul style="list-style-type: none"> four assessment tasks, minimum weighting is 10%, maximum weighting is 40% one task may be a formal written examination Tasks may be critical and/or creative.

Assessment:



ATAR HSC

Year 12 External Examination (Optional):

Students studying English Studies may elect to undertake an optional HSC examination (for students wishing to gain an ATAR)

HSC Examination:

One written task (60 marks). A 2 hour examination with three sections.

- 1) Narrative and Human Experiences (15) short answer/based on stimulus and/or unseen texts
- 2) Narrative and Human Experiences (15) one item, an extended response on prescribed text
- 3) Writing for Purpose – 2 or 3 items; Informative, analytically imaginative or persuasive response; May draw on prescribed texts.

Exclusions (i.e. any other courses I cannot study with this course):

- English - Standard, Advanced, Extension, EALD

FOOD TECHNOLOGY

2 Units

**Board
Developed
Course**

**Course
Contribution:**

Year 11 - \$100
Year 12 - \$100

**Course
Contact:
HT TAS**

Course Description

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

What will I learn?

Year 11 Course

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

Year 12 HSC Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)

Contemporary Nutrition Issues (25%)

Is there any other important information I should know?

There is no prerequisite study for the 2 unit preliminary course. Completion of the 2 unit preliminary course is a prerequisite to the study of the 2 unit HSC course.

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

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

External Examination	Mark	Internal Assessment	Weighting
<i>Section 1</i> Objective response questions (20 multiple choice)	20	Knowledge and understanding about the Australian food industry, food manufacture, food product development and contemporary food issues (either nutrition or marketplace)	20
<i>Section 11</i> Short-answer questions	50	Research, analyses and communication	30
<i>Section 111</i> Candidates answer the question which contains short-answer parts to the value of 15 marks.	15	Experimentation and preparation	30
		Design, implementation and evaluation	20
<i>Section 1V</i> Candidates answer the extended response question worth 15 marks.	15		100
	100		

NB – It is not necessary to have studied food technology in years 9 and 10.



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

HEALTH & MOVEMENT SCIENCE

2 Units

**Board
Developed
Course**

Course Description

Health and Movement Science Syllabus is the **NEW** Stage 6 PDHPE program in NSW.

This exciting new course is an ideal subject selection for students looking to pursue careers in education, psychology, health science, sport science, nursing, Defence Forces, and community health. It will also suit students who have a keen interest in health or exercise science and would like to engage in this subject as part of their HSC process, and contribute positively to their ATAR.

The Health and Movement Science course is shaped by the 5 propositions. Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions 'Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.'

**Course
Contribution:**

Year 11 - NIL
Year 12 - NIL

What will I learn?

Year 11 course structure and requirements (120 hours)

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

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

**Course
Contact:**
Mr D Cafe

Is there any other important information I should know?

Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Two Focus Areas	100
	100		100

☒ **ATAR HSC**

Exclusions (i.e. any other courses I cannot study with this course): Nil

INDUSTRIAL TECHNOLOGY - TIMBER

2 Units

**Board
Developed
Course**

Course Description

Industrial Technology – Timber Products and Furniture Industries : Stage 6 consists of project work and an industry study that develop a broad range of skills and knowledge related to the Timber and Furniture Industries.

Students are required to produce a major woodwork project in their HSC year and document the design and management of the project. Each individual is responsible for the purchase and delivery of the necessary materials for their project. This expense may be overcome by using recycled materials or applying for the Quota Club Fine and Applied Arts Scholarship.

What will I learn?

Year 11 Course

The following sections are taught in relation to Timber Products and Furniture Industries:

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

Year 12 HSC Course

The following sections are taught in relation to the Timber Products and Furniture Industries through the development of a Major Project and a study of the industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Is there any other important information I should know?

In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination	40	Designing, planning and management	40
Major Project and related management folio	60	Workplace communication	10
		Industry specific content	50
	100		100

**Course
Contact:
HT TAS**



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course):

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

JAPANESE BEGINNERS

2 Units

**Board
Developed
Course**

**Course
Contribution:**

Year 11 - NIL
Year 12 - NIL

**Course
Contact:
HT
Wellbeing**

Course Description

The Japanese language course is designed to allow students to learn about the culture, people and language. While all macro skills (speaking, listening, reading and writing) will be further developed, the focus of the course is on increasing the students' confidence in using the language in a variety of in- and out-of- classroom settings. Students will:

- develop practical skills in speaking, listening to, reading and writing Japanese
- learn the necessary vocabulary and grammar to converse fluently in Japanese on a variety of topics
- learn about Japanese ways of living and thinking, and see the similarities and differences between Japanese and Australian ways
- have the skills to successfully study Japanese at university
- achieve the personal satisfaction and enjoyment which can be gained through studying another language.
- participate in a variety of cultural activities. These may include trips to Japanese restaurants, karaoke, Japanese bookshops, Japanese supermarkets and a Japanese language centre set up as a traditional house. There is also the possibility to travel to Japan and to be involved in Japanese competitions.

Common curriculum elements which are significantly developed in Japanese include: recognising letters, words and other symbols; interpreting the meaning of words or other symbols; translating from one form to another; creating/composing/devising; perceiving patterns.

Language Study:

- helps to develop cognitive flexibility and problem-solving skills through creative thinking.
- contributes to clear thinking and clarity of expression when communicating in one's own and in foreign languages.
- promotes greater sensitivity to and enhances knowledge of the structure of English.
- widens horizons and helps to develop a soundly-based world view.
- fosters cross-cultural tolerance and understanding.
- has the ability to broaden career prospects, as industry and government become more aware of the value of foreign language skills and cultural understanding.

What will I learn?

Main Topics/Themes

In the Stage 6 course students investigate

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

Within these Topics, students will develop language capabilities via modern units that facilitate authentic language communication.

Is there any other important information I should know?

Particular Course Requirements: Nil

External Assessment	Weighting	Internal Assessment	Weighting
Written Exam	80%	Speaking	30%
Spoken Exam	20%	Listening and Responding	30%
		Reading and Responding	20%
		Writing in Japanese	20%
TOTAL	100%		100%



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Japanese Continues

LEGAL STUDIES

2 Units

**Board
Developed
Course**

Course Description

Legal Studies is designed to develop students' knowledge and understanding of the role of law and legal institutions in society. There is a review of selected legal rules, institutions and processes at the domestic and international level with an aim to demystify terminology. Focus is on change, effectiveness, dispute resolution and justice. Legal Studies has a significant impact on students' confidence in approaching and accessing the legal system and providing them with a better appreciation of the relationship between social and legal structures in society. It allows for active participation as citizens by encouraging diverse opinions, open rational debate, respect for persons, equality before the law and involvement in democratic processes and structures.

What will I learn?

Year 11 Course

- The Legal System (40% of course time)
- The Individual and the Law (30% of course time)
- The Law in Practice (30% of course time)

Year 12 HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Options (50% of course time)

**Course
Contribution:**

Year 11 - Nil
Year 12 - Nil

The two options studied are selected from:
Environmental Law
Family Law
World Order (international relations)

Is there any other important information I should know?

Particular Course Requirements: No special requirements

**Course
Contact:
HT HSIE**

Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section I: Core Crime and Human Rights Objective response questions	20	Knowledge and Understanding	60
SECTION II: Core Part A Human Rights Short-answer questions	15	Research	20
Part B Crime One extended response question	15		
Section III: Options Two extended response questions, each from a different Option	50	Communication	20
	100		100



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

MATHEMATICS STANDARD

2 Units

Board
Developed
Course

Course
Contribution:

Year 11 - Nil
Year 12 - Nil

Course
Contact:
HT Maths

Course Description

The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7-10 Syllabus* (2024) up to, and including, the content and outcomes of the Core Pathway. For students who intend to study the Year 12 Mathematics Standard 2 course, it is recommended that they experience most of the Standard Pathway content.

Satisfactory completion of the Year 11 Mathematics Standard course may be followed by study of either the Year 12 Mathematics Standard 2 course or the Year 12 Mathematics Standard 1 course. The Year 12 Mathematics Standard 2 and Year 12 Mathematics Standard 1 are both Board Developed courses. The Year 12 Mathematics Standard 2 course has an external examination, while in the Year 12 Mathematics Standard 1 course the examination is optional. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.

What will I learn?

The Year 11 Mathematics Standard course, the Year 12 Mathematics Standard 2 course and the Year 12 Mathematics Standard 1 courses are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.

Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

The Year 12 Mathematics Standard 2 course provides a strong foundation for a broad range of vocational pathways, as well as for a range of university courses. The Year 12 Mathematics Standard 1 course provides an appropriate foundation for a range of such vocational pathways, either in the workforce or in further training.

Course Content

Year 11 Mathematics Standard Course Content

Topics	Sub Topics	
Algebra	Formulas and Equations	Linear Relationships
Measurement	Applications of Measurement	Time and location
Financial Mathematics	Earning money	Managing money
Statistics	Data Analysis	
Networks, paths and trees		

Year 12 Mathematics Standard 1 Course Content

Topics	Sub Topics	
Algebra	Algebraic Relationships	
Measurement	Right-angled Triangles	Ratios and rates
Financial Mathematics	Investment	Depreciation and loans
Statistics	Bivariate data analysis	Relative frequency and probability

Year 12 Mathematics Standard 2 Course Content

Topics	Sub Topics		
Algebra	Algebraic Relationships		
Measurement	Trigonometry	Ratios and Rates	
Financial Mathematics	Investment and Loans	Annuities	
Statistics	Bivariate Data Analysis	The Normal Distribution	Relative Frequency and Probability
Networks	Network flow	Critical Path Analysis	

Is there any other important information I should know?

Assessment and Reporting:

Advice related to assessment for the Mathematics Standard courses is available on the NESA website at: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-standard-11-12-2024/assessment>

Standard 2 ☒ ATAR HSC

FOR MATHS STANDARD 1 ONLY

Year 12 External Examination (Optional): HSC Examination must be completed to receive ATAR

MATHEMATICS ADVANCED

Course Description

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 forms 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. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the course, and are developed and used through a range of applications and in increasing complexity.

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.

What will I learn?

Year 11 Mathematics Advanced course content

Topics	Sub Topics	
Functions	Working with Functions	Graph transformations
Trigonometric Functions	Trigonometry and Measure of Angles	Trigonometric identities and equations
Calculus	Introduction to Differentiation	
Exponential and Logarithmic Functions	Exponentials and Logarithmic functions	
Statistical Analysis	Probability and Data	

Year 12 Mathematics Advanced course content

Topics	Sub Topics		
Functions	Further graph transformations and modelling		
Sequences and Series	Sequences and series		
Calculus	Differential Calculus	Applications of calculus	Integral Calculus
Financial Mathematics	Financial Mathematics		
Statistical Analysis	Random Variables		

Note: Some variation to the presentation times of topics may occur due to the composition of classes.

Is there any other important information I should know?

Prerequisites: Year 10 Mathematics Advanced Pathway

Assessment and Reporting:

Advice related to assessment for the Mathematics Advanced course is available on the NESA website at: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-advanced-11-12-2024/assessment>



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

Year 11 Mathematics Extension 1, Year 12 Mathematics Extension 1, Year 12 Mathematics Extension 2

Course Description

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the Mathematics Advanced Pathway course for the ROSA.

Co-requisite: Mathematics Advanced

2 Units

Board
Developed
Course

Mathematics Extension 1 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 such areas as science, engineering, finance and economics.

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

What will I learn?

Year 11 Mathematics Extension 1 course content

Topics	Sub Topics	
Functions	Further Work with Functions	Polynomials
Trigonometric Functions		Further Trigonometry
Combinatorics	Permutations and combinations	The binomial theorem

Year 12 Mathematics Extension 1 course content

Topics	Sub Topics	
Proof	Introduction to Proof by Mathematical Induction	
Vectors	Introduction to Vectors	
Trigonometric Functions	Inverse trigonometric functions	
Calculus	Further Calculus Skills	Further Applications of Calculus
Statistical Analysis	The Binomial Distribution and the sampling distribution of the mean	

Year 12 Mathematics Extension 2 course content -Prerequisite: Excelled in Mathematics Extension 1

Topics	Sub Topics	
Proof	The Nature of Proof	
Vectors	Further Work with Vectors	
Complex Numbers	Introduction to Complex Numbers	
Calculus	Further Integration	
Mechanics	Applications of Calculus to Mechanics	

Is there any other important information I should know?

Assessment and Reporting:

Advice related to assessment for the Mathematics Extension 1 and Mathematics Extension 2 course is available on the NESA website at: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-extension-1-11-12-2024/assessment>

Course
Contribution:

Year 11 - Nil
Year 12 - Nil

Course
Contact:
HT Maths



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): NIL

MODERN HISTORY

Course Description

The study of Modern History in Stage 6 enables students to:

- develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world
- develop a lifelong interest in the study of history
- prepare for active and informed citizenship in the contemporary world.

What will I learn?

Main Topics Covered:

	Modern History	Indicative hours
Year 11 course (120 hours)	Investigating Modern History	60
	<ul style="list-style-type: none"> • The Nature of Modern History • Case studies <i>Each case study should be a minimum of 10 indicative hours</i>	
	Historical Investigation	20
	The Shaping of the Modern World	40

	Modern History course comprises of:	Indicative hours
Year 12 course (120 hours)	Core Study: Power and Authority in the Modern World 1919-1946	30
	One 'National Studies' topic	30
	One 'Peace and Conflict' topic	30
	One 'Change in the Modern World' topic	30

Students are required to study at least ONE non-European/Western topic

Is there any other important information I should know?

Assessment:

Year 11 & 12 Courses Internal Assessment	Weighting %	
Knowledge and understanding of course content	40	The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • Three assessment tasks, minimum weighting is 20%, maximum weighting is 40% • One task may be a formal written examination • One task must be an Historical Investigation with a weighting of 20-30%.
Historical skills in the analysis and evaluation of sources and interpretations	20	
Historical inquiry and research	20	The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • A maximum of four assessment tasks, minimum weighting for an individual task is 10%, maximum weighting is 40% • One task may be a formal written examination with a maximum weighting of 30% • One task must be an Historical Analysis with a weighting of 20-30%.
Communication of historical understanding in appropriate forms	20	
Total:	100	

Year 12 HSC Examination Specifications:

A three hour written examination, consisting of four sections, including short answer and extended response questions.

2 Units
Board Developed Course

Course Contribution:

Year 11 - Nil
Year 12 - Nil

Course Contact:
HT English/
History



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

HSC HISTORY EXTENSION

1 Unit

Board
Developed
Course

Course Description

The study of History Extension in Stage 6 enables students to:

- evaluate the ideas and methodologies that are used by historians and others to construct and represent history
- apply what they have learned to inquire into areas of historical debate and interest critically, with independence and insight
- develop skills that support active and informed citizenship.

What will I learn?

Course Structure and Requirements:

Year 12 course (60 hours)	History Extension course comprises of:	Indicative hours
	Constructing History	40 (minimum)
	<ul style="list-style-type: none"> • Key Questions • Case Studies 	
	History Project	20 (maximum)

Course
Contribution:

Year 12 - Nil

Constructing History – Key Questions

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Constructing History – Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

History Project

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Is there any other important information I should know?

Assessment:		
External Assessment		Internal Assessment
		Component
		Weighting %
A two hour written examination in two parts: <ul style="list-style-type: none"> • Constructing History – Key Questions • Constructing History – Case Studies Each part will entail an extended written response.		Knowledge and understanding of significant historical ideas and processes
		Skills in designing, undertaking and communicating historical inquiry and analysis
		100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- Three assessment tasks
- One task may be a formal written examination with a weighting of 30%
- One task must be the History Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30%

One task must be the History Project – Essay with a weighting of 40%

Prerequisite: A Year 11 course in Ancient History or Modern History is required.

Co-requisite: A Year 12 course in Ancient History or Modern History must also be studied.



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

MUSIC 1

2 Units

Board
Developed
Course

Course Description

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

What will I learn?

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.

Is there any other important information I should know?

Year 12 HSC Course

In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the 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 NESA to validate authorship of the submitted work. Compositions are graded on the strength of notated scores submitted by students as well as recorded works.

Course Contribution:

Year 11 - \$30
Year 12 - \$30

Course Contact: HT PDHPE

Assessment: HSC course only

External Assessment	Weighting (in marks)	Internal Assessment	Weighting %
Core Performance (one piece)	20	Core Performance	10
A one hour aural exam		Core	10
Electives:	30	Composition	10
Three electives from any combination of:		Core Musicology	25
Performance (one piece)		Core Aural	
Composition (one submitted composition)		Elective 1	15
Musicology (one <i>viva voce</i>)		Elective 2	15
• Elective 1	20	Elective 3	15
• Elective 2	20		
• Elective 3	20		
	110 (this is then converted to a %)		100%

A financial contribution, specific to this subject, of approximately \$20 to cover materials consumed will apply.

Prerequisites: Music mandatory course (or equivalent)



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course):

- Music 2

MUSIC 2 AND MUSIC EXTENSION

2 Units

Board
Developed
Course

3 Units in
HSC for
Music
Extension

Course
Contribution:

Year 11 - \$30
Year 12 - \$30

Course
Contact:
HT PDHPE

Course Description

- In the Preliminary Music 2 course, students explore the Western Art Music from 1600 – 1900 and Music of a Culture.
- In the HSC Music 2 course, students explore music of the last 25 years with an Australian focus, and also one other elective of their choice.

What will I learn?

Year 11 Course

The course has two sections:

- The mandatory topic *Western Art Music from 1600 – 1900*. Through performance, composition and musicology tasks students explore music from the Baroque, Classical and Romantic periods.
- Music of a Culture – students explore the music of South Africa with a focus on traditional and contemporary vocal styles.

Year 12 HSC Course

The course has two sections:

- Mandatory topic *Music of the Last 25 Years – Australian focus*. Students will explore the works of several contemporary Australian composers and develop their final essay, composition and performance, program.
- One elective of the student's choice from the list provided.

Music Extension.

Students will choose to specialise in performance, musicology, or composition and follow an individual program of study designed by their teacher.

Is there any other important information I should know?

In the Year 11 Music 2 course students are required to:

- study scores, recording and other texts from the various eras;
- participate in a range of aural, musicology, composition and performance activities;
- explore the software available for music notation, composition and recording;
- compose and perform music in a stylistically authentic manner;
- critically evaluate music in terms of the concepts of music.

HSC Music 2 course requires:

- the development of the core composition portfolio and final work, musicology essay and performance;
- the development of the students' elective HSC element;
- a wide range of other performance, aural, musicology and composition activities.

Music Extension

- An individual course of study focussing on one of the following: composition, musicology, or performance.

Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance	20	Core Performance	20
Core Composition	15	Core Composition	20
Core Musicology and Aural	35	Core Musicology	20
		Core Aural	20
Elective – one only from: performance, composition or musicology	30	Elective – one only from: performance, composition or musicology	20
	100		100
Assessment: Music Extension			
External Assessment	Weighting	Internal Assessment	Weighting
Performance extension	50	Performance Extension — TWO assessment tasks	50
or			
Composition extension	50	or Composition Extension — TWO assessment tasks	50
or			
Musicology extension	50	or Musicology Extension — TWO assessment tasks	50
	50		50

A financial contribution, specific to this subject, of approximately \$20 to cover materials consumed will apply.

☒ **ATAR HSC**

Exclusions (i.e. any other courses I cannot study with this course): Exclusions: Music 1

PHYSICS

Course Description

2 Units

**Board
Developed
Course**

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers and is highly recommended for most University Engineering degrees. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

**Course
Contribution:**

Year 11 - Nil
Year 12 – Nil
\$20 text book
deposit

What will I learn?

Year 11 Course

- Module 1: Kinematics
- Module 2: Dynamics
- Module 3: Waves and Thermodynamics
- Module 4: Electricity and Magnetism
- Depth Studies: 15 hours in Modules 1-4

HSC Course

- Module 5: Advanced Mechanics
- Module 6: Electromagnetism
- Module 7: The Nature of Light
- Module 8: From the Universe to the Atom
- Depth Studies: 15 hours in Modules 5-8

Is there any other important information I should know?

Practical experiences should occupy a minimum of 70 indicative hours across preliminary and HSC course time.

Depth studies must occupy 15 hours in each of the preliminary and HSC course.

**Course
Contact:
HT Science**

Assessment: HSC course only

External Assessment	Internal Assessment	Weighting
3 hour Examination	Knowledge and understanding	40
	Skills in working scientifically	60
		100



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

SCIENCE EXTENSION

Course Description

1 Unit

Board
Developed
Course

The Science Extension Stage 6 syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environmental Science and Physics. In doing this, students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analysing and interpreting data. Students are provided with opportunities to refine and extend their skills of Working Scientifically by applying the processes to contemporary authentic scientific research, gathering and examining evidence in the form of large data set(s), modelling and critically assessing and evaluating the gathered information.

Course Contribution:

Year 11 – Nil
Year 12 – Nil
\$20 text book deposit

Students interrogate and refine their ideas of and about science through analysing historical cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

The course is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.

What will I learn?

HSC Course

- Module 1: The Foundations of Scientific Thinking
- Module 2: The Scientific Research Proposal
- Module 3: The Data, Evidence and Decisions
- Module 4: The Scientific Research Report

This is a draft syllabus under consultation .

Is there any other important information I should know?

Particular Course

Requirements:

- Throughout the course students select and develop a scientific research question and develop evidence based responses in the form of a scientific research report that is supported by a scientific research portfolio.
- The Scientific Research Portfolio and Report produced in this course may be an extension of, but must not overlap with or significantly duplicate, any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Physics or Investigating Science courses.

Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
Draft HSC Examination Specifications Time allowed: 1.5 hours plus 10 minutes reading time	Communicating knowledge and understanding	30
	Analysing and evaluating data	30
	Scientific research skills	40
		100

Course
Contact:
HT
Science/
Art



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

SOCIETY & CULTURE

2 Units

**Board
Developed
Course**

Course Description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour.

Students will examine case studies from the contemporary social and cultural world extending their understanding of continuity and change across cultures. The course encourages students to think critically about their personal identity, their own society and culture and those of others. Drawing on cross-disciplinary concepts and social and cultural research methods, students undertake research in an area of particular interest to them and present their findings for external assessment in the Personal Interest project (PIP)

What will I learn?

Year 11 Course

- The Social and Cultural World: (30% of course time)
- Personal and Social Identity: (40% of course time)
- Intercultural Communication: (30% of course time)

Year 12 HSC Course

Core:

- Social and Cultural Continuity and Change: (30% of course time)
- The Personal Interest Project: (30% of course time)

Depth Studies: 40%

Two to be chosen from:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-conformity

Course Contribution:

Year 11 - Nil
Year 12 - Nil

Is there any other important information I should know?

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60	Knowledge and understanding of course content	50
Personal Interest Project	40	Application and evaluation of social and cultural research methodologies	30
		Communication of information, ideas and issues in appropriate forms	20
	100		100

**Course
Contact:
HT HSIE**



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course):

- Nil

VISUAL ARTS

2 Units

**Board
Developed
Course**

**Course
Contribution:**

Year 11 - \$90
Year 12 - \$40

**Course
Contact:
HT Science/
Art**

Course Description

Students with passion and interest in Visual art can focus and engage in art-making process creating physical and/or virtual artworks. Students learn about:

- Visual mediums, skills, techniques and contemporary technologies
- Visual literacies and context
- Artwork realisation and resolution
- Critical & historical thinking skills

The range of expressive forms to explore include: Painting, Drawing, Photomedia, Ceramics, Sculpture, Textiles & Fibre, Printmaking, Graphic Design, Designed Objects, Time Based Forms or any combination of these as a Collection.

Year 11 is an explosive course that stimulates ideas, experiments and explores new materials and processes to realise your potential.

Year 12 is the hero year to create a Body of Work (Major Works) of your choice/s from the expressive forms.

Year 11 and Year 12 endorse the important role of how Art History and Criticism embrace with cause and effect of the Artmaking practices.

What will I learn?

Year 11 Course

- Preliminary Course
- Explore 2D, 3D and 4D artmaking Practices.
- Extensive Art History/Art Criticism
- 3 units of work 50% Art Making 50% Studying Art

HSC Course learning opportunities focus on:

- How students develop their practice in artmaking, art criticism, and art history.
- How students develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations.
- How students learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations.
- How students further develop meaning and focus in their work.
- How students sustain their intentions in their Body of Work through material and conceptual practice.

Is there any other important information I should know?

Year 11 Course

- Artworks in a range of expressive forms and use of a Visual Arts diary.
- Investigation and experimentation of ideas in art making, complimented by art history and art criticism.

HSC Course

- Development of a body of work and use of a Visual Arts diary.
- A minimum of five Case Studies (4–10 hours each).
- Deeper and more complex investigations in art making, art criticism and art history.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

A financial contribution, specific to this subject, of approximately \$90 for Preliminary to cover materials consumed will apply in the preliminary and HSC courses. In the HSC course students provide all their own materials for their Body of Work plus the \$40 financial contribution.

NB: Students choosing Photomedia are required to have an 8G SD card & 18G USB.



ATAR HSC

Exclusions (i.e. any other courses I cannot study with this course):

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

BOARD ENDORSED COURSES FOR 2026 – 2027

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

- Content Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.
- Schools may also develop special courses in order to meet student needs. These courses must be approved by NESA.
- There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admissions Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Year 11 and/or HSC courses.

CERAMICS

**1 Unit over
1 year or
2 Units
over 2
years**

**Content
Endorsed
Course**

Course Description

Throughout this course students will experience a wide range of productive ceramic skills and mediums. This course will focus largely on the creation of contemporary ceramic sculptural pieces and will touch on the production of functional wares and pottery techniques.

The course is a fun and engaging way for students to foster practical and conceptual development of creative work in ceramic art. Through experimental ceramic practices students can weld their imagination with tridimensionality and create truly stunning and ambitious sculptural pieces. Through the experimental use of clay building methods, surface treatments and firing techniques students can create dynamic and visually stimulating works.

Studying ceramics offers students an opportunity to reinterpret the world and develop a sense of personal satisfaction and achievement through the creation of tangible works. By 'playing with clay' and creating ceramic works students can develop an understanding of natural materials and build an appreciation for the versatile and satisfying nature of ceramic art.

The study of ceramics will support students in developing a commitment to and capacity for lifelong learning in this area.

**Course
Contribution:**

Year 11 - \$70
Year 12 - \$70

What will I learn?

- Build an understanding of ceramic processes and practices.
- Learn hand building techniques, such as; coiling, pinching, slab building.
- Learn throwing techniques on the potters wheel.
- Use of range of materials, such as; Glazes, Lustres, Plaster Bandage, Ceramic Inks, Different Clays and Slips.
- Experiment with surface texturing, glazes and decorative techniques.
- Study and create contemporary ceramic sculptures.

**Course
Contact:
HT Science/
Art**

Is there any other important information I should know?

A financial contribution, specific to this subject, of approximately \$70 to cover materials consumed will apply



Vocational HSC

Exclusions (i.e. any other courses I cannot study with this course):

- Visual arts – ceramics HSC submitted artwork. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

MARINE STUDIES

1 Unit over 1
year
or
2 Units over
two years

**Content
Endorsed
Course**

Course Description

The aim of Marine Studies Stage 6 is to develop in each student, a capacity to think critically about key issues relating to the marine environment, to utilize and protect the resources it offers, and to develop skills that allow students to participate safely in a wide range of practical experiences.

Marine studies provides an opportunity for the future custodians of the environment to study the ocean to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community.

Further, this course brings a wide range of marine-based leisure experiences to students in a safe setting. Marine studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems. **The course requires students to be able to swim 200m.**

Course Structure:

Marine Studies is comprised of a 30 hour core, 23 optional modules and an optional personal interest project. After completing the core, schools are able to select from the optional modules to develop programs that respond to student needs and interests.

Course Contribution:

Year 11 - \$30
Year 12 - \$30

What will I learn?

Core Modules: Marine Safety and First Aid, The Marine Environment, Life in the Sea, Humans in Water, Marine and Maritime Employment.

Options: Dangerous Marine Creatures, Commercial and Recreational Fishing, Boating and Seamanship, Pilotage and Navigation.

They will also have an opportunity to obtain their boat licence (free for one year), and snorkelling certificate.

**Course
Contact:
HT Science/
Art**



Vocational HSC

Exclusions (i.e. any other courses I cannot study with this course):

- Nil

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

<p>2 Units over two years</p> <p>Content Endorsed Course</p>	<p>Course Description</p> <p>Students with passion and interest in Photography can focus and engage in the photographic processes creating physical and/or virtual images. Students learn about:-</p> <p>Documentary, Action, Light, Fantasy, Studio, Green Screen, Props, Long exposure, Camera Craft, Digital and Black & White imagery.</p> <p>Students learn to:</p> <p>Explore Portraiture, Landscape (seascape, nightscape, cityscape) and Still Life Photography genres.</p> <p>Value the cross fertilisation of ideas and actions to gain individuality, originality and technical accomplishment.</p>
<p>Course Contribution:</p> <p>Year 11 - \$80</p> <p>Year 12 - \$80</p>	<p>Year 11 is a dynamic course that embraces a broad range of skills, techniques, field trips, photo shoots and excursions.</p> <p>Year 12 is the hero year to create a portfolio of images (theme based, your choice on consultation) for professional practice. Photo shoots and excursions continue.</p> <p>Year 11 and Year 12 learn about-</p> <ul style="list-style-type: none"> • Post production with Adobe Suite to investigate a range of software to produce slick images. • Deeper exploration of the true image. • Camera craft with the DSLR Camera • Darkroom experience • High quality printed images • Digital Lab, filing, storage <p>The important role of how Art History and Criticism embrace with cause and effect the Photographic Image and practices.</p> <p>What will I learn?</p>
<p>Course Contact:</p> <p>HT Science/ Art</p>	<p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> • Wet Photography and the Darkroom • Video • Digital Imaging <p>Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts.</p> <p>An Occupational, Health and Safety Module is mandatory. The additional module individual/collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p> <p>Is there any other important information I should know?</p> <p>Particular Course Requirements</p> <p>Students are required to record ideas, experiments and process in an e-Diary.</p> <p>A financial contribution, specific to this subject, of \$80 to cover maintenance of the cameras and studio equipment, as well as diary, printing paper and ink consumed, will apply. Students are also required to have an 16G SD card and 8G USB.</p>
<p><input checked="" type="checkbox"/> Vocational HSC</p>	
<p>Exclusions (i.e. any other courses I cannot study with this course):</p> <ul style="list-style-type: none"> • projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. 	

SPORT, LIFESTYLE & RECREATION STUDIES

**1 Unit over 1
Year or
2 Units over 2
Years**

**Content
Endorsed
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.

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.

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

What will I learn?

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered. Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate Health & Movement Science focus areas. The table below explains the requirements for the 1 unit or 2-unit course, depending on the way in which the course is delivered.

Units and years of study	Hours	Year 11/HSC	Number of modules
1 unit/1 year	60	60 hours or HSC 60 hours	2–3
1 unit/2 years	120	PLUS 60 hours HSC	3–6
2 units/1 year	120	120 hours or HSC 120 hours	3–6
2 units/2 years	240	PLUS 120 hours HSC	6–12

Is there any other important information I should know?

Students will be required to pay a course cost, specific to this subject, of \$50 to cover bus fares, pool entry and other organised activities.



Vocational HSC

Exclusions (i.e. any other courses I cannot study with this course):

- Nil

WORK STUDIES

2 Units

Content
Endorsed
Course

Course Description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

The aim of the *Work Studies* syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. It develops knowledge and understanding of the issues faced by students in this transition and the skills needed for effective career planning and performance of tasks in the work environment.

This course will also give students practical experience in their chosen areas of work as well as giving them opportunities to gain employment in the local area with local businesses.

The Work Studies course will assist students to:

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

Course
Contribution:

Year 11 - Nil

Year 12 - Nil

What will I learn?

The course has one **core unit** "My Working Life" and 11 elective **modules**. The choice of modules, including school-based modules, can be determined by the school in conjunction with students. Work Studies is based on four themes being **Career Planning, Performing Work Tasks, Working with Others and Managing Change**.

Is there any other important information I should know?

There is no external examination of students in the Stage 6 Work Studies Content Endorsed Course. However, at least one assessment task should be derived from formal examinations.

Internal Examination	
Component	Weighting %
Knowledge and understanding	30
Skills	70
	100

Course
Contact:
HT HSIE

☒ Vocational HSC

Exclusions (i.e. any other courses I cannot study with this course): Nil

Get Ready for Work at school

Vocational
Education
and
Training ~
(VET) Courses
for
2026 - 2027

Vocational Education Training courses as part of their HSC

VET at a glance

- VET courses are available to both Year 11 and 12 students
- VET courses are taught by teachers at school and/or TAFE
- VET courses can give you a head start in a career. You can gain work related skills or pursue further study at university or TAFE
- VET courses are designed for all students and are offered in a variety of industry areas

Vocational Course Choices and Benefits

- Vocational Education and Training (VET) offers qualifications and pathways to employment in many areas. There are opportunities available for every student.

What an Opportunity!

- Whilst still in their senior years, students can access VET courses that will put them on a fast track to further VET studies, or directly to employment. VET courses can also offer advanced standing within university programs.
- VET will be one key option for young people seeking to upgrade their technology skills because it is uniquely placed to meet the changing demands of the workplace.
- Employers place great value on vocational education and training. There is a range of employment opportunities opened up by these nationally recognised qualifications.

There Are Plenty to Choose From!

- School students in Years 11 and 12 can choose vocational courses taught at their home school, another government school or at a campus of the Illawarra Institute of TAFE. These are 1 and 2 unit courses studied over 1 or 2 years.

Framework Courses

- Most VET Framework courses are ATAR courses. They have compulsory work placement and they are designed to lead to nationally recognised Australian Qualifications Framework (AQF) Certificate 1 or 2. They include Business Services, Construction, Hospitality, Information Technology, Manufacturing and Engineering - Introduction, Primary Industries, Retail and Tourism.

Framework Courses and the ATAR

- There is no limit to the number of VET courses that can count towards your ATAR.

Non Framework Courses

- These courses do not attract ATAR recognition but they do provide HSC recognition as well as Australian Qualifications Framework certification. The majority of non-framework courses are provided by the Illawarra Institute of TAFE and OTEN.
- Both framework and non-framework courses can provide 2 units of study in each senior year for students who meet the assessment guidelines.

How Much Does it Cost?

- All courses have some cost.
- If you enrol in a school delivered course you will be expected to contribute to the cost of material used in the course (eg food in hospitality) and may be expected to purchase or hire a uniform or personal equipment.
- **You will be expected to contribute all costs of transport to and from TAFE.**

How Do I Get Into a Course?

- Complete our online subject selection form indicating which VET courses you wish to study. You may be able to access more than one VET course. You can get further information by attending the Subject Selection Information Evening on Tuesday 21 June 2022 and also from the Careers Advisor or VET Co-ordinator.

External Access at Another School or TAFE

- The VET course may not be offered at your school. You may be provided with access to that course externally at the nearest TAFE campus or through Distance Education from a school that supplies distance education courses.

Contact Numbers

For further information regarding your choice of VET courses contact the school VET Coordinator (Mr Mark Amey) or the Careers Advisor, Mrs Jennifer Sultana.

Assessment

- *Competency Based Assessment*

VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.

Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

- *External Based Assessment*

The Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice items, short answers and extended response items.

The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the NESA syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications. The HSC examination is optional.

Work Placement

- Students in Industry Curriculum Framework courses must complete work placement of 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses - typically 35 hours for 120 hours of HSC credit.

School Based Traineeships

- Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks except Construction.
- A school based traineeship can be completed while students are still at school as part of the HSC. A traineeship will lead to a Certificate of Proficiency.
- A school based traineeship prepares students for a career in a particular industry, provides a training wage and skills training both on-the-job and off-the-job at school, with TAFE NSW or a private training provider.

School Based Apprenticeships


- School-based apprenticeships allow senior high school students to commence an apprenticeship while at school. While studying for their HSC, school-based apprentices work part-time and undertake **the first stage of their formal or off-the-job apprenticeship training**. Both the on-the-job and off-the-job training undertaken by school-based apprentices can contribute to their HSC.
- A student commencing a school-based apprenticeship will gain their trade qualifications within 5 years: that is, after completion of the HSC, the apprentice will have up to **3 years of full-time employment** as an apprentice.
- Apprentices who successfully complete their apprenticeship training receive a **Certificate of Proficiency** in the trade. Apprenticeships involve both formal (or off-the-job) training and on-the-job training. A Certificate of Proficiency is only issued when the apprentice can show evidence that both aspects of their training have been successfully completed.


On successful completion of the formal training, a qualification, usually at Certificate III level, will be issued to the apprentice by the registered training organisation, such as TAFE NSW.

On successful completion of the on-the-job training, the employer should issue the apprentice with a letter confirming that the apprentice has completed their term of employment, as an apprentice, and has trade skills to industry standard.

- While at school, the school-based apprentice must complete a specified number of days of paid employment as a first-year apprentice. For many trades the minimum requirement is 100 days but for some trades (eg electrical and electronics trades) it may be as high as 180 days.
- **School-based apprentices in NSW will** undertake their apprenticeship training **through TAFE NSW or a private training** organisation authorised to provide apprenticeship training.
- All school-based apprentices must study HSC VET courses that match the training provided to first-year full-time apprentices.
- School based apprenticeships are established and protected in the **same way as a full-time apprentice**.
- Most school students undertaking school-based apprenticeships will **commence at the end of Year 10 or the beginning of Year 11**. Where possible, applications for school-based apprenticeships should be submitted **in the first two weeks of Year 11**.
- Further information on school based apprenticeships in the HSC is available on the Vocational Education and Training section of the NESA website at:
[www.educationstandards.nsw.edu.au/voc ed/index.html](http://www.educationstandards.nsw.edu.au/voc_ed/index.html)
- If you are considering one of these courses, you will need to complete an enrolment form (an example of which is attached). Please collect a copy from the Front Office or from the Careers Advisor to complete and hand in if you wish to select a VET course or courses.

	2026 PRIMARY INDUSTRIES COURSE DESCRIPTION AHC20116 Certificate II in Agriculture Public Schools NSW, Wagga Wagga, RTO 90333	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time		
Course: Primary Industries Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total	
By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of AHC20116 (Release 7.2) https://training.oov.au/training/details/ahc20116		
You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their US! and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a primary industries environment. They should be able to use a personal digital device including a personal computer or laptop.		
Units of Competency		
Core Units of Competency AHCWHS201 Participate in work health and safety processes AHCWRK204 Work effectively in the industry AHCWRK209 Participate in environmentally sustainable work practices Elective Units of Competency AHCWRK201 Observe and report on weather AHCCHM201 Apply chemicals under supervision AHCPMG201 Treat weeds ACHWRK205 Participate in workplace communications Healthy Livestock AHCLSK202 Care for health and welfare of livestock AHCLSK204 Carry out regular livestock observations AHCLSK205 Handle livestock using basic techniques AHCLSK206 Identify and mark livestock	Optional Clusters AHCMOM202 Operate tractors AHCMOM304 Operate machinery and equipment AHCLSK211 Provide feed for livestock AHCLSK209 Monitor water supplies AHCINF201 Carry out basic electric fencing operations AHCINF202 Install, maintain and repair farm fencing AHCIBIO203 Inspect and clean machinery, tools and equipment to preserve biosecurity	
Students may apply for Recognition of Prior Learning (RPL) on enrolment and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry• Skills gained in this course transfer to other occupations		
This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock.		
Individuals with this qualification carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work. Job roles vary across different industry sectors and may include: <ul style="list-style-type: none">• Assistant farm or station worker• Assistant farm or station labourer• Assistant animal attendant/stockperson• Assistant farm or station hand		
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be N' determined as required by the 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 the eligibility of a student to receive a vocational qualification.		
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance evidence and knowledge evidence of the units of competency.		
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.		
Course Contribution: Preliminary• \$50.00 HSC • \$50.00 School Specific equipment and associate requirements for students - enclosed leather footwear, sun protection.	Refunds Refund Arrangements 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-pathwa/\$/school-based-apprenticeships-and-traineeships		
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		
2023 Course Description AHC20116 Certificate II in Agriculture Public Schools NSW, Wagga Wagga RTO 90333 V1.2 Updated June 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>		

		2026 CONSTRUCTION COURSE DESCRIPTOR CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction Public Schools NSW Wagga Wagga, RTO 90333	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time			
Course: Construction Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total	
<p>By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) https://training.gov.au/Training/Details/CPC20220 and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20120 as outlined in the TAS.</p> <p>You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>			
Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.			
Units of Competency			
Core Units CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCOM1015 Carry out measurement and calculations Refer to the TAS for the qualification packaging rules.		Elective Units CPCCOM2001 Read and interpret plans and specifications CPCCCA2002 Use carpentry tools and equipment CPCCCA2011 Handle carpentry materials CPCCCM2006 Apply basic levelling procedures CPCCCM2005 Use construction tools and equipment CPCWHS1001 Prepare to work safely in the construction industry	
CPCCJN2001 Assemble components CPCCJN3004 Manufacture and assemble joinery components			
White Card CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.		Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
<ul style="list-style-type: none">This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.		<ul style="list-style-type: none">This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
<ul style="list-style-type: none">This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites		<ul style="list-style-type: none">CarpentryJoinery	<ul style="list-style-type: none">Bricklayingbuilder's labourer.
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be '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 the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
Course Contribution: Preliminary - \$80.00 HSC - \$80.00 School Specific equipment and associate requirements for students		Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships			
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			
2023 Course Descriptor Construction Public Schools NSW Wagga Wagga, RTO 90333 V1.3 Updated November 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>			

		2026 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTOR MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways Public Schools NSW, Wagga Wagga RTO 90333	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time			
Course: Manufacturing and Engineering - Introduction Board Endorsed Course 240 hour		2 or 4 Preliminary and/or HSC units in total There is not an Australian Tertiary Admission Rank (ATAR) option for this course	
By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways https://training.gov.au/Training/Details/MEM10119 and https://training.gov.au/Training/Details/MEM20413 as outlined in the TAS. You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.			
Units of Competency			
Core MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006 Undertake a basic engineering project MEMPE005 Develop a career plan for the engineering and manufacturing industry Refer to the TAS for the qualification packaging rules.		Electives: MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/hand held operations MEM16008 Interact with computing technology MEM07032 Use workshop machines for basic operations MEMPE001 Use engineering workshop machines MEMPE002 Use electric welding machines MEMPE004 Use fabrication equipment	
Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.			
Examples of occupations in the Manufacturing and Engineering industry: <div><div>▪ fitter</div><div>▪ refrigeration and air conditioning mechanic</div><div>▪ toolmaker</div><div>▪ machinist</div><div>▪ horticulture</div><div>▪ maintenance fitter</div></div>			
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. External Assessment There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
Course Contribution: Preliminary - \$80.00 HSC - \$80.00 School Specific equipment and associate requirements for students		Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is NOT available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships			
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			
2023 Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways Public Schools NSW, Wagga Wagga RTO 90333 V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>			



2026 HOSPITALITY COURSE DESCRIPTOR

SIT20322 Certificate II in Hospitality

Public Schools NSW Wagga Wagga, RTO 90333

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

Course: Hospitality Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)
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By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core	Electives
BSBTWK201 Work effectively with others	SITXFSA005 Use hygienic practices for food safety
SITXCOM007 Show social and cultural sensitivity	SITHFAB024 Prepare and serve non-alcoholic beverages
SITXWHS005 Participate in safe work practices	SITHFAB025 Prepare and serve espresso coffee
SITHIND006 Source and use information on the Hospitality Industry	SITHFAB027 Serve food and beverage
SITXCCS011 Interact with customers	SITXFSA006 Participate in safe food handling practices
SITHIND007 Use hospitality skills effectively	SITHCCC025 Prepare and present sandwiches

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the hospitality industry involves <ul style="list-style-type: none"> organising information and records in both paper and electronic forms customer (client) service 	<ul style="list-style-type: none"> teamwork using technologies creating documents
• café attendant	• catering assistant
	• food and beverage attendant

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be '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 the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$150.00 HSC - \$125.00 School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
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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: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW Wagga Wagga, RTO 90333 V1.2 Updated March 2022
Disclaimer: If you require accessible documents, please contact your VET coordinator for support



2024 SKILLS FOR WORK AND VOCATIONAL PATHWAYS COURSE DESCRIPTOR

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Public Schools NSW, Wagga Wagga, RTO 90333

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

Course: **Skills for Work and Vocational Pathways**
Board Endorsed Course **180 hour**

3 Preliminary and/or HSC units in total
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in a VET qualification with Public Schools NSW Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of FSK20119 Certificate II in Skills for Work and Vocational Pathways (Release 2.0). training.gov.au - FSK20119 - Certificate II in Skills for Work and Vocational Pathways You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies as outlined in the TAS. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification. They should be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core FSKLRG011 Use routine strategies for work-related learning Electives FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate with routine metric measurements for work FSKRDG009 Read and respond to routine standard operating procedures FSKRDG010 Read and respond to routine workplace information FSKDIG003 Use digital technology for non-routine workplace tasks FSKLRG010 Use routine strategies for career planning FSKOCM004 Use oral communication skills to participate in workplace meetings FSKOCM007 Interact effectively with others at work FSKWTG009 Write routine workplace texts FSKLRG009 Use strategies to respond to routine workplace problems		Electives BSBWHS211 Contribute to health and safety of self and others FNSFLT211 Develop and use personal budgets FNSFLT212 Develop and use a savings plan	
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Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework
- Entry level digital literacy and employability skills
- A vocational training and employment plan

Mandatory HSC Course Requirements

Students must complete 180 indicative hours of course work. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

No. There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Contribution: Preliminary - \$NIL HSC - \$NIL

School Specific equipment and associate requirements for students

Refunds

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

A school-based traineeship is not available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Public Schools NSW Wagga Wagga, RTO 90333 VET ENROLMENT FORM

Personal details Full Name _____ Date of Birth ____/____/____

Privacy Notice: This form contains sensitive information and must be securely stored.

For more information about NCVER's Privacy Policy go to <https://www.ncver.edu.au/privacy>.NCVER will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australian-vet-sector/standards-registered-training-organisations-rtos-2015>.

Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

Complaints and appeals statement

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

For specific RTO procedures please contact your school's VET coordinator.

Fees and refunds

The school site will advise on fee collection from students. Details are available on each VET Course Descriptor

If you have a disability, impairment or long-term condition, communicate this with your school to ensure your learning is supported.

Has VET learning support been discussed prior to enrolment? Yes / No

Have you completed the LLN Robot quiz or another LLN assessment prior to enrolment? Yes / No* (* if No please discuss this with your school)

Unique Student Identifier (USI)

From 1 January 2015, Public Schools NSW RTO's can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained your USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

Each student must provide the school with their USI number before enrolment in a VET course. This USI must be verified by your school.

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Training Product (Qualification) Details

Your school has the Authority to Deliver (ATD) the following courses. (Schools MUST delete the courses they do not / cannot offer)
Select the course(s) below in which you are requesting to enrol.

AHC10216 Certificate I in AgriFood Operations	<input type="checkbox"/>	CUA30420 Certificate III in Live Production and Technical Services (240 hour + 60 hour SS)	<input type="checkbox"/>	SIT20316 Certificate II in Hospitality HSC 2023 ONLY	<input type="checkbox"/>
AHC20116 Certificate II in Agriculture	<input type="checkbox"/>	Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services (240 hour course)	<input type="checkbox"/>	SIT20416 Certificate II in Kitchen Operations HSC 2023 ONLY	<input type="checkbox"/>
AHC21216 Certificate II in Rural Operations	<input type="checkbox"/>	SIS30521 Certificate III in Sport Coaching	<input type="checkbox"/>	FSK20119 Certificate II in Skills for Work and Vocational Pathways (180 hour course)	<input type="checkbox"/>
AHC30116 Certificate III in Agriculture (240 hour course + 120 hour or 60 hour SS) <u>Yanco and DSoDE only</u>	<input type="checkbox"/>	MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways	<input type="checkbox"/>	Statement of Attainment towards FSK20119 Certificate II in Skills for Work and Vocational Pathways (120 hour course)	<input type="checkbox"/>
BSB30120 Certificate III in Business	<input type="checkbox"/>	SIR30216 Certificate III in Retail	<input type="checkbox"/>	ICT30120 Certificate III in Information Technology (HSC 2023)	<input type="checkbox"/>
CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction	<input type="checkbox"/>	CPCWH51001 Prepare to Work Safely in the Construction Industry White Card UOC (delivered by a RTO 90333 construction trainer)	<input type="checkbox"/>	SIT20322 Certificate II in Hospitality 2023-24	<input type="checkbox"/>
				SIT20421 Certificate II in Cookery 2023-24	<input type="checkbox"/>

PLEASE RETURN THIS FORM TO: (School is required to insert staff name)