



# PLUMPTON HIGH SCHOOL

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# SUBJECT SELECTION

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# INTRODUCTION

Students entering Stage 6 of their school education are, for the first time, presented with a range of choices in terms of the selection of subjects available to them. The significance of the selection of subjects for study in Stage 6 – Year 11 and 12 is of great importance as they directly lead to the awarding of the Higher School Certificate (HSC) and/or an ATAR (Australian Tertiary Admission Rank).

For students who seek university admission it is important that they select subjects in which they have a proven aptitude, interest, ability and effort level. All tertiary institutions have variation in terms of minimum entry requirements and assumed knowledge for entry into particular courses. While these are important guides to help assist the process of subject selection, it is essential that the primary guiding principle for subject selection should be the capacity to succeed in a particular subject.

While certain students will consider subject selection in terms of after school education options, there are a number of students who will see getting the HSC as a vocational credential. Whereas in previous years the HSC has given greater emphasis to those students pursuing tertiary entrance, changes to the HSC now include courses that provide greater opportunities for those students who will use the HSC as a credential for entry into the work force.

With a broad range of subject choices available, all students and their parents should carefully consider the information contained in this booklet to help make informed decisions. Your aim is to achieve the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

Additional information about courses and the HSC is available on the NSW Education Standards Authority Website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Ms Priyanka Karan  
Futures Coordinator



# HSC VS ATAR

What is the HSC	What is the Australian Tertiary Admissions Rank (ATAR)
Is the culmination of a student's school career	Is for students wishing to gain a place at a university
Is the highest educational award that can be achieved at secondary school in NSW	Is a rank NOT a mark
Reports student achievement in terms of a standard achieved in individual courses	Provides information about how a student performs overall in relation to other students
Presents a profile of student achievement across a broad range of subjects	Is calculated by the University Admissions Centre (UAC)
You <b>can receive</b> a HSC without requiring an ATAR	To qualify for a HSC with an ATAR you must satisfactorily complete at least 10 Units of a Board Developed Course
	If a course has an optional exam, you <b>are</b> required to sit the exam
	You <b>do not</b> need an ATAR if you are not going to university

## THE HSC

### HSC Course Structure

- All courses in the HSC have a unit value
- Most courses are 2 units which equates to 120 hours of study and a HSC result out of 100
- Some courses are 1 unit. This is equivalent to 60 hours of study and a HSC result out of 50
- Many 1 unit courses are extension courses, enabling 3 or 4 units of a course to be studied.
- The HSC mark is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

## REQUIREMENTS FOR THE HSC

### Year 11

- minimum of 12 units
- students must satisfactorily complete the Year 11 course before commencing the corresponding Year 12 course

### Year 12

- minimum of 10 units

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

- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units value or greater
- at least 4 subjects (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study




English Extension 1 and Mathematics Extension 1 courses are available in Year 11 in conjunction with the relevant Advanced subject course and are available for online selection.


English Extension 2, Mathematics Extension 2, History Extension and Science Extension are available in Year 12 in consultation with the head teachers of those subjects but are not available for selection online at this time.

## TYPES OF HSC COURSES

Board Developed Courses	Board / Content Endorsed Courses
HSC examination except for: <ul style="list-style-type: none"> <li>optional examination in English Studies, Mathematics Standard 1 and VET Curriculum Framework courses</li> <li>all Life Skills courses</li> </ul>	HSC examination - school-based assessment only Some Board Endorsed Courses are one-year courses
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
Includes some Vocational Education and Training (VET) courses.	Includes some Vocational Education and Training (VET) courses.
Includes Life Skills courses.	

### Board Developed Courses

Includes subjects that have a **compulsory** HSC exam as part of the assessment and are indicated by a graduation hat  in the course information.

Includes subjects that have an **optional** HSC exam as part of the assessment and are indicated by an asterisk  in the course information.

They may be included in the calculation of a student's ATAR.

Includes Vocational HSC Courses for Schools which can be studied at school (VET) or externally (EVET) which are "Framework" such as:

VET	EVET
Construction	Automotive
Entertainment Industry	Electrotechnology
Hospitality	Tourism and Events
Information and Digital Technology	Human Services
Primary Industries	Tourism, Travel and Events
Retail Services	


**These VET/EVET courses also have Mandatory Work Placement.**

See back pages and your Careers Advisor for more information on EVET courses





### Board/Content Endorsed Courses

Indicated by a  in the course information is a course developed outside of NESA.

Counts toward Board/Content Endorsed Credit towards a student's pattern of study.

No HSC examination - school based assessment only

Not included in the calculation of a student's ATAR

### Life Skills Courses

Year 11 – 12 Life Skills Courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Life Skills Courses:

- have Board Developed Course status
- contribute to the attainment of the HSC
- do not have HSC examinations and so do not contribute to the calculation of an ATAR.

## LANGUAGES AND DISTANCE EDUCATION

### Single course enrolment

Single course and curriculum access provisions enable students to meet the mandatory requirements of both the department and NESA in Stages 5 and 6. To be accepted, the principal of the distance education school must be satisfied the student's needs cannot be met within their home (regular) school or setting, or by accessing other local resources.

Single course enrolment is managed directly between the home school and the distance education school, not by the parent/carer. Single subject applications are limited by a quota based on the size and capacity of the school to deliver a broad curriculum from its own resources.

Languages not provided at Plumpton High School can be studied at:

- The Secondary College of Languages (SCL) - The school offers 26 language courses on Saturdays to students from Year 7 to Year 12
- NSW School of Languages (NSL) The school offers 12 language courses delivered via a rich blend of online resources, interactive speaking sessions, virtual meetings, digital forums, email correspondence, and on-site study sessions.

For more information, please see the Futures Centre.



# SATISFACTORY COMPLETION OF A COURSE

Students must:

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

VET Board Developed Courses require students to complete **mandatory work placement**.

## **Additional completion requirements for HSC courses**

Students must:

- Complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where internal assessment marks are submitted; and
- sit for and make a serious attempt at any requisite Higher School Certificate examinations for a course

## **Minimum Standard in literacy and numeracy**

- To be eligible for a HSC students need to demonstrate they have met a minimum standard in literacy and numeracy.
- Students will show they meet the HSC minimum standard by passing online tests of basic literacy and numeracy skills, which are available for them to sit when they are ready in Year 10, 11 and 12 and after the HSC.

## **About the HSC Minimum Standard online tests**

- Whilst at school students get up to four attempts per year (6 attempts in Year 12) to sit each minimum standard reading, writing or numeracy test.
- After completing their first HSC Course students have up to five years to meet the minimum standard.
- Some students with a disability studying Life Skills courses are exempt from meeting the standard.

## **About the tests:**

- **Reading:** 45 multiple choice computer adaptive questions
- **Numeracy:** 45 multiple choice computer adaptive questions
- **Writing:** One question based on a visual or text prompt.

Refer to the NESA website for more information and resources for parents, students and schools.





## Confirmation of Entry

Students will receive a NESA Confirmation of Entry from the school.

Before signing the Confirmation of Entry each year (Years 10, 11 and 12) students should check that they are:

- enrolled in the correct courses
- eligible for:
  - Year 10: Record of School Achievement
  - Year 11: Stage 6 Preliminary
  - Year 12: HSC
  - the ATAR (if applicable)

## HSC: All My Own Work

*HSC: All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete *HSC: All My Own Work* (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

It consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with Others



# GLOSSARY OF TERMS

<b>HSC</b>	<p>Is the culmination of a student's school career</p> <p>Is the highest educational award that can be achieved at secondary school in NSW</p> <p>Reports student achievement in terms of a standard achieved in individual courses</p> <p>Presents a profile of student achievement across a broad range of subjects</p>
<b>ATAR</b>	<p>To be eligible for an ATAR a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:</p> <ol style="list-style-type: none"><li>1. 2 units of English</li><li>2. 4 subjects</li></ol> <p><b>The ATAR is used to rank students who want to go to university.</b></p> <p><b>You do not need an ATAR if you are not going to university</b></p>
<b>Compulsory Subject</b>	<p>2 Units of ENGLISH <b>must</b> be studied in both Years 11 and 12</p>
<b>Board Developed Courses</b>	<p>Are included in the calculation of a student's ATAR</p>
<b>Board/Content Endorsed Courses</b>	<p>No HSC examination - school based assessment only, not included in the calculation of a student's ATAR.</p> <p>Some Board Endorsed Courses are one-year courses</p>
<b>Mathematics Standard 1 and English Studies</b>	<p><b><u>Must sit</u></b> the optional HSC examination to receive an ATAR for both courses</p> <p>HSC exam is <b><u>optional</u></b> for those not requiring an ATAR</p>
<b>VET &amp; TVET Courses</b>	<p>Vocational Education and Training (VET) courses count towards the HSC. They also give nationwide credit in a particular performance area. They are competency based. The ATAR is optional. <b><u>A written HSC exam must be taken for these courses to count towards the ATAR.</u></b> Dual accreditation of Vocational Courses will ensure that students receive maximum recognition of their skills by industry and advanced standing into further education and training.</p> <p>VET courses can be studied either at school (VET) or through TAFE NSW (TVET) and other training providers. <b><u>All VET courses involve a mandatory work placement.</u></b></p>
<b>One Unit</b>	<p>A course of study, which involves a total teaching time of 3 periods per cycle</p>
<b>Two Unit</b>	<p>A course of study, which involves a total teaching time of 6 periods per cycle</p>
<b>Extension 1</b>	<p>A course of study, which involves a total teaching time of 9 periods per cycle</p>
<b>Extension 2</b>	<p>A course of study, which involves a total teaching time of 12 periods per cycle</p>
<b>Unit Value</b>	<p>One unit of study is worth a possible 50 marks</p>



# ENGLISH ADVANCED

**Faculty:** English

**Course Details:** 2 Unit Board Developed  
ATAR



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

## Course Outline:

Preliminary Course	HSC Course
Close and critical study of drama, poetry, prose, fiction and film.	Students are required to critically study four prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"><li>● Shakespearean drama</li><li>● prose fiction OR print nonfiction</li><li>● poetry OR drama</li></ul>
Wide reading program involving texts and textual forms composed in and for a wide variety of contexts	A wide range of additional related texts and textual forms
Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate	Wide reading program involving texts and textual forms composed in and for a wide variety of contexts
Engagement in the integrated study of language and text.	Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
Close study of Shakespeare.	Engagement in the integrated study of language and text.

**Careers:** Writer, Actor, Poet, Human Resources Officer, Secretary, Youth Worker, Editor, Scriptwriter, Publisher, Librarian, Teacher, Human Resources Officer, Secretary, Youth Worker; Labourer; Tradesperson; Retail Worker

**Assessment:** **Year 11** - Two in-class assessments and ONE final examination.

**Year 12** - Three in-class assessments and ONE final examination



# ENGLISH EXTENSION

**Faculty:** English

**Course Details:** 1 Unit Board Developed  
ATAR



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

## Course Outline:

Preliminary Course	Extension 1 Course	Extension 2 Course (Year 12 Only)
Extension 1: Texts, Culture and Value Critical analyse of texts and imaginative compositions.	Common Module: Literary Worlds Students then study an elective including critical analysis of poetry, Shakespeare and substantial literary texts. Must have related texts of own choosing.	Completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

**Careers:** Writer, Actor, Poet, Human Resources Officer, Secretary, Youth Worker, Editor, Scriptwriter, Publisher, Librarian, Teacher, Historian, Lawyer, Public Servant, Playwright, Critic, Marketing Officer, Archivist, Barrister, Judge, Diplomat.

**Assessment:** **Extension 1** - HSC exam requiring 2 sustained responses (critical and/or imaginative) of approximately 1200 words each as well as internal class assessments.

**Extension 2** - A sustained composition (such as a short essay of 5000 words, script, podcast, etc.) and document and reflect on this process.



# ENGLISH STANDARD

**Faculty:** English

**Course Details:** 2 Unit Board Developed  
ATAR



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

## Course Outline:

Preliminary Course	HSC Course
Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. Students are required to study ONE complex multimodal or digital text.	Students are required to closely study three types of prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"><li>● prose fiction OR print nonfiction</li><li>● poetry OR drama</li><li>● film OR media</li></ul>
The Year 11 course requires students to support the study of texts with their own wide reading	A wide range of additional related texts and textual forms
Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate	Wide reading program involving texts and textual forms composed in and for a wide variety of contexts
Engagement in the integrated study of language and text	Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
	Engagement in the integrated study of language and text

**Careers:** Writer, Actor, Poet, Human Resources Officer, Secretary, Youth Worker, Editor, Scriptwriter, Publisher, Librarian, Teacher.

**Assessment:** **Year 11** - Two in class assessments and ONE final examination  
**Year 12** - Three in class assessments and ONE final examination



# ENGLISH STUDIES

**Faculty:** English and Language

**Course Details:** 2 Unit Board Developed  
Non-ATAR UNLESS an optional external examination is completed.



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

## Course Outline:

Preliminary Course	HSC Course
Across Stage 6 students must: <ul style="list-style-type: none"><li>• read, view, listen to and compose a wide range of texts including print and multimodal texts</li><li>• study at least one substantial print text (for example a novel, biography or drama)</li><li>• study at least one substantial multimodal text (for example film or a television series).</li></ul>	
Across Stage 6, year 11 and 12 students must: <ul style="list-style-type: none"><li>• Be involved in planning, research and presentation activities as part of one individual and/or collaborative project.</li><li>• Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.</li><li>• Engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li></ul>	

**Careers:** Human Resources Officer, Secretary, Youth Worker; Labourer; Tradesperson; Retail Worker

**Assessment:** This course is only eligible for inclusion in the calculation of a student's ATAR, **if the optional external HSC examination** is completed. It will be assessed through a variety of in tasks.

**Year 11** - Two in class assessments and ONE final examination

**Year 12** - Four in class assessments and ONE optional examination



# ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

**Faculty:** English and Language

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.*

## Course Outline:

Preliminary Course	HSC Course
Study of Australian and other texts	Students are required to closely study three types of prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"><li>● prose fiction OR print nonfiction</li><li>● poetry OR drama</li><li>● film OR media.</li></ul>
Exploration of a range of types of text drawn from the categories: prose fiction; drama; poetry; nonfictions, film, media and/or multimedia texts	The study of a wide range of additional related texts and textual forms
Wide reading program involving texts and textual forms composed in and for a wide variety of contexts	Wide reading program involving texts and textual forms composed in and for a wide variety of contexts
Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate	Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
Engagement in the integrated study of language and text	Engagement in the integrated study of language and text

**Careers:** Writer, Actor, Poet, Human Resources Officer, Secretary, Youth Worker, Editor, Scriptwriter, Publisher, Librarian, Teacher, Lawyer, Journalist, office worker.

**Assessment:** HSC Examination included a listening component.





# ABORIGINAL STUDIES

**Faculty:** Human Society & Its Environment

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal people. Aboriginal Studies aims to establish a historical body of knowledge from pre-contact times to the 1960's. Aboriginal Studies is a unique experience for both Aboriginal and non-Aboriginal students. Through this study, students will develop a keen understanding and appreciation of the concepts of social justice and shared histories and will critically examine their role as active and informed citizens.*

## Course Outline:

Preliminary Course	HSC Course	HSC Major Project
Aboriginality and the Land	Social Justice and Human Rights Issues	Research and Enquiry Methods
Heritage and Identity	Aboriginality and the Land OR Heritage and Identity	
Colonialism		
Racism and Prejudice		
Research and Inquiry Methods		

**Combine it with:** Geography, Legal Studies, Society & Culture, Ancient History, Modern History, English Standard or above

**Careers:** Lawyer, Historian, Journalist, Sociologist, Cultural Heritage Officer, Aboriginal Health Worker, Health Promotion Officer, Social Worker, Youth Worker, Psychologist, Counsellor, Teacher.

**Assessment:** 3 hour written HSC exam, Major Project as well as a range of in class assessments.



# AGRICULTURE

**Faculty:** Science

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Agriculture is designed to develop students' knowledge and understanding about the production and marketing of both animal and plant products. Students will develop the associated skills and responsible attitudes that are necessary to manage and market these products in a sustainable manner. Farm excursions will be undertaken to allow students to fulfil the course requirements.*

**Course Outline:**

Preliminary Course	HSC Course
Overview	Plant/Animal Production
Farm Case Study	Product Study
Plant Production	Elective Unit
Animal Production	

**Combine it with:** Biology, Investigating Science, Economics, Food Technology, Business Studies.

**Careers:** Farm Manager, Agribusiness, Veterinarian, Vet Nurse, Agricultural and Resource Economist, Agricultural Engineer, Agricultural Scientist, Botanist, Marine Biologist.

**Assessment:** 3 hour HSC exam, research tasks and an Agricultural Plant/Animal trial.

**Other:** A course fee of \$25 covers materials and safety equipment used by students in both Year 11 & Year 12. It is mandatory that all students have suitable boots to wear on the farm.



# ANCIENT HISTORY

**Faculty:** Human Society & Its Environment

**Course Details:** 2 Unit Board Developed

ATAR



**Description:** *The Year 11 Ancient History course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.*

## Course Outline:

Preliminary Course	HSC Course
Investigating Ancient History <ul style="list-style-type: none"><li>• The Nature of Ancient History</li><li>• Case Studies<ul style="list-style-type: none"><li>- (ONE from Egypt, Greece, Rome or Celtic Europe)</li><li>- (ONE from Near East, Asia, Americas or Australia)</li></ul></li></ul>	Core Study: Cities of Vesuvius – Pompeii and Herculaneum
	Personalities in their Times
Features of Ancient Societies	Ancient Societies
Historical Investigation	Historical Periods

**Combine it with:** Modern History, Society & Culture, Geography, English Standard or above

**Careers:** Anthropologist, historian, archaeologist, cultural heritage, education, museum curator. Also teaches skills relevant to detective work, analysis careers and law.

**Assessment:** 3 hour HSC exam along with the four parts of the course being assessed through a range of tasks including research projects, source analysis and oral and written tasks.



# BIOLOGY

**Faculty:** Science

**Course Details:** 2 Unit Board Developed  
ATAR



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

**Course Outline:**

Preliminary Course	HSC Course
Cells as the Basis of life	Heredity
Organisation of living things	Genetic Change
Biological Diversity	Infectious Disease
Ecosystem Dynamics	Non-infectious disease and disorders

**Combine it with:** Biology students can benefit by combining this course with Investigating Science.

**Careers:** Horticulture, veterinary science, rural science, marine biology, nursing, medicine, education, urban planning, waste disposal, recycling, genetic engineering, pharmaceuticals, zoo keeping, nutrition.

**Assessment:** 3 hour HSC exam, Secondary sources research task, Practical Assessment and 15 hours of depth study in both year 11 and 12

**Other:** Due to safety requirements, it is mandatory that all students who undertake the course are required to wear enclosed leather shoes.



# BUSINESS STUDIES

**Faculty:** Human Society & Its Environment

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *This course will provide students with a broad business education that will assist them in developing skills and capabilities for future employment. Students will understand the interactions between and functioning of operations, marketing, finance and human resources within Australian and Global businesses. Students will understand how businesses respond to challenges through the analysis of business examples and case studies. The development of a business plan containing business strategies will allow them to identify ways in which businesses respond to change. Further, students will be able to comprehend and interpret appropriate business records and data, as well as appreciate the role of business in the economy. Some TAFE courses allow advanced standing to students who have completed Business Studies at the HSC.*

## Course Outline:

Preliminary Course	HSC Course
Nature of Business	Operations
Business Management	Marketing
Business Planning	Finance
	Human Resources

**Combine it with:** Legal Studies, Geography, Society & Culture, English Standard or above

**Careers:** Accountant, Business Analyst, Business Owner, Business Administration, Human Resources Officer, Business Systems Planner, Marketing, Advertising, Sales, Hotel Manager, Publisher, Bank Officer, Retail Manager, Finance, Information Technology.



# CHEMISTRY

**Faculty:** Science

**Course Details:** 2 Unit Board Developed  
ATAR



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

**Course Outline:**

Preliminary Course	HSC Course
Properties and Structure of Matter	Equilibrium and acid reactions
Introduction to Quantitative Chemistry	Acid/base reactions
Reactive Chemistry	Organic chemistry
Drivers of Reactions	Applying chemical ideas

**Combine it with:** Chemistry can be studied with Physics, Biology and/or Investigating Science. (Maximum 6 units of Science).

**Careers:** Chemical engineering, pharmaceuticals, nursing, teaching, medicine, nutrition, space research, agriculture.

**Assessment:** 3 hour HSC exam, Secondary sources research task, Practical Assessment and 15 hours of depth study in both year 11 and 12.

**Other:** Due to safety requirements, it is mandatory that all students who undertake the course are required to wear enclosed leather shoes.



# COMMUNITY & FAMILY STUDIES

**Faculty:** Personal Development, Health & Physical Education

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The course is designed for students to gain an understanding of the diverse nature and interdependence of families and communities within our changing society.*

## Course Outline:

Preliminary Course	HSC Course	HSC Elective (one option)
Resource Management	Research Methodology	Family/Social Interactions
Individuals and Groups	Groups in Context	Social Impact of Technology
Families and Communities	Parenting and Caring	Individuals and Work

**Combine it with:** This subject builds on concepts learned in Health and Movement Science and 7-10 PDHPE.

**Careers:** Psychologist, counsellor, teacher, social worker, human resources, youth worker.

**Assessment:** 3 hour HSC exam along with an Independent Research Project. The focus of the Independent Research Project should be related to the course content or one of the following areas: individuals, groups, families, communities, resource management. The rest of the course will be assessed through a range of tasks.





# DANCE

**Faculty:** Creative and Performing Arts

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Dance has been an integral component of every known culture, providing a means of expression and extension of work and lifestyle patterns. This course offers students challenging learning experiences and the opportunity to succeed. Students will also develop skills in problem solving, creativity and analytical thinking.*

**Course Outline:**

HSC Format	Preliminary Course	HSC Course
Performance	Core Performance	Core Performance
Composition	Core Composition	Core Composition
Appreciation	Development of Dance in Australia	Study of two prescribed dance works and choreographer
Major Study (Year 12 Only)	Major study in one area of choice - Performance, composition, appreciation or dance and technology	

**Combine it with:** PDHPE, Music, Drama.

**Careers:** Teacher, Dancer, Personal Trainer, Choreographer, Fitness Instructor.

**Assessment:** 1 hour written exam, at least 2 practical exam and short interviews.  
Either a practical or written exam for the major study in:  
Performance, composition, appreciation or dance and technology.

**Other:** Course fee of \$20 in both Year 11 and 12.



# DRAMA

**Faculty:** Creative and Performing Arts

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *In Drama students can investigate shape and symbolically represent ideas, attitudes, feelings, beliefs, and their consequences. Students will gain skills in problem solving, public speaking, analytical thinking, and teamwork. Drama caters for students who wish to develop performance skills, backstage and design operations, as well as those who like to write about theatre.*

**Course Outline:**

Preliminary Course	HSC Course
Improvisation, Playbuilding, and Acting	Individual Project - Choice of Design, Critical Analysis, Video Drama, or Performance
Elements of Production in Performance	Group Devised Performance (Compulsory)
Theatrical Styles and Traditions	Australian Drama and Theatre (Core Content)
	Studies in Drama and Theatre (Style Focus)

**Combine with:** English, VET Entertainment.

**Careers:** Actor, Politician, Teacher, Comedian, Director, Stage Manager, Designer, Playwright, Theatre Practitioner, Musical Theatre Performer.

**Assessment:** 1.5 hour HSC written exam composed of two questions, Group Devised Performance, and an Individual Project of either critical analysis, design, performance, video drama, or scriptwriting.

**Other:** Course fee of \$20 in both Year 11 and Year 12 does not include the cost of raw materials for the Year 12 Major Design Project.



# EARTH AND ENVIRONMENTAL SCIENCE

**Faculty:** Science

**Course Details:** 2 Unit Board Developed  
ATAR



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

## Course Outline:

Preliminary Course	HSC Course
Earth's resources	Earth's processes
Plate Tectonics	Hazards
Energy Transformations	Climate Science
Human Impacts	Resource Management

**Combine it with:** Earth and Environmental Science may be combined with Chemistry, Biology, Investigating Science and/or Physics.

**Careers:** Miner, Engineer, SES officer, Geologist, Teacher

**Assessment:** 3 hour HSC exam, Secondary sources research task, Practical Assessment and 15 hours of depth study in both year 11 and 12

**Other:** Due to safety requirements, it is mandatory that all students who undertake the course are required to wear enclosed leather shoes.



# ECONOMICS

**Faculty:** Human Society & Its Environment

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling.*

**Course Outline:**

Preliminary Course	HSC Course
Introduction to Economics	The Global Economy
Consumers and Business	Australia's Place in the Global Economy
Markets	Economic Issues
Labour Markets	Economic Policies and Management
Financial Markets	
Government in the Economy	

**Combine it with:** Business Studies, Mathematics Advanced or above, English Advanced or above

**Careers:** Accountant, Actuary, Economist, Economic Analyst, Environmental Economist, Financial Planner, Insurance Management, Market Research Analyst, Bank Officer, Finance, Finance Reporter, Statistician

**Assessment:** 3 hour HSC exam along with the rest of the course being assessed through a range of tasks.



# ENGINEERING STUDIES

**Faculty:** Technical & Applied Studies

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Engineering Studies is directed towards the application and advancement of skills associated with maths, science and technology and is integrated with business and management. The subject promotes environmental, economic and global-awareness, problem solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.*

**Course Outline:**

Preliminary Course	HSC Course
Engineering Fundamentals	Civil Structures
Engineering Products	Personal and Public Transport
Braking Systems	Aeronautical Engineering
Bio-Engineering	Telecommunications Engineering

**Combine it with:** Physics, Mathematics.

**Careers:** Aerospace engineer, Aircraft maintenance, Civil engineer, Computer engineer, Electronics engineer, Industrial Engineer, Mechanical Engineer.

**Assessment:** 3 hour HSC exam along with the rest of the course being assessed through a range of tasks.

**Other:** There is no fee for this subject.



# EXPLORING EARLY CHILDHOOD

**Faculty:** Technical & Applied Studies

**Course Details:** 2 Unit Content Endorsed  
Non-ATAR



**Description:** *Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.*

*This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.*

*This course explores the growth and development of children, including those with special needs, the value of play, support services for families, the diversity of cultural influences in Australia and the ways in which this influences children and work opportunities in the area of children's services.*

## Course Outline:

Preliminary Course	HSC Course
Pregnancy and Childbirth (Core)	Promoting Positive Behaviour (Core)
Child Growth and Development (Core)	Food and Nutrition
Children's Literature	Young Children with Special Needs
Children of Aboriginal and Torres Strait Islander Communities	Children Services Industry
Play and the developing child	Historical and cultural contexts of Childhood

**Combine it with:** Community and Family Studies, PDHPE, Sport Lifestyle and Recreation.

**Careers:** Childcare worker, Teacher, Nurse.

**Assessment:** School based assessment which will consist of Research Tasks, Completion of Practical Activities and a Yearly Examination. There is no HSC examination for this course.

**Other:** Course Fee of \$30 to cover materials used in student projects in both Year 11 and Year 12.



# FOOD TECHNOLOGY

**Faculty:** Technical & Applied Studies

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *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. This course has been written to provide links with employment and further education in the workplace, TAFE and universities.*

**Course Outline:**

Preliminary Course	HSC Course
Food Availability and Selection	The Australian Food Industry
Food Quality	Food Manufacture
Nutrition	Food Product Development
	Contemporary Food Issues in Nutrition

**Combine it with:** Biology, Agriculture and Hospitality.

**Careers:** Chef, Food Technologist, Nutritionist, Teacher.

**Assessment:** 3 hour written HSC exam, the rest of the course will be assessed through a range of tasks.

**Other:** There is a \$75 fee to cover practical food expenses in Year 11 and \$50 in Year 12





# GEOGRAPHY

**Faculty:** Human Society & Its Environment

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. Both physical and human geography provide an important information base on which students investigate contemporary issues. The study of Geography allows students to see the world in a variety of ways and helps them make sense of a complex changing world. Studying Geography prepares students for post-school studies and future employment and for active participation as informed citizens.*

**Course Outline:**

Preliminary Course	HSC Course
Earth's natural systems	Global sustainability
People, patterns and processes	Rural and urban places
Human–environment interactions	Ecosystems and global biodiversity
Geographical Investigation	

**Combine it with:** Society & Culture, Earth & Environmental Science, English Standard or above

**Careers:** Army/Air Force, Engineer, Geologist, Ecologist, Environmental Scientist, Miner, Surveyor, Meteorologist, Geophysicist, Cartographer, Sociologist, Teacher, Tour guide, Park Ranger, Anthropologist, Demographer, Public Servant

**Assessment:** 3 hour written HSC exam along with the rest of the course being assessed through a range of tasks, including a Senior Geography Project.



# HEALTH AND MOVEMENT SCIENCE

**Faculty:** Personal Development, Health & Physical Education

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *This course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts. It focuses on students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.*

*Students will examine the health of individuals and communities and the factors that influence physical activity levels. The emphasis is on understanding how the body moves and the sociocultural influences that affect health. Scientific aspects to be studied include anatomy, physiology, biomechanics and skill acquisition.*

*HMS also supports students as they develop into young adults by encouraging personal growth, the enhancement of wellbeing and the development of their capacity to take a productive role in society.*

**Course Outline:**

Preliminary Course	HSC Course
Health for individuals and communities	Health in an Australian and global context
The body and mind in motion	Training for improved performance
Collaborative Investigation	Depth study x2
Depth study x2	

**Combine it with:** Biology, Sport Lifestyle and Recreation, Community and Family Studies

**Careers:** Personal Trainer, Chiropractor, Acupuncturist, Nurse, Police Officer, Sports Physiologist, Health Promotion Officer, Physiotherapist, Occupational Therapist, Coach, Sports Journalist, PDHPE teacher.

**Assessment:** 3 hour HSC exam with the rest of the course being assessed through a range of tasks.



# HISTORY EXTENSION

**Faculty:** Human Society & Its Environment

**Course Details:** 1 Unit Board Developed  
ATAR



**Description:** *History Extension is a HSC course that allows students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence. This course is only run in Year 12 and students must either complete the Preliminary Ancient History and/or Modern History course to carry out History Extension.*

**Course Outline:**

HSC Course
Two Units
Unit One: Constructing History: Key Questions
Unit Two: Constructing History: Case Study – Elizabeth I or Crusades as an example
Major Work – The History Project

**Combine it with:** Ancient History, Modern History, Geography, English Advanced or above

**Careers:** Anthropologist, historian, archaeologist, cultural heritage, education, museum curator. Also teaches skill relevant to detective work and law.

**Assessment:** **Major Work** – The History Project. Research task and 2500 word essay on a historical investigation of your choice

**HSC exam** - Two sections; Section 1 Constructing History essay; Constructing History Case Study essay. Exam goes for two hours with 5 minutes reading time.



# INDUSTRIAL TECHNOLOGY AUTOMOTIVE

**Faculty:** Technical & Applied Studies

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Automotive is a practical based course that involves the study of the Automotive Industry. The study of Industrial Technology forms a valuable foundation for a range of courses at universities and other tertiary institutions and can lead to a career in the Automotive industry. This course provides students with valuable lifelong skills which could be used for pleasure or profit.*

## Course Outline:

Preliminary Course	HSC Course
Industry Study	Industry Study
Design	Major Project
Management and Communication	Industry Related Manufacturing Technology
Production	
Industry Related Manufacturing Technology	

**Combine it with:** This course **cannot** be studied with any other Industrial Technology course, such as Timber or Graphics.

**Careers:** Mechanic, Panel Beater, Spray Painter, Automotive Electrician, Engineer etc.

**Assessment:** The completion of the Major Project and Folio counts for 60% of the final HSC mark with the examination contributing 40% of marks.

**Other:** Students are required to wear enclosed leather shoes.

There is a course fee of \$75 in Year 11 and \$50 in Year 12; this does not cover the cost of materials used for the Major Project. The cost of the Major Project must be met by the student.



# INDUSTRIAL TECHNOLOGY GRAPHICS

**Faculty:** Technical and Applied Studies

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Industrial Technology is a **practical based course** that focuses on the Graphics Industry, the development of technical drawing skills, an understanding of drawing standards, Architectural drawings, Engineering drawings, presentation methods and Computer Aided Design. Students will develop skills in the use of high-end CAD applications. Students study the industrial processes and practices and develop a broad understanding of the knowledge and skills associated with the graphics industry.*

## Course Outline:

Preliminary Course	HSC Course
Industry Study	Industry Study
Design	Major Project
Management and Communication	Industry Related Manufacturing Technology
Production	
Industry Related Manufacturing Technology	

**Combine it with:** This course cannot be studied in conjunction with other Industrial Technology focus areas such as Timber or Automotive.

**Careers:** Architect, Industrial Designer, Graphic Designer, Set Designer, Draftsperson, Surveyor, Graphic Artist.

**Assessment:** The completion of the Major Project counts for 60% of the final HSC mark with the examination contributing 40% of marks.

**Other:** A course fee of \$25 is charged in both Year 11 and Year 12 to cover the cost of materials used by students. Students are issued with state-of-the-art CAD software for use at home.



# INDUSTRIAL TECHNOLOGY TIMBER

## TIMBER PRODUCTS AND FURNITURE INDUSTRY

**Faculty:** Technical & Applied Studies

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Timber is a practical based course that involves the study of the Timber Products and Furniture Industries. The study of Industrial Technology forms a valuable foundation for a range of courses at universities and other tertiary institutions. Studying Industrial Technology also provides students with valuable lifelong skills which could be used for pleasure or profit.*

### Course Outline:

Preliminary Course	HSC Course
Industry Study	Industry Study
Design	Major Project
Management and Communication	Industry Related Manufacturing Technology
Production	
Industry Related Manufacturing Technology	

**Combine it with:** This course cannot be studied with any other Industrial Technology course, such as Automotive or Graphics.

**Careers:** Materials Engineer, Craftsperson, Builder, Building Inspector, Metal Trades, Army Officer.

**Assessment:** The completion of the Major Project and Folio counts for 60% of the final HSC mark with the examination contributing 40% of marks.

**Other:** Students are required to wear enclosed leather shoes.

There is a course fee of \$75 in Year 11 and \$50 in Year 12; this does not cover the cost of materials for the Major Project, which must be paid by the student before a timber order can be placed.



# INVESTIGATING SCIENCE

**Faculty:** Science

**Course Details:** 2 Unit Board Developed  
ATAR



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

## Course Outline:

Preliminary Course	HSC Course
Cause and effect - Observing	Scientific investigations
Cause and effect - inference and generalisations	Technologies
Scientific models	Fact or Fallacy?
Theories and laws	Science and society

**Combine it with:** Investigating Science may be combined with Chemistry, Biology, and/or Physics.

**Careers:** Agricultural Officer, Forester, Greenkeeper, Nurse, Massage Therapist, Farm Hand, Hairdresser, Laboratory Assistant.

**Assessment:** 3 hour HSC exam, Secondary sources research task, Practical Assessment and depth study in both year 11 and 12

**Other:** Due to safety requirements, it is mandatory that all students who undertake this course will provide their own safety glasses for use during practical work. Students are required to wear enclosed leather shoes.





# LEGAL STUDIES

**Faculty:** Human Society & Its Environment

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *This course is based on how law is generated, how it is structured and how it operates in Australian and international contexts. Legal Studies enables students to have confidence approaching and accessing the legal system and provides them with a better understanding of the relationship between social and legal structures. This course is suitable for any student interested in the operation of our legal system and in understanding its dynamic nature.*

**Course Outline:**

Preliminary Course	HSC Course	HSC Electives (two options)
The Legal System	Crime	Consumers
The Individual and the Law	Human Rights	Global Environmental Protection
Law in Practice		Family
		Indigenous Peoples
		Shelter
		Workplace
		World Order

**Combine it with:** Business Studies, Community and Family Studies, English Standard or above

**Careers:** Lawyer, Human Resources Officer, Judge, Police Officer, Social Worker, Teacher, Politician, Debt Collector.

**Assessment:** 3 hour HSC exam along with the rest of the course being assessed through a range of tasks.



# MATHEMATICS ADVANCED

**Faculty:** Mathematics

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. This course places a large emphasis on Calculus and requires a very good grasp of Mathematics. It is recommended for students who achieve good results in the 5.3 and 5.2 Pathway course in Year 10. The course is constructed on the assumption that students have achieved the stage 5.2 outcomes.*

## Course Outline:

Preliminary Course	HSC Course
<b>Functions</b> <ul style="list-style-type: none"><li>- Working with Functions</li></ul>	<b>Functions</b> <ul style="list-style-type: none"><li>- Graphing Techniques</li></ul>
<b>Trigonometric Functions</b> <ul style="list-style-type: none"><li>- Trigonometry and Measure of Angles</li><li>- Trigonometric Functions and Identities</li></ul>	<b>Trigonometric Functions</b> <ul style="list-style-type: none"><li>- Trigonometric Functions and Graphs</li></ul>
<b>Calculus</b> <ul style="list-style-type: none"><li>- Introduction to Differentiation</li></ul>	<b>Calculus</b> <ul style="list-style-type: none"><li>- Differential Calculus</li><li>- The Second Derivative</li><li>- Integral Calculus</li></ul>
<b>Exponential and Logarithmic Functions</b> <ul style="list-style-type: none"><li>- Logarithms and Exponentials</li></ul>	<b>Financial Mathematics</b> <ul style="list-style-type: none"><li>- Modelling Financial Situations</li></ul>
<b>Statistical Analysis</b> <ul style="list-style-type: none"><li>- Probability and Discrete Probability Distributions</li></ul>	<b>Statistical Analysis</b> <ul style="list-style-type: none"><li>- Descriptive Statistics and Bivariate Data Analysis</li><li>- Random Variables</li></ul>

**Combine it with:** Business Studies, Society and Culture, Chemistry, Biology, Physics.

**Careers:** Banker, Data Analyst, Architect, Financial Planner, Economist, Engineer, Town Planner, Teacher, Radiologist, Pilot, Laboratory Technician.

**Assessment:** 3 hour HSC exam and class tests assessing concepts, skills and techniques as well as reasoning and communication.



# MATHEMATICS EXTENSION 1

**Faculty:** Mathematics

**Course Details:** 1 Unit Board Developed  
ATAR



**Description:** *The content of this course indicates that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the Mathematics Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course. Placement into courses will be determined by written Examination in conjunction with student performance throughout Year 10. Homework will be assigned on a daily basis - 40 - 60 minutes should be spent completing the set homework and consolidating work.*

## Course Outline:

Preliminary Course	HSC Course
<b>Functions</b> <ul style="list-style-type: none"><li>- Further Work with Functions</li><li>- Polynomials</li></ul>	<b>Proof</b> <ul style="list-style-type: none"><li>- Proof by Mathematical Induction</li></ul>
<b>Trigonometric Functions</b> <ul style="list-style-type: none"><li>- Inverse Trigonometric Functions</li><li>- Further Trigonometric Identities</li></ul>	<b>Vectors</b> <ul style="list-style-type: none"><li>- Introduction to Vectors</li></ul>
<b>Calculus</b> <ul style="list-style-type: none"><li>- Rates of Change</li></ul>	<b>Trigonometric Functions</b> <ul style="list-style-type: none"><li>- Trigonometric Equations</li></ul>
<b>Combinatorics</b> <ul style="list-style-type: none"><li>- Working with Combinatorics</li></ul>	<b>Calculus</b> <ul style="list-style-type: none"><li>- Further Calculus Skills</li><li>- Applications of Calculus</li></ul>
	<b>Statistical Analysis</b> <ul style="list-style-type: none"><li>- The Binomial Distribution</li></ul>

**Combine it with:** Engineering, Chemistry, Biology, and Physics.

**Careers:** Engineer, Astronomer, Actuary, Accountant, Mathematician, Teacher.

**Assessment:** 2 hour HSC exam and class tests



# MATHEMATICS EXTENSION 2

**Faculty:** Mathematics

**Course Details:** 1 Unit Board Developed  
ATAR



**Description:** *The study of Mathematics Extension 2 provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. This course enables students to acquire progressively higher levels of knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts. The Mathematics Extension 2 course is academically rigorous demanding diligent application, skills and creativity.*

**Course Outline:**

HSC – Units of Study	
<b>Proof</b>	<ul style="list-style-type: none"><li>- The Nature of Proof</li><li>- Further Proof by Mathematical Induction</li></ul>
<b>Vectors</b>	<ul style="list-style-type: none"><li>- Further Work with Vectors</li></ul>
<b>Complex Numbers</b>	<ul style="list-style-type: none"><li>- Introduction to Complex Numbers</li><li>- Using Complex Numbers</li></ul>
<b>Calculus</b>	<ul style="list-style-type: none"><li>- Further Integration</li></ul>
<b>Mechanics</b>	<ul style="list-style-type: none"><li>- Applications of Calculus to Mechanics</li></ul>

**Combine it with:** Mathematics – Extension 1, Engineering, Chemistry, Biology, Physics.

**Careers:** Engineer, Astronomer, Actuary, Accountant, Mathematician, Teacher.

**Assessment:** 3 hour HSC exam and class tests



# MATHEMATICS STANDARD 2

**Faculty:** Mathematics

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. Homework will be assigned on a daily basis - 40 - 60 minutes should be spent completing the set homework and consolidating work.*

## Course Outline:

Preliminary Topics	HSC Standard Topics
Financial Mathematics-Money Matters	Financial Mathematics- Investment, Depreciation & Loans and annuities
Statistical Analysis- Data Analysis, Relative Frequency & Probability	Statistical Analysis-Bivariate Data Analysis, The Normal Distribution
Measurement- Applications of Measurement, Working with Time	Measurement- Non-right-angled Trigonometry, Rates & Ratios
Algebra- Formulae & Equations, Linear Relationships	Algebra- Types of Relationships
	Networks- Network Concepts, Critical Path Analysis

**Combine it with:** Business Studies, Design and Technology, Physics, Chemistry.

**Careers:** Banker, Data Analyst, Architect, Financial Planner, Economist, Engineer, Town Planner, Teacher, Radiologist, Pilot, Laboratory Technician.

**Assessment:** 2.5 hour HSC exam, class tests and research assignments assessing concepts, skills and techniques as well as reasoning and communication.



# MATHEMATICS STANDARD 1

**Faculty:** Mathematics

**Course Details:** 2 Unit Board Developed  
ATAR  
Non-ATAR UNLESS an optional external examination is completed



**You will study Mathematics Standard 2  
In the Preliminary Year**

**This course starts in the HSC Year**

**Description:** *Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate, they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training. Homework will be assigned on a daily basis - 40 - 60 minutes should be spent completing the set homework and consolidating work.*

**Course Outline:**

Preliminary Topics	HSC Standard Topics
Financial Mathematics-Money Matters.	Financial Mathematics- Investment, Depreciation & Loans
Statistical Analysis- Data Analysis, Relative Frequency & Probability.	Statistical Analysis-Bivariate Data Analysis, The Normal Distribution
Measurement- Applications of Measurement, Working with Time.	Measurement- Right-angled Triangles, Rates and Scale Drawings
Algebra- Formulae & Equations, Linear Relationships.	Algebra- Types of Relationships
	Networks- Networks & Paths

**Combine it with:** English, Computing Applications

**Careers:** Bookmaker, Claims Officer, Clerk, Data Processing, Finance, Insurance.

**Assessment:** Class tests and research assignments.



# MODERN HISTORY

**Faculty:** Human Society & Its Environment

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *This course is for students who enjoy History and wish to develop an understanding of the forces which have shaped the modern world, particularly in the last 200 years. The Preliminary course is designed to provide students with opportunities to investigate key individuals, groups, events, institutions, societies and ideas in world history. The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century.*

## Course Outline:

Preliminary Course	HSC Course
Core Study – Investigating Modern History – The Nature of the Modern History	Core Study - Power and Authority in the Modern World 1919-1946
Two Case Studies: 1 from Eastern and 1 from Western World <ul style="list-style-type: none"> <li>Australia and the rise of Communism</li> <li>Day of Change</li> <li>The Boxer Rebellion in China</li> <li>The making of Modern South Africa</li> <li>The American Civil War</li> </ul>	One National Studies <ul style="list-style-type: none"> <li>Australia 1918–1949</li> <li>China 1927–1949</li> <li>India 1942–1984</li> <li>Indonesia 1945–2005</li> <li>Japan 1904–1937</li> <li>Russia and the Soviet Union 1917–1941</li> <li>USA 1919–1941</li> <li>Iran 1945–1989.</li> </ul>
Historical Investigation	Peace and Conflict <ul style="list-style-type: none"> <li>Conflict in Indochina 1954–1979</li> <li>Conflict in the Pacific 1937–1951</li> <li>Conflict in Europe 1935–1945</li> <li>The Cold War 1945–1991</li> <li>Conflict in the Gulf 1980–2011</li> <li>The Arab-Israeli Conflict 1948–1996.</li> </ul>
The shaping of the Modern World <ul style="list-style-type: none"> <li>The Enlightenment</li> <li>The French Revolution</li> <li>The Age of Imperialism</li> <li>The Industrial Age</li> <li>World War I</li> <li>The End of Empire.</li> </ul>	Change in the Modern World <ul style="list-style-type: none"> <li>Pro-democracy movement in Burma 1945–2010</li> <li>The Cultural Revolution to Tiananmen Square 1966–1989</li> <li>Civil Rights in the USA 1945–1968</li> <li>The Changing World Order 1945–2011</li> <li>The Nuclear Age 1945–2011</li> <li>Apartheid in South Africa 1960–1994.</li> </ul>

**Combine it with:** Ancient History, Society & Culture, Geography, English Standard or above

**Careers:** Journalist, Anthropologist, Historian, Diplomat, Writer, Teacher.

**Assessment:** 3 hour HSC exam along with the rest of the course being assessed through a range of tasks.



# MUSIC 1

**Faculty:** Creative and Performing Arts

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Music occupies a significant place in world cultures and the recorded history of all civilisations. The purpose of this course is to provide students with the opportunity to acquire knowledge, skills, understanding attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. Music offers you a chance to develop an awareness and skill to create your own music. This is a more general course with greater emphasis on practical skills.*  
*It is desirable that the student either plays an instrument or sings (voice).*

**Course Outline:**

Units of Study	Course Format
Study of Musical Skills and concepts through a range of styles Students choose three topics from a broad list of topics eg: <ul style="list-style-type: none"><li>• Australian Music</li><li>• Music of Radio Film and Television</li><li>• Popular Music</li><li>• Rock Music</li></ul>	Performance  Composition (making your own music)  Musicology Viva Voices (Spoken Discussions about Styles/Music)  Aural (Listening)

**Combine it with:** Mathematics, Dance, Drama, Visual Arts

**Careers:** Musician, Sound Technician, Video Clip Producer, Commuter Music Specialist, Teacher, Administrator, Performer.

**Assessment:** 1 hour Aural Skills Written Exam, Core Performance Examination, Three electives from Performance, Composition or Viva Voce (interview)

**Other:** Course fee of \$35 in both Year 11 and Year 12





# NUMERACY

**Faculty:** Mathematics

**Course Details:** 2 Unit Content Endorsed  
NON-ATAR



**Description:** *The Numeracy Stage 6 Content Endorsed Course is a new course 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. The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.*

## Course Outline:

Module	Preliminary Course	Module	HSC Course
<b>1</b>	1.1: Whole numbers 1.2: Operations with whole numbers 1.3: Distance, area and volume 1.4: Time 1.5: Data, graphs and tables	<b>3</b>	3.1: Percentages 3.2: Operations with numbers 3.3: Finance 3.4: Location, time and temperature 3.5: Space and design
<b>2</b>	2.1: Fractions and decimals 2.2: Operations with and decimals 2.3: Metric relationships 2.4: Length, mass and capacity 2.5: Chance	<b>4</b>	4.1: Rates and ratios 4.2: Statistics and probability 4.3: Exploring with NRMT

**Combine it with:** English, Computing Applications

**Careers:** Bookmaker, Claims Officer, Clerk, Data Processing, Finance, Insurance.

**Assessment:** Class tests and research assignments.



# PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

**Faculty:** Creative and Performing Arts

**Course Details:** 2 Unit Content Endorsed  
Non-ATAR



**Description:** *This course offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. It provides a vital foundation for students wishing to pursue a career in this vast and rapidly growing photographic, video and digital imaging industry.*  
*It is mandatory that 3-6 hours of Health and Safety are taught in this subject and these hours are integrated into the course.*

**Course Outline:** Students will work on an Individual/ Collaborative Project as well as covering:

Wet Photography/Video/Digital Imaging
Introduction to practice in wet photography
Developing a point of view
Traditions, conventions, styles and genres
Manipulated forms
The arranged image
Temporal accounts

**Combine it with:** Visual Arts, Ancient History, Modern History

**Careers:** Photographer, Graphic Designer, Multimedia Developer, Director, Film Editor, Camera Operator.

**Assessment:** A range of assessments, including in class exams, covering making as well as critical and historical studies.

**Other:** Course fee of \$40 in both Year 11 and Year 12.



# PHYSICS

**Faculty:** Science

**Course Details:** 2 Unit Board Developed  
ATAR



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

*Intending students should have an excellent grasp of Year 10 Maths, and it is recommended that you be attempting at least 2 Unit Mathematics in Year 11, although this is not mandatory.*

**Course Outline:**

Preliminary Course	HSC Course
Kinematics	Advanced Mechanics
Dynamics	Electromagnetism
Waves and Thermodynamics	The Nature of Light
Electricity and Magnetism	From the Universe to the Atom

**Combine it with:** Chemistry, Investigating Science, Engineering and Maths Extension 1.

**Careers:** Computer Engineer, Physicist, Teacher, Engineer, Astronomer.

**Assessment:** 3 hour HSC exam, Secondary sources research task, Practical Assessment and 15 hours of depth study in both year 11 and 12

**Other:** Due to safety requirements, it is mandatory that all students who undertake the course are required to wear enclosed leather shoes.



# SCIENCE EXTENSION

**Faculty:** Science

**Course Details:** 1 Unit Board Developed  
ATAR



**Description:** *Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio.*

*The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.*

## Course Outline:

Year 12 Course
<b>Module 1</b> The Foundations of Scientific Thinking
<b>Module 2</b> The Scientific Research Proposal
<b>Module 3</b> The Data, Evidence and Decisions
<b>Module 4</b> The Scientific Research Report

**Combine it with:** Science Extension may be combined with Investigating Science, Chemistry, Biology, Physics and/or Earth and Environmental Science.

**Careers:** Engineering, Astronomer, Physicist, Chemist, Biologist, Geologist, Scientific Research, Mathematics.

**Assessment:** 2 hours online HSC exam along with Scientific Research Report and Portfolio, which can be an extension but must not overlap Depth Study, and rest of the course being assessed through a range of tasks.

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

**Note:** Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.



# SOCIETY & CULTURE

**Faculty:** Human Society & Its Environment

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *The central goal of Society & Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures - including power, authority, identity, gender, technology and globalisation - is also central to this course. Society & Culture draws upon cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology. It provides students with skills to critically analyse social theories and complimentary and contrasting viewpoints about people, societies and cultures. The study of Society & Culture prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship.*

## Course Outline:

Preliminary Course	HSC Course	HSC Electives (2 Options)
The Social and Cultural World	Social and Cultural Continuity and Change	Popular Culture
Personal and Social Identity	Personal Interest Project	Belief Systems and Ideologies
Intercultural Communication		Social Inclusion and Exclusion
		Social Conformity and Non-Conformity

**Combine it with:** Legal Studies, Modern History, Ancient History, Aboriginal Studies, Biology, Business Studies, Community and Family Studies

**Careers:** Psychologist, Lawyer, School Counsellor, Youth Worker, Social Worker, Police Officer, Medical Practitioner, Teacher, Journalist, Writer, Politician, Public Relations, Human Resources.

**Assessment:** 2 hour HSC exam (60%) along with a Personal Interest Project (40%) and in class assessments.



# SOFTWARE ENGINEERING

**Faculty:** Technical & Applied Studies

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Software Engineering is a distinctive field within the computing discipline and would benefit students seeking a career in the software industry. It focuses on the systematic approach to problem-solving through the development of design folios and practical software solutions.*

*Software Engineering promotes intellectual, social and ethical growth in students and provides them with the flexibility to be able to adapt in a field that is constantly changing. This course encourages students to explore the impact of innovations in computing technology on society and the environment.*

## Course Outline:

Preliminary Course	HSC Course
Programming Fundamentals	Secure Software Architecture
The Object-oriented Paradigm	Programming for the Web
Programming Mechatronics	Software Automation

**Combine it with:** Business Studies, Design and Technology, Enterprise Computing, Information and Digital Technology (VET Course).

**Careers:** Data Scientist, IT Manager, IT Support Technician, Software Engineer, Software Designer, Systems Designer, Web Designer/Developer.

**Assessment:** 2 hours and 30 minutes online HSC examination. A variety of assessment strategies are used for school-based assessment tasks.



# SPORT, LIFESTYLE & RECREATION STUDIES

**Faculty:** Personal Development, Health & Physical Education

**Course Details:** 2 Unit Content Endorsed  
Non-ATAR



**Description:** *SLR develops in each student the knowledge, understanding and skills needed to adopt active and health promoting lifestyles. It focuses on aspects that relate most closely to participation in sport and physical activity.*

*SLR makes a positive contribution to the total wellbeing of students. Students develop knowledge and understanding of the value of physical activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.*

*This subject features a highly practical focus and it is therefore relevant to all students as it reinforces the importance of being active and helps to develop a range of skills that will assist students to remain active and healthy throughout their lives.*

## Course Outline:

Preliminary Course	HSC Course
Healthy Lifestyle	Fitness
Sports Coaching	Resistance Training
Games and Sport	Sports Administration
	Outdoor Recreation

**Combine it with:** Health and Movement Science, Biology

**Careers:** Personal Trainer, Fitness Instructor, Sporting Coach

**Assessment:** Research tasks, participation in practical activities, coaching, planning, practical tasks. There is no HSC exam for this course. School assessment marks will appear on your HSC but are not included in your ATAR



# VISUAL ARTS

**Faculty:** Creative and Performing Arts

**Course Details:** 2 Unit Board Developed  
ATAR



**Description:** *Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.*

*The Preliminary Course is broad, while the HSC course provides for deeper, increasingly more independent investigations. Both are 50% art making and 50% theory.*

## Course Outline:

Preliminary Course	HSC Course
Experimentation in a broad range of art making practices	Development of a body of work
Use of a process diary	Use of a process diary
A broad investigation of ideas in art criticism and art theory	At least 5 case studies in art criticism and art history
The content of practice, conceptual framework and frames	The content of practice, conceptual framework and frames

**Combine it with:** Society and Culture, Design and Technology, Textiles and Design, Modern History, Ancient History

**Careers:** Illustrator, Graphic Designer, Artist, Photographer, Sculptor, Art, Animation, Historian, Art education officer in Gallery, Cultural Heritage Officer, Teacher.

**Assessment:** 1.5 hour written HSC exam (50%) along with a Body of Work (50%) and in class assessments.

Major works developed in Visual Design and Photography may not be used as the Body of Work in Visual Arts.

**Other:** Course fee of \$45 in both Year 11 and Year 12. Fee does not include the cost of raw materials for the Year 12 Major Body of Work.





# VISUAL DESIGN

**Faculty:** Creative and Performing Arts

**Course Details:** 2 Unit Content Endorsed  
Non-ATAR



**Description:** *This course offers students the opportunity to explore contemporary artistic practices to meet design briefs. It provides a vital skills in critical and creative thinking, problem solving and real world products and processes.*  
*It is mandatory that 3-6 hours of Health and Safety are taught in this subject and these hours are integrated into the course.*

**Course Outline:** Students will work on an Individual/ Collaborative Project as well as covering 2-4 Modules per year:

Preliminary and HSC Modules
Graphic Design- Publications and Information, Illustration and Cartooning , Interactive and Multimedia
Product Design- Packaging, Furniture, Industrial
Wearable Design - Clothing and Image, Jewellery and Accessories and Textiles
Interior /Exterior Design – Structures and Environments, Stage Sets and Props, Interiors
General - Individual/Collaborative Design Project

**Combine it with:** Visual Arts, Industrial Arts,

**Careers:** Graphic Designer, Multimedia Developer, Entrepreneur, Illustrator, Marketing specialist

**Assessment:** A range of assessments, producing practical and written works.

**Other:** Course fee of \$40 in both Year 11 and Year 12.



# WORK STUDIES

**Faculty:** Human Society & Its Environment

**Course Details:** 2 Unit Content Endorsed  
Non-ATAR



**Description:** *The aim of this course is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.*

## Course Outline:

Units of Study
My Working Life
In the Workplace
Preparing Job Applications
Workplace Communication
Teamwork and Enterprise Skills
Managing Work and Life Commitments
Personal Finance
Workplace Issues

**Combine it with:** Any TVET or VET course, English Studies, SLR

**Careers:** This course is designed to get you ready to apply for apprenticeships, traineeships and full-time employment.

**Assessment:** There is no external exam for this course. Internal assessments will be conducted through a range of tasks.



## PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

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

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

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

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

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

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

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

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

#### Work Placement

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

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

There are other VET opportunities including:

#### Externally delivered Vocational Education and Training (EVET)

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

#### School Based Apprenticeships and Traineeships (SBAT)

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



## NSW Department of Education RTO 90333

2025 Assistant Dance Teaching Course Descriptor CUA30320 Certificate III in Assistant Dance Teaching		
<i>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.</i>		
<b>Course: Assistant Dance Teaching</b> Board Endorsed Course (300 hour) (3 units x 1 year and 2 units x 1 year)		<b>HSC credit – 5 units</b> There is no Australian Tertiary Admission Rank (ATAR) for this course
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30320 Certificate III in Assistant Dance Teaching <a href="https://training.gov.au/training/details/CUA30320">https://training.gov.au/training/details/CUA30320</a> . You will be expected to complete all the requirements for the Registered Training Organisation (RTO) 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. <b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b>		
<b>Transferrable industry skills gained in this course</b>		
<ul style="list-style-type: none"> <li>working within the dance industry involves customer (client) service</li> <li>demonstration of dance skills to younger students</li> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul>		
<b>Examples of occupations in the dance industry</b>		
<ul style="list-style-type: none"> <li>private studio teaching assistant</li> <li>choreographer</li> <li>warm up coordinator</li> </ul>		
<b>VET requirements</b>		
<b>Competency-Based Assessment</b> 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.		
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines		
<b>HSC requirements</b>		
<b>Mandatory course requirements</b> You must complete 300 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.		
<b>External Assessment</b> There is no external assessment (optional HSC examination) for this course.		
<b>Consumable costs: Preliminary - \$Nil</b>	<b>HSC - \$Nil</b>	<b>Refunds</b> 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.		
<b>Exclusions:</b> Students undertaking both this Assistant Dance Teaching course and another course based on the CUA Creative Arts and Culture Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. Students can only undertake the Assistant Dance Teaching (120 indicative hours) course or the Assistant Dance Teaching (240 indicative hours) course or the Assistant Dance Teaching (300 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>		





## NSW Department of Education RTO 90333

2025 Construction Course Descriptor	
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)	
<i>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.</i>	
<b>Course: Construction</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> &amp; <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a>. You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> <li>risk management</li> <li>time management</li> <li>basic emergency response</li> </ul>	<ul style="list-style-type: none"> <li>communication</li> <li>problem solving</li> <li>decision making</li> </ul>
Examples of occupations in the construction industry	
<ul style="list-style-type: none"> <li>carpentry</li> <li>joinery</li> </ul>	<ul style="list-style-type: none"> <li>bricklaying</li> <li>builder's labourer</li> </ul>
VET requirements	
<b>Competency-Based Assessment</b> 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.	
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.	
HSC requirements	
<b>Mandatory course requirements</b> 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.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
<b>Consumable costs: Preliminary - \$125 HSC - \$100</b> <b>Consumable cost includes White card training, PPE and resources for Assessment and Learning</b>	<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> 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 <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	



## NSW Department of Education RTO 90333

2025 Entertainment Industry Course Descriptor	
Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services	
<i>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.</i>	
<b>Course: Entertainment Industry</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <a href="https://training.gov.au/training/details/cua30420">https://training.gov.au/training/details/cua30420</a>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> <li>customer (client) service skills</li> <li>technical production of lighting, sound and vision</li> <li>communication skills</li> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul>	
Examples of occupations in the entertainment industry	
<ul style="list-style-type: none"> <li>assistant sound technician</li> <li>assistant lighting technician</li> <li>follow spot operator</li> <li>front of house assistant</li> <li>production crew</li> <li>stagehand</li> </ul>	
VET requirements	
<b>Competency-Based Assessment</b> 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.	
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
<b>Mandatory course requirements</b> 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.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Entertainment is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
<b>Consumable costs: Preliminary - \$40 HSC - \$40</b> <b>Students must own a set of plain black clothing with collared polo and enclosed footwear</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is not available for this course.	
<b>Exclusions:</b> Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	





## NSW Department of Education RTO 90333

2025 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality	
<i>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.</i>	
<b>Course: Hospitality (Food and Beverage)</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<p>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 <a href="https://training.gov.au/training/details/SIT20322">https://training.gov.au/training/details/SIT20322</a>. 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.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> <li>customer service skills</li> <li>teamwork</li> <li>organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>adaptability</li> <li>critical thinking</li> <li>problem solving</li> </ul>
Examples of occupations in the hospitality industry	
<ul style="list-style-type: none"> <li>food and beverage attendant</li> <li>espresso coffee machine operator</li> </ul>	<ul style="list-style-type: none"> <li>restaurant host/hostess</li> <li>receptionist</li> <li>function attendant</li> <li>barista and café service</li> </ul>
VET requirements	
<b>Competency-Based Assessment</b> 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.	
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
<b>Mandatory course requirements</b> 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.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> 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.	
<b>Consumable costs: Preliminary - \$125 HSC - \$100</b> <b>Consumable costs include specific Hospitality Uniform (black shirt, black apron, black cap) and food and drink purchases</b>	<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality">https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality</a>	
<b>Exclusions:</b> 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 <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	



## NSW Department of Education RTO 90333

2025 Information and Digital Technology Course Descriptor		
ICT30120 Certificate III in Information Technology		
This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.		
<b>Course: Information and Digital Technology</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)	
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 ICT30120 Certificate III in Information Technology <a href="https://training.gov.au/training/details/ICT30120">https://training.gov.au/training/details/ICT30120</a> . You will be expected to complete all the requirements for 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. <b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b>		
<b>Transferrable industry skills gained in this course</b>		
<div><ul style="list-style-type: none"><li>• using technology to organise information</li><li>• creativity</li><li>• programming techniques</li></ul><ul style="list-style-type: none"><li>• critical thinking</li><li>• problem solving</li><li>• teamwork</li></ul></div>		
<b>Examples of occupations in the information and digital technology industry</b>		
<div><ul style="list-style-type: none"><li>• Analyst programmer</li><li>• Web Developer</li></ul><div><ul style="list-style-type: none"><li>• IT Manager</li><li>• Network professional</li></ul><ul style="list-style-type: none"><li>• Motion Graphics Designer</li><li>• Systems Analyst</li></ul></div></div>		
<b>VET requirements</b>		
<b>Competency-Based Assessment</b> 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.		
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines		
<b>HSC requirement</b>		
<b>Mandatory course requirements</b> 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.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.		
<b>Consumable costs: Preliminary - \$Nil</b>	<b>HSC - \$Nil</b>	<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-information-technology">https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-information-technology</a>		
<b>Exclusions:</b> In this Framework, students can only undertake the Information and Digital Technology (120 indicative hours) course or the Information and Digital Technology (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>		





## NSW Department of Education RTO 90333

### 2025 Primary Industries Course Descriptor

#### AHC20122 Certificate II in Agriculture

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

#### Course: Primary Industries

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

#### HSC credit – 4 units

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

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

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

#### Transferrable industry skills gained in this course

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

#### Examples of occupations in the agriculture industry

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

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

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

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

#### Consumable costs: Preliminary - \$50

#### HSC - \$50

**Consumable costs include resources for assessment and learning.**

#### Refunds

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

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

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

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



## NSW Department of Education RTO 90333

2025 Retail Services Course Descriptor	
SIR30216 Certificate III in Retail	
<i>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</i>	
<b>Course: Retail Services</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year)) Board Developed Course (240 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <a href="https://training.gov.au/Training/Details/SIR30216">https://training.gov.au/Training/Details/SIR30216</a>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> <li>maintain store operations</li> <li>using technology to organise information</li> <li>meeting organisational expectations</li> <li>customer service skills</li> <li>teamwork</li> <li>problem solving</li> </ul>	
Examples of occupations in the retail services industry	
<ul style="list-style-type: none"> <li>frontline sales assistant</li> <li>shop assistant</li> <li>team leader</li> <li>customer service representative</li> <li>retail supervisor</li> <li>senior sales assistant</li> </ul>	
VET requirements	
<b>Competency-Based Assessment</b> 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.	
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
<b>Mandatory course requirements</b> 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.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
<b>Consumable costs: Preliminary - \$Nil HSC - \$Nil</b>	<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	



# SBATS

## SCHOOL BASED APPRENTICES & TRAINEES

School Based Apprenticeships (SBAs) and School Based Traineeships (SBTs) combine paid work with TAFE NSW training and school. They give you the opportunity to gain a nationally recognised VET qualification as well as your HSC and valuable workplace skills and experience through part-time paid employment.

After successfully completing an SBAT, you will receive a TAFE NSW transcript of academic record that may count towards further study. At the end of your SBA you will have the opportunity to progress to Stage 2 of your apprenticeship.

### What is a School Based Apprenticeship or Traineeship?

School based apprenticeships and traineeships combine paid work, training and school. They are available to all Year 10, 11 and 12 high school students and you can work towards a nationally recognised qualification as part of your HSC and in some cases they could count towards your ATAR.

Apprenticeship	Traineeship
<b>What is an apprenticeship?</b> Apprenticeships offer you the best of work and study. You train on the job, study and earn an income all while working towards becoming a qualified tradesperson.	<b>What is a traineeship?</b> Traineeships are similar to apprenticeships, but they concentrate on vocational or job areas such as office administration, information technology or hospitality.
<b>How long does it take?</b> An apprenticeship normally takes three to four years in traditional trade areas like carpentry, electrical, hairdressing and plumbing. Three to four years may seem like a long time but remember you're working towards become fully qualified and getting hands-on experience, and you get paid for it.	<b>How long does it take?</b> A traineeship lasts one to two years. You'll learn, work and earn and when you successfully complete you will receive (at a minimum) a Certificate II qualification.
<b>Who can become an Apprentice?</b> You don't need a school certificate or any other qualification.  Year 10, 11 and 12 students, school leavers, people re-entering the workforce or professionals.	<b>Who can become a Trainee?</b> You don't need a school certificate or any other qualification.  Year 10, 11 and 12 students, school leavers, people re-entering the workforce or professionals.

### What's in it for you?

- You'll get hands on industry experience, a qualification from TAFE NSW and your HSC.
- You'll be paid while you learn.
- Once you've completed a school-based apprenticeship you can potentially commence in the second year of an apprenticeship when you leave school.



# EVET

## EXTERNALLY DELIVERED VOCATIONAL HSC COURSES FOR SCHOOL

Did you know that you can do an externally delivered VET (EVET) course while you are at school? It counts as a subject in your HSC.

To broaden the range of VET courses available to school students the NSW Government has approved a panel of quality Registered Training Organisations to deliver a wide range of NSW Education Standards Authority (NESA) endorsed VET courses.

All courses can contribute to the Record of Student Achievement (RoSA) or the HSC, as well as lead to the award of a nationally recognised VET qualification.

Each year, we make VET courses offered by these approved providers available to students.

Applications to undertake EVET courses occur during Term 3.

Contact the school's VET Coordinator/Careers Advisor based in the Futures Centre for details on what EVET courses are available and how to apply. You will need to complete an expression of interest and wait for an offer.

### WHAT ARE THE BENEFITS OF STUDYING AN EVET COURSE?

- EVET increases the educational and career opportunities of students.
- EVET courses attract "**dual accreditation**". Students receive both a HSC and a nationally recognised VET qualification.
- **Advanced Standing** is granted to students who go on to take any EVET courses containing subjects that they have successfully completed as part of their EVET Studies.
- The 2 Unit Board Developed Courses (Framework) studied over 2 years; contribute to the students Australian Tertiary Admission Rank for university entry, if students choose to sit the external examination.
- Students have the opportunity to study in an adult environment.
- Courses at the local TAFE's run part in school time and part after school, on Monday or Wednesday afternoons other courses may be studied online or in school holiday blocks.

### WHO CAN APPLY?

- Any student who will enter Year 11 or 12.
- EVET will look at all applicants and decide on the most suitable candidates. The positions are very popular and not everyone who applies is able to do the courses. **Students MUST SELECT A SCHOOL SUBJECT AS WELL, in case they are not accepted into EVET.**
- Students must be well motivated to manage their work both at school and EXTERNALLY and be committed to attend all classes regularly.



## WHAT EVET COURSES CAN YOU STUDY?

There are two kinds of EVET courses.

These are:

- **BOARD DEVELOPED FRAMEWORK COURSES** - These are 2 Unit Courses run over 2 years and will contribute to HSC. These may be used to contribute to an ATAR if the external examination is attempted at the end of the HSC year. They all (if completed satisfactorily) constitute nationally recognised VET qualifications.
- **NON-BOARD DEVELOPED COURSES** (non ATAR but count towards HSC) - These courses are shown on a student's Record of Achievement (Year 11) or Higher School Certificate (Year 12). They do not form part of an ATAR but do attract all the other benefits of studying an EVET COURSE.

## EVET COURSES

These are examples of what may be studied by applying through EVET.

BOARD DEVELOPED FRAMEWORK COURSES	NON – BOARD DEVELOPED COURSES
Automotive Electrical	Animal Studies
Automotive Paint, Body & Repair	Baking
Electrotechnology	Beauty Services
Human Services	Community Services
Tourism And Events	Design Fundamentals
	Early Childhood Education and Care
	Hairdressing
	Plumbing
	Sport And Recreation

Some of these courses can be studied at local colleges of TAFE situated at:

- Blacktown
- Kingswood
- Mount Druitt
- Nirimba
- Richmond

## Please Note

- Some of these EVET courses will require **MANDATORY** work placement in both Year 11 and Year 12, this may occur during school time or in school holidays, TAFE will provide a number of dates for you to select from.
- **Students are required to organise their own transport.**
- Many students choose to attempt Non ATAR Content Endorsed TVET Courses as an entry to full time TAFE. These change from year to year and students must see the Futures Centre to find out which courses are available for the next year.





## AVAILABLE COURSE INFORMATION

Where	Course	Description	Information
TAFE NSW Schools Launchpad (Virtual TVET)	Variety of courses offered Optional HSC Examination may contribute to an ATAR depending on pattern of study	TAFE NSW Schools Launchpad is a different way to think about school and TAFE-delivered Vocational Education and Training (TVET). These 20 virtual courses combine teacher-led virtual classrooms with workshops and work placements across a range of exciting career areas within growth industries. <a href="#">Launchpad information</a>	Virtual Learning
TAFE NSW (TVET)	Variety of courses offered Both ATAR and Non ATAR	TVET courses have the same NSW Education Standards Authority (NESA) requirements as other HSC courses, meaning you will need to regularly attend classes and complete the set assessments. Most courses take between one and two years to complete and some classes may also extend outside of school hours and/or include work placement. <a href="#">TAFE for School Students</a>	Attendance at TAFE weekly Need own transport
Whitehouse Institute of Design	Certificate III in Design Fundamentals Non ATAR	The course enables you to prepare a professionally presented creative portfolio. This can be used for gaining competitive access into further creative and design studies. <a href="#">Certificate III in Design Fundamentals</a>	School holiday blocks 2 years 2 units
Taronga Zoo	Certificate II in Animal Care Non ATAR	This is an introductory level course for who are interested in the animal care industry and/or pursuing a career as an animal attendant/keeper. This course will give you an entry point into the animal care industry, enabling you to develop the skills and knowledge required for the care and maintenance of animals including handling, feeding, grooming health and hygiene practices <a href="#">Certificate II in Animal Care</a>	1 day per week during term time 1 Year 4 units

