



Innovative Learning Pathways

2026- 2027

Senior Course Selection Guide



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Introduction

Dear Student,

Congratulations on your decision to continue your studies towards your Higher School Certificate. This commitment is an important one and requires a great deal of thought, preparation and research. Please read this booklet carefully before making your final course selections. Once the decision has been made to return to school for Year 11 and 12 course choice becomes extremely important. Your choice of courses will significantly determine your options after you leave school.

This booklet has been produced to inform you of the organisation of the Higher School Certificate. It gives you information on the courses available and where they could lead you. The detail provided for each course ensures that you understand the commitment required to complete each course successfully.

The first section outlines your study alternatives. The information can be categorised into the following broad focus areas:

- An **ATAR pattern of study** suitable for university entrance
- The **Work ready pattern of study** suitable for students looking to prepare for entry into the workforce during or following Year 12
- A 3rd option available to students is completing a Certificate 3 in a VET course. This can provide an alternative university entry path to an ATAR for some courses at some universities.

Students and parents/caregivers must read this information carefully as it forms the basis for making choices about subjects and courses in the coming year. **NB:** This should not be your only source of information when choosing options for your HSC.

General Information for Students

The NSW Educational Standards Authority or NESA is responsible for managing the HSC for all schools in NSW. Study in senior school requires a significant step-up in responsibility. To be successful a student must develop:

- The ability to set and work towards sound goals for the future;
- A determination to attend all available school days, and to put school before your social life and holidays
- A commitment to participating fully in all available classroom activities.
- Commitment to completing set tasks in given time frames, additional reading and research;
- Motivation to study;
- A commitment to abide by the school policies including those regarding the wearing of the school uniform, school rules and daily attendance.

STUDY REQUIREMENTS

Being a senior STUDENT is a full-time commitment.

It is recommended that the time spent on homework and study is:

18 hours per week for Preliminary courses and up to 24 hours per week for HSC courses.

Remember:

All these courses require considerable effort and commitment and some are expensive.

There are no easy courses.

The courses in this handbook have been selected to support the skills and aspirations of a wide variety of students.

The information provided is accurate at the time of printing

Minimum Class Sizes

As students progress through courses, smaller classes can result having consequences for staffing. As a result, where small classes exist (less than 10 students), the number of face to face teaching periods may be reduced from the full (2U) 8 periods / fortnight. The lowest number of periods will be 6 periods per fortnight.

Things to consider.

A HSC education is not for everyone. While it is important, it does not have to be entirely career focused for most students. A broad education is an asset to any person and students should feel encouraged to participate in courses they find enjoyable and stimulating.

A number of questions need to be considered by students when choosing courses:

- What are my likes and dislikes?
- Where do my abilities lie?
- What will motivate me?
- What are my realistic career options?
- Do I envisage pursuing tertiary study and if so which path should I use to pursue it?

Students should think carefully about their course choices.

The senior years should be academically challenging and enjoyable. Success will be based on individual performance, not simply on course choices.

Students should NOT choose courses:

- based on the assumption that some grant a mark advantage by virtue of the examination scaling process. This assumption is wrong. The scaling process is based on the student's performance and the quality of the candidature statewide. For students who do not achieve well in a course, scaling will not assist them. **Individual students need to achieve at a high level to score a high HSC mark.**
- below or above their ability level to try and maximise marks.
- just because their friends do or because they like the teacher.

Discuss with and seek advice from a wide range of people including your parents/caregivers, head teachers, subject teachers, year advisor and career adviser before making your final course selections.

Additionally, students need to be absolutely sure which HSC courses, if any, are required for entry to the careers or further education pathways they are considering. This information is available from the careers adviser.

Students should choose

Courses based on interest, ability and entry requirements for post school education or a career.

Steps to HSC success...

1. Understand the key language of the HSC.
2. Consider the options available after Year 10 and how you feel about school.
3. Understand the range of ways to study for the HSC, the course types available and the packaging rules (subject combinations) for a HSC.
4. Think about what you would like to be doing after Year 12 - What is Your 1st Career Plan
5. Choose courses based on your interest, that maximise your qualification credit, support you starting the career you wish to pursue and will allow you to lead a balanced life over the next 2 years.

STEP 1

Understanding the language of the HSC

The HSC



Teachers are provided with a syllabus package for each course. The packages include the Board of Studies syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale. The syllabuses, along with assessment and examination information and a performance scale are used to describe each student's level of achievement and give a clear idea of the standards expected.

The school develops a program to deliver the syllabus and an assessment program – typically 3 tasks in Year 11 and 4 in Year 12 to assess student performance against syllabus outcome. Progress Reports will provide a description of student achievement.

The results from school-based assessment tasks will contribute to 50% of the HSC mark. The remaining 50% of the HSC mark will come from the HSC examination (written, project or performance).

The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. **A mark of 50 will represent the minimum standard expected.** If a student only achieves the minimum standard expected in a course they will receive a mark of 50.

There will be **five performance bands above 50** that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 –100 will correspond to the highest level of achievement – Band 6.

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

The HSC Testamur.

The official certificate confirming your achievement of all requirements for the award.

The Record of Student Achievement.

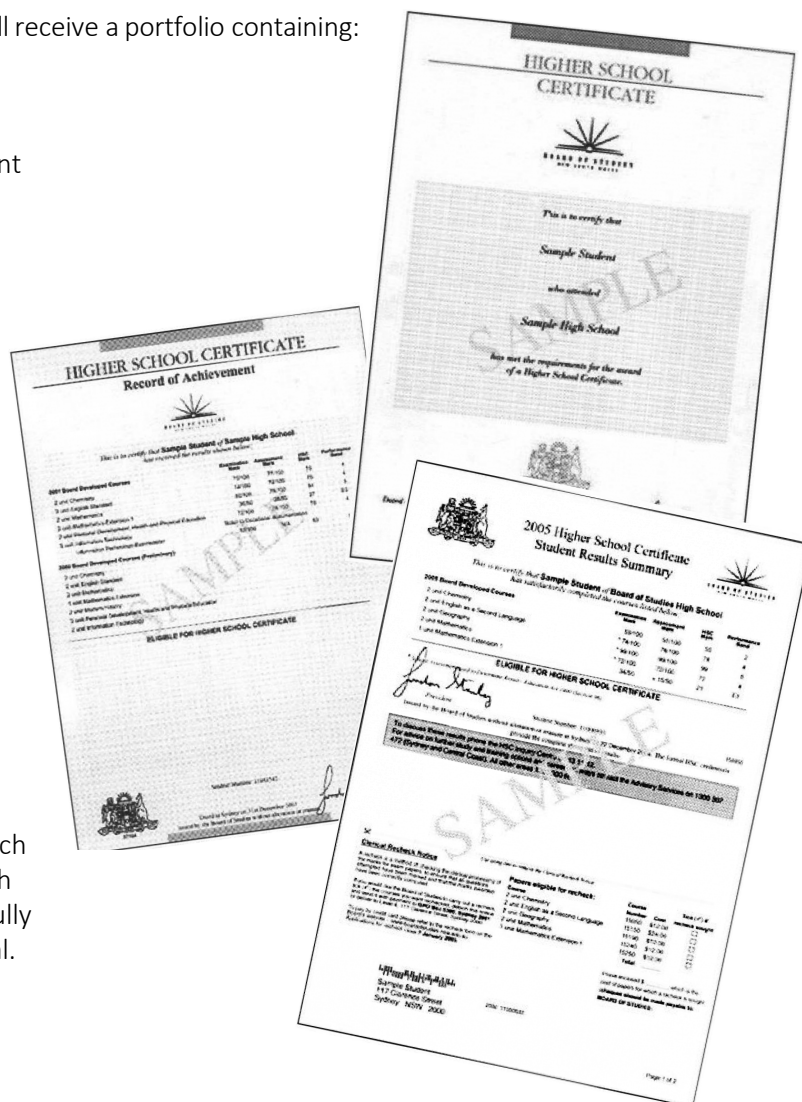
This document lists the courses you have and reports the marks and bands you have achieved.

Course Reports.

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band description for A graph showing the state-wide distribution of course is also shown.

VET Course Transcripts

You will receive a statement of attainment for each VET course studied. The statement identifies each unit of competency achieved. Where a course is fully completed it may result in a Certificate Credential.



Australian Tertiary Admissions Rank - ATAR



The AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) is calculated by the universities from information provided by the BOSTES on your HSC results. It is likely students will need an ATAR if they are considering applying for a university, Qld TAFE Diploma courses, ADFA or the Police Force after leaving school.



Eligibility for an ATAR.

To be eligible for an ATAR a student must satisfactorily complete at least:

- Ten **Board Developed** units, including
- At least two units of English. Note: The course English Studies does not meet ATAR requirements unless the student sits the optional HSC exam.
- Any other eight units where the student sits the NESA HSC exam.
- At least three Board Developed courses of two units or greater and
- At least four subjects: see (a) below.

Calculation of the ATAR.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- your best two units of English; and
- your best eight units from the remaining units.

RECORD of SCHOOL ACHIEVEMENT (RoSA)

- This credential is issued by the NESA to provide recognition for those students who complete Stage 5 (year 10), and who leave school prior to completing a HSC. This cumulative credential summarises academic results and course participation up to the point that the student leaves school.
- An up to date **transcript** or **Student e-Record** can be generated from the NESA website at any point in time. It will include a grade for those courses satisfactorily completed.
- In addition, students may also sit for separate Literacy and Numeracy Tests which will be helpful when seeking employment.
- The RoSA credential is only available at the time a student exits from the school system. **Students completing the HSC will receive the complete academic transcript in their HSC documentation.**

“UNITS” are the building blocks of your pattern of study

All courses offered for the Higher School Certificate have a unit value.

- Most courses are 2 units courses however, some have a value of 1 unit or 3 units.
- Each unit involves class time of approximately 2 hours each week or 60 hours each year.
- Each Unit has a value of 50 marks. ie. A 2 unit course has a value of 100 marks. Most courses are 2 units x 2 years.
- A number of courses are also available as Extension 1 courses.
- Extension courses require students to work beyond the standard of the content of the 2 unit course.
- 2 units = 4 hours each week = 120 hours (2 units) for each of years 11 and 12 = 100 marks for the HSC.

Subjects vs Courses

Subject examples English, Math, Science

Course examples are: English Advanced, Standard and Studies or Mathematics , Standard 1 or Standard 2.

Board Developed Courses

These courses are developed by the Board of Studies (BOS). There is a syllabus for each course, which contains:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow the same course syllabus.

Board Developed Courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). NOTE: The results for a student's BEST TEN units are used in the calculation of an ATAR. However, only subjects where the student has sat for a written HSC exam can contribute towards the ATAR.

Extension Courses

- Extension 1 courses carry a value of 1 unit = mark value of 50 and may be available at the Preliminary stage in English and Mathematics only.
- In Year 12 Extension courses are available in English and Mathematics as well as Extension 1 courses in History, Music, some Languages. Some Board Developed VET courses have extension courses called “specialisation studies” at a value of 1, 2, 3 and 4 units.
- Satisfactory completion of a Preliminary Extension 1 course is required before enrolment in any Extension 2 HSC course. Extension 2 courses require students to work beyond the standard of the content of the Extension 1 course and must be taken concurrently with the corresponding Extension 1 course. Extension 2 courses have a mark value of 50 marks.

Board Endorsed Courses

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

- **Content Endorsed Courses (CEC)** have a syllabus endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- **Note: Some Board Endorsed Courses are one-year courses.**
Board Endorsed Courses have:
- no external examination but will count towards the HSC and will appear on your Record of Achievement but do not contribute to an ATAR.

Life Skills Courses

- Accessing a Special Program of Study in Stage 6 general, requires a student to have completed at least four Life Skills courses as part of a Special Program of Study in Stage 5 (Yrs 9/10).
- Participation in a Special Program of Study will be based upon an individual transition-planning process. This will occur for both the Preliminary and HSC years.
- **Stage 6 (Years 11 & 12) Life Skills Courses** are available for students following a Special Program of Study for the Higher School Certificate. Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.
- There is **no external examination for any of the Life Skills courses. However**, all Life Skills courses count towards the Higher School Certificate and appear on your Record of Achievement.
- **Life Skills courses do not count in the calculation of an ATAR.**
- For more information on Life Skills courses speak with the Learning & Support Team.

Vocational Education & Training (VET) Courses

- VET courses are either Board Developed or Board Endorsed courses.
- They are based on the national Australian Qualifications Framework (AQF).
- VET courses are industry specific with clear links to post-school work and career related destinations.
- All VET courses are delivered using a system of **competency based training** - CBT.
- Each course is linked to the national Australian Qualifications Framework (AQF) This allows students to move between various education and training sectors and employment around the country. In addition students can use these national qualifications as part of their HSC (dual accreditation)
- In some circumstances they can contribute to an ATAR.
- All VET Courses require students to have a unique student identifier or USI. One of these – like a tax file No. - is available at www.USI.Gov.au Identification is required.
- VET courses usually have a **mandatory workplace component** specific to each course
- Students who exit a course early or complete less than the full requirements will receive a Statement of Attainment, a record of the competencies achieved.
- There are essentially 4 modes of VET study.
 - (a) School Delivered VET Courses (SVET)
 - (b) TAFE Delivered VET Courses (eVET)
 - (c) Online via LaunchPad
 - (d) SBA/Ts - School Based Apprenticeships or Traineeships

School based Vocational Education and Training (SVET)

The school is offering a range of VET courses

eVET Courses

- The NSW Education contracts TAFE at Kingscliff and Murwillumbah to provide **eVET courses** where there are enough numbers.
- **In most cases, these courses will NOT count towards an ATAR as they have no HSC exam.**
- TAFE is an adult Learning environment with less individual support - **requires commitment and responsibility.**
- **Applications for courses must be endorsed by the Principal and places are offered statewide.**
- Students need to carefully consider their own circumstances before selecting eVET courses:
- Students are responsible for getting themselves to the TAFE venues on time and every week. (Bus fares apply)
- The majority of courses conclude after school hours and students make their own way home.
- Some courses have a work placement requirement.
- Missed work must be caught up including assessment tasks for other subjects.
- Due to extended class time, attendance every week is critical to the successful completion of course requirements. The Principal will review past school attendance before endorsement.
- See your careers adviser or the eVET Guide for a full list of the courses available.

A separate Expression of Interest form must be completed and submitted to the Careers Adviser by the due date.

Students need to follow up with the Careers Advisor for these forms.



VET Courses - Frequently Asked Questions

What does VET mean?

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

What is the difference between VET courses and other HSC courses?

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

What is reported on the HSC?

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

What are competencies?

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

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

All VET course with a HSC Examination can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course, complete work placement and must sit the HSC written exam.

What is the Australian Qualifications Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. Through this framework qualifications are delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools including Tweed River High School.

What are Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks - ICFs?

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

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

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

However a Board Endorsed Course (VET BEC) does not contribute to the ATAR.

What are Specialisation Courses?

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

Why is work placement compulsory in some VET courses?

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

Who delivers SVET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

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

What is Credit Transfer?

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

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology. All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

School Based Apprenticeships & Traineeships (SBA/Ts)

School Based Apprenticeships/Traineeships aim to make Years 11 & 12 work for you by combining employment, qualifications and the HSC. Satisfactory completion of the traineeship provides a minimum of 4 units towards the HSC. The 4 units generally come from 2 units of the appropriate eVET course and 2 units from workplace training and experience.

School Based Traineeships suit any student who is keen to get a head start in an apprenticeship in their preferred industry area. At the end of Year 12 students will not only receive their Higher School Certificate but will have valuable experiences and a qualification.

All successfully completed School Based Traineeships in NSW gain a *Certificate of Proficiency* and *nationally recognised qualification*. The qualification will be recognised by industry under the Australian Qualifications Framework (AQF).

Completing Certificate II or Certificate III means students will have completed a minimum of 240 hrs. of formal training in the workplace or simulated workplace. In some cases, there may also be opportunity to enter university courses after school.

Getting Started

Gaining a School Based Apprenticeship/Traineeship follows a similar process as securing a part-time job:

- Students and their families need to approach their potential employers with their resume.
- If an employer is interested in employing the young person in a SBA/T then contact your Careers Advisor.
- School Based Apprenticeship/Traineeships are also available to currently employed school students, who have been employed for less than 12 months on a casual basis.

Student commitment requirements:

- Students must commit to completing a part-time apprenticeship during Years 11 and 12 then full time after completion of the HSC for the remaining term of the apprenticeship.
- Students must attend TAFE to complete Stage 1 of their trade course. This counts as part of the HSC. Students must also complete a minimum of 7 hrs paid work each week which may have to be undertaken on a school day or a weekend.
- Students must also be prepared to work some days, evenings, weekends and holidays to accumulate the required work placement hours needed for satisfactory completion of the School Based Apprenticeship / Traineeship.
- At the end of Year 12 students commence full time with their employer to complete their full apprenticeship.

Please note: Students are required to attend class and keep up to date with the course work and assessment tasks in all their other HSC courses.

For more information on SBA/Ts go to...

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>



School-based apprenticeships

School-based apprenticeships and traineeships are available in a range of industry areas.



School-based traineeships

School-based traineeships are available in a range of industry areas.

SAB/Ts Available

Most industry areas offer a number of specific courses inside each of the links below. In some cases the school may be the Training Provider for the course and all you will need to do is find your employer

School-based Apprenticeships	School-based Traineeships	
Automotive Baking Beauty Therapy Construction * Electrotechnology Furnishing Hairdressing Horticulture Hospitality * Meat processing Metal and Engineering * Painting and Decorating Plumbing	Aeroskills Agriculture * Animal Care and Management Automotive Aviation Beauty Business Services * Construction * Education Electrotechnology Engineering * Fashion Technology Financial Services	Floristry Furnishing Hairdressing Health Services Horticulture Hospitality * Information Technology Manufacturing * Meat Processing Property Services Retail Sport and Recreation Tourism Transport and logistics

* Indicates course available through Tweed River High School

Explore your own learning pathway by contacting your Careers, Transitions and SBA/T Advisers at TRHS.

More information about the HSC is available on the NESA Website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12>

The pattern of study for a HSC must meet or exceed the following minimum requirements:

Year 11

- Minimum 6 Units - Board Developed Course must include 2U of English
- + Minimum 6 Units - either Board Developed or Content Endorsed courses including no more than 6 units of science

Year 12

- Min 6 Units - Board Developed Courses, must include 2U of English
- + Min 4 Units - either Board Developed or Content Endorsed courses including no more than 7 units of science (includes 1U extension)

Most courses require 2 years of study for HSC eligibility except for the following:

- Some VET Courses
- Work Studies
- Sport Lifestyle and Recreation
- Marine Studies

Requirements for the Award of the “HSC”



To be awarded the HSC a student must:

- ☐ Satisfactorily complete HSC minimum standards testing in Literacy and Numeracy
<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>
- ☐ Satisfactorily complete HSC All My Own Work
- ☐ Satisfactorily complete courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the classwork, written, practical, oral, projects or performances required for specific courses and the assessment requirements for each course.
- ☐ Sit for, and make a serious attempt at, the Higher School Certificate examinations.
- ☐ Study a minimum of 12 units for the Preliminary Higher School Certificate and
- ☐ a minimum of 10 units for the Higher School Certificate.
- ☐ The pattern of study for the Preliminary HSC and the HSC must include the following:
 - **An English course** (min 2U value); either English Standard, English Advanced or English Studies
 - At least two other Board Developed Courses of 2 unit value or greater
 - At least four subject areas
 - There are some particular rules regarding the combination of courses that can be taken. E.g. **At most, 6 units of courses in Science and 1 unit of Extension Science (total 7 Units)** can contribute to Higher School Certificate eligibility. See the Course Exclusion section for more details.
 - There are some "exclusions" on doing certain combinations of courses where there is significant overlap in the content being studied. Your Careers Adviser will assist you with this information as it can change year to year.
- ☐ The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements for the HSC. See your year adviser for a copy if you don't receive one at the subject information session.
- ☐ For students seeking an Australian Tertiary Admission Rank (ATAR), the pattern of study must include a minimum of 10 Board Developed units in the HSC year, including at least 2 units of an English Board Developed course. See the booklet, *University Entry Requirements - Year 10 Booklet*. Copies are available in the Careers Office or they can be purchased from UAC. See your Year Advisor for more details.
- ☐ For those not wishing to receive an ATAR, once the six units of Board Developed Courses are selected, the rest of the courses may be made up from Board Endorsed Courses.
- ☐ Students must also complete the 25hr Crossroads program developed by the Dept of Education.



Reading, writing and numeracy — skills for everyday life

The HSC minimum standard has been introduced to ensure students have the reading, writing and numeracy skills needed for everyday life, work and further study.

What this means for students

Students need to meet the HSC minimum standard to receive the HSC. To show they meet this standard, students need to achieve Level 3 in short online reading, writing and numeracy tests. Schools will help students to decide when they are ready to take each test. Students get two chances a year to sit each test, from Year 10 up to five years after starting their first HSC course.

Only students who meet the HSC minimum standard will receive an HSC testamur.

Provisions and exemptions

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.

Provisions are available for some students with disability. Some students with a disability studying Life Skills courses may also be exempt from meeting the minimum standard to receive their HSC testamur.

HSC All My own Work Program

Completing assessment tasks honestly

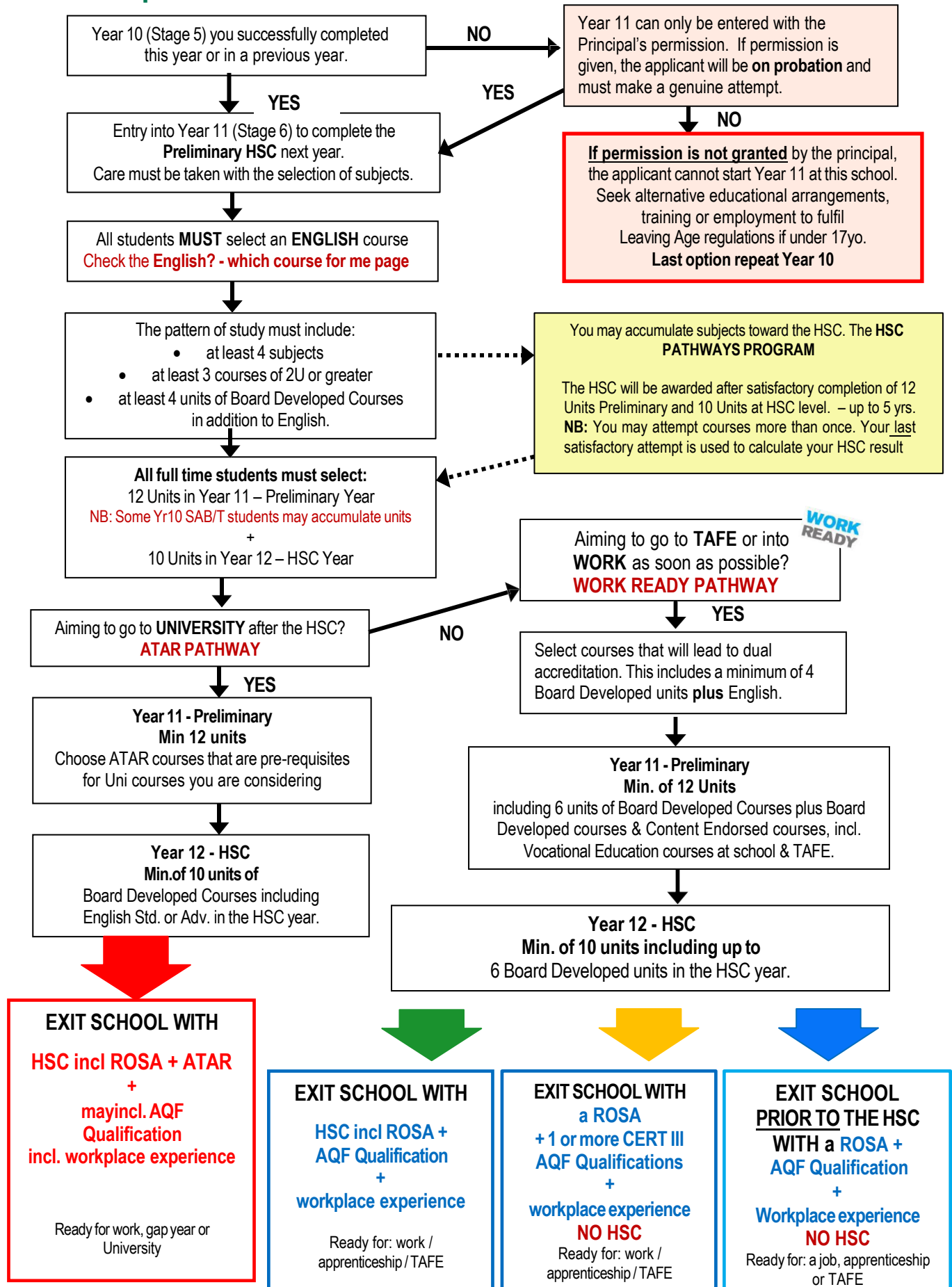
HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

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.

STEP 2

The Options – after Year 10...



Different ways to complete your HSC.

To achieve a HSC a student can:

Complete two years of senior schooling – satisfactorily complete courses at the Preliminary HSC level followed by the HSC level.

Accumulate the HSC over a period of up to five years. The 5 year period commences in the first year a HSC course examination is attempted. By the end of the accumulation period students must have met all Preliminary and HSC patterns of study requirements. This may suit students interested in part-time study.

Study courses via Distance Education, The School of Languages: In exceptional circumstances students may be permitted to study a course – particularly languages via distance education. A teacher /mentor works with you at TRHS to check progress and assist with the dispatch and collection of learning materials. Students are however responsible for ensuring materials are completed and posted each week and making themselves available for assessment tasks when they occur. Course delivery includes print materials and phone conversations, video conferences and occasional visits by the DE teacher.

Vocational Education & Training courses where the skills (competencies) achieved are recognised by both by NESA (for the HSC) and the Australian Qualifications Framework (AQF). The AQF accreditation is nationally recognised by industry and other training providers. These courses provide an invaluable start to a career where skills attained contribute directly to the requirements of the particular industry.

School Tailored Programs. An individual pathway with a strong focus on vocational outcomes including the achievement of Certificate II or III qualifications and the development of employability skills. This more flexible offering enables students to develop an innovative learning pathway tailored to their own needs.

Repeating courses. Students may repeat one or more HSC courses within the five year accumulation period. In the calculation of the ATAR, the most recent mark in the course will be used not the best mark scored over time.

Recognition of Prior Learning. Students may be granted credit transfer, that is, studies in educational institutions such as TAFE may count towards your HSC. Students may also be granted advanced standing; that is to say, students are exempt from some components of the HSC courses if they can demonstrate achievement of syllabus outcomes in another way.

School-based apprenticeships and traineeships (SBA/Ts). School-based traineeships are contracts of part-time employment, which include formal training. The formal training is counted as units of study toward the HSC. Students still attend school while working part-time, an average of 8-12 hours per week. A training wage is paid while at work. There is often opportunity to complete additional hours during the school holidays. **Students must be committed to maintaining a sound level of achievement in all HSC subjects. Working part-time while studying can present students with a time management challenge.** School-based traineeships are explained in more detail later in this handbook.

Studying a course at another school

Schools at times are unable to staff specialised courses or have very limited class numbers making a class unviable. In such cases the school can work with other schools in the T5 Community of Schools to share a class. The course may then run at another school or occur at Tweed River before or after regular school hours.

There are significant challenges requiring a strong commitment to completing the course with this option. Details of course and exam delivery will be negotiated on an individual basis where necessary.

Where a student in these classes withdraws from the course they are unlikely to be able to take up a course of their choice back at school. Placement depends on availability that fits the timetable and the amount of course time lost. The number of courses that permit study to occur in either Year 11 or Year 12 is very limited. **NB:** These courses do not offer ATAR eligibility.

STEP 3

Think about your plan for after Year 12?

Choosing the right study pattern for you...

What you are planning to do after school is an important consideration in choosing courses for the HSC.

Choosing the courses that are “right for you” is critical in achieving the best performance you are capable of in the HSC and ensuring you are well placed for life after school.

It is also very important in ensuring you feel “comfortably challenged” rather than overwhelmed by your study pattern and the workload involved. Consider how much time you are prepared to commit to your studies before choosing subjects.

Every time a student changes courses their challenge to satisfactorily complete a course increases as time and content lost has to be caught up.

For this reason, after week 3 of term 1 in Year 11 subject changes will only occur in special circumstances. CHOOSE CAREFULLY.

School staff will be able to advise students and parents on the types of courses that will provide the most benefit to students on the basis of the goals they have for their lives following Year 12 or when they turn 17 years of age.

THE ATAR PATHWAY: The usual road to university

Students planning to head to tertiary study following the HSC should be undertaking 12 Board Developed units in Year 11 and at least 10 Board Developed units in Year 12. Some students may also wish to undertake a University course during Year 11 or 12. While they do not count as part of the HSC, these can sometimes assist students with their university entrance. Your careers adviser will be able to provide information about these options.

THE WORK READY PATHWAY: *Becoming more employable*

The Work Ready Pathway is a HSC Program with a strong focus on vocational outcomes including the achievement of AQF Certificate I or II qualifications and the development of employability skills. Students planning to leave formal schooling when they turn 17 years of age or at the end of Year 12 are best served by studying courses which gain them credit or advanced standing in post school training environments such as TAFE or other VET Sector providers.

Compulsory Schooling until 17yrs of Age:

The NSW Compulsory Schooling Policy for students’ who wish to leave school after Year 10 and before reaching 17 years of age, require students to be undertaking a Certificate II qualification or be working a minimum average of 25 hrs/wk. or both.

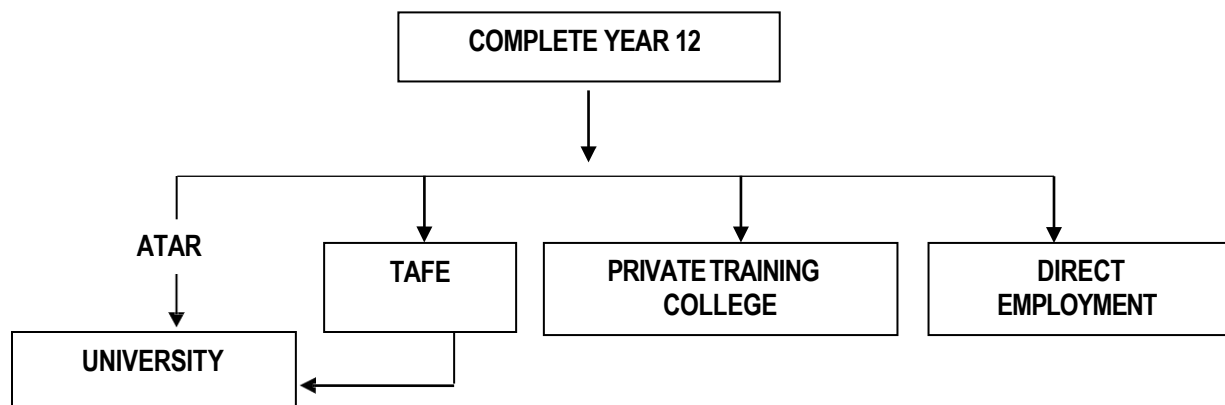
It is smart to use your time in years 11 and 12 to commence your training in vocational courses and to be accumulating credit while also achieving your HSC. School based Apprenticeships and Traineeships (SBATs) may also be considered. See the Careers adviser for more details.

STEP 4

Career Planning



Students need to choose combinations of courses, which will best prepare them for entry to their preferred pathways after Year 12. The main pathways after Year 12 are shown in the diagram below.



A student's future pathway depends largely on his/her interests, abilities and career aspirations. This should be reflected in his/her choice of subjects.

Heading to University

Students who intend to pursue this option need to be fully aware of university course entrance requirements.

The following information needs to be researched:

- The broad range of courses offered at university.
- What the Australian Tertiary Admission Rank (ATAR) is and how it is calculated.
- Will a Certificate III VET Course at school assist entry to the course you wish to do?
- Specific information regarding pre-requisites, assumed knowledge and recommended studies for courses.
- Additional selection criteria for certain courses eg. audition, portfolio, supporting statements, questionnaires, tests and interviews.

Sources of information on university requirements:

1. The Australian Tertiary Admissions Rank 2017 Booklet for Year 10 Students.
2. www.myfuture.edu.au
3. NSW UAC Guide and QLD QTAC Guide.
4. Job Guide www.jobguide.deewr.gov.au
5. Resources in careers office
6. University web sites



www.qtac.edu.au → Schools and institutions → Years 10 and 11 → Tertiary prerequisites → for Year 10 students

www.uac.edu.au → Undergraduate → publications → undergraduate publications → university entry requirements 20__ → Year 10 Booklets

Heading to TAFE

- TAFE offers vocational (job skills *training*) courses at Certificate I, II, III, & IV, Diploma and Advanced Diploma levels.
- Diploma, Advanced Diploma and some Certificate courses require the HSC and in some cases have specified pre-requisites.
- For a number of Certificate courses the minimum level of school education required is the Year 10 Record of School Achievement. However many HSC students apply for these courses and often have a competitive edge in gaining entry if particular HSC courses have been studied.
- So make your HSC count by planning a HSC pattern of study around your preferred TAFE area of study.
- Undertaking a School Based Apprenticeship or Traineeship will greatly enhance your TAFE studies and employment opportunities after leaving school.

HSC / TAFE advanced standing & credit transfer

The TAFE sector regularly reviews HSC course content to establish alignment with TAFE courses. As a result TAFE is able to give credit to students who complete certain courses to a satisfactory level. This HSC credit counts towards a TAFE award and in some cases may provide advanced standing to those students. This means they will then not have to study certain courses or modules in those TAFE courses. Credit Transfer arrangements change regularly as TAFE courses are reviewed. The aim is to reduce course time and costs. Why study work you have already demonstrated you can do?. A better use of your time would be to get the course finished sooner.

For further information about Credit Transfer, students should contact their careers adviser.

What about going to TAFE then a University?

Students should also know that on successfully completing a TAFE qualification they can progress to higher level courses at TAFE and ultimately into a university course if they so desire. At each new level of study, Advanced Standing can be granted on the basis of courses already completed eg. The TAFE *Diploma in Child Studies* is usually an acceptable qualification for entry to a Bachelor of Education course at university with advanced standing given in some subjects. This pathway of progression to higher levels of qualification is useful for students who miss out on getting into a higher level course directly from school, yet wish to improve their career prospects with higher levels of study.

Sources of information on the TAFE requirements:

1. TAFE Handbooks provide information on all courses offered at TAFE together with admission requirements. See your careers adviser.
2. HSC/TAFE Credit Transfer Guide.
3. Information on Credit Transfer is available on the North Coast Institute of TAFE website.
4. Job Guides
5. Resources in the Careers Advisers office such as university handbooks and guides.
6. www.tafensw.edu.au (NSW TAFE) or www.nci.tafensw.edu.au (North coast Institute of TAFE)

Study with Private Providers

Students who complete their HSC studies can elect to undertake vocational training in courses offered by private providers. It is important for students to check directly with these institutions for entrance requirements.

Information on local private providers including *TURSA Employment & Training Inc*, *On Q Group Training*, *Tweed Recruitment* and *Mission Employment* is available from the Careers Adviser.

I just want to go directly to employment

Some students return to school with the intention of gaining employment on completion of their HSC or possibly before they complete their HSC.

Certain employers such as the *Australian Defence Forces* have HSC requirements.

Other forms of employment may not require specific HSC subjects or even the HSC itself (eg. Apprenticeships, Traineeships). However a student's chance of gaining employment in many fields will be considerably enhanced if they perform well in related courses at HSC level.

Sources of Information:

1. www.myfuture.edu.au is an Australian career information and exploration service.
2. <https://tweedriverhighcareers.com/> provides updated information on career planning, study choices and jobs.
3. <https://education.nsw.gov.au/skills-nsw/apprentices-and-trainees>
4. Resources in careers adviser's office.
5. Websites of private providers.
6. University/TAFE Open Days which are listed in regular School Newsletters.



Additional Information - Links

Student guide to the HSC : <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/student-guide>

Parent guide to the HSC <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide>

North Coast Institute of TAFE

TAFE Queensland

Information on credit transfer into TAFE courses

My Future – Australia's career information & exploration service

University Guide

University Admissions Centre NSW

University Admissions Centre QLD

Griffith University

Macquarie University

Queensland University of Technology

Central Queensland University (9 campuses Qld, NSW, Vic)

University of the Sunshine Coast

Southern Cross University

University of New South Wales

University of Queensland

University of Sydney

University of Technology (Sydney)

University of New England

Bond University

University of Southern Queensland

www.tafensw.edu.au

www.tafeqld.edu.au

www.tafensw.edu.au/enrol/recognition-credit-transfer

www.myfuture.edu.au

www.gooduniversitiesguide.com.au

www.uac.edu.au

www.qtac.edu.au

www.griffith.edu.au

www.mq.edu.au

www.qut.edu.au

www.cqu.edu.au

www.usc.edu.au

www.scu.edu.au

www.unsw.edu.au

www.uq.edu.au

www.usyd.edu.au

www.uts.edu.au

www.uned.edu.au

www.bond.edu.au

www.usq.edu.au



Use your electronic copy to make accessing these links easier.

Senior Pathways provides up-to-date information about career and study options in the following fact sheets.

HSC dates and information

[HSC dates and information \(PDF 253 KB\)](#)

University and tertiary education

[ATAR \(PDF 279 KB\)](#)

[Alternative university entry schemes \(PDF 304 KB\)](#)

[Higher education student loans \(PDF 319 KB\)](#)

[Tertiary study \(PDF 314 KB\)](#)

[University admission centre key information \(PDF 237 KB\)](#)

Vocational education and training

[Australian apprenticeships and traineeships \(PDF 294 KB\)](#)

[Smart and skilled \(PDF 265 KB\)](#)

[Vocational education and training \(PDF 326 KB\)](#)

Centrelink student resource kit

[Centrelink student resource kit External link](#) for school leavers

National Careers Institute

[School leavers information kit External link](#)

School leavers career guidance sessions. Ring 1800 227 337 or email schoolleavers.nci@dese.gov.au

Youth Services:

[Post School Fact Sheet Aboriginal Youth \(PDF 230 KB\)](#)

[Job seekers with disability \(PDF 233 KB\)](#)

[Leaving school before the HSC \(PDF 277 KB\)](#)

[Rural and remote students \(PDF 369 KB\)](#)

[Tax file number and superannuation \(PDF 260 KB\)](#)

[Year 12 school leavers \(PDF 221 KB\)](#)

[Youth assistance \(PDF 122 KB\)](#)

Downloads:

[All the fact sheets \(zip file 4337 KB\)](#)

[Regional gap year information sheet \(DOCX 123 KB\)](#)

STEP 5

Choosing your pattern of study - Subject offerings for 2026

Subjects are listed alphabetically in the following pages for your reference.

Look for these symbols in the “Choose Your Subjects” section for other HSC options.



My Subject Pattern Worksheet

- Use the packaging rules to trial your choices.
- Think about what a career might look like.
- What further education will you need to do to achieve this career.
- Review your subject choices

What do you enjoy?

What are you good at?

What do you need to study?

UNITS	OPTION 1	UNITS	OPTION 2
2	English _____	2	English _____
2		2	
2		2	
2		2	
2		2	
2		2	
MY CAREER OPTIONS		MY CAREER OPTIONS	
FURTHER EDUCATION REQUIRED		FURTHER EDUCATION REQUIRED	

Aboriginal Studies

2 units for each of Year11 and HSC

Course No: 15000
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

Course Description

The **Year 11** course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The **Year 12** course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Main Topics Covered

Year 11 Course

- | | |
|---|-----|
| Part I: Aboriginality and the Land | 20% |
| <ul style="list-style-type: none">• Aboriginal peoples' relationship to Country• Dispossession and dislocation of Aboriginal peoples from Country• Impact of British colonisation on Country | |
| Part II: Heritage and Identity | 30% |
| <ul style="list-style-type: none">• The Dreaming and cultural ownership• Diversity of Aboriginal cultural and social life• Impact of colonisation on Aboriginal cultures and families• Impact of racism and stereotyping | |
| Part III: International Indigenous Community: Comparative Study | 25% |
| <ul style="list-style-type: none">• Location, environment and features of an international Indigenous community• Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity | |
| Part IV: Research and Inquiry Methods: Local Community Case Study | 25% |
| <ul style="list-style-type: none">• Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information. | |

Year 12 Course

- | | |
|--|-----|
| Part I – Social Justice and Human Rights Issues | 50% |
| <ul style="list-style-type: none">a) Global Perspective (20%) Global understanding of human rights and social justice ANDb) Comparative Study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence | |
| Part II – Case Study of an Aboriginal community for each topic | 20% |
| <ul style="list-style-type: none">a) Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses | |
| OR | |
| <ul style="list-style-type: none">b) Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses | |
| Part III – Research and Inquiry Methods – Major Project | 30% |
| <ul style="list-style-type: none">o Choice of project topic based on student interest. | |

Particular Course Requirements

- In both parts of the course, students must undertake mandatory case studies.
- The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.
- Students complete a research project.

2026 Active Volunteering Course Descriptor CHC24015 Certificate II in Active Volunteering

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.

NB: Information provided by Tweed River HS from available training documentation

Course: Active Volunteering

(2 units x 1 years) Studied in either Preliminary or HSC year
Board Endorsed Course (120 hour)

HSC credit – 2 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CHC24015 Certificate II in Active Volunteering <https://training.gov.au/training/details/CHC24015/qualdetails>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 7 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- Communicate in the workplace
- Read and respond to routine workplace information
- Interact effectively with other in the workplace
- Support group activities
- Deliver a service to customers
- Work with diverse people
- Be an effective volunteer
- Use business software applications

Examples of occupations in the retail services industry

- Administrative Support services
- Public admin and safety
- Education and training
- Health Care and Social Assistance
- Other services

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 120 indicative hours of course work and a minimum of 20 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

There is no Higher School Certificate examination available for this course. 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. **This course does not contribute to an ATAR.**

Consumable costs: Preliminary - \$xxxx

HSC - \$xxxx

Add school specific equipment and associated requirements for students eg uniform purchase.

Refunds

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

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

Exclusions: Students can only undertake the Active Volunteering course in one year; either the Preliminary or HSC year. Student who completed the course as early commencement in year 9 or 10 are not eligible for this course in Stage 6.

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>

Agriculture

2 units for each of Year 11 and HSC

Course No: 15010
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

Course Description

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

The **HSC course** builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The **Farm Product Study** is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main Topics Covered

Preliminary Course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course

Core - 80%

- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective - 20%

Choose ONE of the following electives to study:

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

Particular Course Requirements

- Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Ancient History

2 units for each of Year 11 and Year 12

Course No: 15020
Board Developed Course
HSC Exam and ATAR eligibility

Exclusions: Nil

Course Description

The **Year 11** course provides students with lots of opportunities for practical hands on learning and allows them to apply their understanding of the issues and topics involved in the investigation of the ancient past. Students are able to engage in the study of a range of people, places, events and developments of the ancient world. Students are also given the chance to complete their major project on a topic in Ancient History of their own choosing.

The **Year 12** course enables students to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Students investigate the cities of Pompeii and Herculaneum and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of ancient Sparta and ancient Rome.

Main Topics Covered

Year 11 Course

The Nature of Ancient History:

- **Case Studies:** Tutankhamun's Tomb, Ancient Human Remains, Palmyra and the Silk Road
- **Features of Ancient Societies:** Slavery in Rome and Greece
- **Historical investigation:** The student's own interest topic allows for the development of relevant investigative, research and presentation skills.

Year 12 Course

- **Core Study:** The eruption of Vesuvius – Pompeii and Herculaneum
- **Ancient Society:** Spartan society to the battle of Leuctra
- **Personality in their Times:** Agrippina the Younger
- **Historical Period:** the Julio Claudians and the Roman Empire

Skills Developed:

Analysing, comparing and synthesising evidence
Empathetic understanding
The ability to acknowledge and appreciate different perspectives
Evaluating evidence for reliability
Independent learning
Critical thinking skills
Research skills
Communication skills

Possible Career Paths – Further study

Journalist
Tour guide
Criminologist
History blogger
Researcher / Research Assistant
Archaeologist
Historian
Teacher or lecturer
Museum curator
Sociologist
Many Government Departments

Ancient History Life skills

(NB Conditions apply)

**NON
ATAR**

2 units for each of Year 11 and HSC

Course No: 15020

Board Developed Course

Exclusions: Ancient History

Course Description

The Stage 6 Ancient History Life Skills course provides opportunities for students to explore the ancient past and develop an understanding of how people, groups and events have influenced past societies and the world today. The course enables students to participate in historical investigations of ancient societies and/or personalities to develop their knowledge, understanding and skills of historical inquiry. Study of this course should contribute to students' skills in locating, selecting, organising, planning and presenting information within an historical context.

What students learn

The structure of the Ancient History Life Skills Stage 6 course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.

The course is organised into topics and case studies:

- Investigating Ancient History
- Palmyra and Tutankhamun
- Features of Ancient Societies
- Historical Investigation
- Cities of Vesuvius – Pompeii and Herculaneum
- Sparta
- Agrippina the Younger
- Julio-Claudian Emperors

Course Requirements

- On entering students for the Ancient History Life Skills Stage 6 course, the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.
- **NB** The school requires a signed agreement from parents of students under 18 years.
- **There is no HSC exam. The course is therefore not eligible for inclusion in an ATAR**

Biology

2 units for each of Year 11 and HSC

Course No: 15030

Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

Course Description

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

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

Topics Covered

Preliminary Course

- Cells as the basis of life
- Organisation of living things
- Biological diversity
- Ecosystem dynamics
- One field work exercise must be completed in Year 11

HSC Course

- Heredity
- Genetic change
- Infectious disease
- Non-infectious disease and disorders

Particular Course Requirements

Scientific Investigation:

- Scientific investigations include both **practical investigations** and **secondary sourced investigations**.
- Practical investigations are a mandatory part of both the Year 11 and 12 courses and must occupy a minimum 35 hours of course time, including time allocated to practical investigation depth studies.

Practical Investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary source investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganizing secondary data and/or information

2026 Business Services Course Descriptor

BSB30120 Certificate III in Business

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

Course: Business Services

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business

<https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the business services industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

The school will subsidise a VET shirt. **Note:** In 2025 VET course fees for consumables were met by the NSW Government.

Whether that will continue is unknown at this time. 15/5/25

Refunds

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

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

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

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

School Delivered VET courses



Business Services

The nationally recognised Certificate III in Business will provide you with the essential knowledge and skills you need to build your career in business.

Is this course right for me?

Transferrable skills gained in the study of this course will support roles across multiple sectors in the industry. In this course you will develop both the technical and enterprise skills needed for employment in the world of business and government administration.

Where can this course take me?

According to the Department of Jobs and Small Business, the projected employment growth for administrative and support services in Australia is 6.6%. Potential job roles include; office administration assistant, personal or executive assistant.

This course can lead to further study, such as:

- BSB40120 Certificate IV in Business
- BSB40520 Certificate IV in Leadership and Management
- BSB50120 Diploma of Business

education.nsw.gov.au

Subjects that support this career path

- Legal Studies
- Business Studies
- Information and Digital Technology

Credential available	Full Certificate
Course code/name	BSB30120 Certificate III in Business
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet

Business Studies

2 units for each of Year 11 and Year 12

Course No: 15040
Board Developed Course
HSC Exam and ATAR eligibility

Exclusions: Nil

Course Description

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate internal and external influences and their impact on Australian and global businesses. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

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

Business Studies provides a solid foundation for students wishing to study Business, Commerce, Finance, Marketing, Management and Economics at a tertiary level. It also provides a valuable understanding of the dynamics of the modern business world for students wishing to work in their own business or in the workforce.

Main topics covered:

Year 11 Course

- **Nature of business** (20% of course time) – the nature and role of business in a changing business environment
- **Business management** (40% of course time) - the nature and responsibilities of management in the business environment
- **Business planning** (40% of course time) – processes of establishing and planning a small to medium enterprise

Year 12 Course

- **Operations** (25% of course time) – strategies for effective operations management in large businesses
- **Marketing** (25% of course time) – elements involved in the development of marketing strategies
- **Finance** (25% of course time) – interpreting financial information in planning and management of business
- **Human resources** (25% of course time) – the contribution of human resource management to business performance

Future Pathways

The course prepares students for the business world. It is an excellent foundation for students either in further tertiary study or in future employment. It is a course designed to enhance student's confidence and ability to participate effectively in the world of business.

This course should be of interest to a wide range of students who plan to enter the workforce immediately after the HSC, as well as being useful for those students planning to continue their education at university or TAFE in the areas of commerce, accounting, business, government and Law.

Particular Course Requirements

- In the Year 11 course there is a business planning project relating to the establishment of a small business.

Chemistry

2 units for each of Year 11 and HSC

Course No: 15050
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

Course Description

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

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

Topics Covered

Preliminary Course

- Properties and structure of matter
- Introduction to quantitative chemistry
- Reactive chemistry
- Drivers of reactions

HSC Course

- Equilibrium and acid reactions
- Acid/bas reactions
- Organic Chemistry
- Applying chemical ideas

Particular Course Requirements

Scientific Investigation:

- Scientific investigations include both **practical investigations** and **secondary sourced investigations**.
- Practical investigations are a mandatory part of both the Year 11 and 12 courses and must occupy a minimum 35 hours of course time, including time allocated to practical investigation depth studies.

Practical Investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary source investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganizing secondary data and/or information

Community and Family Studies

2 units for each of Year 11 and HSC

Course No: 11060 & 15060
Board Developed Course
HSC Exam and ATAR eligibility

Exclusions: Community and Family Studies Life Skills

Course Description

Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

What students learn

Students learn to develop their knowledge, skills and understanding of:

- resource management and its role in ensuring individual, group, family and community wellbeing
- the contribution positive relationships make to individual, group, family and community wellbeing
- the influence a range of societal factors has on individuals and the nature of groups, families and communities
- research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- the diversity and interdependence of individuals, groups, families and communities.

Preliminary course: three mandatory modules

- **Resource Management (20%):** Basic concepts of the resource-management process
- **Individuals and Groups (40%):** The individual's roles, relationships and tasks within and between groups
- **Families and Communities (40%):** Family structures and functions, and the interaction between family and community

HSC course: three mandatory modules representing 75 per cent of course time

- **Research Methodology (25%):** Culminating in the production of an Independent Research Project
- **Groups in Context (25%):** The characteristics and needs of specific community groups
- **Parenting and Caring (25%):** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

HSC modules: Students will study ONE of the following:

- **Family and Societal Interactions (25%):**
Government and community structures that support and protect family members throughout their lifespan
- **Social Impact of Technology (25%):**
The impact of evolving technologies on individuals and lifestyle
- **Individuals and Work (25%):**
Contemporary issues confronting individuals as they manage roles within both their family and work environments

Course requirements

- Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment.
- The focus of the IRP should be related to the course content of one or more of the following areas:
individuals, groups, families, communities, resource management

2026 Construction Course Descriptor

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

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

Course: Construction

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

The school will subsidise a VET shirt. **Note:** In 2025 VET course fees for consumables were met by the NSW Government. Whether that will continue is unknown at this time. 15/5/25

Refunds

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

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

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

School Delivered VET courses



Construction

This course provides an avenue for you to enter a range of trades in the construction industry or as a worker in the civil construction industry.

Is this course right for me?

In this course you will gain hands-on, practical skills helping you start your career in the construction industry such as:

- Carpentry
- Joinery
- Bricklaying and blocklaying
- Wall and floor tiling

Where can this course take me?

This course can lead to employment in a range of apprenticeships, such as carpentry, brick and blocklaying and wall and floor tiling, or employment as a trades or construction assistant in the civil construction industry.

Further study in courses such as CPC50320 Diploma in Building and Construction (Management) lead to job opportunities in construction project management.

Subjects that support this career path

- Industrial Technology
- Mathematics Standard 1 or 2
- Investigating Science
- Manufacturing and Engineering - Introduction

Credential available	Full Certificate and Statement of Attainment
Course code/name	CPC20220 Certificate II in Construction Pathways and a statement of attainment towards CPC20120 Certificate II in Construction
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



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Creative Arts - Life Skills

(NB: conditions apply)

**NON
ATAR**

2 units for each of Year 11 and HSC

Course No: 16650

Board Developed Course

There is no HSC exam - the course is ineligible for ATAR inclusion

Exclusions:

- Dance, where the equivalent Life Skills module is being undertaken
- Drama, where the equivalent Life Skills module is being undertaken
- Music 1, where the equivalent Life Skills module is being undertaken
- Visual Arts, where the equivalent Life Skills module is being undertaken

Course Description

The Stage 6 Creative Arts Life Skills course focuses on the development of an awareness and understanding of dance, drama, music and visual arts. Students are provided with the opportunity to engage in a selection of study and experiences from a range of artforms to suit their individual needs and interests. Students are offered opportunities for self-expression and personal choice, communication and the sharing of cultural views.

Study of the Stage 6 Creative Arts Life Skills course should contribute to students' appreciation of the arts and their quality and enjoyment of life, as well as assist them to prepare for various post-school opportunities.

Main Topics Covered

The structure of the Creative Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from **one or more of** the following four modules:

- Dance Life Skills - **Course No:** 16652
- Drama Life Skills - **Course No:** 16654
- Music Life Skills - **Course No:** 16656
- Visual Arts Life Skills - **Course No:** 16658

Particular Course Requirements

On entering students for the Creative Arts Life Skills course, the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process. **NB** The school requires a signed agreement from parents of students under 18 years.

Assessment

- Students are assessed in relation to the selected Creative Arts Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Dance

2 units for each of Year 11 and HSC

Course No: 15070
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions:

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

Preliminary Course

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

Components to be completed are:

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

HSC Course

Students continue common study in the three course components of

- Performance
- Composition
- Appreciation
- undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

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

Particular Course Requirements

- The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both years of the course.
- The published *Course Prescriptions*, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.
- Students prepare for and participate in an externally assessed HSC Performance Exam prior to the Written HSC period.

2026 Assistant Dance Teaching Course Descriptor CUA30320 Certificate III in Assistant Dance Teaching

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: Assistant Dance Teaching

Board Endorsed Course (300 hour)
(3 units x 1 year and 2 units x 1 year)

HSC credit – 5 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30320 Certificate III in Assistant Dance Teaching <https://training.gov.au/training/details/CUA30320>. 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.

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

Transferrable industry skills gained in this course

- working within the dance industry involves customer (client) service
- demonstration of dance skills to younger students
- creativity
- critical thinking
- problem solving

Examples of occupations in the dance industry

- private studio teaching assistant
- choreographer
- warm up coordinator

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 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.

External Assessment

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

The school will subsidise a VET shirt. **Note:** In 2025 VET course fees for consumables were met by the NSW Government. Whether that will continue is unknown at this time.
15/5/25

Refunds

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

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

Exclusions: 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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

School Delivered VET courses



Assistant Dance Teaching

The nationally recognised Certificate III in Assistant Dance Teaching will provide you with the essential knowledge and skills you need to build your career in Dance Teaching.

Is this course right for me?

This course will prepare you to work as an assistant dance teacher providing assistance and support to teachers and students under supervision. You will be provided with the theoretical and practical knowledge to assist in instructing, managing and planning classroom activities.

Where can this course take me?

Job roles include:

- Aboriginal Dancer
- Assistant Dance Teacher (5 to 10 year olds)
- Ensemble Dancer

This course can lead to further study, such as:

- CUA40320 Certificate IV in Dance Teaching and Management
- CUA30420 Certificate III in Live Production and Technical Services

Subjects that support this career path

- Dance
- Music
- Aboriginal Studies

Credential available	Full Certificate
Course code/name	CUA30320 Certificate III in Assistant Dance Teaching
ATAR eligible	No
Mandatory placement hours	70 hours
SBAT available	No
Specialisation required for full qualification	No



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Drama

2 units for each of Year 11 and HSC

Course No: 15090

Board Developed Course HSC
Exam and ATAR eligibility

Exclusions:

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

Course Description

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

Preliminary Course

Content comprises an interaction between the components of Improvisation, Playbuilding, Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course

Content comprises Australian Drama and Theatre and Studies in Drama and Theatre. It involves the theoretical study through practical exploration of themes, issues, styles and movements in the traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the Individual Project, students demonstrate their expertise in a particular area.

They choose one project from:

- Critical Analysis **or**
- Design **or**
- Performance **or**
- Script-writing **or**
- Video Drama.

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

- The study of theoretical components, allows students to engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.
- In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.
- The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course.
- Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. Texts or topics studied in the written component of Drama or any other HSC course cannot be used when choosing Individual Projects.

Economics

2 units for each of Year 11 and HSC

Course No: 15110
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

The Economics course is a thought-provoking introduction to contemporary economic issues and problems. The course aims to develop informed citizens who have the ability to communicate complex economic issues effectively and participate in the economic and social environment actively.

Economics provides understanding for students about many aspects of the economy that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes impact on individuals and groups. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered

Year 11 Course

- **Introduction to Economics** – the nature of economics and the operation of an economy
- **Consumers and Business** – the role of consumers and business in the economy
- **Markets** – the role of markets, demand, supply and competition
- **Labour Markets** – the workforce and role of labour in the economy
- **Financial Markets** – the financial market in Australia including the share market
- **Government in the Economy** – the role of government in the Australian economy.

Year 12 Course

- **The Global Economy** – Features of the global economy and globalisation
- **Australia's Place in the Global Economy** – Australia's trade and finance
- **Economic Issues** – issues including growth, unemployment, inflation, wealth and management.
- **Economic Policies and Management** – the range of policies to manage the economy.

Particular Course Requirements

- No special requirements

Possible Career Paths – Further study

If selected as a specialisation at university, economics can lead to careers in:

- | | |
|---|---|
| • share, finance or commodities markets | • resource management |
| • business | • property development and management |
| • economic forecasting | • government |
| • banking | • environmental management |
| • insurance | • town planning |
| • tourism | • foreign affairs or economic policy development. |

English... "Which course is right for me?"

English is the only compulsory course of study for the HSC, so you will be studying English for the next two years of Stage 6. It is important that you choose the course that best suits you and your aspirations after school.

Use this sheet to answer the following questions for yourself as honestly as you can. The answers will help guide your decision as to which English course you should undertake for the coming two years. Do not make a rushed decision and do not choose based on what your friends are choosing. Always choose the right course for you.

Should I choose **ENGLISH STUDIES**?

- ☐ I am very good at other subjects, but I would not put English in my top 3 subjects.
- ☐ I understand that if I am planning on tertiary study English Studies will not be the best course for me.
- ☐ I understand that English Studies requires commitment and that all mandatory class work and assessment tasks must be completed.
- ☐ I have vocational aspirations – I know what I want to do when I leave school and it does not involve going to university.

Should I choose **ENGLISH STANDARD**?

- ☐ I have performed satisfactorily in Year 10 English
- ☐ I am planning to go to university OR I might decide to go to university. I'm not sure.
- ☐ I am not keen on Shakespeare.
- ☐ I need assistance in developing my extended writing.
- ☐ I know that multimodal tasks are requirements of Stage 6 English
- ☐ I am prepared for homework and independent study.
- ☐ I am a committed student.

Should I choose **ENGLISH ADVANCED**?

- ☐ I have a love for English.
- ☐ I am absolutely aiming to go to university.
- ☐ My Year 10 English teacher believes I can cope with the demands of this course.
- ☐ Shakespeare is compulsory – Yippee!
- ☐ I am a skilled writer who is willing to devote time to develop this skill further.
- ☐ I like to think critically and express my individual ideas.
- ☐ I am a keen reader, read widely across genres and enjoy the classics.
- ☐ I am motivated and organized and understand I am going to have to complete homework and independent research regularly.
- ☐ I would like to do Extension 1 and/or Extension 2 English

Should I do **EXTENSION ENGLISH**?

- ☐ I have selected Advanced English
- ☐ I am a skilled writer who is keen to continue to develop in this area.
- ☐ I am self-motivated and have well-developed organisational skills.
- ☐ I am prepared to work independently and am a keen reader of a variety of texts.
- ☐ I would like to select Extension 2 English in Year 12.

English (Standard)

2 units (inclusive of Year 11 and 12)

Course No: 15130
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions:

- English (Advanced);
- English (ESL);
- English (Extension)

Course Description

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

Main Topics Covered

Year 11 Course

Students will complete the:

- Reading to Write: Transition to English Standard
- Contemporary Possibilities
- Close Study of Literature

Year 12 Course

Students will complete the:

- Texts and Human Experiences
- Language, Identity and Culture
- Close Study of Literature
- The Craft of Writing

Particular Course Requirements

Year 11 English (Standard) Course students are required to:

- study one complex, multimodal or digital text in contemporary possibilities
- study one substantial literary print text in close study of literature
- explore a range of texts drawn from prose fiction, drama, poetry, nonfiction, media and digital texts
- support the study of texts with their own wide reading

Year 12 English (Standard) Course students are required to:

- satisfactorily, complete the Year 11 course as a prerequisite
- closely study three types of prescribed texts, one drawn from each of the following categories: prose fiction OR print nonfiction, poetry OR drama, film OR media

English (Advanced)

2 units (inclusive of Year 11 and 12)

Course No: 15140

Board Developed Course HSC
Exam and ATAR eligibility

Exclusions:

- English (Standard)

Course Description

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

Main Topics Covered

Year 11 Course

- Reading to Write: Transition to English Advanced
- Narratives that Shape our World
- Critical Study of Literature

Year 12 Course

- Common Module: Texts and Human Experiences
- Textual Conversations
- Critical Study of Literature
- The Craft of Writing

Particular Course Requirements

Year 11 English (Advanced) Course students are required to:

- explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, media and digital texts
- support the study of texts with their own wide reading.

Year 12 English (Advanced) Course students are required to:

- satisfactorily complete the Year 11 course as a prerequisite
- closely study four prescribed texts, one drawn from each of the following categories: Shakespearean drama, prose fiction OR print non-fiction, poetry OR drama
- the remaining text may be film, media or digital texts, or may be selected from one of the categories above

English Extension (Year 11), English Extension 1 or 2 (Year 12)

Ext 1 - 1 unit of study for each of Year 11 and HSC
Ext 2 - 1 unit of study for the HSC

Course No: HSC English Extension 1 – 15160

Course No: HSC English Extension 2 – 15170

Board Developed Courses

HSC Exam and ATAR eligibility

Prerequisites:

- English (Advanced)
- Year 11 English Extension 1 is a prerequisite for HSC English Extension 1
- English Extension 1 is a prerequisite for English Extension 2

Exclusions:

- English (Standard);
- English Studies
- English (ESL) – external study option only

Course Description

English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world

English Extension 2 extends students' conceptual understanding of the ways literature is read and written through their consideration of authorship and their authorial role. Students develop their understanding of the composition process to create a substantial and original Major work

Main Topics Covered

Year 11 English (Extension) Course

- Texts, Culture and Value

Year 12 English Extension Course 1

Students must complete two modules

- Literary Worlds
- One Elective Module

HSC English Extension Course 2

Students complete:

- Author and Authority
- Major Work

Particular Course Requirements

Year 11 English (Extension) Course students are required to:

- Undertake the texts, culture and value module
- Undertake the related independent research project
- Select one text from the past and its manifestations in one or more recent cultures
- Research a range of texts as part of their independent project

Year 12 English Extension Course 1 - Year 11 course is a prerequisite

Students are required to:

- Undertake the Literacy worlds module and one elective module
- Study at least three texts from the prescribed texts list for the elective module, including at least two extended print texts
- Study at least two related texts

HSC English Extension Course 2

- Requires students to be undertaking HSC Extension 1
- Major work and Reflection statement
- Undertake Author and authority module

English Studies

2 units (inclusive of Year 11 and 12)

Course No: 30100

Content Endorsed Course

NB: Counts as HSC Requirement

Optional HSC Exam provides ATAR eligibility

Exclusions:

- English (Standard);
- English (Advanced);
- English (ESL);
- English (Extension)

Course Entry Guidelines

This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who **intend to proceed from school directly into employment or vocational training**.

Students considering choosing the course should be advised that this course has **an OPTIONAL HSC examination**.

Satisfactory completion of *English Studies* will fulfil English pattern-of-study requirements for the Higher School Certificate.

English Studies will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.

Students who complete the course AND SIT THE EXAM are eligible for the calculation of an Australian Tertiary Admission rank (ATAR).

Course Description

In the *English Studies* course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Main Topics Covered

Year 11 Course

- Reading to Write: Transition to English Studies
- Elective Focus areas

Year 12 Course

- Narrative Human Experiences
- Writing for Purpose
- Elective Focus areas

Particular Course Requirements

In each of the **Year 11** and **Year 12** courses students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multimodal texts
- undertake study of at least one substantial print text and at least one substantial multimodal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year
- ***To have this course contribute to the ATAR students must sit the optional HSC written examination.***

English as an Additional Language or Dialect (EAL/D)

(NB: only available through external delivery - separate application – conditions apply)

2 units (inclusive of Year 11 and 12)

Course No: 15150
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions:

- English (Studies)
- English Standard
- English (Advanced)
- English (Extension)

Eligibility rules apply. The course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction **for five years or less** prior to commencing the Preliminary course.

Course Description

English EAL/D 11–12 provides students the opportunity to develop and consolidate their use, understanding and appreciation of Standard Australian English. Students engage in rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Main Topics Covered

Year 11 Course – The course has two sections:

Students will complete:

- Module A: Language and Texts in Context
- Module B: Close Study of Text
- Module C: Texts and Society
- Optional teacher-developed module

Year 12 Course – The course has two sections:

Students will complete:

- Module A: Texts and Human experiences
- Module B: Language, Identity and Culture
- Module C: Close Study of Text

Focus on Writing (studied concurrently with the above modules)

Particular Course Requirements

Year 11 English EAL/D students are required to:

- engage in regular wide reading connected to, and described in each of the modules
- engage in speaking and listening components in each module

Across Stage 6 the selection of texts **must** give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/ or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

English - Life Skills

(NB: conditions apply)

**NON
ATAR**

2 units (inclusive of Year 11 and 12)

Course No: 16600

Board Developed Course

Exclusions:

- English (Standard),
- English (Advanced),
- English as a Second Language,
- English Studies,
- English Extension

Does not contribute towards the Australian Tertiary Admission Rank(ATAR)

Course Description

English Life Skills 11–12 focuses on developing effective communication and literacy skills to enhance the participation of students in all aspects of post-school life. Students develop skills to communicate effectively in a range of contexts as well as access and respond to a range of texts. They develop an appreciation for how their own and others' experiences can be represented through texts.

Main Topics Covered

The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Communication:
- Speaking
- Listening
- Reading
- Writing
- Viewing

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students' priorities, needs and interests.

Particular Course Requirements

- On entering students for the English Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.
- **NB:** School requires an interview and a signed parent agreement is required for students under 18years prior to course commencement.
- This course has no HSC Exam and is therefore not eligible for inclusion in an ATAR

Assessment

Students are assessed in relation to the selected English Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Enterprise Computing

2-unit Year 11 and or HSC

Course No: 11175

Course No: 15175

HSC Exam and ATAR eligibility

Exclusions:

- Computing Technology Life Skills (Year 11, 2 units): 16623
- Computing Technology Life Skills (Year 12, 2 units): 16623
- Technology Life Skills (Year 11, 2 units): 16686*
- Technology Life Skills (Year 12, 2 units): 16686*

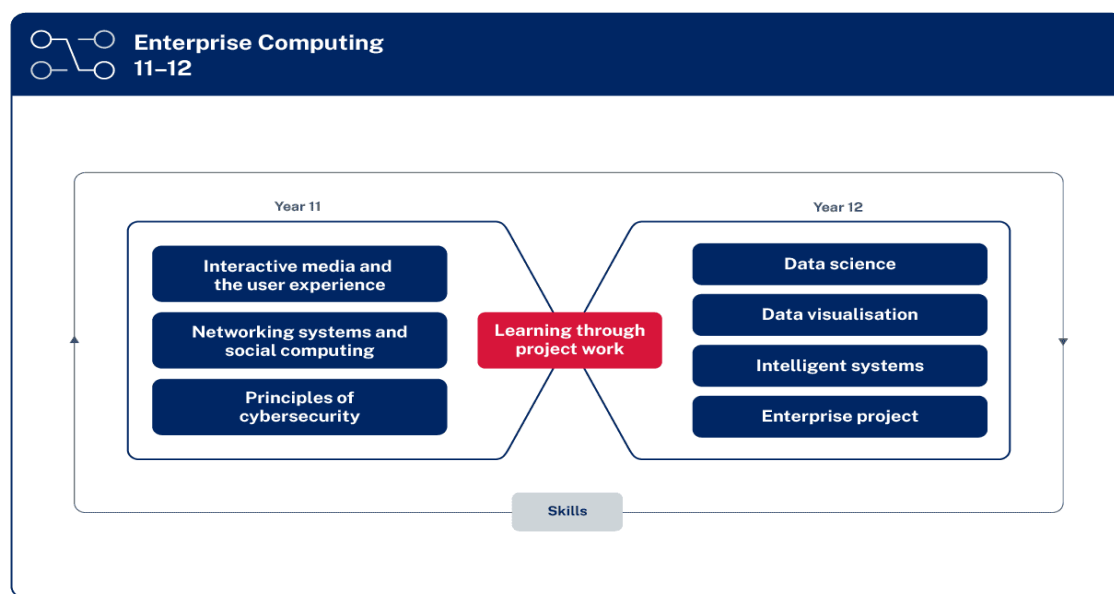
Where Computing Technology is undertaken within the course.

Course Description

The study of Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.

Particular Course Requirements



Year 11 Course (120 Hours)

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

- Interactive Media and the User Experience 40
- Networking Systems and Social Computing 40
- Principles of Cybersecurity 40

Year 12 Course (120 Hours)

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

- Data Science 30
- Data Visualisation 30
- Intelligent Systems 30
- Enterprise Project 30

2026 Entertainment Industry Course Descriptor

CUA30420 Certificate III in Live Production and Technical Services

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

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

HSC credit – 4 units plus 1 unit for the specialisation study
(2 units x 2 years) plus (1 unit x 1 year)
Board Developed Course (240 hour) plus (60 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 CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the entertainment industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 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.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$xxxx HSC - \$xxxx
Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information)

Refunds

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

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

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

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

School Delivered
VET courses



Entertainment Industry

This course provides you with knowledge in aspects of production, live performances and events, including audio, lighting, sets, staging and vision systems.

Is this course right for me?

Entertainment Industry reflects the role of individuals who apply a broad range of competencies in providing services for the entertainment industry.

It applies to work in lighting and audio, vision systems, staging and staging operations, live and broadcast production, administration and technical operations and customer service. The course includes the attainment of the white card qualification which is a requirement for entry to some workplaces.

Where can this course take me?

This course provides a pathway to roles in similar work environments.

This course can lead to further study, such as:

- CUA50420 Diploma of Live Production and Technical Services
- CUA60220 Advanced Diploma in Live production and management

education.nsw.gov.au

Related subjects

- Music Industry
- Music
- Drama
- Industrial Technology
- Screen and Media

Credential Available	Full Certificate
Course code/name	CUA30420 Certificate III in Live Production and Services
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	Yes



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet

Exploring Early Childhood

2-unit Year 11 and or HSC

Course No.: 31010

No HSC Exam - does not contribute to an ATAR

Course Description

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

The Exploring Early Childhood course aims to give students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community.

As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator

Core Topics Covered

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

Optional Modules which are selected by the school include

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

Particular Course Requirements

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. Students would be expected to be able to participate in offsite visits to daycare centres and playgroups. Students must maintain a high standard of behavior and be able to attend these visits as part of the course requirements.

Assessment

Students are assessed in relation to the selected Exploring early Childhood outcomes.

Assessment is balanced across the following:

- knowledge and understanding of course content (50%)
- Skills outcomes and content (50%)

Career Path

This course is suitable for students who would like to work in the childcare industry. Future roles could include examples such as a early childhood assistant, nanny, playgroup facilitator or lead to roles such as early childhood educator, preschool teacher, family day care provider.

2026 Financial Services–Financial Services Stream Course Descriptor

FNS30122 Certificate III in Financial Services

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

Course: Financial Services

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of FNS30122 Certificate III in Financial Services <https://training.gov.au/training/details/FNS30122>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- customer (client) service skills
- using technology to organise information
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the financial services industry

- investment advisors
- banking
- financial planners
- insurance services
- wealth management
- superannuation services

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

The school will subsidise a VET shirt. **Note:** In 2025 VET course fees for consumables were met by the NSW Government.
Whether that will continue is unknown at this time. 15/5/25

Refunds

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

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

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

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

2026 Fitness Course Descriptor

SIS30321 Certificate III in Fitness

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: Fitness

Board endorsed course (BEC) 300 hours
(2 units x 2 years and 1 unit x 1 year)

HSC credit – 5 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30321 Certificate III in Fitness <https://training.gov.au/training/details/SIS30321> You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- organisational skills
- teamwork
- communication
- adaptability
- problem solving
- time management

Examples of occupations in the fitness industry

- group fitness instructor
- personal trainer
- aqua fitness instructor
- gym fitness instructor

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 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.

External Assessment

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

Consumable costs: Preliminary - \$TBA

HSC - \$TBA

Refunds

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

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

Exclusions: Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions.

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

School Delivered VET courses



Fitness

Do you love sport and exercise? Interested in the science behind it? Then this is the course for you. You will learn about anatomy and physiology principles, plan, deliver and monitor exercise programs and how to make healthy eating recommendations.

Is this course right for me?

This course prepares you for employment as a fitness instructor in settings such as fitness facilities, gyms, as well as leisure and community centres. Fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals.

Where can this course take me?

Potential job roles in a wide variety of fitness settings including:

- personal trainer
- fitness facility manager
- special needs trainer
- trainer or manager of gymnasiums and sports centres.

Further study in courses such as SIS50115 Diploma in Sport and Recreation Management can lead to management roles in a wide range of sport and leisure facilities and with associated sporting organisations
education.nsw.gov.au

Subjects that support this career path

- PDHPE
- Biology
- Business Studies
- Sport, Lifestyle and Recreation

Credential available	Full Certificate
Course code/name	Full Certificate SIS30321 Certificate III in Fitness
ATAR eligible	No
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:

www.education.nsw.gov.au/school-delivered-vet

Food Technology

2 units for each of Year 11 and HSC

Course No: 15180

Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

Course Description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Main Topics Covered

Preliminary Course

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

HSC Course

- The Australian Food Industry - 25%
- Food Manufacture - 25%
- Food Product Development - 25%
- Contemporary Nutrition Issues - 25%

Particular Course Requirements

- Satisfactory participation in practical activities is a mandatory requirement. Such experiential learning activities are specified in the 'learn to' section of each strand of the course.
- Covered shoes for practicals

2026 Furniture Making Pathways Course Descriptor

MSF20522 Certificate II in Furniture Making Pathways

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

Course: Furniture Making Pathways

Board Endorsed Course (240 hours) (2 units x 2 years)

HSC credit – 4 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MSF20522 Certificate II in Furniture Making Pathways <https://training.gov.au/Training/Details/MSF20522>. You will be expected to complete all Registered Training Organisation (RTO) and NESA requirements. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- creativity
- critical thinking
- problem solving
- time management
- communication

Examples of occupations in the furniture making industry

- shop fitter
- wood turning
- cabinet making
- joinery
- set design

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

Student require safety shoes and the school will subsidise a VET shirt. Note: In 2025 the VET course fees for consumables were met by the NSW Government. Whether that will continue is unknown at this time. 15/5/25

Refunds

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

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

Exclusions: Students undertaking both this Furniture Making Pathways course and another course based on the MSF Furnishing Training Package should choose different units of competency to meet the requirements of each HSC course and qualification.

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>

School Delivered
VET courses



Furniture Making Pathways

This course provides you with knowledge and skills to create furniture pieces from wood and increase your prospects of gaining an apprenticeship. You will develop skills in using hand and power tools, assemble furnishing components, select and apply hardware and construct furniture projects.

Is this course right for me?

Furniture Making Pathways delivers broad skills and knowledge in furniture making tasks to enhance entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment.

Where can this course take me?

The job roles that relate to this qualification may include:

- assistant cabinet maker
- assistant installer of built-in cabinets
- production operator within a cabinet making enterprise

The course also provides a pathway to apprenticeships within the furniture making industry, such as cabinet making.

This course can lead to further study, such as:

- Certificate III apprenticeships
- MSF50322 Diploma of Furniture Design and Manufacturing can lead to employment as a furniture designer.

education.nsw.gov.au

Related subjects

- Industrial Technology
- Any Mathematics course
- Manufacturing - Introduction
- Design and Technology
- Construction

Credential Available	Full Certificate
Course code/name	MSF20522 Certificate II in Furniture Making Pathways
ATAR eligible	No
Mandatory placement hours	35 hours
SBAT available	No
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet

Health and Movement Science (New PDHPE Course)

2 units each for the Year 11 and HSC

Course No: 11390

Board Developed Course

HSC Exam - this course does contribute to an ATAR

Course Description

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

Main Topics Covered

Year 11

- **Health for Individuals and Communities**
 - Health perspectives
 - Health promotion
- **The Body and Mind in Motion**
 - Energy systems
 - Fitness principals
 - Training types
 - Sport psychology

Year 12

- **Health in an Australian and Global Context**
 - Australia's Health Status
 - Major Chronic Health conditions and their impact on health care systems
 - Impact of a growing and ageing population
- **Training for Improved Performance**
 - Exercise assessment and prescription
 - Training Methods
 - Biomechanics
 - Injury Prevention
 - Technology in Sport
 - Nutrition and Supplementation

Particular Course Requirements

Students in Year 11 must also complete two depth studies and one collaborative investigation. The Collaborative Investigation provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.

Students in Year 12 must complete two depth studies in relation to their chosen topic. Students are allocated in class time to complete these depth studies.

Assessment

Students are assessed in relation to the selected Health and Movement Science Outcomes.

Career Path

This course is highly applicable to those students who want to embark on a career in Health and Fitness. This course serves as a platform to learn the science behind the body's movement systems as well as all aspects of health within Australia. Potential career pathways include Personal Trainer, Exercise Physiologist, Nutritionist, Physiotherapy, PDHPE teacher, Osteopath, Occupational Therapy and working within the leisure and recreation field.

History Extension - Year 12

1 unit HSC

Course No: 15280
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

Course Description

This course provides students with opportunities to examine the way history is constructed and the role of history in creating 'versions' of events. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

The course comprises two sections:

Constructing History (Minimum 40 indicative hours)

- Key questions:
- Who are the historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?
- Case studies
- Students develop their understanding of significant historiographical ideas and methodologies by exploring the history of the Witch trials learning skills that are key to Higher Education, with reference to three identified areas of debate and the key questions.

History Project

- Students develop their understanding of significant historiographical ideas and methodologies by exploring the history of the Witch trials or JFK that are key to Higher Education. This is done with reference to three identified areas of debate and the key questions.

Particular Course Requirements

Completing the Year 11 course in Modern or Ancient History is a prerequisite for the History Extension HSC course.

2026 Cookery Course Descriptor

SIT20421 Certificate II in Cookery

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

Course: Hospitality (Cookery)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

Students require covered shoes and a chef uniform. The school will subsidise a VET shirt. In addition please note: In 2025 the VET course fees for consumables were paid by the NSW Gov.. Whether that will continue is unknown at this time. 15/5/25

Refunds

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

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

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

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

School Delivered VET courses



Hospitality - Cookery

This course focuses on 'back of house' and will give you the skills to, undertake basic cookery tasks, conduct food preparation, and apply the principles of hygiene and food safety.

Is this course right for me?

This course provides you with the basic principles to work in kitchens where you will use food preparation and cookery skills to prepare food and menu items.

Where can this course take me?

This course provides a pathway to work in; restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops. Institutions such as; aged care facilities, hospitals, prisons, schools.

The course also may lead to employment as an apprentice chef or further study in courses such as SIT30921 Certificate III in Catering and SIT40516 Certificate IV in Kitchen Management.

Subjects that support this career path

- Food Technology
- Business Studies
- Business Services
- Retail Services

Credential available	Full Certificate
Course code/name	SIT20421 Certificate II in Cookery
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet

2026 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

Student require covered shoes and a chef uniform. The school will subsidise a VET shirt. In addition please note: In 2025 the VET course fees for consumables were met by the NSW Government. Whether that will continue is unknown at this time. 15/5/25

Refunds

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

A school-based traineeship is available in this course. For more information:

<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

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

School Delivered VET courses



Hospitality - Food and Beverage

This course focuses on 'front of house' and will give you the skills to prepare a restaurant, serve customers, prepare beverages, and apply the principles of hygiene and food safety.

Is this course right for me?

This course prepares you to work in a range of hospitality settings, such as restaurants, cafes, bistros and hotels to provide hospitality service using operational skills and basic industry knowledge.

Where can this course take me?

This course provides a pathway to work in; restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops. Institutions such as; aged care facilities, hospitals, prisons, schools.

This course can lead to further study in courses such as: SIT30622 Certificate III in Hospitality and SIT60422 Diploma in Hospitality Management.

Subjects that support this career path

- Food Technology
- Business Studies
- Business Services
- Retail Services

Credential available	Full Certificate
Course code/name	SIT20322 Certificate II in Hospitality
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet

Industrial Technology Timber

2-unit Year 11 and or HSC

Course No: 11200

Course No: 15200

HSC Exam and ATAR eligibility

HSC focus area examination codes:

819 Timber Products and Furniture Technologies

Exclusions:

- Students can only undertake study in 1 focus area.
- 16684 Industrial Technology Life Skills (2 units – Preliminary)
- 16684 Industrial Technology Life Skills (2 units – HSC)
- 16686 Technology Life Skills (2 units – Preliminary) (where Industrial Technology is undertaken within the course)
- 16686 Technology Life Skills (2 units – HSC) (where Industrial Technology is undertaken within the course)

Course Description

This course provides students with the opportunity to develop their knowledge and understanding of a selected industry and its related technologies. Through a process of observing and analysing industry practice and through personal practical experiences, students develop a broad range of skills and knowledge related to the focus area chosen for the course. The course highlights the importance of design, management and production through the production of practical projects. Students select and apply appropriate design, management and production skills in the development of a Major Project and supporting documentation.

Preliminary course

The following sections are taught on the relevant focus area:

- Industry Study (15%)
- Design (10%)
- Management and Communication (20%)
- Production (40%)
- Industry Related Manufacturing Technology (15%)

HSC course

The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology (25%)

2026 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.

Course: Information and Digital Technology

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 ICT30120 Certificate III in Information Technology <https://training.gov.au/training/details/ICT30120>. 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.

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

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- teamwork

Examples of occupations in the information and digital technology industry

- Analyst programmer
- Web Developer
- IT Manager
- Network professional
- Motion Graphics Designer
- Systems Analyst

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirement

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 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.

Consumable costs: Preliminary - \$xxxx

HSC - \$xxxx

Add school specific equipment and associated requirements for students eg uniform purchase, White card course (site specific information)

Refunds

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

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

Exclusions: 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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

School Based Traineeship

Information Technology – Certificate III

Trainees undertaking Certificate III in Information Technology will gain the skills and knowledge to competently work in a wide range of general information and communications technology (ICT) technical functions and achieve a degree of self-sufficiency as an advanced ICT user. Trainees at this level will support information technology activities in the workplace across a wide range of ICT areas, including animation, cloud computing, cyber security awareness, technical support, network administration, web technologies, software applications and digital media technologies.

Outcome on completion of your HSC

- Certificate III in Information Technology ICT30120 in ICT Integrated Telecommunications Training Package.
- A career path into the information technology and communications industry.
- Advanced standing into Certificate IV in Information and Communications Technology courses.

Course delivery

- Both on the job and off the job and can be delivered face-to-face, flexibly or mixed mode
- The SBT term is calculated in months from the date of commencement to 31 December of the HSC year

Commitment required

- Undertake a minimum of 100 days in paid employment and training.
- Undertake Certificate III Information Technology course as part of your HSC.
- The employment and training can be undertaken during school time, after school and during school holidays.

How will you be assessed?

- Both on the job and off the job through written tests, project work and practical exercises.

Course	ATAR eligibility	HSC unit credit
Information Technology Certificate III	Yes	Minimum 4 and maximum of 6 units over two years towards your HSC for the formal training component (VET course).
Industry-based Learning course (optional)	No	<p>This optional course recognises the significant work component involved in the school based apprenticeship.</p> <p>The course offers an additional 4 units credit towards your HSC.</p> <p>This HSC VET course does not contribute towards the calculation of the ATAR.</p>



For further information about how to sign up to this school based apprenticeship please speak with your Careers Adviser or visit our Internet site at www.education.nsw.gov.au/sbat

Investigating Science

2 units for each of Year 11 and HSC

Course No: 11215
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

Course Description

The Investigating Science Stage 6 syllabus is designed to assist students of all abilities to engage with scientific processes and apply those processes to investigate relevant personal, community and global scientific issues.

The investigating science course is designed to complement the study of science disciplines by providing additional opportunities for students to investigate and develop understanding of scientific concepts, their current and future uses and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Topics Covered

Preliminary Course

- Cause and effect – observing
- Cause and effect – Inferences and generalisations
- Scientific models
- Theories and laws

HSC Course

- Scientific investigations
- Technologies
- Fact or fallacy
- Science and society

Particular Course Requirements

Scientific Investigation: Scientific investigations include both **practical investigations** and **secondary sourced investigations**. Practical investigations are a mandatory part of both the Year 11 and 12 courses and must occupy a minimum 35 hours of course time, including time allocated to practical investigation depth studies.

Practical Investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary source investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganizing secondary data and/or information

Legal Studies

2 units for each of Year 11 and HSC

Course No: 15220
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

Course Description

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Year 11 Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

Year 12 Course

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

chosen from: Consumers, Global environment and protection, Family, Indigenous peoples, Shelter, Workplace, World order.

Key themes incorporated across all topics:

Justice, law and society;
Culture, values and ethics;
Conflict and cooperation;
Continuity and change;
Legal processes and institutions;
Effectiveness of the legal system

Particular Course Requirements

No special requirements

Employability skills

Legal Studies provides a context for the development of higher-order thinking skills necessary for further education, work and everyday life, and a range of other employability skills including:

- planning and organising,
- learning and communication
- self-management
- initiative and enterprise
- problem-solving skills.

2026 Manufacturing and Engineering Introduction Course Descriptor

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

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

Course: Manufacturing and Engineering - Introduction

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

HSC credit – 4 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

<https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20422 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the manufacturing and engineering industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment)

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

Note: in 2025 Course fees were paid by the NSW Gov.. Whether that will continue is unknown at this time. 15/5/25

Refunds

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

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

Exclusions: General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2026 Course Descriptor Manufacturing and Engineering Introduction - MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways Version 0.6

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

School Delivered VET courses



Manufacturing and Engineering - Introduction

This course aims to provide students with a broad overview of the engineering field and prepares you for entry into employment as an apprentice or trainee in the areas of mechanical, fabrication, electrical, automotive and electronics engineering.

Is this course right for me?

Students undertaking this program will learn a range of fabrication and machining skills and work with welding machines, lathes and milling machines as well as learning about hand and power tools and precision measurement tools.

Where can this course take me?

Potential job roles include; operator-production worker or operator-process worker, factory worker, metal production assistant, sheet metal worker, machinist, equipment maintainer & repairer, plant mechanic, mechanical fitter, tool and die maker, design engineer, CNC operator, mechanical and maintenance engineer.

The course also provides a pathway into fabrication and engineering trades in qualifications such as MEM30219 Certificate III in Engineering - Mechanical Trade and MEM30319 Certificate III in Engineering - Fabrication Trade

education.nsw.gov.au

Subjects that support this career path

- Mathematics or Mathematics Standard 1 and 2
- Engineering Studies
- Computing Applications
- Industrial Technology
- Design and Technology
- Information and Digital Technology
- Resources and Infrastructure
- Construction

Credential available	Full Certificate and Statement of Attainment
Course code/name	MEM10119 Certificate I in Engineering + SOA towards MEM20413 Certificate II in Engineering Pathways
ATAR eligible	No
Mandatory placement hours	35 hours
SBAT available	No
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet

Marine Studies

**NON
ATAR**

2 units Year 11 and HSC

Course No: 33503

No HSC Exam - cannot be included in ATAR calculations

Exclusions: Nil

Course Description

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty-first century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students acquire skills to solve real-life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

Particular Course Requirements

- The course may be studied in either Year 11 or 12 or both 2 Unit x 1yr OR 2 Unit x 2 yrs
- Students must be able to swim 200m (any stroke, no time limit)

Mathematics Standard 1 (Maths in Trade) – NON-ATAR Pathway

2 Unit Year 11 (Board Developed Course)

2 Unit Year 12 (Board Develop Course)

CourseNo: TBA Year 11 Mathematics Standard

CourseNo: TBA Year 12 Mathematics Standard 1
Board Developed Course

Exclusions:

Any other Stage 6 Mathematics course

Course Description:

Mathematics Standard 11–12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.

Mathematics Standard 1 provides opportunities for students to build confidence and make mathematics meaningful. Students develop their mathematical knowledge and understanding through applying and modelling to prepare for post-school employment or further training.

Through the study of Mathematics Standard 1, students:

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs

Main Topics Covered

	Year 11 Course Structure	Year 12 Course Structure
Area of Study	Focus Area	Focus Area
Algebra	Formulas & Equations Linear Relationships	Algebraic Relationships
Financial Mathematics	Earnings Money Managing Money	Investment Depreciation & Loans
Measurement	Applications of Measurement Time & Location	Right-Angled Triangles Ratios & Rates
Networks	Networks, Paths & Trees	
Statistics	Data Analysis	Bivariate Data Analysis Relative Frequency & Probability

Course Equipment Requirement:

Approved Calculator

Mathematics Standard/Mathematics 2 – ATR Pathway

2 Unit Year 11 (**Board Developed Course**)

2 Unit Year 12 (**Board Develop Course**)

Course No: TBA Year 11 Mathematics Standard

Course No: TBA Year 12 Mathematics Standard 2

Board Developed Course

HSC Exam & ATAR Eligibility

Exclusions:

Any other Stage 6 Mathematics course

Course Description:

Mathematics Standard 11–12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

Through the study of Mathematics Standard 2, students:

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- develop an understanding of, and skills in, further aspects of mathematics for concurrent HSC studies
- gain an appropriate mathematical background for a wide range of educational and employment aspirations.

Main Topics Covered

	Year 11 Course Structure	Year 12 Course Structure
Area of Study	Focus Area	Focus Area
Algebra	Formulas & Equations Linear Relationships	Algebraic Relationships
Financial Mathematics	Earnings Money Managing Money	Investment & Loans Annuities
Measurement	Applications of Measurement Time & Location	Trigonometry Ratios & Rates
Networks	Networks, Paths & Trees	Network Flow Critical Path Analysis
Statistics	Data Analysis	Bivariate Data Analysis Relative Frequency & Probability The Normal Distribution

Course Equipment Requirement:

Approved Calculator

Mathematics Advanced – ATR Pathway

2 Unit Year 11 (Board Developed Course)

2 Unit Year 12 (Board Develop Course)

Course No: TBA (Year 11 Mathematics Advanced)

Course No: TBA (Year 12 Mathematics Advanced)

Board Developed Course

HSC Exam & ATAR Eligibility

Exclusions:

Stage 6 Mathematics Standard 1 & 2 courses

Course Description:

Mathematics Advanced 11–12 focuses on mathematical ways of viewing the world to investigate concepts, such as order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to explore mathematical problems through observation, reflection and reasoning.

Through the study of Mathematics Advanced 11–12, students:

- develop knowledge, understanding and skills in Working mathematically and communicating concisely and precisely
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling
- gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.

Main Topics Covered

	Year 11 Course Structure	Year 12 Course Structure
Area of Study	Focus Area	Focus Area
Functions	Working with Functions Graph Transformation	Further Graphs Transformations & Modelling
Trigonometric Function	Trigonometry & Measure of Angles Trigonometric Identities & Equations	
Calculus	Introduction to Differentiation	Differential Calculus Integral Calculus Applications of Calculus
Exponential & Logarithmic Function	Exponential & Logarithmic Function	
Sequences & Series		Sequences & Series
Statistical Analysis	Probability & Data	Random Variables
Financial Mathematics		Financial Mathematics

Course Equipment Requirement:

Approved Calculator

Mathematics Extension 1 – ATR Pathway

1 Unit Year 11 (Board Developed Course)

1 Unit Year 12 (Board Developed Course)

Course No: TBA (Year 11 Mathematics Extension 1)

Course No: TBA (Year 12 Mathematics Extension 1)

Board Developed Course

HSC Exam & ATAR Eligibility

Exclusions:

Stage 6 Mathematics Standard 1 & 2 courses

Course Requirements:

Must have studied or be studying Mathematics Advanced

Course Description:

Mathematics Extension 1 focuses on the development of students mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11–12 course.

Through the study of Mathematics Extension 1, students:

- develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- develop rigorous mathematical arguments and proofs, and use mathematical models extensively
- develop awareness of the interconnected nature of mathematics, its beauty and its functionality
- gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.

Main Topics Covered

	Year 11 Course Structure	Year 12 Course Structure
Area of Study	Focus Area	Focus Area
Functions	Further Work with Functions Polynomials	
Trigonometric Function	Further Trigonometry	Inverse Trigonometric Functions
Combinatorics	Permutations & Combinations The Binomial Theorem	
Proof		Proof by Mathematical Induction
Vectors		Introduction to Vectors
Calculus		Further Calculus Skills Further Applications of Calculus
Statistical Analysis		The Binomial Distribution & Sampling Distribution of the Mean

Course Equipment Requirement:

Approved Calculator

Mathematics Extension 2 –ATR Pathway

1 Unit Year 12 (Board Develop Course)

Course No: TBA (Year 12 Mathematics Extension 2)
Board Developed Course
HSC Exam & ATAR Eligibility

Exclusions:

Any other Stage 6 Mathematics Standard 1 & 2 courses

Course Requirements:

Must have studied or be studying Mathematics Advanced & Mathematics Extension 1

Course Description:

Mathematics Extension 2 focuses on key ideas of algebra and calculus and appreciation of mathematical invention, intuition and exploration. Mathematics Extension 2 extends students’ conceptual knowledge and understanding through exploration of new areas of mathematics not covered in Mathematics Advanced and Mathematics Extension 1.

Through the study of Mathematics Extension 2, students:

- develop strong knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- acquire knowledge, understanding and skills in relation to mathematical concepts that have applications in an increasing number of contexts
- gain an appropriate mathematical background for future pathways which are founded in mathematics and its applications.

Main Topics Covered

Year 12 Course Structure	
Area of Study	Focus Area
Proof	The Nature of Proof
Vectors	Further Work with Vectors
Complex Numbers	Induction to Complex Numbers
Calculus	Further Integration
Mechanics	Applications of Calculus to Mechanics

Course Equipment Requirement:

Approved Calculator

Mathematics – Life Skills

(NB: Conditions apply)

**NON
ATAR**

2 units each for the Year 11 and HSC

Course No: 16610

Board Developed Course

Developed Course

No HSC Exam - cannot be included in ATAR calculations.

Exclusions:

- Mathematics Standard,
- Mathematics,
- Mathematics Extension

Course Description

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

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

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

Main Topics Covered

The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Numeration
- Operations
- Time
- Space
- Money
- Measurement.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students' priorities, needs and interests.

Particular Course Requirements

On entering students for the Mathematics Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process. NB The school requires an interview and signed agreement from parents of students under 18 years prior to course commencement.

Assessment

Students are assessed in relation to the selected Mathematics Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Course Equipment Requirement:

- Approved calculator

Modern History

2 units for each of Year 11 and HSC

Course No: 15270
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions: Nil

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919 - 1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Content

Year 11 course

The Year 11 course comprises three sections.

- **Investigating Modern History**
 - Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.
- **Historical Investigation**
- **The Shaping of the Modern World**
 - At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 course

The Year 12 course comprises four sections.

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

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Particular Course requirements

Year 11 course

In the Year 11 course, students undertake at least TWO case studies.

- One case study must be from Europe, North America or Australia, AND
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Modern History Life Skills

(NB conditions apply)

**NON
ATAR**

2 units for each of Year 11 and HSC

Course No: 15270

Board Developed Course

No HSC Exam - does not contribute to an ATAR

Exclusions: Modern History

Course description

The Modern History Life Skills Stage 6 course aligns with the rationale, aim and objectives of the Modern History Stage 6 course. The Life Skills content has been developed from the Modern History syllabus to provide opportunities for integrated delivery.

The Modern History Life Skills Stage 6 course provides opportunities for students to explore the forces that have shaped the modern world. Students explore key events, developments, movements, individuals and groups of the recent past to develop an understanding of how these have impacted our world. Students are also provided with opportunities to participate in historical investigations to develop their knowledge, understanding and skills of historical inquiry.

Study in the Modern History Life Skills Stage 6 course contributes to students skills in locating, selecting, organising, planning and presenting information within an historical context.

What students learn

The structure of the Modern History Life Skills Stage 6 course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.

The course is organised into topics and case studies:

- Investigating Modern History/The Nature of Modern History
- Case Studies
- Historical Investigation
- The Shaping of the Modern World 1919 – 1946
- Power and Authority in the Modern World
- National Studies
- Peace and Conflict
- Change in the Modern World

The topics and case studies provide possible frameworks for addressing the Modern History Life Skills Stage 6 outcomes and content, and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.

Course Requirements

On entering students for the Modern History Life Skills Stage 6 course the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

Music 1

2 units for each of Year 11 and HSC

Course No: 15290
Board Developed Course HSC
Exam and ATAR eligibility

Exclusions:

- Music 2

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of:

- performance,
- composition,
- musicology and
- aural within the context of a range of styles, periods and genres.

Main Topics Covered

Students study three topics in each year of the course covering a range of styles, periods and genres.

Particular Course Requirements

HSC course

In addition to core studies in:

- performance,
- composition,
- musicology and
- aural,

Students select **three** electives from any combination of:

- performance,
- composition and
- musicology.

These electives must represent **each** of the three topics studied in the course.

Students prepare for and participate in an externally assessed Performance HSC Exam in August /September of Year 12

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

2026 Music Industry Course Descriptor

CUA30920 Certificate III in Music

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: Music Industry

Board Endorsed Course (240 hour)
(2 units x 2 years)

HSC credit – 4 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30920 Certificate III in Music <https://training.gov.au/training/details/cua30920>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 11 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- customer (client) service skills
- performing, writing and creating music
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the music industry

- musical performer
- recording technician
- song writer / composer
- music therapy
- session musician
- music publishing

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work. Not meeting this requirement will incur an 'N' determined as required by NESA.

External Assessment

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

Note: in 2025 Course fees were paid by the NSW Gov.. Whether that will continue is unknown at this time. 15/5/25

Refunds

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

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

Exclusions: Students undertaking both this Music Industry 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 Music Industry (120 indicative hours) course or the Music Industry (180 indicative hours) course or the Music Industry (240 indicative hours) course.

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

School Delivered VET courses



Music Industry

This course aims to give students with a broad understanding of the music industry. It will provide you with basic skills and knowledge to kick start your career in music.

Is this course right for me?

This course prepares you to work in a range of roles in the music industry developing essential skills and knowledge to increase your employability. Depending upon the electives offered you will be able to develop your skills and knowledge in areas such as music performance, music creation and composition, sound production and music business.

Where can this course take me?

Potential job roles include; musician, entry level sound engineering, assistant recording engineer, road crew.

This course can lead to further study in more advanced courses such as CUA60520 Advanced Diploma of Music, which lead to a range of job opportunities including; sound production engineer, music distributor, session musician, artist manager

education.nsw.gov.au

Subjects that support this career path

- Music
- Entertainment Industry

Credential available	Full Certificate
Course code/name	CUA30920 Certificate III in Music Industry
ATAR eligible	No
Mandatory placement hours	Optional
SBAT available	No
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet

2026 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 optional, is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

Students require work boots and pants. The school will subsidise a VET shirt. **Note:** In 2025 VET course fees for consumables were met by the NSW Government. Whether that will continue is unknown at this time. 15/5/25

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>

2026 Primary Industries Course Descriptor

AHC20422 Certificate II in Horticulture

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 AHC20422 Certificate II in Horticulture <https://training.gov.au/Training/Details/AHC20422> You will be expected to complete all the for the Registered Training Organisation (RTO) and NESA. To gain the full qualification you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the horticulture industry

- national parks worker
- nursery assistant
- crop production
- gardener
- horticulture
- Pest and disease control

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for 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 optional, is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$xxxx

HSC - \$xxxx

Add school specific equipment and associated requirements for students eg uniform purchase, White card course (site specific information)

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>

School Delivered VET courses



Primary Industries

AHC20116 Certificate II in Agriculture

This course is for students interested in kick starting their career in the Agriculture or Horticulture industries. You will gain hands-on skills and experience and learn to use a wide variety of farm based tools and equipment.

Is this course right for me?

Do you like working outdoors? Enjoy nature and the environment? Like working with machinery and equipment? Do you like the idea of working independently and being your own boss? Then Primary Industries is the right course for you.

Where can this course take me?

Potential job roles include; assistant animal attendant/stockperson, assistant farm or station hand/worker/labourer, aquaculture worker, crop farm worker, garden and nursery labourer, mixed crop and livestock farm worker, poultry farm worker, garden and nursery labourer, national parks worker, forestry worker

Further study in courses such as AHC50820 Diploma in Nursery Management and AHC60319 Advanced Diploma in Agribusiness Management will prepare you for leadership roles in the industry.

education.nsw.gov.au

Subjects that support this career path

- Agriculture
- Biology
- Investigating Science
- Chemistry
- Manufacturing - Introduction

Credential available	Full Certificate
Course code/name	AHC20116 Certificate II in Agriculture
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet

Physics

2 units for each of Year 11 and HSC

Course No: 15330
Board Developed Course
HSC Exam and ATAR eligibility

Exclusions: Nil

Course Description

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

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilizes innovation and creative thinking to address new challenges such as sustainability, energy efficiency and the creation of new materials.

Topics Covered

Preliminary Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and magnetism

HSC Course

- Advances mechanics
- Electromagnetism
- The nature of light
- From the universe to the atom

Particular Course Requirements

Scientific Investigation:

Scientific investigations include both **practical investigations** and **secondary sourced investigations**. Practical investigations are a mandatory part of both the Year 11 and 12 courses and must occupy a minimum 35 hours of course time, including time allocated to practical investigation depth studies.

Practical Investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary source investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganizing secondary data and/or information

2026 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

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

Course: Retail Services

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the retail services industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$xxxx HSC - \$xxxx
Add school specific equipment and associated requirements for students eg uniform purchase, White card course (site specific information)

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 Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

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

Science Extension HSC - Year 12

1 unit HSC

Course No: 15345
Board Developed Course
HSC Exam and ATAR eligibility

Exclusions: Nil

Course Description

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

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

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

Topics Covered

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

Particular Course Requirements

- Prerequisite courses: Students must complete the study of up to 6 units of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.
- Co-requisite courses for Science Extension Year 12 are the study of up to 7 units of study in, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Science - Life Skills

(NB: Conditions apply)

2 units each for the Year 11 and HSC

Course No: 16640

Board Developed Course

Course

No HSC exam - does not contribute to an ATAR

Exclusions:

- Biology,
- Chemistry,
- Physics,
- Investigating Science

Course Description

The Stage 6 Science Life Skills Syllabus aligns with the rationale, aim, objectives and outcomes of the Investigating Science Stage 6 Syllabus. The content has been developed from each of the disciplines of Science, providing opportunities for independent or integrated delivery with other Stage 6 Science courses.

Main Topics Covered

The structure of the Science Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Investigating Science Life Skills
- Physical World Life Skills
- Earth and Space Life Skills
- Living World Life Skills
- Chemical World Life Skills

Particular Course Requirements

On entering students for the Mathematics Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process. **NB** The school requires an interview and signed agreement from parents of students under 18 years before course commencement.

- Students may complete one or more courses to contribute to up to six units of study towards their Preliminary or HSC pattern of study.
- Outcomes and content will be selected to meet the particular needs of individual students
- The modules provide possible frameworks for addressing the Science Life Skills outcomes and content and are suggestions only.
- Teachers have the flexibility to develop modules that will meet the needs, strengths, goals, interests and prior learning of their students.
- Working Scientifically outcomes and content are to be integrated into modules wherever students undertake an investigation

Assessment

- Depth studies can be undertaken within any course and may relate to any module in a course.
- Students are not required to address or achieve all the Science Life Skills outcomes.
- Students are not required to complete all the content to demonstrate achievement of an outcome.

2026 Screen and Media Course Descriptor CUA31020 Certificate III in Screen and Media

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: Screen and Media

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

HSC credit – 4 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA31020 Certificate III in Screen and Media <https://training.gov.au/training/details/cua31020>. You will be expected to complete all requirements of the Registered Training Organisation and NESA requirements. To gain the full qualification you must achieve 11 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- customer (client) service skills
- technical production and digital technologies
- communication
- creativity
- critical thinking
- problem solving

Examples of occupations in the screen and media industry

- camera / lighting assistant
- assistant audio-visual technician
- interactive media assistant
- community radio presenter
- production assistant
- editing assistant

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work. Not meeting this requirement will incur an 'N' determined as required by NESA.

External Assessment

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

Consumable costs: Preliminary - \$TBC

HSC - \$TBC

The school will subsidise a VET shirt. **Note:** In 2025 VET course fees for consumables were met by the NSW Government. Whether that will continue is unknown at this time. 15/5/25

Refunds

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

A school-based traineeship is available for this course. For more information:

Exclusions: Students undertaking both this Screen and Media 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.

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>

School Delivered VET courses



Screen and Media

Gain the skills needed to kick start your career in the screen and media industry. You will gain hands-on experience to work in interactive digital media, film and television, radio, lighting and sound, content creation and technical broadcasting environments.

Is this course right for me?

In this course you will learn the basic skills and knowledge for work in skilled assistant or skilled assistant operator roles in the screen, media and entertainment industries. It applies to work in interactive digital media, film and television, radio, lighting and sound, content creation and technical broadcasting environments.

Where can this course take me?

The job roles that relate to this course may include; editing assistant, assistant content creator, assistant sound technician, assistant audio visual technician, assistant radio producer, podcast producer, community radio producer, community radio presenter, junior animator, camera assistant, technical production assistant

This course is a pathway to undertake further study such as; CUA51020 Diploma of Screen and Media, CUA60620 Advanced Diploma of Screen and Media

education.nsw.gov.au

Subjects that support this career path

- English
- Drama
- Industrial Technology: Multimedia
- Photography

Credential available	Full Certificate
Course code/name	CUA31020 Certificate III in Screen and Media
ATAR eligible	No
Mandatory placement hours	Optional
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet

Society and Culture

2 units for each of Year 11 and HSC

Course No: 15350

Board Developed Course HSC

Exam and ATAR eligibility

Exclusions: Nil

Course Description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross - disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

Year 11 Course

- **The Social and Cultural World:** The interactions between persons and groups within societies
- **Personal and Social Identity:** Socialisation and the development of personal and social identity in a variety of social and cultural settings.
- **Intercultural Communication:** How people in different social, cultural and environmental settings behave, communicate and perceive the world around them.

Year 12 Course

Core

- **Social and Cultural Continuity and Change** – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- **The Personal Interest Project (PIP)** – an individual research project

Depth Studies

Two to be chosen from:

- **Popular Culture** – the interconnection between popular culture, society and the individual
- **Belief Systems and Ideologies** – the relationship of belief systems and ideologies to culture and identity
- **Social Inclusion and Exclusion** – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- **Social Conformity and Nonconformity** – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Particular Course Requirements

Completion of an externally marked Personal Interest Project (PIP) in Year 12 worth 40% of the HSC mark.

Possible Career Paths – Further study

The study of Society and Culture prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship at local, national, regional and global levels. Possible future study and career paths include:

- | | | |
|----------------------------------|------------------------------|-----------------------------|
| • Community/Social/Youth Worker | • Criminologist | • Human Resource Consultant |
| • Welfare Worker | • Psychologist | • Recruitment Consultant |
| • Welfare Project Manager | • Sociologist | • Careers Counsellor |
| • Health Promotion Officer | • Education/Teacher | • Training Officer |
| • Freedom of Information Officer | • Anthropologist | • Gallery or Museum Curator |
| • Environmental Health Officer | • Urban and Regional Planner | • Public Relations Officer |
| • Disabilities Services Officer | • Historian | • Counsellor |
| • Aboriginal Liaison Officer | • Parliamentarian | • Marketing Officer |
| • Journalist or Other Writer | • Policy Analyst | |

Sport, Lifestyle and Recreation Studies

2-unit Year 11 and or HSC

CourseNo: 35015

Board Developed

No HSC Exam- does not contribute to an ATAR

Exclusions:

Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision- makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

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

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Particular Course Requirements

- Students are required to attend and assist with all school sports carnivals.
- Tasks at these events are allocated for assessment purposes.
- Course related excursions are compulsory where they relate to course assessment requirements

Equipment requirements:

- TRHS Sports shirt to be worn for all practical classes.

Technology - Life Skills

**NON
ATAR**

2 units for each of Year 11 and HSC

Course No: 16686

Board Developed Course

No HSC - does not contribute to an ATAR

Exclusions:

Where the equivalent Life Skills module is being undertaken

- Agriculture,
- Design and Technology,
- Food Technology,
- Industrial Technology,
- Information Processes and Technology,
- Textiles and Design

Course Description

The Stage 6 Technology Life Skills course allows for engagement with a range of technologies. Students acquire knowledge, understanding and skills in order to solve problems and meet identified needs within the context of a design process. They are provided with opportunities to engage in a diverse range of practical and creative activities using a variety of resources, materials, tools and techniques

Study of the Stage 6 Technology Life Skills course should contribute to students' understanding of research, design, systems and environments, as well as their ability to manipulate and produce products.

Main Topics Covered

The structure of the Technology Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Agriculture
- Design and Technology
- Food Technology
- Industrial Technology (one of: metal and engineering, multimedia, timber products and furniture, graphics, electronics)
- Information Processes and Technology
- Textiles and Design (one or more of: apparel, furnishings, costume, textile arts, non-apparel)

Particular Course Requirements

On entering students for the Technology Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process. **NB** The school requires a signed agreement from parents of students under 18 years.

Assessment

Students are assessed in relation to the selected Technology Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Textiles and Design

2 units for each of Year 11 and HSC

Course No: 15390

Board Developed Course

HSC Exam and ATAR eligibility

Exclusions:

- Fashion and Textiles TVET CEC 43480,
- Fashion Design and Technology TVET CEC 41016

Course Description

The **Preliminary course** involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The **HSC course** builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

Main Topics Covered

Preliminary Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

Particular Course Requirements

In the Preliminary course students will undertake **one preliminary textile projects**. Preliminary **Project 1** is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, evaluation of ideas and of the project, management of time and resources, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the **Major Textiles Project** allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Visual Arts

2 units for each of Year 11 and HSC

Course No: 15400

Board Developed Course

HSC Exam and ATAR eligibility

Exclusions:

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

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. Although the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course:

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course:

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

Work Studies



**NON
ATAR**

2-unit 120 - hour course - 1 year
2-unit 240 - hour course - 2 year

Course No: 35201 (2yr)
Content Endorsed Course
No HSC Exam - does not contribute to an ATAR

Exclusions: Nil

Course Description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of:

- the issues faced by students in the transition to work and
- the skills needed for effective career planning and performance
- of tasks in the work environment.
- There is a central focus in both the core and elective modules on the development of essential workplace skills.
- Students have an opportunity to practise these skills in appropriate work contexts

The Work Studies course will assist students to:

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

Structure of the course

- a) Core - My Working Life
- b) Modules - 10 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours and include:
 - In the Workplace
 - Preparing Job applications
 - Workplace Communications
 - Teamwork and Enterprise Skills
 - Managing Work and Life Commitments
 - Personal Finance
 - Workplace Issues
 - Self-Employment
 - Team Enterprise Project
 - Experiencing Work

Particular Course Requirements

- **The course may be studied in either Year 11 or Year 12 or both**
- The completion of work experience is expected and is of benefit to students.

Assessment

- Demonstration of achievement of outcomes is recorded for internal assessment.
- There is **no HSC Examination** in this course as such the course is not ATAR eligible

**NON
ATAR**

2026 Skills for Work and Vocational Pathways 3 x 1 Course Descriptor

FSK20119 Certificate II in Skills for Work and Vocational Pathways

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

Course: Skills for Work and Vocational Pathways

Board Endorsed Course (180 hour)
(3 units x 1 year)

HSC credit – 3 units

There is no Australian Tertiary Admission Rank (ATAR) option for this course

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

Transferrable industry skills gained in this course

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

Pathways to further employment or vocational training

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

VET requirements
Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements
Mandatory course requirements

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

External Assessment

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

Consumable costs: Preliminary - \$xxxx HSC - \$xxxx
Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information)

Refunds

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

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

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

School Delivered VET courses



Skills for Work and Vocational Pathways

Looking for a pathway to employment or further vocational training? In this course you will learn key employability skills and a range of foundation skills through project and work-based learning opportunities.

Is this course right for me?

This course is for students who need to build on their basic work skills to prepare for workforce entry or vocational training pathways. You will develop employability skills and undertake units in a range of trade areas so you can make informed choices on your future career pathway.

Where can this course take me?

Skills and knowledge gained are transferable to various industries and occupations. This course does not lead to a specific job outcome, but instead provides an opportunity to develop a range of employability, learning, language, literacy and numeracy skills supporting pathways into a wide range of jobs.

Subjects that support this career path

- Business Studies
- Business Services
- Mathematics Standard 1 or 2
- Work Studies

Credential available	Full Certificate
Course code/name	FSK20119 Certificate II in Skills for Work and Vocational Pathways
ATAR eligible	No
Mandatory placement hours	Optional
SBAT available	No
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:
www.education.nsw.gov.au/school-delivered-vet