



Denison College
OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS



SENIOR STUDIES GUIDE 2025-2026



INNOVATION · OPPORTUNITY · SUCCESS

A MESSAGE FROM THE COLLEGE MANAGEMENT GROUP

Year 10 marks a very important transition point in a student's schooling. It is a time where students are presented with many options and from which they make important decisions that will impact their future. We are here to provide support and guidance as you choose the next steps in your future, including whether you will:

- continue your studies as a senior student at your campus and work towards achieving the HSC;
- continue your studies with the aim of attaining the HSC and an ATAR;
- undertake some subjects at school and others at TAFE;
- undertake a School Based Traineeship which involves paid work in industry and completion of courses at school;
- continue your study elsewhere at another school or a different institution;
- seek full time employment

For the vast majority of our students who will transition to Year 11 at their campus in 2025, Denison College offers a large selection and number of courses. A significant aspect of the College is the shared course structure which allows students to access courses from both campuses and external providers such as TAFE (Bathurst) as part of their senior study.

Through the Future Directions Program, you will receive information and support when selecting your courses and in adjusting your pattern of study for the HSC. Alternatively, our careers team will help to connect you with further training or employment options. We strive to actively involve students, staff and parents/carers throughout this critical transition from junior to senior school or to other training or employment.

Our Future Directions Program is a signature feature of the College. It starts Term 2 with a Future Directions focus in careers lessons and student information sessions. Finally, in Term 3, there is an information night and Future Directions Interviews which bring together students, parents/carers and teachers to help you to decide your pattern of study or career options.

Choosing the subjects to study is an important decision and should be considered, not rushed. Some of the factors you should consider are:

- Abilities - choose subjects where you are capable of doing well.
- Interests/motivation - choose subjects that interest you.
- Career aspirations and needs - keep in mind future career paths but be realistic about choices.
- Syllabus requirements – be mindful of how many practical works and major works are required for your pattern of study and the timing of submission.
- Other commitments - when choosing subjects, it is important to balance study with outside commitments and influences such as work, sport and family.

We encourage you to speak to your Year Advisers, Careers Advisers, members of the College Team, or the College Management Group if you have any concerns or enquiries.

The College Management Group



Ken Barwick OAM
Principal
Bathurst High Campus



Craig Luccarda
Principal
Denison College
(Relieving)



Michael Sloan
Principal
Kelso High Campus

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Information included in this book comes from the following websites:

www.educationstandards.nsw.edu.au
<https://studentsonline.nesa.nsw.edu.au>
<https://education.nsw.gov.au>
www.jobjump.com.au
www.uac.edu.au
www.sbatinnsw.info
www.usi.gov.au

STAGE 6 STUDIES AT DENISON COLLEGE

DENISON DIFFERENCE

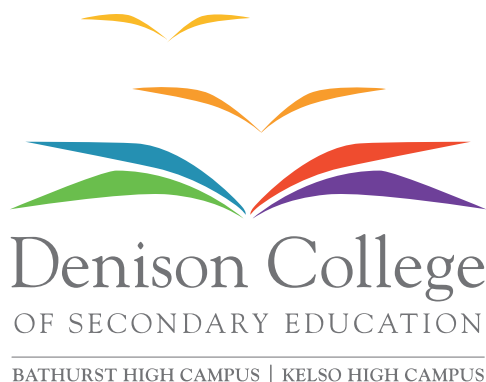
Students completing their HSC course at Denison College have access to courses delivered at both Bathurst and Kelso High campuses. This enables more students to access the courses they want to study and provides them opportunities not available through a single campus model. In 2024 there are over 180 students enrolled in Shared Courses, engaging in 250 courses (meaning a number of students are enrolled in multiple shared courses).

The Denison Difference means students at both campuses can access five levels of English and Mathematics, along with 45 different subject choices. The timetable structure allows greater flexibility and variety- enabling students to build a pattern of study that best suits their post-school aspirations.

The college is the largest provider of secondary education in the central west, with over 1800 students, a combined staff of over 140 teachers and over 40 support staff. Our staff are highly trained and dedicated, with a strong focus on the individual needs of the students.

Both campuses provide a modern learning environment, with comprehensive use of technology embedded throughout the curriculum.

Denison College also offers an outstanding range of co-curricular activities in all years, made possible by our extensive staff and facilities. As well as academic opportunities, students at both campuses enjoy a long tradition of success on the sporting field as well as in the creative and performing arts.



SENIOR COLLEGE ENVIRONMENT

Senior study in Years 11 and 12 allows students to attend the college and focus on a pattern of study to maximise their post school pathways. For students in their senior years, the college provides a more adult learning environment, better preparing students for further education, training and employment. In this environment, students can expect:

- To take greater responsibility for their learning;
- That many of their lessons will be delivered in longer blocks of time;
- That they will have times during the week where they will not have formally timetabled lessons.
- That some courses may operate outside of the normal hours of 9.00am to 3.30pm and at different venues to their home campus. (The college may provide transport for senior students who access courses at another campus and TAFE);
- The relationship between themselves and their teachers will change;
- To be treated as young adults who can make independent choices and manage their own career transitions.
- To be accountable for their attendance.
- Attend timetabled lessons five days per week.

SUBJECT SELECTION STEPS FOR YEAR 11

The Denison College Senior Studies Guide (this booklet) provides details of the courses offered at both campuses. It is published for Year 10 students considering entering Year 11.

This booklet is a resource to support students in selecting appropriate courses to maximise their post-school options.

All students take part in Future Directions events and careers lessons to help them select their subjects for senior study or to help them into the workforce.

- All students attend careers lessons.
- All students and their parents/carers attend the Future Directions evening.
- All prospective Year 11 students and their parents/carers attend an interview in Term 3, which includes career guidance and assistance to help students choose the most suitable subject combination.
- All students wishing to study at a campus of Denison College in Year 11 2025 submit their proposed subject choices online at Future Directions interviews.
- The campuses will contact any student with course issues after the interview and web choices process.
- Confirmation of course placements and subject choices are made in Term 4.
- Students will be able to make further amendments to their chosen pattern of study, if necessary, up to the end of Week 4 of Year 11.

FUTURE DIRECTIONS TIMELINE

Future Directions Careers Lessons

Distribution of Senior Studies Guide and access to Future Directions website.

Future Directions Evening

Tuesday 30th July 2024 at Bathurst Panthers 6pm

Future Directions Evening for students and parents to receive information about study for the Higher School Certificate and to discuss subject options with school staff and representatives from other education and training providers.

Future Directions Interviews and Initial Subject Selection

Bathurst High Campus-

Monday 5th and Tuesday 6th August 2024.

Kelso High Campus-

Thursday 8th and Friday 9th August 2024.

Each Year 10 student and their parents/carers will have an interview in which the student will complete their initial subject selection via webchoices. A letter will be sent with the interview time.

Please contact Alisha Hutchinson should you need to change your interview time.

Email- alisha.hutchinson3@det.nsw.edu.au

Phone- 0436 695 751

Year 11 Course Offerings

Students will receive a letter indicating what subjects they have been allocated once the course offerings have been finalised in Term 4.

**Please be prepared to change your subject choices.
Line structures are formed based on student preferences and although we aim to meet the needs of all students, sometimes this is not possible.**

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) is the highest educational certification for students who successfully complete Years 11 and 12 in New South Wales. The HSC is an internationally recognised credential that provides a foundation for students entering tertiary study, vocational training or employment.

The information in this booklet is an introduction to the HSC and the options available. More information is available on the NSW Education Standards Authority website:
<https://educationstandards.nsw.edu.au>

HSC MINIMUM STANDARD

To sit your HSC exams you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skill necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. **The minimum standard online tests are not based on NAPLAN.**
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 and up to 5 years after starting your first HSC course.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

COMPULSORY SCHOOL LEAVING AGE

Since January 2010, New South Wales raised the school leaving age, meaning students will complete Year 10 and then have several options in which to participate until at least age 17.

1. Since 2010, all NSW students must complete Year 10.
2. After Year 10 and until the age of 17 students must be:
 - A.** In school, or registered for home schooling **OR**
 - B.** In approved education or training **OR**
 - C.** In full-time, paid employment (average 25 hours/week) **OR**
 - D.** In a combination of these three

Further details are available from:

<https://education.nsw.gov.au/schooling/parents-and-carers/pathways-after-school/school-leaving-age>

Please ask your campus for more information if you have any concerns or questions.

MEETING HSC ELIGIBILITY REQUIREMENTS

TO BE ELIGIBLE FOR THE HSC, YOU MUST:

- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA requirements.
- Attend a government school, an accredited non-government school, an NSW Education Standards Authority (NESA) recognised school outside NSW, or a TAFE college.
- Complete HSC: All My Own Work (or its equivalent) before you submit any work in Year 11 or Year 12 courses (unless you are only entered for Year 11 and Year 12 Life Skills courses).
- Satisfactorily complete courses in the patterns of study detailed in this booklet.
- Sit for and make a serious attempt at the required HSC examinations.
- Have a satisfactory record of attendance and application in each course.
- Satisfactorily undertake the school's assessment program in each course.
- Complete a sufficient number of Stage 6 courses within five examination years.
- Meet Minimum Standards requirements.

CREDENTIALS FOR SCHOOL LEAVERS

Record of School Achievement (RoSA)

NESA issues the Record of School Achievement (RoSA) to eligible students who leave school **before** completing the Higher School Certificate (HSC).

The RoSA contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable, participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC. More information can be found at the New South Wales Education Standards Authority site:

<https://www.nsw.gov.au/education-and-training/nesa/leaving-school/rosa>

On satisfactory completion of the HSC, students receive a portfolio containing:

The Higher School Certificate Testamur: The official certificate confirming achievement of all requirements for the award of the HSC.

The HSC Course Reports: Reports of marks, the performance scale and band descriptors for each HSC course.

AQF Certificate in school delivered VET courses:

Certificate or Statement of Attainment for each VET course studied, showing modules successfully completed.

Record of School Achievement: Students who receive their HSC will be able to receive a RoSA at the same time as their HSC detailing their achievement in their earlier years of study.

Accumulation of the Higher School Certificate (HSC): Pathways:

Students may accumulate an HSC over a five-year period. The five-year period will commence in the first year a student attempts an HSC examination or completes an HSC VET course.

Students accumulating an HSC will receive a RoSA for each calendar year of study. The cumulative record will show all Year 11 and Year 12 courses satisfactorily completed, including repeat attempts. The mark of the final attempt on a course is the mark counted in the ATAR.

Acceleration: Students may undertake Year 11 or Year 12 courses in advance of their usual cohort. campus principals will make decisions about acceleration. Students who are accelerated may be able to undertake additional units for the HSC or undertake further study with external providers while still at school.

THE DIFFERENCE BETWEEN THE HSC and THE ATAR

HIGHER SCHOOL CERTIFICATE (HSC)

- Is for all students.
- Reports student achievement in terms of a standard achieved in individual courses.
- Presents a profile of student achievement across a broad range of subjects.

TYPES OF HSC COURSES

Board Developed Courses are the large number of courses set and examined by NESA that also contribute to the calculation of the ATAR. There is a syllabus and support documents for each course. These can be found on the NESA website including:

- Course objectives, structure, content and outcomes;
- Specific course requirements;
- Assessment requirements, and
- Sample examination papers and marking guidelines.

Board Developed Content Endorsed Courses (CEC) 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 your ATAR.

Special Education (Life Skills) - 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.

Life Skills courses do not count towards the ATAR and are only available for identified students with Individualised Education Plans.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

- Is for students wishing to gain a place at a university.
- Is a rank, NOT a mark.
- Provides information about how students perform overall in relation to other students.
- Provides the discrimination required by universities for the selection processes.

The sole purpose of the ATAR is to assist universities in selecting students for entry into their courses in the first two years beyond the Higher School Certificate. If a student does not wish to enter university in the first two years after completing the Higher School Certificate, **there is no need to gain an ATAR.**

Generally, one in three students will gain entrance to university in the two years following the Higher School Certificate. Most of these students will be selected for university entrance using the ATAR. Some students may gain entrance to university through early admission schemes. Several universities offer admission to a small number of students this way (see Careers Advisers for information), whilst other students will gain entry to university as mature age students.

To be eligible for an ATAR, students must satisfactorily complete 10 units of HSC Board Developed Courses including:

- **The best 2 units of English**
- **The best 8 units from the remaining units**

Students considering university entrance at the end of Year 12 should consult with the University Entry Requirements Booklet produced by the University Admission Centre (UAC) and their Careers Adviser.

VOCATIONAL EDUCATION & TRAINING (VET & EVET)

Vocational Education & Training (VET) and Externally Delivered VET (EVET) courses teach industry specific skills relevant to future study and employment.

Some of the Board Developed VET courses have an optional HSC examination so, if you choose to sit the examination, your results can also count towards your ATAR.

These courses are competency based and allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. AQF qualifications are recognised by industry and employers throughout Australia and may give students advanced standing in related study.

A workplace component is a compulsory part of all VET

Framework courses and many Board Endorsed VET Courses. If a course has a work placement component, it is indicated in the relevant course description.

Failure to complete work placement in a VET course will mean the subject CANNOT count towards the completion of Year 11 and/or the award of the HSC.

STUDENTS ONLINE

Students Online is your source for information about your senior school study from Year 10 to the HSC.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

Find information about school-based assessment, HSC exams and results, including grades, how the HSC works, preparing for exams and more. Log in with your Student Number and PIN to access your personal study details.

<https://studentsonline.nesa.nsw.edu.au/login>

Students Online is developed and delivered by the NESA.

HSC ASSESSMENT & REPORTING

At the start of both Year 11 and Year 12, students will be issued with a Denison College Assessment Booklet and a Wall Planner.

HSC ASSESSMENT

Throughout Year 12, you will complete school-based assessments, which together contribute 50% of your final HSC mark for a course. Assessment tasks allow you to show what you know, understand and can do in ways that may not be possible in a written examination.

Your work must be all your own – cheating, including plagiarism, could lead to you receiving zero marks. The “HSC: All My Own Work” program sets out the requirements for completing your assessment tasks.

Your school will submit an overall school-based assessment mark for each of your courses to NESA. This mark equates to a ‘rank’ in your course which you can check in students online.

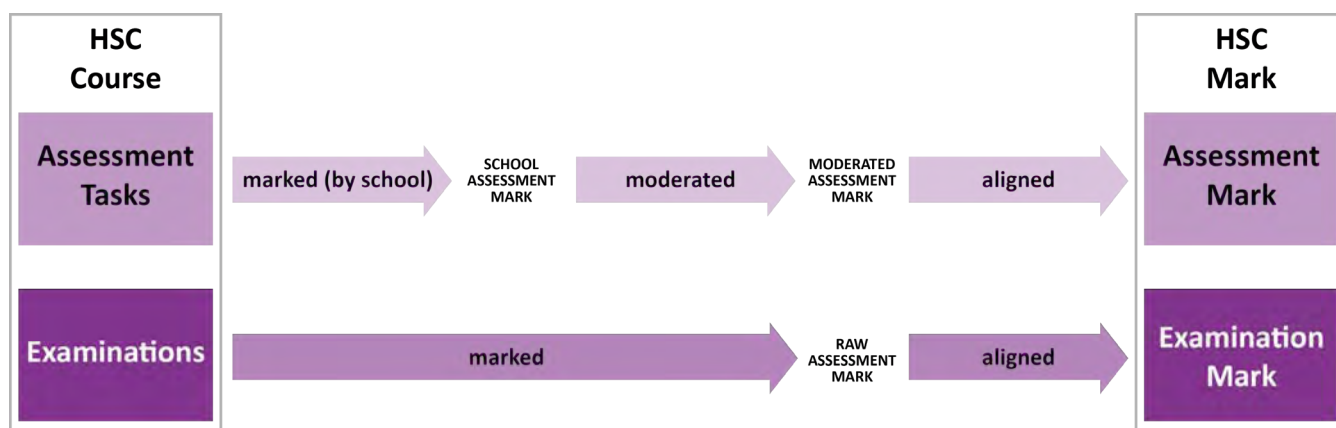
NESA will moderate your school-based assessment marks after your examinations. Refer to the moderation video and information:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

For more information on understanding your HSC results, you can access NESA's website:

<https://www.nsw.gov.au/education-and-training/nesa/hsc/results-and-certificates>

INFORMATION FROM NSW EDUCATION STANDARDS AUTHORITY (NESA)



The Higher School Certificate is based on a standards referenced framework. That is, student performance is assessed and reported against standards of achievement established for each course.

The HSC mark averages your exam mark and assessment mark. The HSC mark you receive for each course, reported beside the exam mark and the assessment mark, is simply the average of these two marks. Half-marks are rounded up to the nearest whole number.

For example, if your exam mark is 92 and assessment mark is 89, the average is 90.5. This is then rounded up to an HSC mark of 91.

Performance band is based on HSC mark. You are also awarded a performance band for each course based on your HSC mark. So, if your HSC mark is 91 you will be placed in Band 6.

Further information can be found here:

<https://educationstandards.nsw.edu.au/wps/porta//nesa/11-12/hsc/results-certificates/understanding-results>

HSC EXAMINATION

The examinations are what you study and work towards throughout Year 12. Your examination results contribute 50% of your final HSC mark for a course.

You will sit written examinations at the same time as everyone else in the state studying the same course.

You may also study a course with a practical or performance examination where you may be required to submit a major work, perform or speak another language.

Your personal examination timetable is available in Term 2 in the My Details section of Students Online or you can view the full written examination timetable via the NESA website. There are also certain pieces of equipment you can and can't take into each examination, listed on the NESA website.

There is a range of resources available to help you prepare for your examinations including study tips and materials, what to expect in the examination, past examination papers, the previous year's HSC Advisory Bulletin, and examination workbooks available to buy.

Once the examinations are finished, NESA employs several thousand experienced teachers to mark all the examination papers - more than two million writing booklets!

HIGHER SCHOOL CERTIFICATE RESULTS

Achieving the HSC is different from getting an ATAR. In the HSC, you do not receive a simple 'pass' or 'fail', nor do you get a single rank or mark for all courses.

The HSC results are a detailed package showing you the level of knowledge and skills you have achieved in each course.

Your HSC Record of Achievement (RoA) will list your HSC assessment mark, HSC examination mark, HSC mark (which is a 50:50 combination of your examination and assessment mark) and a Performance Band for each course you studied.

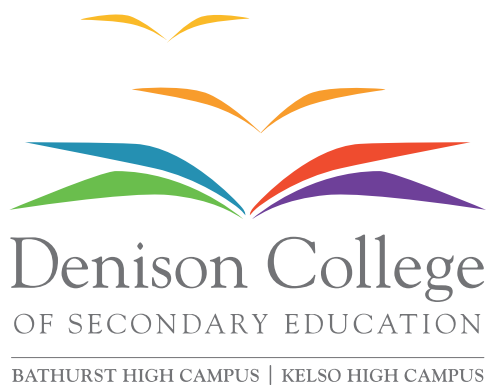
You will be able to get your HSC results online and by SMS in December and your official credentials will be mailed to you in January.

If you have any questions or concerns about your results there are different results services you may decide to use, including the HSC Results Inquiry Centre telephone hotline (1300 13 83 23), available after results are released.

You can also order replacement certificates for a fee if you ever lose your credentials.

The Universities Admissions Centre (UAC) releases the ATAR the same day as the HSC results are released.

The HSC merit lists are published on the NESA website and the HSC showcases and exhibitions begin in January.



APPLYING TO STUDY AT UNIVERSITY

For all information about applying for university visit the UAC website.

Educational Access Schemes

Most of the Universities Admission Centre's (UAC) participating institutions have Educational Access Schemes (EAS) to help students who have experienced long-term educational disadvantage gain admission to tertiary study.

To be eligible for EAS consideration your educational performance must have been seriously affected, normally for a period of at least six months during Year 11 and/or 12 or equivalent, due to circumstances beyond your control and choosing.

Subject Bonus Points

Some Universities Admission Centre (UAC) institutions may allocate bonus points in recognition of your performance in Year 12 subjects that are relevant to the course/s for which you have applied. These are subject bonus points.

Bonus points do not change your ATAR; they change your selection rank for a course or institution. As the bonus points schemes for each institution, and often for each course are different your selection rank can be different for each course you list in your UAC course preferences.

You may need to have a minimum ATAR before you are eligible to receive any bonus points - check the information from each institution carefully to see if it has a minimum ATAR requirement.

Schools Recommendation Schemes

Schools Recommendation Schemes (SRS) are one way institutions make early offers of undergraduate admission, using criteria other than (or in addition to) the ATAR.

There are no fees to apply for SRS, but you will be required to pay a processing fee when you apply for undergraduate admission through UAC.

For more information about applying to study at university, see your Careers Adviser and read www.uac.edu.au

HOW TO CHOOSE YOUR STAGE 6 COURSES OR 'SUBJECT SELECTION'

Your aim is to attain the best HSC result you can, so you should choose courses that you are good at, enjoy, are 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 examinations?

Talk with your teachers about your strengths and weaknesses, as well as considering individual course requirements, before making your selections.

To achieve your HSC, you must complete a minimum of:

- 12 units in Year 11
- 10 units in Year 12

In both Year 11 and Year 12 your course selection must include at least six units of Board Developed Courses, two of which must be English; three courses of two units or greater; and four subjects.

Most courses are worth 2 units, although some, including HSC Extension courses, are worth 1 unit. You must satisfactorily complete a Year 11 course before you can continue studying that course in Year 12.

There are also specific eligibility rules for some Languages courses, such as Beginners, Languages in Context and Languages in Literature, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility, rules and prerequisites on the NESA website.

If you want an Australian Tertiary Admission Rank (ATAR), check that you are studying at least 10 units of eligible Board Developed Courses.

Removal of ATAR course categories

From 2025, any course that schools offer with an HSC exam can count towards the calculation of the ATAR.

This categorisation change is a university measure, not a school-based or NESA policy. Schools retain oversight and responsibility for their school's subject offerings.

This reform will:

- Improve student choice, with more students able to select a course of study that recognises a breadth of applied and academic learning
- Strengthen the value and recognition of VET
- Reduce the barriers of HSC VET examination.

What is changing?

English Studies, Mathematics Standard 1, and VET courses with an HSC exam are previously classified as Category B. Previously, students could only have a maximum of 2 units of Category B courses contribute to their ATAR calculation. The Universities Admission Centre (UAC) is removing this categorisation from the 2025 HSC onwards. Students will therefore have more courses contribute to their ATAR.

What does this mean for students?

Students can undertake English Studies, Mathematics Standard 1 AND pursue more VET pathways while having the option of an ATAR into university.

The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.



Students at Denison College will be well supported in their subject selections through the Future Directions process. Students are encouraged to ask for help and clarification as needed.

WHERE DO I GO FOR HELP?

- The Careers Adviser on each campus will help with advice on careers, tertiary institution requirements, or courses provided by external organisations, and VET courses.
- Subject teachers, Year Advisers and KLA Head Teachers on each campus can also help with advice about the content of subjects.
- Deputy Principals responsible for senior curriculum (including Distance Education) – Nicholas Williams (BHC) and Karen Mortimore (KHC).
- Matthew Baillie and Michael Feening (College team) can assist with advice about the content of subjects and patterns of study.
- Talk to your parents/carers.
- Denison College Future Directions website. <https://sites.google.com/education.nsw.gov.au/denison-future-directions/home>
- JobJump - www.jobjump.com.au
- Talk to students already studying the courses you are considering.
- NESA - Wendy Murphy Liaison Officer on 0418 635 920 or www.educationstandards.nsw.edu.au
- The Senior Pathways Officer at Bathurst District Office - 02 6334 8231 (Megan Chandler).
- University Entry Requirements Year 10 Booklet produced by University Admission Centre (UAC) available at: www.uac.edu.au



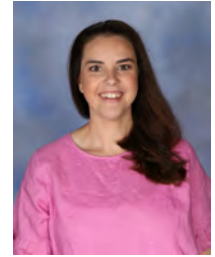
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Paige Wilson
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Hannah English
Year Adviser
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Josh Setright
Year Adviser
Bathurst High Campus

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~Students can only study one Industrial Technology course.

^EVET course availability will not be confirmed until late Term 3 2024.

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BOARD DEVELOPED COURSES SCHOOL DELIVERED

Board Developed Courses are developed by NESA who set up a syllabus, aims, objectives, outcomes, structure and content.

To be eligible for the HSC, students must select at least six (6) units from Board Developed Courses, including two (2) units of English.

Board Developed Courses are all delivered at school.

Board Developed HSC Courses contribute to the calculation of the ATAR.



Denison College
OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

ENGLISH ADVANCED

This course is designed for students to undertake the challenge of higher order thinking to enhance their personal, social, educational and vocational lives. 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.

Students examine the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different values and attitudes. They analyse and evaluate texts and the ways they are valued in their contexts.

Year 11 Course

- *Common Module: Reading to Write – Transition to Senior English. This module is common to the Advanced and Standard courses.*
- *Module A: Narratives that Shape Our World*
- *Module B: Critical Study of Literature*

Year 12 Course

For their Higher School Certificate, students must study FOUR prescribed texts including one Shakespearean drama, one prose fiction, one poetry or drama, and one non-fiction, film or media text or another text from the categories above. They will also be required to study a range of shorter texts in the Craft of Writing Module.

The modules studied will be:

- *Common Module: Texts and Human Experiences. This is the Common module taught in Advanced, Standard and English Studies*
- *Module A: Textual Conversations*
- *Module B: Critical Study of Literature*
- *Module C: The Craft of Writing*

Career Relevance/Pathways/Transferable Skills

This course is designed for students who intend to progress to higher education at a tertiary institution. It may be a prerequisite for entry to several paths of study.

ENGLISH STANDARD

This course 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. 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.

Students explore the ways events, experiences, ideas and processes are represented in and through texts. They reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Year 11 Course

- *Common Module: Reading to Write – Transition to Senior English. This module is common to the Standard and Advanced courses*
- *Module A: Contemporary Possibilities*
- *Module B: Close Study of Literature*

Year 12 Course

For their Higher School Certificate, students must study THREE prescribed texts including one prose fiction, one poetry or drama, and one non-fiction or film or media text. They will also be required to study a range of shorter texts in the Craft of Writing Module.

The modules studied will be:

- *Common Module: Texts and Human Experiences. This is the Common module taught in Advanced, Standard and English Studies*
- *Module A: Language, Identity and Culture*
- *Module B: Close Study of Literature*
- *Module C: The Craft of Writing*

Career Relevance/Pathways/Transferable Skills

Students who study the Standard English course gain good preparation for further education and employment in a wide range of career areas. Standard English is accepted for entry to all university courses, but it is not considered suitable preparation for students who wish to study English at university.

Cost: nil **2 units** **Major Project:** no

Cost: nil **2 units** **Major Project:** no

ENGLISH STUDIES



This course 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. While students may elect to sit for a Higher School Certificate Examination, they can also be assessed entirely upon coursework.

Students who opt to sit the HSC Examination **may qualify for an ATAR** depending on the other courses they are studying.

Year 11 Course

Students are required to complete a mandatory unit in Year 11: Achieving through English – English in Education, Work and Community. In addition, students also complete 2-4 modules from the syllabus list, in negotiation with teachers, based upon their interests and career aspirations.

Year 12 Course

Students are required to complete a mandatory module in Year 12: Texts and Human Experiences. This module is common to both the Advanced and Standard courses and students will be required to study a prescribed text. Students may also opt to sit the Year 12 Examination for the Common Module.

In addition, students also complete 2-4 modules from the syllabus list, in negotiation with teachers, based upon their interests and career aspirations.

Some of the units available for study include:

- *Playing the Game – English in Sport*
- *Digital Worlds – English for the Web*
- *On the Road – English and the Experience of Travel*
- *Telling Us All About It – English and the Media*
- *The Big Screen – English in Film-making*

Career Relevance/Pathways/Transferable Skills

Students enrolling in this course are to seek careers advice regarding implications for post-school training and career opportunities.

ENGLISH EXTENSION 1



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

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Year 11 Course

In the Year 11 Extension course, students complete the Module: Texts, Culture and Value. This includes an independent related research project.

Year 12 Course

The Year 12 Extension Course 1 has one Common Module: Literary Worlds. Students study ONE elective within the module. At least THREE texts must be selected from a prescribed text list for the elective to be studied including at least TWO extended print texts.

Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

Career Relevance/Pathways/Transferable Skills

The critical thinking skills, imaginative writing and textual analysis engaged within the course are all skills directly transferable to a wide range of real-world contexts and allow for a seamless transition into many educational opportunities. Graduates of the Extension English 1 course have eventually moved into professions such as law, education, advertising and all fields to do with the media and the public service.

Cost: nil

2 units

Major Project: no

Cost: nil

1 unit

Major Project: no

ABORIGINAL STUDIES

Aboriginal Studies investigates Aboriginal and Indigenous peoples at local, national and global levels from the past, present and in the future.

Students are encouraged to think critically about the historical and contemporary experiences of Aboriginal peoples. They will gain an appreciation of social justice and shared histories.

Year 11 Course

- *Aboriginality and the Land*
- *Heritage and Identity*
- *International Indigenous Community Comparative Study*
- *Research and Inquiry Methods: Local Community Case Study*

Year 12 Course

- *Social Justice and Human Rights Issues*
- *Case Study of an Aboriginal Community*
- *Research and Inquiry Methods – Major Project*

Course Requirements

Consultation with the local Aboriginal community is a vital component of the course.

Career Relevance/Pathways/Transferable Skills

The study of Aboriginal Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including law, policing, teaching, medicine, environmental studies, nursing, tourism, social work, journalism.

Complementary Subjects

Geography, Modern History, Society and Culture, Legal Studies, Community and Family Studies.

AGRICULTURE

The Agriculture Stage 6 Syllabus is designed to develop students' knowledge and understanding about the production and marketing of both animal and plant products. Students should also develop the associated skills and responsible attitudes that are necessary to manage and market these products in a sustainable manner.

Year 11 Course

- *Plant Growth Trial (30%)*
- *Animal Technologies Presentation (30%)*
- *Yearly Exam (40%)*

Year 12 Course

- *Oral Presentation - Plant/Animal Production (15%)*
- *Farm Product Study (25%)*
- *Research Elective Topic (30%)*
- *Trial HSC Exam (30%)*

Elective (20%):

Choose ONE of the following to study.

- *Agri-food, Fibre and Fuel Technologies*
- *Climate Challenge*
- *Farming for the 21st Century*

Career Relevance/Pathways/Transferable Skills

The Agriculture Stage 6 Syllabus provides opportunities for multiple pathways to employment and further education. Some students may well be stimulated to move into post-secondary agricultural courses or to seek employment in rural and related industries.

Complementary Subjects

The study of Agriculture complements the study of other science disciplines, including Biology, Chemistry, Earth and Environmental Science, Investigating Science as well as Economics and VET Primary Industries.

Cost: nil **2 units** **Major Project:** yes - internal

Cost: \$25/year **2 units** **Major Project:** no

ANCIENT HISTORY



Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains, focusing on world history prior to the fall of Rome. Students will investigate different aspects of societies including: sites, people, societies, events and developments in order to understand the possible motivations and actions of individuals and groups and how they shaped the political, social, economic and cultural landscapes of the ancient world.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. They are encouraged to think critically about historical issues and the attributes of ancient societies. They will gain an appreciation of ancient cultures and their legacies.

Year 11 Course

- *Investigating Ancient History*
- *The Nature of Ancient History*

Case Studies

- *Features of Ancient Societies*
- *Historical Investigation*

Year 12 Course

- *Core Study: Cities of Vesuvius*
- *Ancient Societies*
- *Personalities in their Times*
- *Historical Periods*

Extension unit available in Year 12 by application.

Career Relevance/Pathways/Transferable Skills

The study of Ancient History provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including law, policing, teaching, public services, politics, administrative roles, writers, library and museum work.

Complementary Subjects

Geography, Modern History, Society and Culture, English Advanced, Standard and Extension 1 and 2, Extension History (Year 12 option).

Cost: nil

2 units

Major Project: no

BIOLOGY



The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

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*

Year 12 Course

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

Extension unit available in Year 12 by application.

Prerequisites

Proficient at Stage 5 Science is recommended.

Career Relevance/Pathways/Transferable Skills

The course provides 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. This course is recommended for many science-based courses at university including Science, Health Sciences, Veterinary Sciences, Medicine, Agriculture, Forestry, Forensics, Marine Biology, Environmental Science, Physiotherapy, Forensic, Biochemistry and Education or TAFE including Laboratory Technician and Animal Technician.

Complementary Subjects

The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines, such as Chemistry, Investigating Science, Earth and Environmental Science and other STEM (Technology, Engineering and Mathematics related courses).

Cost: \$35/year + Excursion

2 units

Major Project: no

BUSINESS STUDIES

ATAR

Business activity is a feature of everyone's life. Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. It offers focus areas ranging from planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment.

Year 11 Course

- *Nature of Business*
- *Business Management*
- *Business Planning*

Year 12 Course

- *Operations*
- *Marketing*
- *Finance*
- *Human Resources*

Course Requirements

In the Year 11 course, students must investigate the operation of a small business or plan the establishment of a small business.

Career Relevance/Pathways/Transferable Skills

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university. It will help students to prepare for employment in areas such as advertising, accounting, banking, finance, human resources, marketing, public relations, small business ownership, sports administration, taxation, to name a few.

Complementary Subjects

Economics, Legal Studies, VET Retail Services.

Cost: nil

2 units

Major Project: no

CHEMISTRY

ATAR

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

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*

Year 12 Course

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

Extension unit available in Year 12 by application.

Prerequisites

Proficient at Stage 5 Science is recommended.

Career Relevance/Pathways/Transferable Skills

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.

This course is highly recommended for many science-based courses at university including Science, Pharmacy, Engineering, Medicine, Health Sciences, Food Technology, Forensics, Environmental Science, Education and Physiotherapy.

Complementary Subjects

The study of Chemistry, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines, including Biology, Physics, Investigating Science, Earth and Environmental Science and other STEM (Technology, Engineering and Mathematics) related courses.

Cost: \$35/year + Excursion 2 units

Major Project: no

COMMUNITY & FAMILY STUDIES (CAFS)

CAFS aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society. Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, CAFS is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Year 11 Course

- *Resource Management*
- *Individuals and Groups*
- *Families and Communities*

Year 12 Course

- *Research Methodology*
- *Independent Research Project.*
- *Groups in Context*
- *Parenting and Caring*

Year 12 course option modules. One of the following options will be selected:

- *Family and Societal Interactions*
- *Social Impact of Technology*
- *Individuals and Work*

Course Requirements

The development of research skills is particularly important in the CAFS course. The module Research Methodology allows students to develop a full understanding of the process of inquiry and research, culminating in the production of an Independent Research Project.

Career Relevance/Pathways/Transferable Skills

The study of CAFS Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. It has application in careers such as Business Management, Teaching, Social Work, Nursing, Counselling and Marketing.

Complementary Subjects

PDHPE, Society and Culture.

Cost: \$20/year **2 units** **Major Project:** yes

DANCE

This course provides students with the opportunity to study Dance as an art form. Students study three interrelated components; Performance, Composition and Appreciation. The Performance component is based on developing body skills within safe dance principles and performance quality. Composition involves learning the process of creating dances and the students will gain experience in choreographing for individuals and groups. Appreciation involves the study of seminal artists and works for their contribution to the development of dance.

Year 11 Course

- *Performance (40%)*
- *Composition (20%)*
- *Appreciation (20%)*
- *Additional (20%) to be allocated by the teacher to suit the specific circumstances/context of the class.*

Year 12 Course

In Year 12 students continue common study in:

- *Performance (20%)*
- *Composition (20%)*
- *Appreciation (20%)*

Students also undertake an in-depth study in one Major Study: (40%)

- *Performance*
- *Composition*
- *Appreciation or*
- *Dance and Technology.*

Course Requirements

Some extra costs may be incurred for practical aspects and projects within the course.

Career Relevance/Pathways/Transferable Skills

Dance provides students with a variety of skills, which will be beneficial to them in any career.

The course would be particularly useful for students who may be considering a dance-related career, within, for example, dance teaching, choreography, physiotherapy, dance therapy, dance writing and criticism, or the entertainment & leisure industries.

Complementary Subjects

Drama, PDHPE, Biology.

Cost: \$20/year **2 units** **Major Project:** yes - internal

This subject consists of a minimum of two design projects, a major design project work and a critical analysis of innovation through a case study of Australian innovation.

Year 11 Course

Students participate in hands-on, practical activities that involve a minimum of two design projects. Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms. Students should be encouraged to communicate their design ideas using a range of appropriate media.

Year 12 Course

In Year 12, students will be engaged in the development and realisation of the major design project, a case study of an innovation and other teaching and learning activities. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. Students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation, analyse ethical issues in relation to the innovation and discuss the impact of the innovation on Australian society.

Course Requirements

Extra costs may be incurred for practical aspects and projects within the course.

Career Relevance/Pathways/Transferable Skills

Students who study Design and Technology can participate in further education through TAFE and University. Career opportunities exist in, but are not limited to, those in the planning, designing, constructing, production and manufacturing.

Complementary Subjects

VET Construction, Mathematics, VET Metals and Engineering, Industrial Technology.

Cost: \$70/year

2 units

Major Project: yes

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

Year 11 Course

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

Year 12 Course

- *Australian Drama and Theatre*
- *Studies in Drama and Theatre*
- *Group Performance*
- *Individual Project – either performance, critical analysis, design (costume, set, promotion and program, lighting), scriptwriting, or video drama.*

Course Requirements

Students are expected to be able to perform an 8 - 12 minute group performance in front of external itinerant HSC markers.

Extra costs may be incurred for practical aspects, excursions and projects within this course.

Career Relevance/Pathways/Transferable Skills

Students who wish to pursue a career in theatre or the entertainment industry, public relations, journalism and media communications or education can gain relevant skills and experience through this course. Students can pursue a university degree in Performing Arts or Theatre Theory.

Complementary Subjects

Visual Arts, Music, English Advanced, English Standard, VET Entertainment Industries and Dance.

Cost: \$20/year

2 units

Major Project: yes

EARTH & ENVIRONMENTAL SCIENCE



The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

Year 11 Course

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

Year 12 Course

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

Extension unit available in Year 12 by application.

Prerequisites

Proficient at Stage 5 Science is recommended.

Career Relevance/Pathways/Transferable Skills

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.

This course is highly recommended for many science-based courses at university including Geology, Mining, Metallurgy, Archaeology, Agricultural Science, Environmental Science, Conservation and Land Management, Land Care or Forestry.

Complementary Subjects

The study of Earth and Environmental Science, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines, including Biology, Chemistry, Investigating Science and other STEM (Technology, Engineering and Mathematics related courses).

Cost: \$35/year + Excursion 2 units **Major Project:** no

ECONOMICS



Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. Discussion of economic issues dominates the media and politics.

By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.

Year 11 Course

- *Introduction to Economics*
- *Consumers and Business*
- *Markets*
- *Labour Markets*
- *Financial Markets*
- *Government in the Economy*

Year 12 Course

- *The Global Economy*
- *Australia's Place in the Global Economy*
- *Economic Issues*
- *Economic Policies and Management*

Career Relevance/Pathways/Transferable Skills

The study of Economics provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including business, commerce, political science, international studies.

Complementary Subjects

Business Studies, Geography, Legal Studies.

Cost: nil 2 units **Major Project:** no

FOOD TECHNOLOGY



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.

Year 11 Course

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

Year 12 Course

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

Course Requirements

Students must be able to use food preparation equipment and cooking utensils and devices.

Career Relevance/Pathways/Transferable Skills

Students who study Food Technology can participate in further education through TAFE and University.

Career opportunities exist in the hospitality industry, food nutrition, cooking and chef apprenticeships.

Complementary Subjects

VET Hospitality.

GEOGRAPHY



Geography provides students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability, rural and urban places, and ecosystems and global biodiversity.

The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

Year 11 Course

- *Earth's natural systems*
- *People, patterns and processes*
- *Human-environment interactions*
- *Geographical investigation*

Year 12 Course

- *Global sustainability*
- *Rural and urban places*
- *Ecosystems and global biodiversity*

Course Requirements

Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools. Twelve (12) hours of fieldwork are mandatory for the Year 11 course.

Career Relevance/Pathways/Transferable Skills

The study of Geography provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including environmental science, town planning, cartography and park ranger.

Complementary Subjects

Modern History, Aboriginal Studies, VET Primary Industries, VET Construction, Business Studies, Earth and Environmental Science.

Cost: \$100/year **2 units** **Major Project:** no

Cost: nil **2 units** **Major Project:** yes – internal Year 11

HEALTH AND MOVEMENT SCIENCE



This subject replaces the current Personal Development, Health, and Physical Education. It is an integrated area of study that provides for the intellectual, social, emotional, physical, and spiritual development of students. It promotes students' ability to make informed decisions through student learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

Year 11 Course

- *Health for Individuals and Communities*
- *The Body and Mind in Motion*

Students will be required to complete a collaborative investigation related to the course content covered.

Year 12 Course

- *Health in Australia and Global Context*
- *Training for Improved Performance*

Students will engage in depth studies for both Year 11 and 12 which offers a greater insight into key content delivered throughout the course. Students can be assessed on these

Career Relevance/Pathways/Transferable Skills

Undertaking this course will provide foundation studies for those students with special or vocational interest in human movement, and individual and community health issues. This course would be of great benefit to anyone wishing to take up a career in any of the Sport Sciences, Nursing, Coaching or Physical Education Teaching.

Complementary Subjects

Biology, Community and Family Studies, Sport, Lifestyle & Recreation.



Cost: Nil

2 units

Major Project: no

INDUSTRIAL TECHNOLOGY: AUTOMOTIVE



This subject consists of a practical project work and industry study that develops a broad range of skills and knowledge related to the automotive industry, together with an introduction to industry processes and practices.

Students can only choose to study one (1) Industrial Technology course.

Year 11 Course

The content of the Year 11 course includes practical projects, maintaining and servicing of small engines and automotive systems and related theory knowledge. A folio of work, which helps to build understanding, accompanies projects. Study of an associated industry will be undertaken in depth which includes a site visit to industry. An in-depth report on the business is developed from the industry study. Study of appropriate WHS (Work, Health and Safety) requirements for the relevant industry.

Year 12 Course

For Year 12, students will be required to design, develop, construct and present a major project with a management folio. Together these contribute 60% of the HSC mark; 40% for the project and 20% for the folio. The remaining 40% comes from the HSC examination. Students are expected to manage the production of their major project and folio throughout the HSC course.

Course Requirements

It would be an advantage to have a working knowledge and interest in automotive processes and an ability to utilise and work with related tools, machinery and other equipment.

Career Relevance/Pathways/Transferable Skills

Students who study Industrial Technology – Automotive can participate in further education through TAFE and University. Career opportunities exist in Automotive Mechanics, Automotive Electrician, Parts Interpreting, Heavy Vehicles, Light Engines, Engine Reconditioning and many more.

Complementary Subjects

VET Manufacturing pathways, Mathematics standard, Retail services and Skills for Work.

Cost \$70/year

2 units

Major Project: yes

INDUSTRIAL TECHNOLOGY: METAL & ENGINEERING TECHNOLOGIES



Exclusions

Some industry focus areas with similar VET Curriculum framework and Content Endorsed courses.

Students can only choose to study one (1) Industrial Technology course.

Year 11 Course

The Year 11 course includes practical projects, development of metal and engineering technology skills and related theory knowledge. A folio of work, which helps to build understanding, accompanies projects. Study of an associated industry will be undertaken including a site visit. An in-depth report on the business is developed from the industry study. Study of appropriate WHS requirements for the relevant industry.

Year 12 Course

Year 12 students will be required to design, develop, construct and present a major project with a management folio. Together these contribute 60% of the HSC mark; 40% for the project and 20% for the folio. The remaining 40% comes from the HSC examination. Students manage the production of their major project and folio throughout the HSC course.

Course Requirements

Students need to be able to utilise metal and engineering processes and work with related tools, machinery and other equipment.

Career Relevance/Pathways/Transferable Skills

Students can participate in further education through TAFE and University. Career opportunities exist in traineeships and apprenticeships in; mechanical, fabrication, electrical/electronic trade; production technology and production systems, jewellery manufacture; locksmithing; boating services and marine craft construction.

Complementary Subjects

VET Construction, VET Metal, Mathematics.

Cost: \$70/year

2 units

Major Project: yes

INDUSTRIAL TECHNOLOGY: MULTIMEDIA TECHNOLOGIES



This subject consists of a practical project work and industry study that develops a broad range of skills and knowledge related to the multimedia industry, together with an introduction to industry processes and practices.

Students can only choose to study one (1) Industrial Technology course.

Year 11 Course

The Year 11 course includes practical projects, development of computer skills and related theory knowledge. A folio of work, which helps to build understanding, accompanies projects. Study of an associated industry will be undertaken in depth which includes a site visit to industry. An in-depth report on the business is developed from the industry study. Study of appropriate WHS (Work, Health and Safety) requirements for the relevant industry.

Year 12 Course

Year 12 students will be required to design, develop, construct and present a major project with a management folio. Together these contribute 60% of the HSC mark; 40% for the project and 20% for the folio. The remaining 40% comes from the HSC examination. Students manage the production of their major project and folio throughout the HSC course.

Course Requirements

Students need a working knowledge of computers.

Career Relevance/Pathways/Transferable Skills

Students who study Industrial Technology –Multimedia can participate in further education through TAFE and University. Career opportunities exist in advertising, web page design, graphic arts, communications, video media, game design and animation.

Complementary Subjects

Visual Arts, Design and Technology, Business Studies.

Cost: \$20/year

2 units

Major Project: yes

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS & FURNITURE TECHNOLOGIES



This subject consists of a practical project work and industry study that develops a broad range of skills and knowledge related to the timber and furniture industries, together with an introduction to industry processes and practices.

Students can only choose to study one (1) Industrial Technology course.

Year 11 Course

The Year 11 course includes practical projects, development of timber technology skills and related theory knowledge. A folio of work, which helps to build understanding, accompanies projects. Study of an associated industry will be undertaken in depth which includes a site visit to industry. An in-depth report on the business is developed from the industry study. Study of appropriate WHS (Work, Health and Safety) requirements for the relevant industry.

Year 12 Course

Year 12 students will be required to design, develop, construct and present a major project with a management folio. Together these contribute 60% of the HSC mark; 40% for the project and 20% for the folio. The remaining 40% comes from the HSC examination. Students manage the production of their major project and folio throughout the HSC course.

Course Requirements

Students need to be able to utilise timber processes and work with related tools, machinery and other equipment.

Career Relevance/Pathways/Transferable Skills

Students who study Industrial Technology – Timber products and Furniture technologies can participate in further education through TAFE and University. Career opportunities exist in traineeships and apprenticeships in; cabinet making, carpentry, furniture making, wood machinery and artistic design.

Complementary Subjects

VET Construction, Mathematics.

Cost: \$70/year

2 units

Major Project: yes

INVESTIGATING SCIENCE

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Year 11 Course

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

Year 12 Course

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

Extension unit available in Year 12 by application.

Prerequisites

Proficient at Stage 5 Science is recommended.

Career Relevance/Pathways/Transferable Skills

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries. This course is highly recommended for all science-based courses at university.

Complementary Subjects

The Investigating Science course is designed to complement the study of all the science disciplines, including Biology, Chemistry and Physics and Earth and Environmental Science by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society.

Cost: \$35/year

2 units

Major Project: no

JAPANESE BEGINNERS

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

Themes Covered

- *Family Life, Home and Neighbourhood*
- *People, Places and Communities*
- *Education and Work*
- *Friends, Recreation and Pastimes*
- *Holidays, Travel and Tourism*
- *Future Plans and Aspirations*
- *Perspectives*
- *Personal World and Japanese Speaking Communities.*

Course Requirements

There may be a cost related to the purchase of specific language texts such as a dictionary.

Students must not have studied more than 100 hours of Japanese if they wish to do Japanese Beginners.

Career Relevance/Pathways/Transferable Skills

The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Complementary Subjects

Business Studies, English Advanced or Standard, Society and Culture, Visual Arts.

Cost: nil

2 units

Major Project: no

JAPANESE CONTINUERS

The study of Japanese is of both cultural and economic importance to Australians. Japan is Australia's leading trading partner and there are significant cultural ties between Australia and Japan. The ability to communicate in Japanese may provide students with enhanced vocational opportunities in fields such as trade, tourism and hospitality, banking and finance, technology and diplomacy. The students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

Objectives Covered

- *Exchange information, opinions and experiences in Japanese*
- *Express ideas through the production of original texts in Japanese*
- *Analyse, process and respond to texts that are in Japanese*
- *Understand aspects of the language and culture of Japanese-speaking communities*

Perspectives

- *The Individual*
- *Japanese-speaking Communities*
- *The Changing World*

Prerequisites

Stage 5 200 hours course Japanese. Students must not have any background in Japanese language aside from school-based learning, outside of Japan.

Course Requirements

There may be a cost related to the purchase of specific language texts such as a dictionary.

Career Relevance/Pathways/Transferable Skills

The study of Japanese Continuers provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university such as International Studies, Tourism.

Complementary Subjects

English Advanced or Standard, Visual Arts, Society and Culture.

LEGAL STUDIES

Legal Studies develops the students' knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level.

The subject offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. Legal Studies has a significant impact on students' confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

Year 11 Course

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

Year 12 Course

- *Crime*
- *Human Rights*

Options

- *Two options are chosen from Consumers, Global Environment and Protection, Family, Indigenous Peoples, Shelter, Workplace and World Order.*

Career Relevance/Pathways/Transferable Skills

The study of Legal Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university including law, policing, teaching, medicine, environmental studies, nursing, tourism, social work and journalism.

Complementary Subjects

Aboriginal Studies, Business Studies, Modern History, Society and Culture, Community and Family Studies.

Cost: \$40/year **2 units** **Major Project:** no

Cost: nil **2 units** **Major Project:** no

MATHEMATICS STANDARD



Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. The course focuses on mathematical skills and techniques which have direct application to everyday activity.

The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course, or the Mathematics Standard 2 Year 12 course. **Students who choose to sit the optional HSC Examination for Mathematics Standard 1 may qualify for an ATAR depending on the other courses they are studying. All students studying the Mathematics Standard 2 course will sit for an HSC examination.**

Year 11 Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 Course

- Standard 1 and Standard 2
- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

Prerequisites

The Year 11 course assumes that students have achieved most of the outcomes in the Stage 5.2 course in Years 9 and 10. Students who intend to study the Standard 2 course in the HSC should demonstrate a strong understanding of Stage 5.2 in Year 10.

Course Requirements

Technology: BYOD Recommended
Scientific Calculator

Career Relevance/Pathways/Transferable Skills

Mathematics Standard 2 course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level in humanities, nursing and paramedical sciences. Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options.

Cost: BHC: nil. KHC: nil. 2 units **Major Project:** no

MATHEMATICS ADVANCED



The Mathematics Advanced course is a more formal, abstract course and is useful for concurrent studies in science and commerce. Note that calculus is covered in this course. The concepts and techniques of differential and integral calculus form a strong basis of the course.

Year 11 Course

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

Year 12 Course

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

Prerequisites

A high level of competence in Mathematics in Years 9 and 10 is required for this course. It is expected that only students who have studied Year 10 Mathematics at the highest level and achieved a significant number of outcomes in the 5.3 course should attempt the course. It is also expected that a prerequisite for studying this course is a high level of competency in algebra.

Course Requirements

Technology: BYOD Recommended
Scientific Calculator

Career Relevance/Pathways/Transferable Skills

The Mathematics Advanced course provides the minimum basis for entry into tertiary courses requiring mathematics. Students intending to do tertiary studies should check prerequisites for specific courses. Students who have acquired a very high level of competence in the 5.3 course in Years 9 and 10 and who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake Mathematics Extension 1 or Extension 2 courses.

Complementary Subjects

Physics, Chemistry, Engineering Studies, Software Design and Development.

Cost: BHC: nil. KHC: nil. 2 units **Major Project:** no

MATHEMATICS EXTENSION 1



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

Year 11 Course

- *Functions*
- *Trigonometric Functions*
- *Calculus*
- *Combinatorics*

Year 12 Course

- *Proofs*
- *Vectors*
- *Trigonometric Functions*
- *Calculus*
- *Statistical Analysis*

Prerequisites

This 1 unit extension course is undertaken while studying the Mathematics Advanced course in both Years 11 and 12. The content of this course, which includes the entire Mathematics Advanced course, and its depth of treatment indicate that it is intended only for students who have acquired a very high level of competence in the Year 10 Mathematics 5.3 course.

Course Requirements

Technology: BYOD Recommended
Scientific Calculator

Career Relevance/Pathways/Transferable Skills

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

Complementary Subjects

Physics, Chemistry, Engineering Studies, Software Design and Development.

Cost: nil

1 unit

Major Project: no

MODERN HISTORY



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

Year 11 Course

- *The Nature of Modern History*

Case Studies:

- *Europe/North America/Australia focus*
- *Asia/Pacific focus/ Africa/ The Middle East/ or Central/ South America*
- *Shaping of the Modern World*
- *Historical Investigation - critical source analysis and extended response essay development.*

Year 12 Course

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

Extension Unit available in Year 12 by application.

Career Relevance/Pathways/Transferable Skills

University style essay writing and referencing skills. Developing critical thinking and critical analysis. The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship and for lifelong learning. It provides a good foundation for careers in archaeology and research, journalism, law, teaching and the civil service.

Complementary Subjects

Ancient History, Society and Culture, Legal Studies, English Advanced or Standard, History Extension (Year 12 option).

Cost: nil

2 units

Major Project: no

MUSIC 1



Music 1 is a course designed for those students with a general interest in music who enjoy performing, composing, researching and listening. In the Year 11 and HSC courses, students will study the Concepts of Music through learning experiences in performance, composition, musicology and aural, within the context of a range of styles, periods and genres.

Topics Covered

There are 22 topics available for study in the Music 1 course. During the Year 11 and HSC years, students will study 6 of these topics in-depth.

Year 11 Course

Students will study at least three topics from the prescribed list.

Year 12 Course

Students will study at least three topics from the prescribed list.

Course Requirements

Students will cover four skill areas equally in Year 11. In Year 12, aural is compulsory, as is the core performance. There is opportunity to major in one or more areas in Year 12.

- *Aural: Analysis of music in terms of the concepts of music and written response.*
- *Musicology: Research of topics and viva voce assessment of an interest area.*
- *Composition: Creating and notating a score and keeping a process portfolio.*
- *Performance: Preparation and presentation of repertoire in chosen topic areas.*

Prerequisites

The study of music in Years 9-10 is an advantage but not mandatory. Students are encouraged to be having private tuition on their chosen instrument, but again, is not mandatory.

Career Relevance/Pathways/Transferable Skills

Some tertiary study of music or arts, professional musician / performer, music teacher – either private tuition or school, composer, conductor, sound engineer, management theatre, production and technology.

Complementary Subjects

VET Entertainment Industries, Mathematics, Drama, English Advanced or Standard, Dance.

Cost: \$20/year

2 units

Major Project: yes

MUSIC 2



Music 2 is an advanced level course for those with established music skills and a high level of interest in the history and styles of music. In the Year 11 and HSC courses, students will study the Concepts of Music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Year 11 Course

The mandatory topic is Music 1600 to 1900. Students may choose their additional topic from a prescribed list.

Year 12 Course

The mandatory topic is Music of the Last 25 Years with an Australian focus. Students may choose their additional topic from a prescribed list.

Extension Unit available in Year 12 by application.

Course Requirements

In addition to core studies in performance, composition, musicology and aural (refer to Music 1 for brief description, students nominate one elective study in performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

Prerequisites

Stage 5 music and a minimum of Grade 5 AMEB theory and performance encouraged. Please discuss a Music 2 choice with your Music teacher before electing.

Career Relevance/Pathways/Transferable Skills

Tertiary study of music or arts; professional musician, music education, composer, music management, theatre, musical production, private tuition, sound technician and music technology.

Complementary Subjects

VET Entertainment Industries, Mathematics, Drama, English Advanced, Modern History, Visual Arts, Society & Culture.

Cost: \$20/year

2 units

Major Project: yes

PHYSICS



The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

Year 11 Course

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

Year 12 Course

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

Extension unit available in Year 12 by application.

Prerequisites

Proficient at Stage 5 Science and 5.3 Mathematics course is recommended.

Career Relevance/Pathways/Transferable Skills

The study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. 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.

This course is highly recommended for many science-based courses at university including Science, Engineering, Medicine, Health, Radiography, Sport Science, Education or the Defence forces.

Complementary Subjects

The study of Physics, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines, including Biology, Chemistry, Investigating Science and other STEM (Technology, Engineering and Mathematics) related courses.



Cost: \$15/year + Excursion 2 units **Major Project:** no

SOCIETY & CULTURE

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

It has direct relevance to the immediate needs of students and to their future lives by enabling students to develop understanding of themselves, their own society and culture and the societies and cultures of others.

Year 11 Course

- *The Social and Cultural World*
- *Personal and Social Identity*
- *Inter-cultural Communication*

Year 12 Course

- *Personal Interest Project (PIP)*
- *Social and Cultural Continuity and Change*

Depth studies - TWO to be chosen from the following:

- *Popular Culture*
- *Belief Systems and Ideologies*
- *Social Inclusion and Exclusion*
- *Social Conformity and Nonconformity*

Course Requirements

Students must produce a Personal Interest Project (PIP) that is marked externally.

Career Relevance/Pathways/Transferable Skills

Society and Culture draws on cross-disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.

Complementary Subjects

Community and Family Studies, English Advanced or Standard, Legal Studies, Modern History and Visual Arts.

SOFTWARE ENGINEERING

The study of Software Engineering 11-12 enables students to develop and understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs.

Year 11 Course

- *Programming fundamentals*
- *The object-orientated paradigm*
- *Programming mechatronics*

Year 12 Course

- *Secure software architecture*
- *Programming for the web*
- *Software automation*
- *Software engineering project*

Course Requirements

Students in this course must have access to a computer and the Internet for extended periods of time, outside classroom periods.

Career Relevance/Pathways/Transferable Skills

This course provides excellent employment opportunities in addition to design and analysis skills. Various IT support roles, analyst/programmer, games programmer, software developer, software engineer and test analyst/engineer.

Complementary Subjects

Mathematics or Extension 1 Mathematics, Engineering Studies, Information and Digital Technology, Industrial Technology Graphics or Multimedia Technologies.

Cost: nil **2 units** **Major Project:** yes

Cost: \$50/year **2 units** **Major Project:** yes - internal

TEXTILES & DESIGN



The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated and include experimental work and project work.

The Year 12 course includes the study of historical design, the influence of culture on design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. The course integrates the development of a Major Textiles Project in one of the following focus areas: Apparel, Furnishings, Costume, Textile Arts or Non-apparel.

Year 11 Course

- *Design*
- *Properties and Performance of Textiles*
- *The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI)*
- *Students will undertake two practical projects as part of the Year 11 course. Each consists of a practical item and supporting documentation (portfolio).*

Year 12 Course

- *Design*
- *Properties and Performance of Textiles*
- *The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI)*
- *Major Textiles Project*

Course Requirements

Students purchase their own materials for the construction of their practical projects as required.

Career Relevance/Pathways/Transferable Skills

The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design and costume, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

Complementary Subjects

Visual Arts.

Cost: \$30/year 2 units **Major Project:** yes

VISUAL ARTS



Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a Body of Work in the HSC course. Students critically and historically investigate artworks, critical responses, historians and artists from Australia as well as those from other cultures, traditions and times.

Year 11 Course

Students will study artworks in at least two expressive forms and use a process diary.

Their learning opportunities focus on:

- *The nature of practice in art making, art criticism and art history through different investigations.*
- *The role and function of artist, artworks, the world and audiences in the art world.*
- *The different ways the visual art may be interpreted.*
- *How students develop meaning, focus and interest in their work.*
- *Building understanding over time through various investigations and working in different forms.*

Year 12 Course

The Year 12 course provides for deeper and more complex investigations. It requires the development of a Body of Work and use of a process diary. It includes a minimum of five case studies (4 - 10 hours each), and deeper and more complex investigations in art making, art criticism and art history.

This course is made up of 50% art making and 50% art criticism and art history, with students being required to submit a Body of Work to NESA at the end of their HSC course.

Excursions

Non-compulsory but extremely beneficial visits to local and Sydney galleries.

Career Relevance/Pathways/Transferable Skills

This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.

Complementary Subjects

English Advanced or Standard, Society and Culture, Drama, Ancient and Modern History.

Cost: Yr. 11 \$90 - Yr. 12 \$90 2 units **Major Project:** yes

YEAR 12 2026 EXTENSION COURSES

ENGLISH EXTENSION 2 YEAR 12 ONLY

Prerequisites:

- (a) English Advanced
- (b) English Extension 1 in Year 11 is a prerequisite for English Extension 1 in Year 12
- (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Exclusions:

English Standard; English Studies; English EAL/D.

In the Year 12 English Extension Course 2, students develop a sustained composition and document their reflection on this process. It requires students to complete a Major Work, a Journal and a Reflection Statement.

The Major Work involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- *Short fiction*
- *Creative non-fiction*
- *Poetry*
- *Critical response*
- *Script – short film, television, drama*
- *Podcasts – drama, storytelling, speeches, performance poetry*
- *Multimedia.*

The Reflection Statement reflects on and evaluates the creative process of completing an original composition.

Career Relevance/Pathways/Transferable Skills

Students will develop skills that are relevant to all forms of tertiary study. Students wishing to specialise in English or other humanities subjects at tertiary level will be well prepared by the Extension English courses.

Cost: nil

1 unit

Major Project: yes

HISTORY EXTENSION YEAR 12 ONLY

Prerequisites:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Exclusions: Nil

Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Course Requirements

The course requires students to undertake:

- *one case study*
- *the development of one History Project.*

Constructing History (Min 40 indicative hours)

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?

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.

History Project (Maximum 20 indicative hours):

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

Cost: nil

1 unit

Major Project: yes

MATHEMATICS EXTENSION 2 YEAR 12 ONLY



Prerequisites

- Mathematics Advanced Year 11 course
- Mathematics Extension 1 Year 11 course
- concurrently studying Mathematics Advanced and Mathematics Extension 1 Year 12 course

This course is very demanding and is intended only for outstanding Year 11 Extension 1 students.

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. It gives students an appreciation of mathematics as an activity. Involving invention, intuition and exploration extends students conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Content

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Year 12 Topics and Subtopics are:

Topic: Proof

- The Nature of Proof*
- Further Proof by Mathematical Induction*

Topic: Vectors

- Further Work with Vectors*

Topic: Complex Numbers

- Introduction to Complex Numbers*
- Using Complex Numbers*

Topic: Calculus

- Further Integration*

Topic: Mechanics

- Applications of Calculus to Mechanics*

Course Requirements

Technology: BYOD Recommended

Career Relevance/Pathways/Transferable Skills

The Mathematics Extension 2 course provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 2 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Cost: nil

1 units

Major Project: no

MUSIC EXTENSION YEAR 12 ONLY



Prerequisites

Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

Exclusions

Music 1; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

The Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

Course Requirements

Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program.

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.



Cost: nil

1 unit

Major Project: yes

EXTENSION SCIENCE

YEAR 12 ONLY

ATAR

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Course Description

This course has a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Content

The Year 12 course consists of four modules.

- *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*

Course Requirements

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.



Cost: nil

1 unit

Major Project: yes

BOARD CONTENT ENDORSED COURSES CEC SCHOOL DELIVERED

Board Content Endorsed courses have syllabuses endorsed or approved by the NSW Education Standards Authority (NESA).

The following courses are delivered at school and are timetabled as normal lessons. All Board Content Endorsed Courses (CEC) count towards the Higher School Certificate and are listed on the Record of School Achievement (ROSA). They do not have an HSC examination and **Board Content Endorsed Courses do not count towards calculation of the ATAR.**



EXPLORING EARLY CHILDHOOD (CEC)



This course focuses on the early childhood years (0-5) and encompasses theoretical and practical learning activities. Students will be provided with opportunities to interact with children and members of the community.

Core Topics:

Core A: *Pregnancy and Childbirth*

Core B: *Child Growth and Development*

Core C: *Promoting Positive Behaviour*

Students will cover up to 13 of the following modules:

- *Learning Experiences for Young Children*
- *Play and the Developing Child*
- *Starting School*
- *Gender and Young Children*
- *Children and Change*
- *Children of Aboriginal and Torres Strait Islander Communities*
- *Historical and Cultural Contexts of Childhood*
- *The Children's Services Industry*
- *Young Children and Media*
- *Young Children and the Law*
- *Children's Literature*
- *Food and Nutrition*
- *Child Health and Safety*
- *Young Children with Special Needs*

Career Relevance/Pathways/Transferable Skills

Studying this course will help students form the foundation knowledge for a range of courses at University and TAFE in the areas of Early Childhood and Primary teaching. There is the potential for credit transfer at TAFE.

Complementary Subjects

Community and Family Studies, English Studies and VET Skills for Work and Work Studies.

PHOTOGRAPHY, VIDEO & DIGITAL MEDIA (CEC)



Photography offers students the opportunity to explore contemporary artistic practices that make use of photography. This field of artistic practice is highly relevant to contemporary ways of interpreting the world. The course offers opportunities to develop students' understanding and skills, which contribute to an informed critical practice. The course enables students to gain an increasing accomplishment and independence in their representation of ideas in the field of photography and understand and value how these fields of practice invite different interpretations and explanations. Students develop knowledge, skills and understanding through the making of photographs that demonstrate conceptual and technical accomplishment. They also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of Photography.

Topics Covered

Modules may be selected from

- *Wet Photography*
- *Video and Digital Imaging*
- ***A Workplace Health and Safety module is mandatory.***

Students may also complete an Individual/Collaborative Project, which extends students' learning experiences and may reflect the students' increasing interests and desire to specialise. Students are required to keep a diary throughout the course. This course has been made up of 70% making, 30% critical/historical study, with students being required to complete a number of hours work over several modules.

Excursions

Non-compulsory, but extremely beneficial visits to local and Sydney galleries. Students gain valuable knowledge of artistic practice, critical and historical studies.

Career Relevance/Pathways/Transferable Skills

Photography can be used as the basis to provide many skills needed in a variety of creative commercial and artistic fields including, graphic arts, magazines, digital imaging, web design, fashion, film and television, photojournalism and tourism. It provides a useful background for TAFE and university courses in photography, digital imaging, fine arts and visual communications.

Complementary Subjects

Visual Arts, Visual Design, VET Skills for Work, Industrial Technology Graphics, Work Studies.

Cost: nil 2 units **Major Project:** no

Cost: \$90/ year 2 units **Major Project:** yes internal

SPORT LIFESTYLE & RECREATION (CEC)



Sport, Lifestyle and Recreation makes a positive contribution to the total well-being of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

Topics Covered

Three to six units from the list are covered in Year 11 and 12 Courses. 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
- Healthy Lifestyles

Course Requirements

Students must possess a willingness to participate actively in a variety of theory activities and sport and physical pursuits.

Career Relevance/Pathways/Transferable Skills

This course will help students make informed health decisions. This course would be of benefit to any students interested in coaching, sports administration, fitness industry, sport and recreational education, physical education, nursing, occupational health or physiotherapy.

Complementary Subjects

PDHPE, English Studies, VET Skills for Work and Work Studies.

WORK STUDIES (CEC)



Work Studies enables 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.

Topics Covered

- *My Working Life (compulsory)*

Optional Topics

- *In the Workplace*
- *Preparing Job Applications*
- *Workplace Communication*
- *Teamwork and Enterprise Skills*
- *Managing Work and Life Commitments*
- *Personal Finance*
- *Workplace Issues*
- *Self-Employment*
- *Team Enterprise Project*
- *Experiencing Work*

Career Relevance/Pathways/Transferable Skills

This course will help students develop a deeper knowledge and understanding of work, the work environment and skills for employment. Students will gain an understanding of employment options, career management, life planning and further education and training. This course will give students the skills for success in the workplace and skills in critically assessing personal and social influences on individuals and groups.

Complementary Subjects

English Studies, VET Hospitality, Mathematics Standard, VET Retail Services.

Cost: nil

2 units

Major Project: no

Cost: nil

2 units

Major Project: no

BOARD DEVELOPED LIFE SKILLS COURSES SCHOOL DELIVERED

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process.

Students studying Life Skills can study these 6 units plus make up additional units by studying any of the courses offered in this book to suit their individual learning needs.

Life Skills courses are not examined externally and **do not** contribute to an ATAR.

LIFE SKILLS COURSES IN THE STAGE 6 CURRICULUM

Stage 6 Life Skills courses are developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. Each course stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by the students.

Students with special education needs can meet the requirements of Year 12 using all Life Skills courses or a combination of Life Skills courses, Industry Curriculum Framework courses and regular Year 12 courses. This flexibility allows students to develop a pattern of study which challenges them and facilitates a successful transition from school to adult life.

NESA has developed eight Stage 6 Life Skills syllabuses. They each comprise a 2-unit Year 11 and a Year 12 course. The Stage 6 Life Skills courses have no Year 12 examinations and results **cannot be** used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

The decision to access one or more Stage 6 Life Skills course is made collaboratively with the student, parents/carers and teachers. Special circumstances may include a student who has attempted regular courses for Year 10 but has experienced significant difficulty, or a student who has a deteriorating condition.

Additional Life Skills options may be available in other key learning areas for identified students with an Individualised Education Plan (IEP).

Life Skills courses provide a flexible structure in which students can pursue their interests, prepare for further education and training and participate in work experience.

If you have any further questions about the Life Skills Courses, please contact your School Faculty Head Teacher of Support

ENGLISH LIFE SKILLS



English Life Skills provides an opportunity for students to engage in personalised learning of English through the selection of outcomes and content relevant to the students' abilities, needs and interests. Students undertaking English Life Skills are eligible for the award of the Higher School Certificate.

The Stage 6 English Life Skills course focuses on the development of effective communication and literacy, which will enhance the participation of students in all aspects of post-school life.

The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations. This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in understanding about viewing a wide range of visual material.

Study in the Stage 6 English Life Skills course should enable students to access information, engage in a range of recreational and leisure activities and to undertake further education, training and employment.

The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

Topics Covered

- *Communication*
- *Listening*
- *Writing*
- *Speaking*
- *Reading*
- *Viewing*

Course Requirements

The completion of an Individualised Education Plan for each student is a condition of access to the English Life Skills course. This will be done in consultation with parents and carers.

Cost: nil

2 unit

Major Project: no

MATHEMATICS LIFE SKILLS



The Stage 6 Mathematics Life Skills course focuses on the development of the students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.

The course emphasises the application of mathematical operations to practical situations and the development of problem solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations.

Study in the Stage 6 Mathematics Life Skills course should enhance students' access to community living, further education, training and employment.

The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

Topics Covered

- *Number and modelling*
- *Measurement*
- *Financial Mathematics*
- *Statistics and Probability*
- *Plans, Maps and Networks*

Course Requirements

The completion of an Individualised Education Plan for each student is a condition of access to the Mathematics Life Skills course. This will be done in consultation with parents and carers.

Cost: nil

2 unit

Major Project: no

CREATIVE AND PERFORMING ARTS LIFE SKILLS



The Stage 6 Creative Arts Life Skills course provides opportunities to develop understanding and skills across the disciplines of dance, drama, music and visual arts. Students undertaking this course study selected outcomes and content from two or more of the following courses:

- *Dance Life Skills*
- *Drama Life Skills*
- *Music Life Skills*
- *Visual Arts Life Skills*

Note: Content for the Creative Arts Life Skills course should be carefully selected so as not to duplicate content for a student also studying any of the above as a single course.

Course Requirements

The completion of an Individualised Education Plan for each student is a condition of access to the Mathematics Life Skills course. This will be done in consultation with parents and carers.



HEALTH AND MOVEMENT SCIENCE LIFE SKILLS



The Stage 6 Personal Development, Health and Physical Education (PDHPE) Life Skills course focuses on the development of the values, attitudes, knowledge, understanding and skills to enable students to lead safe, healthy, active and productive lives.

The course emphasises effective management of a range of personal health issues that are important in daily life. The course will help students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

Subject options:

- *Community and Family Studies Life Skills*
- *Personal Development, Health and Physical Education Life Skills*



Cost: nil

2 unit

Major Project: no

Cost: nil

2 unit

Major Project: no

HUMAN SOCIETY AND ITS ENVIRONMENT LIFE SKILLS



The Stage 6 Human Society and Its Environment (HSIE) Life Skills course allows for students to develop an appreciation of diversity, informed citizenship and intercultural understanding. Students undertaking this course study selected outcomes and content from two or more of the following courses:

- *Aboriginal Studies Life Skills*
- *Ancient History Life Skills*
- *Business and Economics Life Skills*
- *Citizenship and Legal Studies Life Skills*
- *Geography Life Skills*
- *Modern History Life Skills*
- *Society and Culture Life Skills*

Note: Content for the HSIE Life Skills course should be carefully selected so as not to duplicate content for a student also studying any of the above as a single course.

Course Requirements

The completion of an Individualised Education Plan for each student is a condition of access to the Mathematics Life Skills course. This will be done in consultation with parents and carers.



Cost: nil

2 unit

Major Project: no

INDUSTRIAL TECHNOLOGY LIFE SKILLS



The Stage 6 Industrial Technology Life Skills course provides opportunities for students to engage in an industry study and design process, as well as develop practical skills in designing, producing and evaluating an Industrial Technology project. Study of this course contributes to students' understanding of research, design, systems and environments, as well as their ability to manipulate and produce products.

Subject options:

- *Agriculture Life Skills*
- *Design and Technology Life Skills*
- *Food Technology Life Skills*
- *Industrial Technology Life Skills*
- *Information Processes and Technology Life Skills*
- *Technology Life Skills*
- *Textiles and Design Life Skills*

Course Requirements

The completion of an Individualised Education Plan for each student is a condition of access to the Mathematics Life Skills course. This will be done in consultation with parents and carers.



Cost: nil

2 unit

Major Project: no

SCIENCE LIFE SKILLS

The study of Science Life Skills in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically processes, the course aims to enhance students' analytical and problem-solving skills in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Topics Covered

Investigating Science Life Skills Course

- *Cause and Effect*
- *Scientific Models*
- *Science and Technology*
- *Science and Society*

Physical World Science Life Skills Course

- *Forces and Motion*
- *Energy*
- *Earth and Space Science Life Skills Course*
- *Earth's Resources*
- *Human Impacts*
- *Earth's Processes and Hazards*
- *Resource Management*

Living World Science Life Skills Course

- *The Structure and Organisation of Living Things*
- *Diversity and Ecosystems*
- *Heredity and Genetics*
- *Disease and Disorders*

Chemical World Science Life Skills Course

- *Properties of Matter*
- *Chemical Reactions*

Career Relevance/Pathways/Transferable Skills

The study of Stage 6 Science Life Skills assists students to prepare for employment, further education and training as well as full and active participation in community life.

Course Requirements

An Individualised Education Plan will be completed for each student in consultation with parents and carers, when undertaking a Science Life Skills Course.

WORK & COMMUNITY LIFE SKILLS

The Stage 6 Work and Community Life Skills course focuses on the skills, knowledge, understanding, values and attitudes that students need for employment, participation and independence in the community. The course emphasises the development of the students' understanding of the nature, patterns, variety and implications of paid and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The course focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the individual transition-planning process. The structure of the Work and Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

Topics Covered

- *Understanding the World of Work*
- *Planning for Participation in Workplace and Community-Based Learning*
- *Developing a Portfolio in Preparation for Employment*
- *Introduction to the Workplace or Community-Based Learning Environments*
- *Dealing with Workplace and Community-Based Learning Environment Issues*
- *Participating in Workplace Learning and Community Based Learning Experiences*

Course Requirements

The completion of an Individualised Education Plan for each student is a condition of access to the Work and Community Life Skills course. This will be done in consultation with parents and carers.

Cost: \$25/year **2 unit** **Major Project:** no

Cost: nil **2 unit** **Major Project:** no

BOARD DEVELOPED COURSES SCHOOL DELIVERED VOCATIONAL EDUCATION AND TRAINING (VET) INDUSTRY CURRICULUM FRAMEWORK (ICF)

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the workplace.

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.

Students can select Board Developed VET Courses to be included as part of their 6 units from Board Developed Courses.

Board Developed VET Courses are all delivered at school, except Automotive, Electro-technology, Financial Services, Human Services and Tourism, which are externally delivered.

All Board Developed VET Courses contain a requirement of 70 hours of work placement to be undertaken across Year 11 and Year 12.

The following sites are also useful:

<http://aennswact.com.au>

<http://www.training.nsw.gov.au>

<https://www.aapathways.com.au>

<http://www.australianapprenticeships.gov.au>

<https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet>

<http://www.skillsone.com.au/>

<http://sydneyaccess.workplacement.nsw.edu.au/>



Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC)). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain an HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

NSW Public Schools RTO is accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement:

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

UNIQUE STUDENT IDENTIFIER (USI)

If you are undertaking nationally recognised training delivered by a registered training organisation you will need to have a Unique Student Identifier (USI). This includes studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course.

A USI gives you access to your online USI account which is made up of ten numbers and letters. It will look something like this: 3AW88YH9U5 (sample). Over time, your USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. When applying for a job or enrolling in further study, you will often need to provide your training records and results. One of the main benefits of the USI is that you will have easy access to your training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone anywhere and anytime.

Do you need a USI?

You will need a USI when you enrol or re-enrol in training if you are a:

- *Student enrolling in nationally recognised training for the first time, for example if you are studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course;*
- *School student completing nationally recognised training; or*
- *Student continuing with nationally recognised training. (You are a continuing student if you are a student who has already started your course in a previous year (and not yet completed it) and will continue studying after 1 January 2015).*

You will need to give your USI to each training organisation you study with so your training outcomes can be linked, and you will be able to:

- *View and update your details in your USI account;*
- *Give your training organisation permission to view and/or update your USI account;*
- *Give your training organisation view access to your transcript;*
- *Control access to your transcript; and*
- *View online and download your training records and results in the form of a transcript which will help you with job applications and enrolment in further training.*

If you are an international, overseas or an offshore student please visit usi.gov.au for more information.

How to get a USI

It is easy (and free) to create your own USI online. While you may create your own USI, training organisations are also able to create a USI for you. Training organisations should do this as part of the enrolment process when you begin studying. Where this service is provided, training organisations will let you know.

Steps to create your USI

The following steps show how you can create a USI:

- *Step 1 Have at least one and preferably two forms of ID ready from the list below:*
- *Driver's Licence*
- *Medicare Card*
- *Australian Passport*
- *Non-Australian Passport (with Australian Visa)*
- *Birth Certificate (Australian)*
- *Certificate of Registration by Descent*
- *Citizenship Certificate*

IMPORTANT: To make sure all of your training records are kept together, the USI will be linked to your name as it appears on the form of ID you used to create the USI. The personal details entered when you create a USI must match exactly with those on your form of ID.

If you do not have proof of ID from the list above, you can contact your training organisation about the other forms of ID they can accept to help you get a USI.

- *Step 2 Have your personal contact details ready (e.g. email address, or mobile number, or mailing address).*
- *Step 3 Visit the USI website at: www.usi.gov.au*
- *Step 4 Select 'Student Entry' and then Select 'Create a USI' link and follow the steps.*
- *Step 5 Agree to the Terms and Conditions.*
- *Step 6 Follow the instructions to create a USI— it should only take a few minutes. Upon completion, the USI will be displayed on the screen. It will also be sent to your preferred method of contact.*
- *Step 7 You should then write down your USI and keep it handy and safe somewhere.*

For more information, please visit:
www.usi.gov.au

Or contact us at
Email: usi@education.gov.au
Phone: 1300 857 536

To view this document online please visit:
www.usi.gov.au

2025 Primary Industries Course Descriptor

AHC20122 Certificate II in Agriculture



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

Course: Primary Industries

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of AHC20122 Certificate II in Agriculture <https://training.gov.au/Training/Details/AHC20122> You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification you must achieve 16 units of competency. To meet NESA's indicative hours 17 units of study may be required. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the agriculture industry

- farm or station hand/labourer
- shearing hand
- nursery assistant
- livestock worker

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$40

HSC - \$40

School specific equipment and associate requirements for students-

Enclosed leather footwear and sun protection

Refunds

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

Delivery Arrangements: Available at both campuses of Denison College of Secondary Education pending timetabling arrangements

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

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

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

2025 Construction Course Descriptor



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

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

Course: Construction

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

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

School specific equipment and associate requirements for students-
\$35 for white card course. Enclosed leather shoes/ boots

Refunds

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

Delivery Arrangements- Available at both campuses of Denison College of Secondary Education pending timetabling arrangements

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

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

2025 Cookery Course Descriptor



SIT20421 Certificate II in Cookery

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

Course: Hospitality (Cookery)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery <https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$150

HSC - \$150

School specific equipment and associate requirements for students-

Purchase white chef uniform \$75

Refunds

Refund arrangements are on a pro-rata basis.

Please refer to your school refund policy

Delivery Arrangements: Available only at Bathurst High Campus of Denison College of Secondary Education pending timetabling arrangements

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations>

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

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

2025 Hospitality Course Descriptor



SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)
Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

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

Includes the cost of a hospitality polo shirt

School specific equipment and associate requirements for students-

Students will be required to complete a barista training course \$190. Covered leather shoes are required

Refunds

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

Delivery Arrangements: Available at both campuses of Denison College of Secondary Education pending timetabling arrangements

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

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

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

2025 Course Descriptor Hospitality - SIT20322 Certificate II in Hospitality Version { _UIVersionString }

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

2025 Entertainment Industry Course Descriptor



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

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the entertainment industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$50 HSC - \$50
School specific equipment and associate requirements for students-
 Plus \$35 for White Card course

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

Delivery Arrangements- Available only at Bathurst High Campus of Denison College of Secondary Education pending timetabling arrangements

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

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

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

2025 Retail Services Course Descriptor



SIR30216 Certificate III in Retail

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

Course: Retail Services

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <https://training.gov.au/Training/Details/SIR30216>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- maintain store operations
- using technology to organise information
- meeting organisational expectations
- customer service skills
- teamwork
- problem solving

Examples of occupations in the retail services industry

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- team leader
- senior sales assistant administration

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - Nil HSC - Nil

Refunds

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

Delivery Arrangements: Available only at Kelso High Campus of Denison College of Secondary Education pending timetabling arrangements

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

Exclusions: In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

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

BOARD DEVELOPED COURSES VIRTUALLY DELIVERED VOCATIONAL EDUCATION AND TRAINING (VET) INDUSTRY CURRICULUM FRAMEWORK (ICF)

What is it?

A different way to think about school, combining teacher-led virtual classrooms with workshops and work placements across a range of exciting courses for growth industries.

It connects secondary students across NSW with the skills they'll need to fill the jobs of the future.

What does it offer?

An opportunity to complete a nationally recognised vocational education and training (VET) qualification that contributes to the HSC.

The opportunity to undertake an HSC examination and have the result potentially contribute to the ATAR as a Category B subject.

A teacher-led virtual classroom.

Scheduled workshops for practical, hands-on skills (where applicable).

24/7 access to content.

Collaboration with other students around NSW via the virtual classroom environment.

Some of the courses offer access to more demanding content from higher level qualifications not usually associated with traditional VET courses for school students.

Access to leading industry software, simulated workplaces and tools.

Why is it being offered?

Teaches in-demand skills that employers want.

Future-focused, and geared towards emerging and growth industries.

Gives students a head-start in their career.

Allows students to explore a potential career and/or ignite a passion.

Provides students with a pathway to further study and potential employment in growth industries.

Who is it for?

These courses provide schools with additional curriculum options to meet the needs of their students.

They are designed for senior secondary school students, with the interest, maturity and skills to engage effectively in the learning.

What courses are available?

Check out these 20 new HSC virtual VET courses. They are ATAR eligible and lead to a nationally recognised qualification.

EVET VIRTUALLY DELIVERED	UNITS
Automotive: Automotive Technology AUR20720 Certificate II in Automotive Vocational Preparation	2
Business Services: Big Data BSB30120 Certificate III in Business	2
Business Services: Business Operations BSB30120 Certificate III in Business	2
Business Services: Entrepreneurship BSB30120 Certificate III in Business	2
Business Services: Health Administration BSB30120 Certificate III in Business (Medical Administration)	2
Business Services: Real Estate BSB30120 Certificate III in Business + Statement of Attainment in Real Estate	2
Construction: Construction and Virtual Design CPC20220 Certificate II in Construction Pathways	2
Electrotechnology: Robotics UEE22011 Certificate II in Electrotechnology (Career Start)	2
Financial Services: Accounting FNS30317 Certificate III in Accounts Administration	2
Human Services: Allied Health Assistant HLT33015 Certificate III in Allied Health Assistance	2
Human Services: Care in Ageing CHC33015 Certificate III in Individual Support	2
Information and Digital Technology: Cloud Computing ICT30120 Certificate III in Information Technology	2
Information and Digital Technology: Cyber Security ICT30120 Certificate III in Information Technology	2
Information and Digital Technology: Game Design ICT30120 Certificate III in Information Technology (Game Design)	2
Information and Digital Technology: Web Design Development ICT30120 Certificate III in Information Technology	2
Primary Industries: Conservation and Ecosystem Management AHC21020 Certificate II in Conservation and Ecosystem Management	2
Primary Industries: Horticulture AHC20416 Certificate II in Horticulture	2
Retail Services: Digital Supply Chain SIR30216 Certificate III in Retail	2
Tourism, Travel and Events: Events and Virtual Experiences SIT30516 Certificate III in Events	2

See the following website for more information on these courses.

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

BOARD CONTENT ENDORSED VET COURSES SCHOOL DELIVERED (CEC - NON ATAR)

Board Content Endorsed VET Courses have been approved by the NSW Education Standards Authority (NESA) to cater for areas of special interest.

All Board Content Endorsed Courses count towards the Higher School Certificate and are listed on the Record of School Achievement. However, the following Board Content Endorsed Courses do not count towards calculation of the ATAR.





2025 Manufacturing and Engineering Introduction Course Descriptor

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

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

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

HSC credit – 4 units
There is no Australian Tertiary Admission Rank (ATAR) for this course

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the manufacturing and engineering industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment)

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

Consumable costs: Preliminary - \$100 HSC - \$100
School specific equipment and associate requirements for students-
Enclosed leather footwear

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

Delivery Arrangements: Available at both campuses of Denison College of Secondary Education pending timetabling arrangements

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

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

2025 Skills for Work and Vocational Pathways 3 x 1 Course Descriptor

FSK20119 Certificate II in Skills for Work and Vocational Pathways



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

Course: Skills for Work and Vocational Pathways
Board Endorsed Course (180 hour)
(3 units x 1 year)

HSC credit – 3 units
There is no Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of FSK20119 Certificate II in Skills for Work and Vocational Pathways <https://training.gov.au/training/details/FSK20119>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 14 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- Entry level digital literacy
- Vocational training and employment plan
- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3

Pathways to further employment or vocational training

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 180 indicative hours of course work. Not meeting these requirements will incur an `N` determined as required by NESA. Work placement may be undertaken in this course but is not mandatory.

External Assessment

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

Consumable costs: Preliminary - Nil

HSC - Nil

Refunds

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

Delivery Arrangements: Available at both campuses of Denison College of Secondary Education pending timetabling arrangements

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

Exclusions: are determined by NESA at a unit level for this course. (ie. a unit of competency being undertaken in another VET course cannot contribute to meeting HSC course indicative hour requirements of this course)

BOARD DEVELOPED COURSES EXTERNALLY DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET) INDUSTRY CURRICULUM FRAMEWORK (ICF)

These are courses for which the NSW Education Standards Authority (NESA) develops a syllabus, setting out the aims, objectives, outcomes, structure and content.

Students can select Board Developed EVET Courses in addition to their 12 school based units.

All Board Developed EVET Courses contain 70 hours of work placement which is to be undertaken across Year 11 and Year 12 years.

Important things to consider when selecting a VET course delivered by another RTO outside of school

- Block delivery of course hours – 4 hours one afternoon or morning per week.
- Students will be provided with details of travel arrangements and costs prior to enrolment in an externally delivered VET course.
- As with all senior courses, attendance is required at all lessons. One missed lesson block (day) equals a week of course content missed.



EXTERNALLY DELIVERED VET (EVET)

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers. EVET allow school students to gain workplace skills and experience to get a head-start on their career.

EVET allows you to:

- Gain practical, work-related skills to enhance your future employment opportunities.
- Complete units that count towards your Higher School Certificate (HSC).
- Start or complete a nationally-recognised VET qualification while still at school.

When you finish your EVET course, you'll receive a nationally-accredited Certificate qualification or a Statement of Attainment. Most EVET courses articulate into further TAFE, or Private College courses.

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

Contribution towards Higher School Certificate (HSC) and ATAR

All EVET courses count towards a student's HSC. EVET Industry Curriculum Framework (ICF) courses may contribute to the Australian Tertiary Admissions Rank (ATAR) with students having ability to sit for an optional Higher School Certificate exam. All ICF courses include mandatory work placement of 70 hours over 2 years.

Work Placement

Many EVET courses include some time working in the industry area of your course. This is called 'work placement' and it gives students the chance to learn new skills and apply the skills they have already learnt as part of their course.

Work placement helps students to:

- Gain insights into the kind of career they would like to have
- Make informed decisions about further training and study
- Become more employable
- Be better equipped for business and employment opportunities

When applying for an EVET course, students and their parents will need to show that:

- Career pathway planning is integral to the student's course selection
- The student understands the commitment required, including:
 - The completion of all course requirements, including mandatory work placement
 - Regular attendance. Students are responsible for arranging their own travel and meeting the travel costs.
 - Time-tabling issues which may require students to catch up on class work missed at school.

Applications to undertake an EVET courses occur during Term 3.

Contact the school's VET Coordinator or Careers Adviser for details on what VET courses are available and how to apply.

Animal Care: Certificate II (ACM20121)

Course description: These courses will give you an entry point into the animal care industry. This course enables you to develop the skills and knowledge required for the care and maintenance of animals including handling, feeding, grooming, health and hygiene practices.

Delivery pattern: 2u x 2yrs (240hrs)

Qualification: Certificate II in Animal Studies (ACM20121)

Potential Qualification Outcome: Full Certificate

Course type: BEC

Stage: 6

Industry area: Agriculture and Environmental Management

ATAR eligible: No

Mandatory work placement hours: 35

Career opportunities: Animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant, assistant dog groomer, zookeeper, veterinary nurse.

Mandatory competencies:

- BSBCMM211- Apply communication skills
- ACMGEN201 - Work in the animal care industry
- ACMGEN202 - Complete animal care hygiene routines
- ACMGEN203 – Feed and water animals
- ACMGEN204 - Assist in health care of animals
- ACMSUS201 - Participate in environmentally sustainable work practices
- ACMWHS201 - Participate in workplace health and safety processes

Additional location specific

competencies:

Provider: TAFE NSW Western Region

Location: Bathurst

Delivery modes: Face to Face

Automotive Servicing Technology (AUR20520)

Course description: You will gain a range of skills suitable for employment in the automotive industry. This stream of study focuses on providing you with the knowledge and skills in performing minor service and preparatory work in the light or heavy vehicle mechanical area of the automotive industry.

Delivery pattern: 2u x 2yrs (240hrs)

Qualification: Certificate II in Automotive Servicing Technology (AUR20520)

Potential Qualification Outcome: Full Certificate

Course type: ICF

Stage: 6

Industry area: Transport

ATAR eligible: Yes

Mandatory work placement hours: 70

Career opportunities: Trades assistant, vehicle service assistant, automotive service assistant, traineeservice person, automotive trainee and/or automotive apprentice.

Mandatory competencies:

- AURETR115 – Inspect, test and service batteries
- AURATA001- Identify basic automotive faults using troubleshooting processes
- AURTTT104- Inspect and service engines
- AURTTT001- Inspect and service cooling systems
- AURTTTQ001- Inspect and service final drive assemblies
- AURTTT004- Inspect and service suspension systems
- AURTTT002- Inspect and service steering systems
- AURAEA002- Follow environmental and sustainability best project in an automotive workplace
- AURTTTB101- Inspect and service braking systems
- AURTTTA104- Carry out servicing operations
- AURTTTK102- Use and maintain tools and equipment in an automotive workplace
- AURTTTQ103- Inspect and service drive shafts
- AURASA102- Follow safe working practices in an automotive workplace

Additional location specific competencies:

Provider: TAFE NSW West Region

Location: Bathurst

Delivery modes: Face to Face

Delivery modes: Face to Face



Community Services (CHC32015)

Course description: You will learn a range of skills to prepare you for a career in community services work. This industry involves working with a diverse range of people and incorporates disabilities, aged care, youth work and children's services sectors

Delivery pattern: 2u x 2yrs (240hrs)

Qualification: Certificate III in Community Services (CHC32015)

Potential Qualification Outcome: Full Certificate

Course type: BEC

Stage: 6

Industry area: Health and Community Services

ATAR eligible: No

Mandatory work placement hours: 70

Career opportunities: The community services sector is experiencing rapid growth and there is a high demand for skilled workers across all disciplines particularly in regional areas. Careers include roles in mental health, social work, disabilities, community care to name a few.

Mandatory competencies:

- CHCCCS016 - Respond to client needs
- CHCCOM005 - Communicate and work in health or community services
- CHCDIV001 - Work with diverse people
- HLTWHS002 - Follow safe work practices for direct client care
- HLTWHS006 - Manage personal stressors in the work environment

Additional location specific competencies:

Provider: TAFE NSW West Region

Location: Bathurst

Delivery modes: Face to Face

Early Childhood Education and Care (CHC30121)

Course description: This course will give you the skills to begin a career in children's services and work with young children and assist in their educational development. The course will develop skills in planning, implementing and managing programs in early childhood education and care settings, in accordance with licensing, accreditation and duty of care requirements. This course will give you the opportunity to complete the full Certificate III in Early Childhood Education and Care as part of your HSC.

Delivery pattern: 4u x 2yrs (480hrs)

Qualification: Certificate III in Early Childhood Education and Care (CHC30121)

Potential Qualification Outcome: Full Certificate

Course type: BEC

Stage: 6

Industry area: Health and Community Services

ATAR eligible: No

Mandatory work placement hours: 120

Career opportunities: Early childhood educator in a regulated early childhood service e.g., preschool, long day care and family day care.

Mandatory competencies:

- CHCECE031- Support children's health, safety and wellbeing
- HLTAID012- Provide First Aid in an education and care setting
- CHCECE054- Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' culture
- CHCECE034- Use an approved learning framework to guide practice
- CHCECE030- Support inclusion and diversity
- CHCECE035- Support the holistic learning and development of children
- CHCECE056- Work effectively in children's education and care
- CHCECE036- Provide experiences to support children's play and learning
- CHCECE038- Observe children to inform practice
- CHCECE037- Support children to connect with the natural environment
- CHCECE032- Nurture babies and toddlers
- CHCECE033- Develop positive and respectful relationships with children
- CHCECE055- Meet legal and ethical obligations in children's education and care
- CHCPRT001- Identify and respond to children and young people at risk
- HLTWHS001- Participate in workplace health and safety

Additional location specific competencies:

Provider: TAFE NSW West Region

Location: Bathurst

Delivery modes: Face to Face

Electrotechnology (UEE22020)

Course description: These courses will provide you with entry level training for employment in the electrotechnology industry. You will cover skills in safe work practices, problem solving and routine work activities. Learn how to design, install, service, repair and maintain electrical and electronic equipment.

Delivery pattern: 2u x 2yrs (240hrs)

Qualification: Certificate II in Electrotechnology (Career Start) (UEE22020)

Potential Qualification Outcome: Full Certificate

Course type: ICF

Stage: 6

Industry area: Manufacturing, Engineering & Utilities

ATAR eligible: Yes

Mandatory work placement hours: 70

Career opportunities: Apprenticeships in the areas of air conditioning, refrigeration and electrical fitting.

Mandatory competencies:

- UEERE0021– Provide basic sustainable energy solutions for energy reduction in residential premises
- UEECD0052- Use routine equipment/plant/technologies in an energy sector environment
- UEECD0009- Carry out routine work activities in an energy sector environment
- UEECD0038- Provide solutions and report on routine electrotechnology problems
- CPCCWHS1001- Prepare to work safely in the construction industry
- UEECD0046- Solve problems in single path circuits
- UEECD0021- Identify and select components, accessories and materials for energy sector work activities
- UEECD0007- Apply work health and safety regulations, codes and practices in the workplace

Additional location specific competencies:

Provider: TAFE NSW West Region

Location: Bathurst

Delivery modes: Face to Face



Health services assistant (HLT33115)

Course description: This qualification reflects the role of an Assistant in Nursing (AIN) who provides support to the nursing team in the delivery of nursing care in an acute care environment, under the supervision and direction of the Registered Nurse/Registered Midwife. Students will learn how to communicate and work within health and community services, interpret and apply medical terminology, work with diverse people, recognise healthy body systems and comply with infection prevention and control policies. Students will also learn to provide support to people who require assistance with basic physical movement, organise personal work priorities and how to provide first aid.

Delivery pattern: 2u x 2yrs (240hrs)

Qualification: Certificate III in Health Services Assistance (Assisting in nursing work in acute care) (HLT33115)

Potential Qualification Outcome: Statement of Attainment

Course type: ICF

Stage: 6

Industry area: Health and Community Services

ATAR eligible: Yes

Mandatory work placement hours: 80

Career opportunities: Nursing Assistant, Nursing Support Worker, Wardperson or a Patient Care Attendant. You will be able to work in Aged Care Facilities, Hospitals, Clinics, Private Medical Practices, and Home and Community Care Services.

Mandatory competencies:

- HLTINF006- Apply basic principles and practices of infection prevention and control
- CHCCOM005- Communicate and work in health or community services
- BSBMED301- Interpret and apply medical terminology appropriately
- HLTAAP001- Recognise healthy body systems
- HLTWHS001- Participate in workplace health and safety
- CHCDIV001- Work with diverse people
- BSBWOR301- Organise personal work priorities and development

Additional location specific competencies:

Provider: TAFE NSW West Region

Location: Bathurst

Delivery modes: Face to Face

NOTES

SUBJECTS CHOSEN IN PRIORITY ORDER	Level (If Applicable)	Cat A / CEC
ENGLISH		
2:		
3:		
4:		
5:		
6:		
7:		
8:		
9:		
10:		
Extension Subject if required		
Extension Subject if required		
TAFE Subject if required		



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

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**FUTURE
DIRECTIONS
2025-2026**