SENIOR CURRICULUM GUIDE 2026

Contents

1.0 Studying for the Higher School Certificate

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

Full details of the NSW Education Standards Authority (NESA) HSC Rules can be found in the Assessment, Certification and Examination (ACE) manual. The manual is available from the NESA web site.

To be eligible to enter for the HSC you must:

- Have satisfied the requirements to be awarded the Record of School Achievement (RoSA) or its equivalent or
- Be granted provisional eligibility

In order to receive the HSC, you must:

- Study an approved pattern of Preliminary and HSC courses
- 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 Preliminary and HSC courses within five examination years.

Preliminary courses are those usually taken in Year 11 and do not have an external examination.

HSC courses are usually taken in Year 12 and generally end with the HSC examination (VET students are not mandated to sit exams). The study of HSC courses usually commences in Term 4 of Year 11.

You must complete the Preliminary course in a subject before undertaking the HSC course in that subject. In some circumstances both the Preliminary and HSC component of the subject can be studied in one year.

Vocational Education and Training (VET) courses are not classified as Preliminary or HSC and can be studied in either year.

1.1 HSC Minimum Standard

What is it?

From 2020, all students who are completing the HSC need to meet a minimum standard in literacy and numeracy to receive the Higher School Certificate. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

What are the tests?

Students will demonstrate they have achieved the minimum standard by completing 3 online tests. These minimum standard online tests are each 45 minutes long, and include:

- a multiple-choice test for reading;
- a multiple-choice test for numeracy; and
- a test for writing (around 500 words) based on a written or visual prompt.

Students have four (4) opportunities each year to sit these online tests between Year 10 and Year 11, and a further six (6) opportunities in Year 12. Students will also be able to complete the tests for up to five years after starting the HSC.

Your school will help you decide when you are ready to take each test and will provide support for students at risk of not meeting the minimum standard.

How is the minimum standard determined?

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Disability provisions and exemptions

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC.

What if a student does not meet the minimum standard?

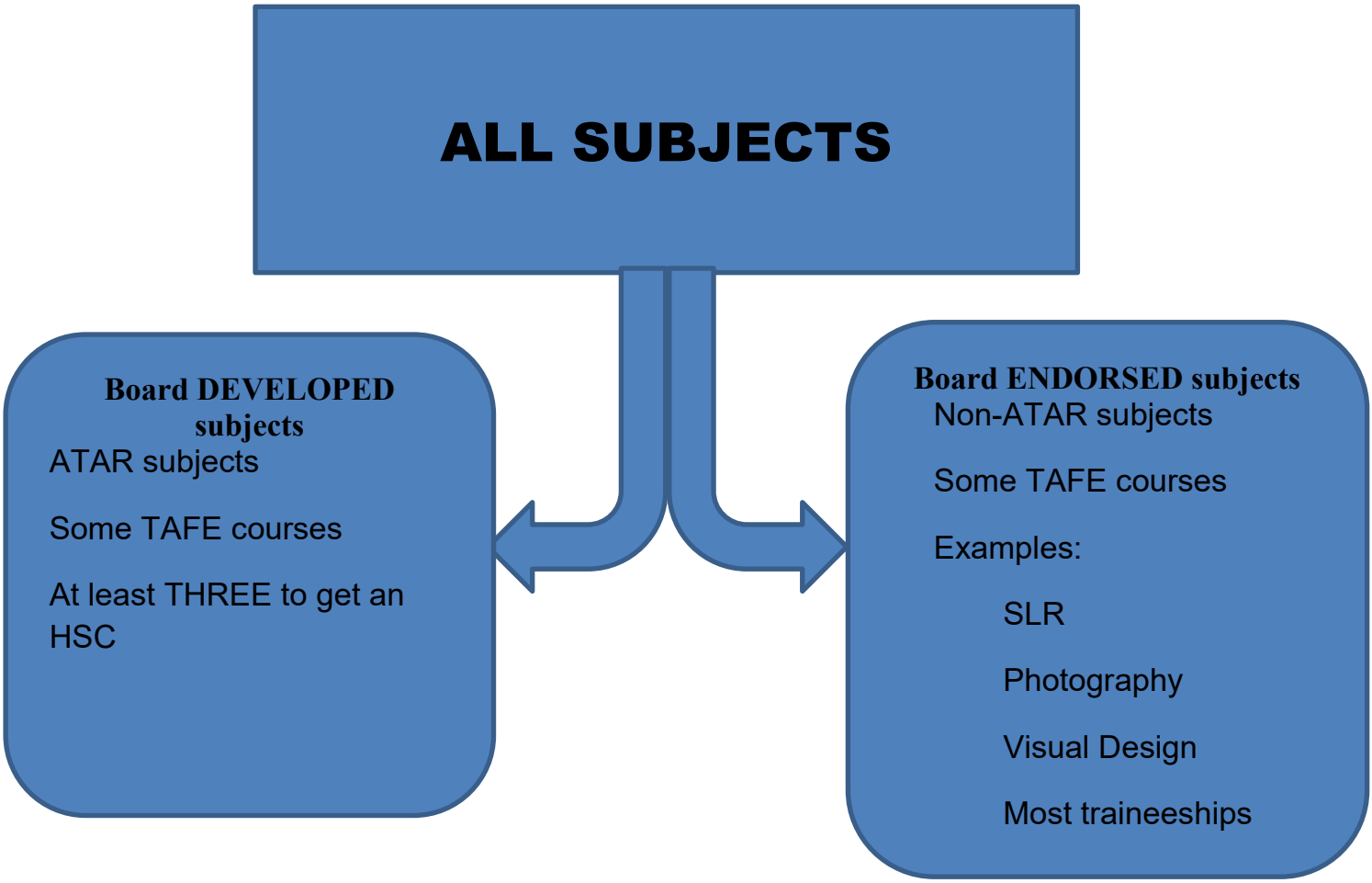
The student's minimum standard report will show a level 2 or less for one or more of the tests. The student will still study the HSC courses and sit the HSC exams, but they will not receive a HSC, they instead will receive a ROSA (Record of School Achievement). The minimum standard does not affect a student's ability to receive an ATAR.

Links for more information

You can follow the links below to obtain more information on the HSC minimum standards or contact your school.

NESA
http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard

NSW Department of Education
https://education.nsw.gov.au/literacy-and-numeracy-strategy/secondary-school-initiatives/hsc-minimum-standard/resources/communication-resources



To get an HSC:

At least 10 units of study, including:

6 units of Board Developed courses

2 units of Board Developed Course in English

3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)

4 subject areas

Can include as many VET subjects as you wish

To get an ATAR:

At least 10 units of Board Developed courses, including:

2 units of Board Developed Course in English

3 Board Developed courses of 2 units or greater

4 subject areas

1.2 Record of School Achievement

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

A cumulative record of all academic achievement
The RoSA is designed to record and credential all secondary school student's academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.

- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.

- This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.

Fair allocation of grades

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade. As grading is extended into senior secondary courses, the Board will work with teachers to ensure that appropriate standards are developed and applied at that level.

- The Board will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students.

- These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Literacy and numeracy tests

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

- The tests, which will be offered online and under teacher supervision, will be reported separately to the RoSA credential.

- The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC.

- Students will be able to take the tests during 'windows' of availability throughout the year. They will be able to sit the test only once during each window but can sit for them again should they decide to stay on longer at school. The most recent results will be issued as part of the RoSA when a student does leave school.

1.3 Course Patterns

Most courses offered for the Higher School Certificate have a 2-unit Preliminary and a 2-unit HSC component. Each 2-unit course requires approximately 120 hours per year, or 4 hours per week, of classroom study.

Extension study is available in English, Mathematics, Science and History in the Preliminary and/or HSC years. Extension courses are designed to build on the content of the 2-unit course and require students to develop greater competence and understanding.

https://www.uac.edu.au/future-applicants/atar/atar-courses

There are two main types of courses:

- **Board Developed Courses**

These are courses for which the NSW Education Standards Authority develops a syllabus, setting out the aims, objectives, outcomes, structure and content. Most Board Developed HSC courses, including the VET Framework courses, may contribute to the calculation of the ATAR. Some subjects have optional HSC examinations. Subject to ATAR rules, students must undertake the optional HSC examination in order to have the results from that course included in the calculation of their ATAR.

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. They are not examined externally, and do not contribute to an ATAR.

- **Board Endorsed Courses**

There are two types of Board Endorsed Courses: Content Endorsed and locally developed. Most of the courses available are Content Endorsed Courses that have syllabuses endorsed by the Board of Studies to cater for areas of special interest. Some courses delivered by TAFE are locally designed courses that have been approved by the NSW Education Standards Authority.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR, as there is no external exam and assessment is school based.

1.4 Requirements for the Award of the HSC

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least:

- **12 units** in your Preliminary study pattern (Year 11 – 3 terms)
- **10 units (minimum)** in you HSC pattern. (Year 12 – 4 terms starting Term 4 Year 11)

Both study patterns must include:

- At least six units of Board Developed courses
- At least two units of a Board Developed course in English
- At least three courses of two-unit value or greater
- At least four subjects

No more than 6 units of science can be studied for a Preliminary pattern of study and no more than 7 units for the HSC.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required Higher School Certificate examination must be made.

1.5 Accumulation of the Higher School Certificate

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.

Student's accumulating an HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Preliminary and HSC courses satisfactorily completed including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the ATAR.

1.6 Acceleration

Students may undertake Preliminary or HSC courses in advance of their usual cohort. School Principals will make decisions about acceleration. Accelerants may be able to undertake additional units for the HSC or undertake further study at TAFE NSW or University while still at school.

1.7 Australian Tertiary Admission Rank - ATAR

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by UAC. The ATAR is a rank, not a mark.

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

- ten units of Board Developed courses
- two units of English
- three Board Developed courses of two units or more
- four subjects
- must sit all compulsory and optional HSC Examinations

The ATAR is based on an aggregate of scaled marks (average of examination and assessment marks) in ten units of ATAR courses comprising:

- the best two units of English
- the best eight units from the remaining units

ATAR courses are Board Developed Courses for which there are examinations conducted by the NSW Education Standards Authority (NESA) that yield a graded assessment.
From 2025, all courses with an HSC examination are eligible for inclusion in the ATAR calculation.

1.8 Assessment and Reporting

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks constitute 50% of the HSC mark. The other 50% comes from the HSC examination. The HSC mark for 2-unit courses is reported on a scale of 0 to 100. A mark of 50 represents the minimum standard expected. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

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

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

The Record of Achievement
The document listing the results of each HSC course satisfactorily completed.

1.9 Vocational Education and Training (VET)

Vocational Education & Training (VET) courses teach industry specific skills that are relevant to future study and employment. These are competency based and allow you to gain both HSC qualifications and Australian Qualification Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW. A mandatory workplace component is a compulsory part of all VET Framework courses.

There are a number of VET Curriculum Framework courses that are based on Industry Training Packages. The courses from these Frameworks are Board Developed. Students must study the 240-hour course and undertake the optional written examination to have the course contribute to the ATAR calculation.

The VET Curriculum Framework courses available are:

- Construction
- Hospitality
- Manufacturing and Engineering - Introduction (Board Endorsed Course)
- Primary Industries

Other VET courses are delivered by TAFE NSW (referred to as TVET courses) and OTEN (Distance Education). These courses have no external examination and do not contribute to the ATAR. Examples include Children's Services.

The information provided for each of the VET courses is to be used as a general guide and is subject to change, an accurate course description will be provided to students who select VET subjects as part of the course commencement package prior to enrolment.

1.10 Where to go for help

- Head Teachers, course teachers for advice about the content of particular subjects.
- Careers Adviser for advice on careers, tertiary institution requirements, TAFE NSW courses and VET courses.
- Deputy Principal responsible for curriculum, regarding curriculum requirements, subject combinations and study at more than one school.
- Your Year 10 Student Welfare Adviser.
- Your parents and/or carers.

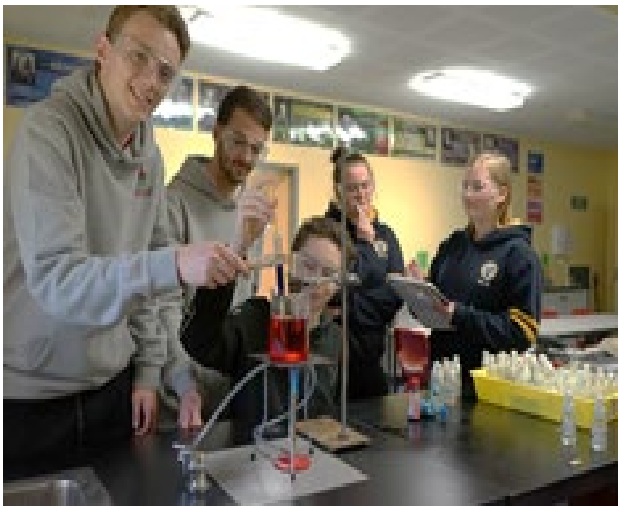
The course descriptions that follow are intended as a guide to help you select your subjects. The arrangements for particular courses offered may vary between the two schools. Classes can only be formed where sufficient students select the particular course. The fact that a course is listed here is not a commitment to run the course in a particular year.

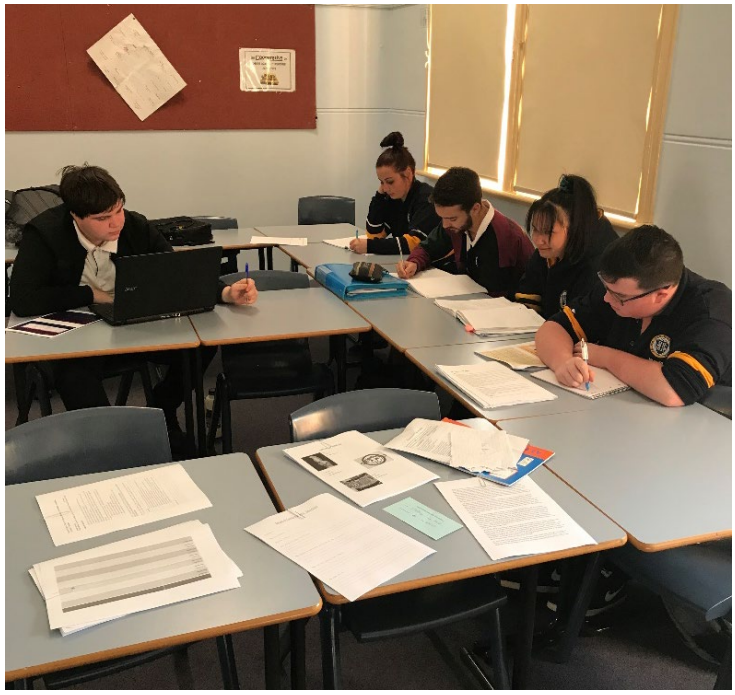
1.11 RASP (Reaching Across Secondary Program)

RASP is a program that is run jointly between both high schools. It involves a collaborative approach as a means of broadening the senior curriculum, to offer a greater subject choice to students.

Subjects that fail to attract a minimum number of students in either school can be delivered as a combined class. The actual subjects delivered by the RASP program can, and do, vary from year to year depending on student subject selection and available staffing. The Senior Executive of the two high schools will meet during Term 3 to identify which classes will be delivered via RASP.

Students involved in RASP classes will be required to travel to the delivering school for 4 double periods and one single period, each fortnight. Transport between the schools will be provided. There will be no cost to students for transport. NB: The period structure for 2026 may be different due to both high schools being located on the same site.





2. Summary of Courses

2.1 Board Developed Courses

Course	Units	ATAR	Page
Aboriginal Studies	2 in Year 11 & 12	Yes	15
Agriculture	2 in Year 11 & 12	Yes	15
Ancient History	2 in Year 11 & 12	Yes	16
HSC History Extension	1 in Year 12 only	Yes	16
Automotive (TVET curriculum framework)	2 in Year 11 & 12	Yes *	17, 51
Biology	2 in Year 11 & 12	Yes	17
HSC Science Extension	1 in Year 12 only	Yes	35
Business Studies	2 in Year 11 & 12	Yes	18
Chemistry	2 in Year 11 & 12	Yes	18
HSC Science Extension	1 in Year 12 only	Yes	35
Community and Family Studies	2 in Year 11 & 12	Yes	19
Construction (VET curriculum framework)	2 in Year 11 & 12	Yes *	20, 58
Dance	2 in Year 11 & 12	Yes	20
Design and Technology	2 in Year 11 & 12	Yes	21
Earth and Environmental Science	2 in Year 11 & 12	Yes	21
HSC Science Extension	1 in Year 12 only	Yes	35
Economics	2 in Year 11 & 12	Yes	22
Electrotechnology (TVET curriculum framework)	2 in Year 11 & 12	Yes *	23, 53
Engineering Studies	2 in Year 11 & 12	Yes	23
English Advanced	2 in Year 11 & 12	Yes	23
Standard	2 in Year 11 & 12	Yes	24
Studies	2 in Year 11 & 12	Yes *	25
Extension 1	1 in Year 11 &12	Yes	25
HSC Extension 2	1 in Year 12 only	Yes	25
Enterprise Computing	2 in Year 11 & 12	Yes	26
Food Technology	2 in Year 11 & 12	Yes	27
Geography	2 in Year 11 & 12	Yes	27
Health and Movement Science	2 in Year 11 & 12	Yes	28
Hospitality (VET curriculum framework)	2 in Year 11 & 12	Yes *	29, 59
Human Services (VET curriculum framework)	2 in Year 11 & 12	Yes *	29, 55
Industrial Technology	2 in Year 11 & 12	Yes	29
Investigating Science	2 in Year 11 & 12	Yes	30
HSC Science Extension	1 in Year 12 only	Yes	35
Legal Studies	2 in Year 11 & 12	Yes	31
Languages Beginners Chinese	2 in Year 11 & 12	Yes	19
Languages Beginners French	2 in Year 11 & 12	Yes	27
Mathematics Mathematics Standard	2 in Year 11	Yes *	31
Mathematics Standard 1	2 in Year 12	Yes *	31
Mathematics Standard 2	2 in Year 12	Yes	31
Mathematics Advanced	2 in Year 11&12	Yes	32
Preliminary Extension 1	1 in Year 11 only	Yes	32
HSC Extension 1	1 in Year 12 only	Yes	32
HSC Extension 2	1 in Year 12 only	Yes	32
Modern History	2 in Year 11 & 12	Yes	33
HSC History Extension	1 in Year 12 only	Yes	34
Music 1	2 in Year 11 & 12	Yes	34
Physics	2 in Year 11 & 12	Yes	35
HSC Science Extension	1 in Year 12 only	Yes	35
Society and Culture	2 in Year 11 & 12	Yes	36
Software Engineering	2 in Year 11 & 12	Yes	37
Textiles and Design	2 in Year 11 & 12	Yes	37
Visual Arts	2 in Year 11 & 12	Yes	38
* If student completes the optional HSC examination			

2.2 Board Endorsed Courses, School and TAFE NSW Delivered (Non-ATAR)

Course	Units	ATAR	Page
Exploring Early Childhood	2 in Year 11 &/or 12	No	41
Outdoor Recreation	2 in Year 11 &/or 12	No	41
Photography, Video & Digital Imaging	2 in Year 11 &/or 12	No	42
Visual Design	2 in Year 11 &/or 12	No	42
Sport, Lifestyle and Recreation Studies	2 in Year 11 &/or 12	No	43
Mathematics - Numeracy	2 in Year 11 & 12	No	43
Work Studies	2 in Year 11 & 12	No	44
Manufacturing and Engineering – Introduction (VET curriculum Framework)	2 in Year 11 & 12	No	45, 57

3.1 Board Developed Courses

These are courses for which NESA develops a syllabus setting out the aims, objectives, outcomes, structure and content.

Board Developed Courses are all delivered at school.

Most Board Developed HSC courses, including VET Curriculum Frameworks courses, may contribute to the calculation of the ATAR.

Aboriginal Studies

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

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

The Preliminary course covers:

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

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

The HSC course covers:

- Core case studies in a global perspective of Social Justice and Human Rights Issues across 2 topics chosen from health, education, housing, employment, criminal justice and economic independence
- Elective study in Aboriginality and the Land or Aboriginal Heritage and Identity
- Major Project based on an aspect of the HSC course

What should I be able to do at the end of this course?

- Understand significant issues related to Aboriginal peoples
- Investigate issues from a variety of sources including the use of information technology
- Conduct fieldwork including community consultation
- Analyse and evaluate information from a variety of perspectives
- Communicate information effectively using a variety of media
- Develop informed and responsible values and attitudes about: social justice, intercultural understanding, empathy with Aboriginal peoples' experiences and views and ethical practices.

How will this course help me in the future?

The knowledge, skills and competencies developed in Aboriginal Studies are useful in courses studied at university and TAFE NSW, the world of work and for everyday life. They are particularly applicable to law, policing, teaching, medicine, nursing, environmental studies, travel and tourism, communications, social work and journalism.

Agriculture

2 Units in each of Preliminary and HSC
Board Developed Course
Delivered by Broken Hill High School
What will I be doing in this course?

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

The Preliminary course covers:

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

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

The HSC course covers:
Core topics:

- Plant/Animal Production
- Farm Product Study

Optional Components
Choose one electives:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge

- Farming for the 21st Century

What should I be able to do at the end of this course?

- Understand the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems
- Manage agricultural systems in a socially and environmentally responsible manner
- Evaluate technology and management techniques used in sustainable agricultural production and marketing.
- Have skills in effective research, experimentation and communication
- Understand the impact of innovation, ethics and current issues on Australian agricultural systems

How will this course help me in the future?

Agriculture Stage 6 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.

Ancient History

2 Units in each of Preliminary and HSC
and an optional 1 Unit HSC Extension
Board Developed Course

What will I be doing in this course?

The Preliminary course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists.

It covers:
1. Investigating Ancient History
    a. The Nature of Ancient History
    b. Case studies
        I. Choose from Egypt, Greece, Rome or Celtic Europe
        II. Choose from the Near East, Asia, the Americas or Australia.
2. Features of Ancient Societies

3. Historical Investigation: on a topic chosen from any time in Ancient History.

In the HSC Course, students use archaeological and written evidence to investigate a Personality, an Ancient Society and a Historical Period. It requires study of at least two of the following civilisations: Egypt, Near East, China, Greece and Rome.

1. Core: Cities of Vesuvius – Pompeii and Herculaneum
2. One 'Ancient Society' topic
3. One 'Personalities in their Times' topic
4. One 'Historical Periods' topic

The HSC History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 of the course, students investigate the question, 'What is history?', through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate a personal historical inquiry.

Students must have successfully completed the Preliminary Course and be currently studying a HSC Course in either Modern or Ancient History to attempt the History Extension and must have good research skills and an independent approach to learning to be successful.

What should I be able to do at the end of this course?

- Collect, analyse and organise information
- Communicate ideas and information clearly in both written and oral forms
- Plan and organise activities
- Work with others as part of a team
- Use appropriate information technologies
- Understand the influence of the ancient past on the present and the future
- Understand, value and respect different viewpoints, ways of living, beliefs and languages.

How will this course help me in the future?
Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism. A high level of achievement in Ancient History is a good indicator of success at tertiary level in a wide range of courses.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

Automotive (TAFE Delivery)

2 Units in each of Preliminary and HSC
Board Developed Course

See Page:51

What will I be doing in this course?
The Automotive is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued in and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training in the automotive industry.

What should I be able to do at the end of this course?
- Gain skills within the automotive industry
- Skills required to perform minor services and preparatory work in the automotive industry.

How will this course help me in the future?
Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study and leisure that will assist them to make informed career choices. Career opportunities could be repair and maintenance of vehicles, new and used car salesperson or parts and accessories salesperson.

Biology
2 Units in each of Year 11 and Year 12
Board Developed Course

What will I be doing in this course?

Biology is the study of living organisms and life processes and interactions between organisms and their environment.
The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 11 course consists of four modules:

Module 1: Cells as the basis of life

Module 2: Organisation of living things

Module 3: Biological diversity

Module 4: Ecosystem dynamics

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

The Year 12 course consists of four modules:

Module 5: Heredity

Module 6: Genetic change

Module 7: Infectious disease

Module 8: Non-infectious disease and disorders

Throughout both Year 11 and Year 12 students are provided with 15 hours of dedicated class time to complete depth studies. During this time students can undertake an investigation/activity of their choosing that allows for further development of their knowledge of scientific concepts.

Practical investigations must occupy a minimum of 35 hours of course time each year, including at least one mandatory fieldwork exercise to be completed in Year 11.

What should I be able to do at the end of this course?

- Understand and critically appraise biological information
- Collect, analyse and organise information
- Apply skills in observation, manipulation and experimental design
- Work effectively as an individual and as a team member
- Appropriately use terminology and reporting styles to communicate information
- Solve problems relating to key biological concepts.

How will this course help me in the future?
Biology provides students with the highly recommended skills and preparation for many Science based tertiary courses. It is especially appropriate for students interested in studying or developing careers in biological science, biochemistry, medical science, health, environmental science, food science, pharmacy, and biotechnology.

Business Studies
2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global

business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their research projects, which investigate the operation of a small business or planning the establishment of a small business.

In the Preliminary course students study:

- Nature of Business – the role and nature of business in a changing business environment
- Business Management – the nature and responsibilities of management in the business environment
- Business Planning – the process of establishing and planning a small to medium enterprise.

The HSC course covers:

- Operations – the strategies for effective operations management in large business.
- Marketing – the main elements involved in the development and implementation of successful marketing strategies.
- Finance – the role of interpreting financial information in the planning and management of a business.
- Human Resources – the contribution of human resource management to business performance.

What should I be able to do at the end of the course?

- Understand the nature, role and structure of business
- Appreciate the functions, processes and operations of business
- Understand the role of effective business management
- Investigate, analyse and evaluate business issues
- Communicate business information using appropriate formats
- Apply Mathematical concepts appropriate to business situations
- Develop values and attitudes about ethical business behaviour and the social responsibility of business.

How will this course help me in the future?
The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW as well as in the workforce and everyday life. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens as well as provide them with skills to start their own business.

Chemistry

2 Units in each of Year 11 and Year 12
Board Developed Course

What will I be doing in this course?

Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

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

The Year 11 course consists of four modules:

Module 1: Properties and Structure of Matter

Module 2: Introduction to Quantitative Chemistry

Module 3: Reactive Chemistry

Module 4: Drivers of Reactions

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

The Year 12 course consists of four modules:

Module 5: Equilibrium and Acid Reactions

Module 6: Acid/base Reactions

Module 7: Organic Chemistry

Module 8: Applying Chemical Ideas

Throughout both Year 11 and Year 12 students are provided with 15 hours of dedicated class time to complete depth studies. During this time students can undertake an investigation/activity of their

choosing that allows for further development of their knowledge of scientific concepts.
Practical investigations must occupy a minimum of 35 hours of course time each year.

The study of Chemistry requires students to have a strong background in Year 10 Science and Mathematics. Students interested in both subjects and a high level of ability to solve problems using mathematical formulas and equations, should consider choosing Chemistry. Mathematics Advanced would be a preferable subject to accompany and support the mathematical skills used in Chemistry.

What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of chemistry
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member

How will this course help me in the future?

Chemistry provides students with the highly recommended skills and preparation for many Science based tertiary courses. It is especially appropriate for students interested in studying or developing careers in chemistry, biochemistry, medical science, environmental science, pharmacy, food science, metallurgy and chemical engineering.

Language Beginners - Chinese

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Students will develop their knowledge and understanding of Chinese through listening, speaking, reading and writing.

What should I be able to do at the end of the course?

- Communicate on a personal level with native speakers of Chinese
- Participate fully in every-day life and tourist situations
- Understand and appreciate French culture and society

How will this course help me in the future?

The study of Chinese provides students with a knowledge of a second language which will give them the ability to visit different countries and respond positively to different cultures.
Learning a language also helps to improve literacy skills in English.

Community and Family Studies

2 Units for each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

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

The HSC course covers:
Research Methodology culminating in the production of an Independent Research Project; Groups in Context – The characteristics and needs of specific community groups; Parenting and Caring – Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society and one of the following HSC option modules: Family and Societal Interactions, Social Impact of Technology and Individuals and Work.

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

What should I be able to do at the end of this course?

- Manage resources and take action to support the needs of individuals, groups and families in Australian society
- Understand the influence of a range of societal factors on individuals and the nature of groups, families and communities

- Demonstrate research skills
- Demonstrate skills in critical thinking and the ability to take responsible action to promote well being
- Appreciate the diversity and inter-dependence of individuals, groups, families and communities.

How will this course help me in the future?

This course develops skills and understanding that is relevant to life after school. It helps students to set goals and make decisions about themselves, their families and the community. It is relevant to a wide range of further study at both TAFE and university and has particular application in careers such as Business Management, Human Resource Management, Teaching, Social Work, Nursing, Counselling and Marketing.

Construction

CPC20220 Certificate II in Construction Pathways and a statement of attainment towards CPC20120 Certificate II in Construction
2 Units in each of Preliminary and HSC
Board Developed VET Course
Further Information: Page 58

What will I be doing in this course?
Construction provides students with the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further study.

Working in the construction industry involves:
- constructing buildings
- modifying buildings
- contracting
- designing buildings
- measuring materials and sites
- communicating with clients

Samples of occupations students can aim for in the construction industry:

- ✓ building
- ✓ bricklaying
- ✓ carpentry
- ✓ concreting
- ✓ glazing
- ✓ joinery
- ✓ roofing
- ✓ shop fitting
- ✓ tiling
- ✓ painting and decorating

Course description
This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry.

The course incorporates core units plus a range of elective units from the General Construction sector.

A mandatory WorkCover NSW approved general Workplace Health & Safety (WHS) induction-training program, as well as a work activity WHS training and site-specific WHS training must be completed before students are allowed onto a work site.
Depending on competencies chosen, full or part qualifications from the CPC08 – Construction, Plumbing and Services Training Package (Release 9.5) are available in general construction; bricklaying/ block laying; carpentry; concreting; painting and decorating; and wall and floor tiling. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

Dance

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
The Preliminary course covers:
Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:

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

The HSC course covers:

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

What should I be able to do at the end of this course?
- Understand dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- Perform, compose and appreciate dance as an artform.
- Appreciate and value dance as an artform

through the interrelated experiences of performing, composing and appreciating dances
- Understand performance quality, interpretation and style relating to dance performance
- Perform dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- Value the diversity of dance performance.

How will this course help me in the future?
The study of Dance 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.

In addition, the study of Dance Stage 6 assists students to prepare for employment and full and active participation as citizens. There are opportunities for students to gain recognition in vocational education and training.

Design and Technology
2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course students study designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. It includes the completion of at least two design projects.

The HSC course includes studies in innovation and emerging technologies, including a case study. The study of designing and producing culminates in the development and realisation of a Major Design Project. The project folio includes the major project proposal and management, project development and realisation and project evaluation.

What should I be able to do at the end of the course?

- Understand design theory and processes
- Understand and appreciate the interrelationship between design, society and the environment
- Understand innovation and entrepreneurial activity in a range of contexts
- Apply skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities
- Demonstrate knowledge and understanding about current and emerging technologies in a variety of settings.

How will this course help me in the future?

Design and Technology provides pathways to employment and further education. It may lead to careers in a range of design fields including industrial design, graphic design, architecture, advertising, marketing and business management. Design and technology gives advanced standing in a number of certificate and diploma courses at TAFE NSW.

Earth and Environmental Science
2 Units in each of Year 11 and Year 12
Board Developed Course

What will I be doing in this course?

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

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

The Year 11 course consists of four modules:

Module 1: Earth's resources

Module 2: Plate tectonics

Module 3: Energy Transformations

Module 4: Human Impacts

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

The Year 12 course consists of four modules:

Module 5: Earth's processes

Module 6: Hazards

Module 7: Climate Science

Module 8: Resource Management

Throughout both Year 11 and Year 12 students are provided with 15 hours of dedicated class time to complete depth studies. During this time students can undertake an investigation/activity of their choosing that allows for further development of their knowledge of scientific concepts.
Practical investigations must occupy a minimum of 35 hours of course time each year, including at least one mandatory fieldwork exercise to be completed in both Year 11 and 12.

What should I be able to do at the end of this course?

- Understand and critically evaluate basic concepts about the environment
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member.

How will this course help me in the future?
Earth and Environmental Science provides students with the highly recommended skills and preparation for many Science based tertiary courses. It is valuable both studied alone or in conjunction with Physics or Chemistry to support the key concepts studied in these subjects. It is especially appropriate for students interested in studying or developing careers in geology, engineering, metallurgy, ecology and environmental management and monitoring. As the population increases so do the demands of humanity on the environment. Earth and Environmental Science prepares students for the jobs of the future in balancing development with the preservation of the environment.

Economics

2 units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
The aim of Economics Stage 6 is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

The Preliminary course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail.

The Preliminary course provides an essential foundation for the HSC course.
1 Introduction to Economics
2 Consumers and Business
3 Markets
4 Labour Markets
5 Financial Markets
6 Government in the Economy

The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy

1 The Global Economy
2 Australia's Place in the Global Economy
3 Economic Issues
4 Economic Policies and Management

What should I be able to do at the end of the course

- Understand the economic behaviour of individuals, firms, institutions and governments
- Understand the function and operation of markets
- Understand the operation and management of economies
- Understand contemporary economic problems and issues facing individuals, firms and governments
- investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources
- communicate economic information, ideas and issues in appropriate forms

How will this course help me in the future?
The study of Economics 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. Vocations linked to economics include financial management, forecasting, policy creation, trading on the stock market and banking.

Electrotechnology (TAFE Delivery)

Board developed VET course
See Page: 53

What will I be doing in this course?
Electrotechnology aims to provide students with the opportunity to gain a range of skills suitable for employment in the electrotechnology industry and to provide pathways for further study.
This course is for people seeking entry level training in the electrotechnology industry.

What else do I need to know about this course?
Depending on competencies chosen, full or part qualifications from the Electrotechnology Training package are available. Your teacher will advise the competencies and qualifications that may be available.

What should I be able to do at the end of the course?
Working in the electrotechnology industry involves the design, installation, servicing and repair and maintenance of electrical and electronic equipment for industrial, commercial and domestic purposes.

Engineering Studies

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics, engineering materials, engineering electricity and the scope of the profession. Students study engineering by investigating, both individually and as a team, a range of applications and fields of engineering.
What should I be able to do at the end of the course?
-Understand the scope of engineering and the role of the engineer
- Understand engineering principles and appreciate the responsibilities of engineers in society
-Demonstrate communication skills appropriate engineering practices
-Understand the development in technology and appreciate their influence on people and engineering practice
-apply management and problem-solving skills in an engineering context
-Apply skills in the application of engineering methodology
How will this course help me in the future?
Students who undertake Engineering studies will have the opportunity to follow professional, vocational and employment pathways. The insight and experiences associated with Engineering Studies will provide very useful background for further study of engineering at university and should be combined with the study of high levels of Mathematics and Science to be especially useful. Those going into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

English Advanced

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
English Advanced 11–12 provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts. Students develop the knowledge to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

The Preliminary course consists of one Common module, 'Reading to Write - Transition to English Advanced', and two additional modules: 'Narratives that Shape our World' and 'Critical Study of Literature'.

The HSC course consists of four modules, 'Texts and Human Experiences', 'Textual Conversations', 'Critical Study of Literature', and 'The Craft of Writing'.

There are no prescribed texts for Year 11.
Across Stage 6, the selection of texts must give students experience of:
- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

Students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories:
- prose fiction
- poetry
- drama OR nonfiction OR film OR media.

At least ONE of the texts selected must be authored by Shakespeare.

What will I be able to do at the end of this course?

- Think critically and creatively to solve problems and appreciate how language shapes our understanding of the world
- Effectively communicate at different levels of complexity
- Comprehend and understand the effects and purposes of a range of textual forms
- Undertake independent research, individual and collaborative learning
- Write skilfully in a variety of forms and for different purposes and audiences.

How will this course help me in the future?

Strong communication skills are a basic requirement in many fields of further study, employment or life in general. English Advanced is an entry level requirement of many university courses. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university. Success in this demanding course will also be a good indicator of achievement in a large range of courses at TAFE NSW and will prepare students to enter the workforce as confident communicators.

English Standard

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

English Standard 11–12 provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.

The Preliminary course consists of one Common module, 'Reading to Write: Transition to English Standard', and two additional modules: 'Contemporary Possibilities' and 'Close Study of Literature.'

The HSC course consists of one Common module, 'Texts and Human Experiences', and three additional modules: 'Language, Identity and Culture', Close Study of Literature', and 'The Craft of Writing.' There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Contemporary possibilities. This may include the study of film.

Students are required to study ONE substantial literary print text in Close study of literature, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.

Across Stage 6, the selection of texts must give students experience of:
texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

Students are required to closely study 3 prescribed texts, with ONE drawn from each of the following categories:
- prose fiction
- poetry
- drama OR film OR media OR nonfiction.

What should I be able to do at the end of this course?

- Understand aspects of meaning explored through social, cultural, workplace and personal perspectives
- Have skills in composing and responding to a wide variety of texts
- Effectively communicate for a range of purposes and audiences to enhance personal, social and vocational qualities.

How will this course help me in the future?

Strong communication skills are a basic requirement in many fields of further study, employment or life in general. This is why English is the only subject that it is compulsory to study for the HSC. Students who study the Standard English course are prepared for further education at TAFE NSW and employment in a wide range of career areas. Standard English is accepted for entry to many university courses, but it is not considered suitable preparation for students who wish to study English and related disciplines at university.

English Preliminary Extension 1

1 Unit in Preliminary

English HSC Extension 1

1 Unit in HSC

English HSC Extension 2

1 Unit in HSC
Board Developed Courses

Mandatory Requirements:
- Enrolled in English (Advanced) course

- The Preliminary English Extension 1 Course is a prerequisite for HSC Extension Courses 1 & 2. This means that students cannot commence Extension English in Year 12 without having studied it in Year 11.

- HSC Extension Course 1 is co-requisite for HSC Extension Course 2. This means that in order to enrol in Extension 2, students must also be enrolled in Extension 1.

What will I be doing in this course?
The English Extension course is for students who are passionate about reading and writing, discussing literature, and exploring more advanced possibilities of the English language. Students explore how and why texts are valued in and appropriated into a range of contexts. They consider why certain texts are perceived as culturally significant. They explore ideas of value and consider how cultural values and systems of valuation arise.
English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.
English Extension 2 extends students' conceptual understanding of the ways literature is read and written through their consideration of authorship and their authorial role. Students develop their understanding of the composition process to create a substantial and original Major work.

What will I be able to do at the end of this course?
Through the study of English Extension, students:
- learn to use clear written and verbal communication for a range of purposes and audiences
- interpret and evaluate information and arguments for clarity, precision and effectiveness
- make inferences about intention and meaning of language based on contextual clues
- explore using verbal and written language to confidently express personal experiences and opinions, and reflect on development of knowledge and skills as independent learners.

How will this course help me in the future?

As the course is analytical in nature, students will develop skills that are relevant to all forms of tertiary study. Students wishing to specialise in English or other humanities subjects at university will be well prepared by the Extension English courses.

English Studies
2 Units in each of Preliminary and HSC

Board Developed Course
This subject has an optional HSC Examination. Students wanting an ATAR must sit the examination.

What will I be doing in this course?

English Studies 11–12 provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes.

The Preliminary course consists of one mandatory module, 'Reading to write: Transition to English Studies" and an additional 2-3 elective focus areas which require students to read, view, listen to and compose a wide range of texts including print, digital and multimodal.

The HSC course consists of two mandatory modules, 'Texts and Human Experiences, and 'Writing for Purpose, as well as an additional 2-3 elective focus areas which require students to read, view, listen to and compose a wide range of texts including print, digital and multimodal.
There are no prescribed texts for Year 11.
Students are required to study ONE substantial multimodal text, which could be film or media.
Students are required to study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.

Across Stage 6, the selection of texts must give students experience of:
- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

What should I be able to do at the end of this course?
- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world

- learn and reflect on their learning through their study of English.

How will this course help me in the future?

The study of English enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world. As this is a Board Developed Course, study of this subject will allow students the option to attain an ATAR, opening avenues for further study and qualifications

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Enterprise Computing

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Enterprise Computing refers to business-oriented information technology that is critical to a company's operations. It encompasses types of information technology tools that businesses use for resource management, efficient production operations, relationship management and back-office support. This course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

The Preliminary course covers:

- Interactive Media and the User Experience: Understanding User Experience (UX), tools and techniques used in the design and development of interactive media such as prototyping tools, animation, video, and audio production tools, understanding the principles of good interaction design and exploring ethical considerations in UX design.
- Networking Systems and Social Computing: Network Fundamentals, protocols, security, design and management. Social Computing and Society, Social Network Analysis, Online Communities and User Generated Content.
- Principles of Cyber Security: Privacy & security principles, data volatility, and cyber laws and ethics.

The HSC course builds on the Preliminary course and as a core focuses on:

- Data Science: Data, data sources and principles, along with Interpretation and presentation of data and how to model through data systems.
- Data Visualisation: The Origins of data it's background and how to use interrogation visualisation tools such as UI and what is their impact on modern society.
- Intelligent Systems: DSS & Expert systems, how Machine learning & Artificial Intelligence is created using knowledge base and inference engines and Hardware/Software development & access.
- Enterprise Project- Project development.

What should I be able to do at the end of this course?

- Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives.
- Students perform project work and apply their knowledge and skills in:
    - interactive media and the user experience
    - networking systems and social connections
    - principles of cybersecurity
    - data science
    - data visualisations
    - intelligent systems
- Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

How will this course help me in the future?
This course enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings. This course provides excellent employment opportunities, both during and after the HSC. It is a thorough introduction to further studies both at TAFE NSW and university. In addition, the design and analysis skills you develop in this course have immediate application in many areas of life and further study.

Food Technology

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and

its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations.

It is mandatory that students undertake practical activities in this course.

The Preliminary course covers:

- Food Availability and Selection
- Food Quality
- Nutrition.

The HSC course covers:

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

What should I be able to do at the end of the course?

- Make responsible decisions regarding food choices
- Research and analyse information
- Experiment with, communicate, evaluate and manage resources.

How will this course help me in the future?

This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at TAFE NSW or university. The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE NSW. Career options might include dietetics, food technologist, teaching and nutrition.

French Beginners

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Students will develop their knowledge and understanding of French through listening, speaking, reading and writing.

What should I be able to do at the end of the course?

- Communicate on a personal level with native speakers of French
- Participate fully in every-day life and tourist situations
- Understand and appreciate French culture and society

How will this course help me in the future?

The study of French provides students with a knowledge of a second language which will give them the ability to visit different countries and respond positively to different cultures.
Learning a language also helps to improve literacy skills in English.

Geography

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

The Preliminary course provides students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

Topics in the Preliminary course:

- Earth's Natural Systems– a study of the diverse landscapes of the Earth's surface and its distinctive physical features.
- People, patterns and processes – humans' diversity across the Earth's surface.
- Human-environment interactions – the global nature of land cover change, from temporal and spatial perspectives, and the long-term development of natural systems compared to the short time frame of human activity.
- Geographical Investigation– the planning and investigation for a geographical inquiry.

The HSC course provides students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.
Topics in the HSC course:

- Global Sustainability – sustainability in the contemporary world.
- Rural and urban places – the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.
- Ecosystems and global biodiversity – functioning of ecosystems, their values, the roles of natural and human stresses and trends in global biodiversity.

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

Students complete mandatory fieldwork in both the Preliminary and HSC courses. Attendance and completion of fieldwork are essential, as well as fun.

What should I be able to do at the end of this course?

- Understand the interactions between factors that make up the natural environment and the role of people in environmental change
- Have the skills to observe surroundings and be able to develop strategies for researching existing knowledge
- Gather new knowledge about the environment and the people who depend on it and through your own research framework
- Communicate knowledge through a wide variety of methods.

How will this course help me in the future?

Geography gives students a broad range of skills to interpret the world around them. It also helps to shape their lives so that they maximise their enjoyment of the wonders of nature while minimising the negative impact on the systems that support life on the planet.

All careers, including law, tourism and business will benefit from the study of Geography. The 21st Century is a crucial time in which people must learn to work within their planet's ability to support them. The managers of the future must think globally and act locally. Geography gives them a head start.

Health and Movement Science (HMS)

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Studying Health & Movement Science in Year 11 and 12 helps students understand the importance of physical activity and health. It teaches them how the body works and responds to exercise, promoting a healthy and active lifestyle. Students gain valuable skills in analysing movement, improving performance, and understanding the role of nutrition and psychology in sports and health. This knowledge prepares them for careers in health, fitness, and sports, and helps them make informed choices about their own wellbeing.

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

What should I be able to do at the end of the course?

- Understand personal and community health issues
- Understand basic anatomy and physiology
- Have skills in analysis and in the development of personal health
- Be aware of the importance of self-confidence, physical wellbeing, self-esteem, social and physical motor skills, decision making and developing socially positive attitudes and beliefs.

How will this course help me in the future?

The course offers learning experiences that can lead to further post-school study at university, TAFE or vocational training in the context of the workplace.

This course may be beneficial for careers in areas such as: Sports Medicine, Recreation, Sports administration, The fitness industry, Personal training, Fitness leadership, Coaching, Professional sporting career, Teaching, Sports science, Health care, Injury rehabilitation and Event management.

Hospitality

SIT20322 Certificate II in Hospitality
Further Information: Page 60

Why study Hospitality?
Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service

- developing menus, managing resources, preparing, cooking and serving a range of dishes
- providing food and beverage service in a range of settings
- providing housekeeping and front office services in hotels, motels, resorts and other hospitality establishments
- planning and organising events and managing services

Samples of occupations students can aim for in the hospitality industry:

- ✓ bar assistant
- ✓ chef
- ✓ events coordinator
- ✓ food & beverage manager
- ✓ reservations clerk
- ✓ front office receptionist
- ✓ guest service coordinator

Course description

This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry.

The course incorporates core units of competency plus units from various functional areas such as: kitchen attending, commercial cookery, commercial catering, food and beverage, front office, housekeeping and sales/office operations.

Depending on competencies chosen, full or part qualifications from the SIT Tourism, Travel and Hospitality Training Package (Release 1.2) will be available in hospitality; commercial cookery; and catering. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

Human Services (TAFE delivery)

Board Developed VET course
Further Information: Page 55

What will I be doing in this course?

Human Services is a framework that includes the courses Health Services, Aged Care and Counselling. In Broken Hill, the course Health Services is delivered. This course is very rewarding, with a lot of practical and theory. Topics overlap with the school subjects PDHPE and Biology. Students attend the local TAFE once per week outside of school hours for a 4-hour lesson.

What else do I need to know about this course?

- You need to complete two 5-day work placements to be eligible for completion. The first placement is usually completed in an aged care facility in Year 11 and some students find this quite confronting as they are required to assist in bathing the residents. The second placement takes place in the hospital and students must be fully vaccinated before attending. Many students choose to undertake one or both placements during school holidays to avoid missing school, particularly in Year 12.
- Students who choose to sit the Health Services HSC exam will be able to count this subject towards their ATAR.

What will this course allow me to do?

- Successful completion of the competencies entitles you to a Certificate III in Health Services, which is the qualification required to work as an Assistant in Nursing (AiN) in Australian hospitals.
- The Cert III is a recognised pathway into university nursing courses (to become a Registered Nurse) or a Diploma of Nursing (Enrolled Nursing). In other words, students with a Cert III in health Services can use it to gain entry to a Bachelor of Nursing without using their ATAR.

Industrial Technology

2 Units in each of Preliminary and HSC
Board Developed Course

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

What will I be doing in this course?

The Preliminary course consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The HSC course consists of the development, management and communication of a major practical project and folio that contribute to the development and knowledge, skills and understanding related to the focus area of study.

Students can study ONE of the following focus areas:

- Metal and Engineering Technologies
- Multimedia Technologies
- Timber Products and Furniture Technologies

Both the Preliminary and HSC courses are organised around four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology.

What else do I need to know about this course?

The marks for this course are eligible for inclusion in the ATAR.

How will this course help me in the future?

Industrial Technology gives students knowledge and skills in a particular industry and increases job opportunities in a range of practical occupations.

Investigating Science

2 Units in each of Year 11 and Year 12
Board Developed Course

What will I be doing in this course?

The study of Investigating Science 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. The course enhances 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.

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

The Year 11 course consists of four modules:

Module 1: Cause and Effect – Observing

Module 2 – Cause and Effect – Inferences and Generalisations

Module 3: Scientific Models

Module 4: Theories and Laws

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

The Year 12 course consists of four modules:

Module 5: Scientific Investigations

Module 6: Technologies

Module 7: Fact or Fallacy?

Module 8: Science and Society

Throughout both Year 11 and Year 12 students are provided with 30 hours of dedicated class time to complete depth studies. During this time students can undertake an investigation/activity of their choosing that allows for further development of their knowledge of scientific concepts.
Practical investigations must occupy a minimum of 35 hours of course time each year.

What should I be able to do at the end of this course?

- Understand and critically evaluate scientific theories and laws
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member.

How will this course help me in the future?
Investigating Science provides students with the highly recommended skills and preparation for many Science based tertiary courses. It is valuable both studied alone or in conjunction with any other Stage 6 Science course to support the key skills developed in these subjects. Investigating Science will prepare students for a range of careers across a range of fields as it is focused on developing student's skills in critically analysing information and carrying out studies to investigate particular ideas.

Legal Studies

2 Units for each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

The syllabus focuses on the way in which law is generated, how it is structured and how it operates in

Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it. Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens.

The Preliminary course covers:

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

The HSC course investigates the key areas of Crime and Human Rights through a variety of focus studies that consider how changes in societies influence law reform.

The HSC course covers:

- Crime
- Human Rights
- Two optional topics chosen from; Consumers, Global Environmental Protection, Family, Indigenous Peoples, Shelter, Workplace, World Order.

What should I be able to do at the end of the course?

- Use and understand terms used in the legal process
- Recognise legal problems and demonstrate logical reasoning in applying legal principles
- Develop a working knowledge of the Australian legal system
- Understand the evolution of the current legal system
- Evaluate the effectiveness of our legal system.

How will this course help me in the future?

The course may inspire you to engage in further study in the law and prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, Legal Studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful preparation for further study at TAFE NSW or university in a range of areas.

Mathematics Standard

2 Units in Year 11 leading to either Mathematics Standard 1 or Mathematics Standard 2 in Year 12

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

2 Units of Mathematics Standard 1 in Year 12
Board Developed course.
It has an optional HSC Examination. Students wanting an ATAR must sit the examination.

OR

2 Units of Mathematics Standard 2 in Year 12
Board Developed Course

Prerequisites: The course assumes that students have achieved the outcomes in the core topics of the course for Year 10.
Exclusions: Students may not study any other mathematics course in conjunction with Mathematics Standard.

What will I be doing in this course?
The Mathematics Standard course will enable students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training or undertaking further tertiary training (Mathematics Standard 2).

The Year 11 and Year 12 courses cover:

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

What should I be able to do at the end of this course?

- Deal successfully and confidently with situations involving mathematics
- Apply mathematical skills and techniques to interpret practical situations
- Communicate mathematically in written and/or verbal form
- Become aware of the usefulness of mathematics and appreciate the contribution of mathematics to our society.

Mathematics Standard 1: How will this course help me in the future?
This course is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. It develops mathematical knowledge and understanding, mathematical problem-solving skills

and literacy skills, as well as positive attitudes. When students become numerate, they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course aligns with Level 3 of the Australian Core Skills Framework.

Mathematics Standard 2: How will this course help me in the future?
This course is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations. It provides an appropriate mathematical background for students who do not wish to pursue formal study of mathematics at tertiary level, while giving a strong foundation for further study in the areas of business, humanities, and nursing, and students entering the workforce. Students should check recommendations for specific tertiary courses.

Mathematics Advanced
2 Units in Each of Year 11 and Year 12
Board Developed Course

Prerequisites: The course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7-10 Syllabus to a high level of understanding and in particular, the Stage 5 Core and Path content, including; algebraic techniques, surds and indices, equations, linear relationships, trigonometry and Pythagoras' theorem and single variable data analysis.
Exclusions: Mathematics Standard

What will I be doing in this course?

The course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. It provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It also provides an appropriate mathematical background for students whose further pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

The Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics: Functions; Trigonometric Functions; Calculus; Exponential and Logarithmic Functions; Statistical Analysis.

The Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions.

What should I be able to do at the end of the course?

- Have confidence to do mathematics, demonstrating an independent and positive approach to mathematics
- Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
- Use appropriate logic, problem solving and reasoning skills to analyse and solve a given problem.

How will this course help me in the future?

The Mathematics Advanced course provides the minimum basis for entry into university courses requiring mathematics, including courses in science, engineering, computing, economics and business studies. Students intending to do tertiary studies should check recommendations for specific courses. Students who have acquired a very high level of competence in the Advanced 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 the Mathematics Extension 1 or Extension 2 courses.

Mathematics Extension
1 Unit in Year 11

Mathematics Extension 1
1 Unit in Year 12

Mathematics Extension 2
1 Unit in Year 12
Board Developed Courses

Prerequisites: The course assumes that students have achieved a high level of understanding of the Stage 5 Core and Path content, including the optional sub strands: Polynomials; Logarithms; Functions and Other Graphs and Circle Geometry.

They must concurrently be studying Mathematics Advanced in Year 11 and Year 12.

Mathematics Extension 1 course is a prerequisite for the Mathematics Extension 2 course

Exclusions: Mathematics Standard

What will I be doing in these courses?

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

It provides a basis for progressions to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level. It also provides an appropriate mathematical background for students whose further pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

The Mathematics Extension 1 Year 11 course is comprised of four Topics, with the Topics divided into Subtopics: Functions; Trigonometric Functions; Calculus; Combinatorics.

The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different topics; Proof; Vectors; Statistical Analysis.

The Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The course has also been constructed on the assumption that the students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course. The course provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level. It provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

The Mathematics Extension 2 course is comprised of five Topics, with the topics divided in Subtopics. The Topics are Proof; Vectors; Complex Numbers; Calculus; Mechanics.

What should I be able to do at the end of these courses?

- Appreciate the intellectually challenging nature of mathematics and experience success in solving problems.
- Approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude.
- Apply complex mathematics techniques to a wide variety of challenging problems.
- Have confidence in my ability to do mathematics and enjoy seeing mathematics in the world around me.
- Be aware of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society.

How will these courses help me in the future?
The Extension 1 course is a recommended minimum basis for further studies in mathematics as a major discipline at university and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course that is excellent preparation for tertiary study in mathematics or science-based courses. Students should check recommendations for specific tertiary courses.

Modern History

2 Units in each of Preliminary and HSC and and an optional 1 Unit HSC Extension
Board Developed Course

What will I be doing in this course?

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

The Preliminary Course consists of:

1. Investigating Modern History
   a. The Nature of Modern History
   b. Case Studies
      I. Choose one from Europe, North America or Australia
      II. Choose one from Asia, the Pacific, Africa, the Middle East or Central/South America
2. Historical Investigations
3. The Shaping of the Modern World

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th Century.

The HSC course, focused on the 20th Century, consists of:

1. Core Study – Power and Authority in the Modern World 1919–1946

2. National Studies

3. Peace and Conflict

4. Change in the Modern World

The HSC History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part I of the course students investigate the question, ‘What is history? through readings compiled in a source book and through one case study. In Part II students design, undertake and communicate a personal historical inquiry. Students must have successfully completed the Preliminary Course and be currently studying a HSC course in either Modern or Ancient History to attempt the Extension and must have good

research skills and an independent approach to learning to be successful.

What should I be able to do at the end of the course?

- Use historical terms and concepts
- Identify different interpretations of the past
- Discuss key individuals, significant events, groups and ideas in different nineteenth and twentieth century historical investigations
- Gather evidence from a range of primary and secondary sources in response to specific questions about the modern world
- Use available information technology, such as the World Wide Web, to conduct research
- Analyse and evaluate information from a variety of sources
- Communicate clearly about historical events, both orally and in various written forms
- Present the findings of their research and investigations as a member of a group and as an individual
- Appreciate the contribution of historical studies to an understanding of the modern world.

How will this course help me in the future?
Skills developed from a study of Modern History are useful in a range of courses studied at university and TAFE NSW as well as in the professional and commercial world. They are especially applicable to law, teaching, medicine, communications, social work and journalism. A high level of achievement in Modern History is a good indicator of success at tertiary level in a wide range of courses.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

Music 1

2 Units in each of Preliminary and HSC
Board Developed Course

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

Exclusions: Music 2

What will I be doing in this course?

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

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

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

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

What should I be able to do at the end of the course?

- Perform at a high level of musicality and technique on their chosen instrument.
- Analyse and compare the different styles of contemporary and classical music.
- Compose a piece in a variety of contemporary styles.
- Demonstrate an understanding of the historic development of contemporary music.

How will this course help me in the future?

Music 1 provides many of the skills required in the diverse fields of the Music industry. Students may progress into music courses at TAFE NSW or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

Physics

2 Units in each of Year 11 and Year 12
Board Developed Course

What will I be doing in this course?

Physics investigates natural phenomena and identifies patterns and applications of them in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 11 course consists of four modules:

Module 1: Kinematics

Module 2: Dynamics

Module 3: Waves and Thermodynamics

Module 4: Electricity and Magnetism

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

The Year 12 course consists of four modules:

Module 5: Advanced Mechanics

Module 6: Electromagnetism

Module 7: The Nature of Light

Module 8: From the Universe to the Atom

Throughout both Year 11 and Year 12 students are provided with 15 hours of dedicated class time to complete depth studies. During this time students can undertake an investigation/activity of their choosing that allows for further development of their knowledge of scientific concepts.
Practical investigations must occupy a minimum of 35 hours of course time each year.

The study of Physics requires students to have a strong background in Science and Mathematics in Year 10. Students who have found themselves particularly interested in these two subjects throughout Year 10 should consider taking Physics.

What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of modern physics
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member.

How will this course help me in the future?
Physics provides students with the highly recommended skills and preparation for many Science based tertiary courses. It is especially appropriate for students interested in studying or developing careers in medicine, radiography, health science, aviation or engineering.

Science Extension

1 unit in Year 12
Board Developed Course

Prerequisite courses for entry into 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.

What will I be doing in this course?
The study of Science Extension enables high achieving students, with a passion for Science, to explore the development of the scientific process over time and to undertake authentic scientific research.

This course focuses on the authentic application of scientific research skills to produce a Scientific Research Report. 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. In doing this, students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

The Year 12 course comprises four modules supporting a major Scientific Research Project.

Module 1: Foundations of Scientific Thinking

Module 2: The Scientific Research Proposal

Module 3: The Data, Evidence and Decisions

Module 4: The Scientific Report Research

What should I be able to do at the end of the course?

- Critically analyse information presented in Scientific format
- Apply high level experimental skills in observation, manipulation, measurement and experimental design

- Effectively communicate scientific understanding and data in a range of appropriate formats.
- Work effectively as an individual and member of a team.

How will this course help me in the future?
The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

Society & Culture

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

A requirement of the course is that the research findings are presented for external assessment in Year 12, in the Personal Interest Project (PIP).

The Preliminary course covers:

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

The HSC course covers a core:

- Social and Cultural Continuity and Change – research and study of the nature, continuity and change of a selected country
- The Personal Interest Project – an individual research project.

And depth studies, two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture.
- Belief System and Ideologies – role of belief systems in societies, cultures and personal life.
- Social Conformity and Non-Conformity – influences on attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of, and responses to, non-conformity.
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion in society and the implications for individuals and groups.

What should I be able to do at the end of the course?

- Demonstrate an understanding of the knowledge, skills, values and attitudes essential to achieving social and cultural literacy via the examination of the interactions between persons, societies, cultures and environment across time
- Understand and utilise a range of research methodologies (interviews, questionnaires, surveys etc) to understand their social research.

How will this course help me in the future?
Society and Culture prepares students for immediate transition to work or tertiary study. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community. The course is relevant for students now and in their future. Society and Culture would be particularly valuable to students who wish to undertake further study in the humanities, psychology, social sciences, behavioural sciences, communication, business and law, but would provide useful skills for any university or TAFE NSW course.

Software Engineering

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

The study of Software Engineering enables students to develop an understanding of software engineering as a facet of computer science. Students could develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.
This course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by

considering the interaction between software and the other components of the computer system.

The Preliminary course covers:

- Programming Fundamentals: Standard algorithm design and coding algorithms using data structures and test data implementation.
- Object Oriented Paradigm (OOP): Key features of OOP languages, DFD, Structure Charts & Class diagrams and design, modify & implementation of OOP code/programs
- Programming Mechatronics: Sensors, controllers, actuators, end effectors/Manipulators and Design, control and automate a mechatronic system.

The HSC course builds on the Preliminary course and as a core focuses on:

- Secure Software Architecture: Developing secure code.
- Programming for the Web: Protocols, processes & Big Data and Full Stack development (Front End, Back-end and Database interfacing.)
- Software Automation: Machine Learning & Neural Networks and Significance & impact.
- Software Engineering Project: Development approaches and Project development.

What should I be able to do at the end of this course?

- Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions.
- Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.
- Students apply their knowledge and skills in:
    - programming fundamentals
    - the object-oriented paradigm
    - programming mechatronics
    - secure software architecture
    - programming for the web and software automation
    - use the acquired knowledge and skills to develop a software engineering project.

How will this course help me in the future?

Software Engineering provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.
This course provides excellent employment opportunities, both during and after the HSC. It is a thorough introduction to further studies both at TAFE NSW and university. In addition, the design and analysis skills you develop in this course have immediate application in many areas of life and further study.

TAFE – See pages 50 onwards

Textiles and Design

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

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

The Preliminary course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI).

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

The HSC course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project.

What should I be able to do at the end of the course?

- Know about and understand the functional and aesthetic requirements of textiles for a range of applications
- Have skills in experimentation
- Have practical skills in design and manipulation of textiles through the use of appropriate technologies
- Apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items
- Know about and understand the Australian Textiles, Clothing, Footwear and Allied Industries
- Appreciate the significance of textiles in society.

How will this course help me in the future?

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

Visual Arts

2 Units in each of Preliminary and HSC
Board Developed Course

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

What will I be doing in this course?
Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from a variety of cultures, traditions and times.

The Preliminary course is broadly focused. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in artmaking, art criticism and art history. Their learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students develop meaning, focus and interest in their own artmaking
- Building understandings over time through various investigations and working in different forms.

The HSC course provides for deeper and more complex investigation. 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 artmaking, art criticism and art history. The learning opportunities focus on:

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

The body of work is externally marked and comprises 50% of a student's mark in the HSC course.

What should I be able to do at the end of the course?

- Present a body of artwork that shows creativity and strength in its ideas and representation of subject matter
- Use art materials with confidence, sensitivity and technical competence
- Initiate an artmaking process that is sustained and reflective
- Identify an individual approach to artmaking
- Write about artworks, artists and art styles in art history from different perspectives
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in art.

How will this course help me in the future?

In Visual Arts students will develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages them to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. They will develop the confidence to express their individuality and acquire the skills to express these in a creative way. The course encourages tolerance and empathy for different values and beliefs as students' participation in Visual Arts will also strengthen their problem-solving and thinking skills especially in the area of visual communication.

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

3.2 Board Endorsed Courses

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

There are several Board Endorsed Courses delivered by the schools and many delivered by TAFE NSW (known as TVET).

Exploring Early Childhood (EEC)

NO ATAR

Content Endorsed Course
2 units in Preliminary and/or HSC

What will I be doing in this course?
The Exploring Early Childhood course gives students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

What should I be able to do at the end of this course?
Students will have:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact upon young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction
- skills in research and analysis
- skills in decision making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

How will this course help me in the future?
The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

Outdoor Recreation

NO ATAR

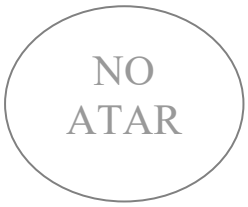
Block Delivery – TAFE/school

What will I be doing in this course?
This course provides the student with the opportunity to acquire skills and knowledge to assist outdoor recreation guides or instructors in planning and conducting outdoor recreation sessions.

How will this course help me in the future?
This course will help the student to pursue a career in assistant to recreation officer, eco-tourism operator or outdoor activity assistant in outdoor camps.

Photography, Video & Digital Imaging

2 Units in Preliminary and/or HSC
Board Endorsed Course
(School Delivered)



What will I be doing in this course?

Students will learn about camera, studio and darkroom techniques. They will also examine special effects and how to manipulate images.

What should I be able to do at the end of this course?

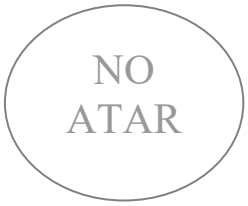
- Develop organisational skills and systematic thinking through the acquisition of the techniques of photography.
- Develop an understanding of the methods photographers use to build meanings.
- Increase students' visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings.
- Promote an understanding of the wide range of available careers involving photography and of how to go about entering this field.

How will this course help me in the future?

Students selecting this course should be interested in gaining a greater understanding of photographic techniques. Photography can be used as a basis to provide many skills needed in a variety of creative commercial and artistic fields including graphic arts, magazine, digital imaging, web design, fashion, film & television, photojournalism and tourism. It provides a useful background for TAFE and university courses in photography, digital imaging, fine arts and visual communications.

Visual Design

2 Units in Preliminary and/or HSC
Board Endorsed Course
(School Delivered)



What will I be doing in this course?

Students will learn about designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. They will undertake modules from Graphic Design, Wearable Design, Product Design and Interior/Exterior Design, as well as undertaking an Individual/Collaborative Project.

What should I be able to do at the end of this course?

- Develop organisational skills and systematic thinking through the acquisition of the techniques of Visual Design.
- Develop an understanding of the methods Visual Designers use to build meanings.
- Increase student's visual awareness of their environment and culture and the way Visual Design is used in contemporary society,
- Promote an understanding of the wide range of available careers involving Visual Design and how to go about entering this field.

How will this course help me in the future?

Students selecting this course should be interested in gaining a greater understanding of Visual Design techniques. Visual Design can be used as a basis to provide many skills needed in a variety of creative commercial and artistic fields including graphic design, magazine, digital imaging, web design, fashion, theatre, advertising, landscape design, interior decorating and architectural design. It provides a useful background for TAFE and university courses in architecture, digital imaging, fine arts and visual communications.

Sport Lifestyle and Recreation Studies
(SLR)
2 Units in Preliminary and/or HSC
Board Endorsed Course

NO ATAR

What will I be doing in this course?

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

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

What should I be able to do at the end of this course?

- Understand and appreciate the factors that influence health and participation in physical activity.
- Understand the principles that impact on quality of performance.
- Analyse and implement strategies to promote health, activity and enhanced performance
- Identify the relationship between a healthy lifestyle and diet and exercise
- Be aware of anatomy and physiology
- Create and refine my own performance of movement skills and safe sporting practices

How will this course help me in the future?
Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course will assist you to make valued and informed health decisions. The course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education and nursing.

Numeracy Stage 6
2 Units in Each of Year 11 and Year 12
Content Endorsed Course

NO ATAR

Prerequisites: The Numeracy course could be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development.
Exclusions: Mathematics Advanced and Mathematics Extension 1

What will I be doing in this course?
The Numeracy Stage 6 Content Endorsed Course is focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy. This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.

What should I be able to do at the end of this course?

- Interpret and comprehend a range of everyday mathematical information that is embedded in familiar and routine texts

- Draw on a combination of hands-on, in-context materials, personal experience, mathematical and other prior knowledge to:

● select appropriate methods of solution from a limited range of mathematical processes

● use developing estimation, and other assessment skills, to check and reflect on the outcome and its appropriateness to the context and task

- Use a combination of both informal and formal written mathematical language and symbols and general language to document and report on the mathematical and problem-solving process and results in a real-life context

How will this course help me in the future?
The Numeracy course supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post-school options including employment or further training.

TVET Courses

NO ATAR

2 Units in Preliminary and HSC
Board Endorsed Course
TAFE Delivered

Other courses may be available to students for selection next year.

For further information on TVET courses please see your Careers Adviser.

Work Studies

NO ATAR

2 Units in Preliminary and HSC
Board endorsed Course

What will I be doing in this course?
The structure of this course comprises a compulsory common core and optional course modules.
Schools are able to select from the course modules provided or develop their own modules to meet the identified local needs of their student group.

The core

Core studies are compulsory. The core provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules. The indicative time allocation for the core is 30 hours. There are two parts to the core
Core 1: Work and Change
Core 2: Experiencing Work

The course modules expand on the issues introduced in the core. The twelve course modules supplied are:
Career Planning, Job Seeking and Interviews, Workplace Communication and Interpersonal Skills, Equity Issues and Work, Work and Lifestyle, Workplace Issues, Self-Employment, Investigating an Enterprise, Social Issues and Work, Occupational Health and Safety and First Aid in the Workplace, Work Project, and Work Placement.

Manufacturing and Engineering – Introduction

2 Units in Preliminary and HSC
Board Endorsed VET Course

NO ATAR

MEM10119 Certificate I in Engineering + SOA towards MEM20413 Certificate II in Engineering Pathways

Does not contribute towards Australian Tertiary Admission Rank

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

What will I be doing in this course?

The manufacturing, engineering and related service industries include a wide range of industry sectors. The major industry activities and sectors are metal fabrication, metal manufacturing, aero skills, metal machining, transport equipment manufacturing, electrical equipment and appliance manufacturing, and industrial machinery and equipment manufacturing.
Most occupations within the industry have been subject to significant change within the last decade. In some areas career paths are converging with those in computer programming.

Working in the manufacturing and engineering industry involves:

- constructing, assembling, installing, modifying, repairing and maintaining machines
- assembling, making parts, equipment, machines, instruments and tools
- designing machinery, parts, computer hardware and electronic circuits, using 3D graphics and drafting skills
- managing clients and staff, overseeing quotas and information, leading projects

Samples of occupations students can aim for in the manufacturing and engineering industry:

- fitter
- machinist
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter
- locksmith

Course description
The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.
For a course to count towards the HSC program of study, students must satisfy the course completion criteria as required by the NSW Education Standards Authority (NESA). Refer to the Assessment Certification Examination (ACE) website. There must be sufficient evidence that the student has:

- followed the course developed or endorsed by NESA.
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- achieved some or all the course outcomes.
- (where applicable) undertaken the mandatory work placement.

NSW GOVERNMENT | Education

Information for Students Undertaking School Delivered VET Courses

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).
Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

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

Optional External HSC Examination
Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

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

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

No grades or marks are awarded through competency based assessments. The school will provide an assessment scope and sequence for each VET course.

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

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO's Student Guide for VET process and procedure information.

Fees and charges
Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction and on the course information sheet.

VET Enrolment
All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated the enrolment process.

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

Credit Transfer and Recognition of Prior Learning (RPL)
Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

Work Placement
Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

School Based Apprenticeships and Traineeships (SBATs)
The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

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

Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs: www.sbatinnsw.info

Unique Student Identifier
All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment.
The USI provides easy access through an online account to all VET training records and results throughout life.

3.4 School Based Apprenticeships and Traineeships

The School Based Apprenticeship and Traineeship Program provide students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

School based apprentices and trainees must complete formal training that is delivered by a registered training organisation (RTO). The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of school-based apprenticeships and traineeships will contribute unit credit to the HSC.

School based apprentices and trainees must undertake a minimum of 100 days on-the-job training by 31 December of the year they will complete their HSC. Exceptions to this are apprentices and trainees in the Construction industry, who are required to be in the workplace for 144 days, and Plumbing apprentices and Electrical/Electro-technology trainees and apprentices, who are required to be in the workplace for 180 days. This on-the-job training must be in the form of paid employment as an apprentice or trainee under an appropriate industrial arrangement.

School Based Apprentices are required to:

- enter into a Training Contract for a nominal duration of generally five years – two years part-time followed by three years full-time post the HSC
- undertake a minimum requirement of 100 days of paid employment by 31 December of the year they will complete their HSC
- enrol in a Certificate III AQF qualification level as specified in the Vocational Training Order (VTO).

School Based Trainees are required to:

- enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days of paid employment by 31 December of the HSC year. The minimum term for a school-based traineeship is 18 months.
- enrol in a minimum Certificate II AQF qualification level as specified in the Vocational Training Order (VTO).

Becoming a School Based Apprentice or Trainee

Students must first find an employer prepared to take them on as a school-based apprentice or trainee. Once an offer of employment has been made, students must contact their Careers Adviser. The Careers Adviser will then commence the process to seek approval to establish a School Based Apprenticeship or Traineeship.

More Information

Students wanting to find out more information regarding SBATs should contact their school's Careers Adviser.

The following website is a key source of information regarding SBATs:

www.sbatinnsw.info

Additional Information TAFE courses

The following course pamphlets and handouts contain additional information regarding courses offered by TAFE.

Automotive

Industry Curriculum Framework

(Refer also to Introductory Notes: HSC VET Industry Curriculum Framework Courses)

THIS COURSE IS NOT OFFERED FOR DELIVERY BY A SCHOOL

Why study Automotive?

Automotive aims to provide students with the opportunity to gain a range of skills suitable for employment in the automotive industry and to provide pathways for further study.

The course focuses on providing students with the knowledge and skills required to perform minor service and preparatory work in areas of the automotive industry.

Working in the automotive industry involves:

- identifying, selecting, using and maintaining tools and equipment
- customer relations and communication skills
- locating, identifying and stating the basic function and operation of major systems and components in automotive vehicles. The systems and components include engines, petrol and diesel fuel, electrical, suspension and steering, exhaust and transmission and driveline

Samples of occupations students can aim for in the automotive industry:

- ✓ new and used car salesperson
- ✓ parts and accessories salesperson
- ✓ mechanic
- ✓ rectifying and disposing of components

Course description

This course is based on units of competency, which have been developed by the automotive service and repair industry to describe the competencies, skills and knowledge required by workers in the industry.

Competencies undertaken may include: use and maintain workplace tools and equipment, apply environmental regulations and best practice in the body repair industry, automotive systems and components, service, maintain or replace batteries and remove and tag automotive electrical system components.

School-based traineeships and apprenticeships are available in this industry area, for more information:

http://www.sbatinnsw.info/

Depending on competencies chosen, full or part qualifications from the Automotive Industry Retail, Service and Repair Training Package (AUR05) are available. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

The qualifications available through the Automotive Curriculum Framework are:

- Certificate I in Automotive AUR10105 *
- Certificate II in Automotive Electrical Technology AUR20408 *
- Certificate II in Automotive Vehicle Servicing AUR20505 *
- Certificate II in Automotive Mechanical AUR20705 *
- Certificate II in Outdoor Power Equipment AUR20805 *
- Certificate II in Automotive Vehicle Body AUR20905 *
- Certificate II in Automotive Sales AUR21105 *
- Statement of attainment in partial completion of Certificate III in Automotive Electrical Technology AUR30308
- Statement of attainment in partial completion of Certificate III in Automotive Mechanical Technology AUR30405
- Statement of attainment in partial completion of Certificate III in Marine AUR30505
- Statement of attainment in partial completion of Certificate III in Outdoor Power Equipment AUR30711
- Statement of attainment in partial completion of Certificate III in Automotive Vehicle Body AUR30805
- Statement of attainment in partial completion of Certificate III in Automotive Sales AUR31005

* A statement of attainment in partial completion of qualification/s may also be available.

For more information on possible outcomes please refer to the Automotive Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html

Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally, if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

POSSIBLE OUTCOMES AND PATHWAYS MAY BE SUBJECT TO CHANGE

Electrotechnology

(Refer also to Introductory Notes: HSC VET Industry Curriculum Framework Courses)

THIS COURSE IS NOT OFFERED FOR DELIVERY BY A SCHOOL

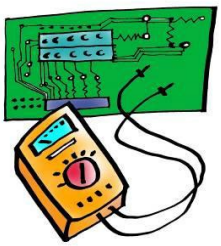
Why study Electrotechnology?

Electrotechnology aims to provide students with the opportunity to gain a range of skills suitable for employment in the electrotechnology industry and to provide pathways for further study.

This course is for people seeking entry level training in the electrotechnology industry. You will learn how to identify and use a range of components, accessories, materials, tools, equipment and technologies in the carrying out of work in the electrotechnology industry.

Working in the electrotechnology industry involves the design, installation, servicing and repair and maintenance of electrical and electronic equipment, for industrial, commercial and domestic purposes, such as:

- light and power
- computer systems
- wireless technology
- network management
- solar energy equipment



It also includes:

- communication systems
- distribution and transmission of power
- electrical generations
- lift, refrigeration and air conditioning engineering

Samples of occupations students can aim for in the electrotechnology industry:

- ✓ electrician
- ✓ electrical engineer
- ✓ electrical distribution trade worker
- ✓ electrical engineer draftsperson/technician

Course description

This course is based on units of competency, which have been developed by the utilities and electrotechnology industry to describe the competencies, skills and knowledge required by workers in the industry.

School-based traineeships and apprenticeships are available in this industry area, for more information:

http://www.sbatinnsw.info/

Electrotechnology

Industry Curriculum Framework

Depending on competencies chosen, full or part qualifications from the Electrotechnology Training Package (UEE07) are available. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

The qualifications available through the Electrotechnology Curriculum Framework are:

- Certificate I in Electro Communications Skill UEE10107 *
- Statement of attainment in partial completion of Certificate II in Computer Assembly and Repair UEE20507
- Certificate II in Technical Support UEE21707*
- Certificate II in Electrotechnology (Career Start) UEE22007*
- Certificate II in Sustainable Energy (Career Start) UEE22107*
- Statement of attainment in partial completion of Certificate III in Electrotechnology Electrician UEE30807
- Statement of attainment in partial completion of Certificate III in Refrigeration and Air-Conditioning UEE31307

* A statement of attainment in partial completion of qualification/s may also be available.

For more information on possible outcomes please refer to the Electrotechnology Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html

Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally, if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

POSSIBLE OUTCOMES AND PATHWAYS MAY BE SUBJECT TO CHANGE

Human Services
Industry Curriculum Framework

(Refer also to Introductory Notes: HSC VET Industry Curriculum Framework Courses)

THIS COURSE IS NOT OFFERED FOR DELIVERY BY A SCHOOL

Why study Human Services?

Human Services courses offer training opportunities to students who are interested in health care.

Working in the human services industry involves:

- legal and ethical issues
- communication strategies
- using equipment
- responding to difficult or challenging behaviour
- using medical terminology
- first aid
- working effectively with culturally diverse clients and co-workers

Students will need to undergo occupational screening and be vaccinated against infectious diseases. Your teachers will give you further advice.

Students can choose to study from one of the following industry areas:

- Allied Health Assistance
- Health Services Assistance
- Aged Care

Course description

These courses are based on units of competency, which have been developed by the human services industry to describe the competencies, skills and knowledge required by workers in the industry.

School-based traineeships are available in this industry area, for more information:

http://www.sbatinnsw.info/

Children's Services

TAFE NSW will deliver this course.

This course provides students with an introduction to child care and some skills suited to employment as assistants in centre based care facilities for children.

Students will acquire the skills and knowledge to:

- ✓ care for children
- ✓ ensure children's health and safety
- ✓ respond to illness, accidents and emergencies
- ✓ support the language and creative development of children
- ✓ plan for the nutritional needs of children
- ✓ contribute to OHS processes

How will students be assessed?	Written tests, project work & practical exercises
Possible outcome	Certificate III in Children's Services *CHC30708 / TAFE 18206 (NRT)* *(Training Package: CHC08 Community Services-Primary)*
Pathways in TAFE NSW	Competencies achieved in this qualification may allow articulation into courses for Centre Based Care, Family Day Care workers and for other courses as listed in the Community Services training package (*CHC08*).
Unit value	2 units, 3 units, 4 units, 5 units or 6 units
Eligible for ATAR?	No
Workplacement	Yes

Students should be at least 16 years old to undertake the work placement for this course as they will be in a work environment with vulnerable people and duty of care requires a substantial level of maturity. Any variation of this requirement must be with the explicit approval of the school, RTO and host employer.

Students undertaking courses within the community services and/or health industries may be required to:

- sign a *Prohibited Employment Declaration* (see www.kids.nsw.gov.au)
- undertake a *National Criminal History Record Check* (see www.police.nsw.gov.au) or *Working with Children Check* (see www.kids.nsw.gov.au)
- undergo occupational screening and be vaccinated against infectious diseases (see www.health.nsw.gov.au).

Students undertaking this course may also be restricted from also undertaking the following

- Other Community Services courses
- All courses in the Aged Care VET CEC

Enrolment in TAFE delivered (TVET) courses is organised by your school.

2026 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 VET 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 (RTO) and NESA. 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 MEM20422 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the manufacturing and engineering industry

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

VET requirements

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

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

HSC requirements

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

External Assessment)
There is no external assessment (e.g. HSC examination) for this course.

Consumable costs: Preliminary - $80 **HSC -** $80	**Refunds** Refund arrangements are on a pro-rata basis Please refer to your school refund policy

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

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

2026 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction

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 & Statement of Attainment towards CPC20120 Certificate II in Construction 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 the10 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 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 optional, is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - $80 **HSC -** $80	**Refunds** Refund arrangements are on a pro-rata basis Please refer to your school refund policy

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

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

2026 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	**HSC credit – 4 units** (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

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

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

HSC requirements

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

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

Consumable costs: Preliminary - $80 **HSC - $80**	**Refunds** Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

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

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

Useful Websites

NSW Education Standards Authority
www.boardofstudies.nsw.edu.au

School Based Apprenticeships / Traineeships
www.sbatinnsw.info/

NSW TAFE
www.tafensw.edu.au

Australian Apprenticeships
www.australianapprenticeships.gov.au

ATAR Information
www.uac.edu.au

NSW Department of Education and Training – Training and Industry
www.det.nsw.edu.au/trainingindustry

My Future – Occupations
www.myfuture.edu.au

Broken Hill High School – Elective Fees 2026

Please note that the following fees apply.

Voluntary School Fee	Year 11/12	$20.00 per annum
Subject Fees	Year 11/12	$60.00 per annum

Willyama High School – Elective Fees 2026

Please note that the following fees apply.

Voluntary School Fee	Year 11/12	$80.00 per annum