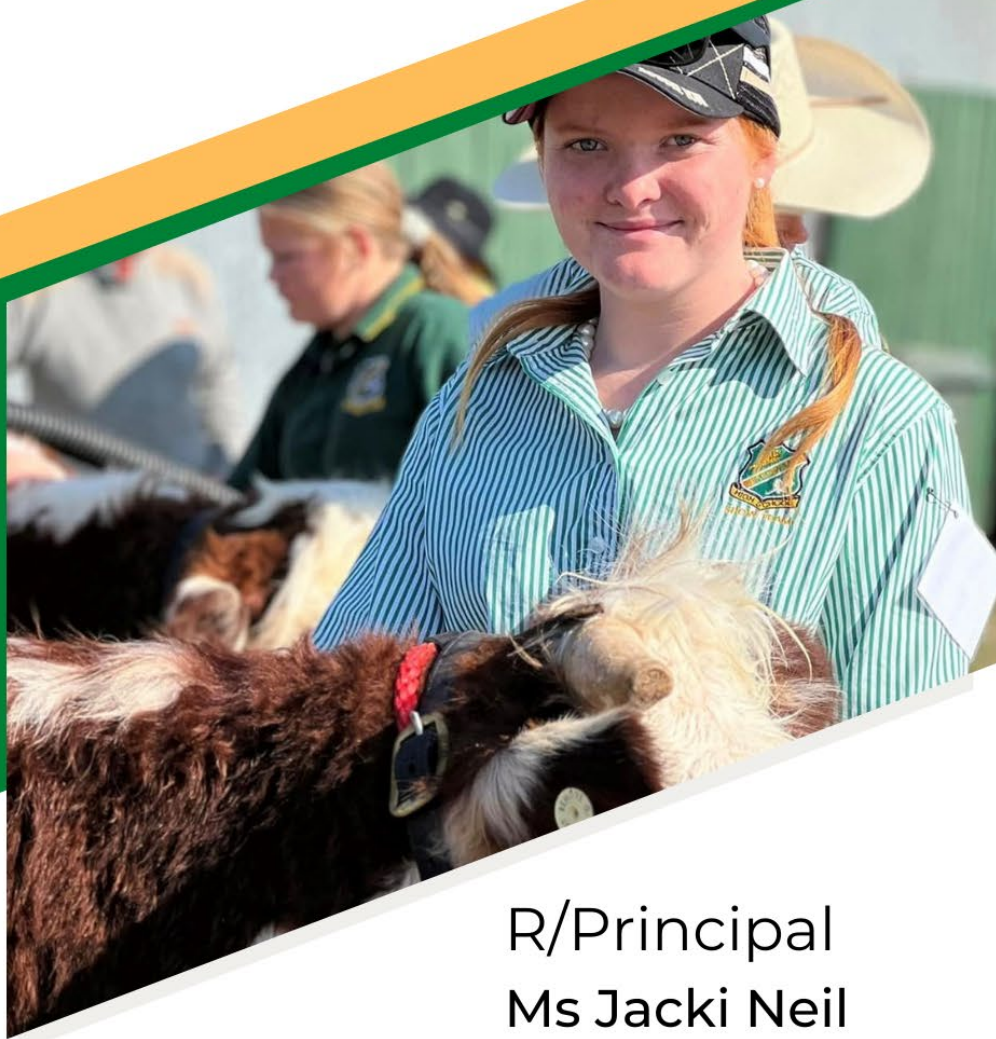




And culture



R/Principal
Ms Jacki Neil

Wee Waa High School Stage 6 2024 - 2025 Subject Selection Information Booklet

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Students and Parents

Years 11 and 12 are the culmination of 13 years of schooling for most students. Congratulations! The next two years will be challenging and yet very exciting and rewarding. During this time, you will make the transition from the relatively secure and comfortable school environment to the wider world.

As a student in the senior years, you can expect to experience more freedom and privileges. However, with this also comes increased responsibility. To succeed at a high level, each student in Years 11 and 12 must either have, or quickly develop, independent learning skills. Thus, you must be able to organise yourself, allocate time appropriately to study and other pursuits, while at the same time setting and achieving goals.

All staff at Wee Waa High School are committed and dedicated to ensuring that you achieve your goals and dreams. To this end you will be a part of a supportive and encouraging environment. The small class sizes assist with the establishment of this atmosphere. You will find staff happily go out of their way to offer increased assistance and help - such as extra tuition through the Homework Centre. Staff at Wee Waa high School also strive to develop and cultivate examination techniques to ensure the highest possible results in the Higher School Certificate.

In the next few weeks, each of you are going to make several choices involving subjects and patterns of study. It is very important that you make these decisions based on sound criteria.

Specifically: -

- **Students planning to enter the workforce directly** after they leave Year 12 need to consider planning a course of study aimed at impressing a prospective employer. Often this means being able to demonstrate consistent effort and success at the HSC level in general. Choosing one or more vocationally orientated courses may assist you to do this.
- **Entry to TAFE** is not based on a student's ATAR as it is for university. Each TAFE course has a minimum educational level requirement, and some courses have individual selection processes.
- **Students intending to seek a university place based on their HSC results**, must follow a pattern which includes at least 10 units of Board Developed Courses and a pattern of subjects within those units which allows for the calculation of an Australian Tertiary Admission Ranking – ATAR. Universities use the ATAR to calculate offers to students for the courses they offer. Therefore, it is important for students to achieve as high an ATAR as possible to ensure the maximum number of course options at the completion of Year 12.

As part of the subject selection process over the next few weeks, the school will work with students and parents to develop a personalised learning plan to ensure the subjects you have chosen are appropriate for your goals and aspirations. The interview will be informal in nature but cover important issues to ensure that every student has chosen the most suitable course combinations.

When making subject selections, there is a need to be realistic, listen to suggestions, seek advice, and discuss possible choices with your parents and teachers.

The principal and teachers at Wee Waa High School have the highest expectations of students attempting Year 11 and Year 12. A positive attitude combined with self-discipline, energetic drive, resilience, and realistic goals will ensure HSC results that you can be proud of.

This booklet outlines the various study options that are available to you when planning for Year 11 and 12. The information provided here is a guide to the subjects offered at Wee Waa High School. You will be able to participate in a subject selection night and have discussions with subject area staff to assist you in making your subject sections.

Please Note: *Students and parents are reminded that some courses in the senior school incur a charge for consumables and/or a security deposit for specialised equipment. It is the school's expectation that parents will take such charges into consideration when students select their courses.*

The school requires senior course charges to be paid by Week 6 in Term 1, 2024. Any parent who wishes to inquire about the possibility of student financial assistance and/or payment plan may contact the Principal and discuss options in a confidential manner.

Ms J Neil
R/Principal

Miss S Trevaskis
Year Advisor

Ms M Drummond
Deputy Principal

What is Year 11?

It is a requirement of the NSW Education Standards Authority (NESA) that you must have satisfactorily completed Year 11 before progressing into Year 12.

Year 11 involves students completing 12 Units of study for three terms. Satisfactory completion of Year 11 will entitle students to proceed to Year 12 courses, the completion of which, leads to the award of a Higher School Certificate.

Advice for students choosing HSC courses.

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

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams?

Each Stage 6 course description includes related industry information and connections to possible study, training and career opportunities these subjects can lead to after school.

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

Meeting HSC eligibility requirements

Know the eligibility basics.

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college
- complete [HSC: All My Own Work](#) (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed in this booklet
- sit for and make a serious attempt at the required HSC examinations
- meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting your HSC course.

NOTE - it is a Department of Education requirement that Stage 6 students must complete the mandatory 25-hour Crossroads (Life Ready) course.

Certain patterns of study and course requirements apply.

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units.
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

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

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination.

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

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about [eligibility, rules and prerequisites](#) on the NSW Education Standards Authority website.

Tertiary Study (University) Pattern of Study

To obtain tertiary entry, combine subjects that allow the student to qualify for an ATAR, as well as study courses that focus upon a future profession.

- Particular school subjects are often recommended for studying certain courses. These subjects are called “assumed knowledge”. You may find tertiary courses very difficult if you do not have this subject knowledge.
- Students need to check with the school and/or the universities they intend studying to check for
- Assumed Knowledge for University entry
- Courses available at University and TAFE
- To receive assistance when completing a University Entrance Application i.e. to receive a UAC guide.
- [UAC](#) has a great deal of information on university and assumed knowledge.

This particular direction opens the way for students to apply for entry into a university.

If an ATAR Score is Required

- Complete courses that meet the pattern of study required by NESA for the award of the Higher School Certificate.
- Complete practical, oral or project works required for specific courses and the assessment requirements for each course.

- You must study a minimum of 10 units of HSC courses. This must include two units of English.
- at least three Board Developed Courses of 2 units value or greater (ie 6 units)
- at least four subjects.

If an ATAR Score is Not Required

- You must study a minimum of 12 units in the Year 11 course.
- A minimum of 10 units in the Year 12 course.
- 6 units required for Year 11 must be chosen from Board Developed Courses (BDC) (which include 2 units of English) and VET courses (VET).
- The remaining 6 units can be chosen from Board Developed Courses (BDC), and Board Endorsed Courses (BEC).

Types of HSC courses

Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. View a list of all [Board Developed Courses broken down by subject](#).

Board Endorsed courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Special education (Life Skills) - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses, and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the workplace. Wee Waa High School currently offer Hospitality – Food and Beverage, Manufacturing & Engineering, Primary Industries and Retail Services.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC examination so, if you choose to sit the examination, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

Choosing English Studies and Mathematics Standard 1

School-based assessment

Schools [award grades](#) for school-based assessment to students who complete Year 12 English Studies or Mathematics Standard 1.

Grades (A–E) are reported on NESAs credentials instead of assessment marks (see the Achievement Level Descriptions for [English Studies](#) and [Mathematics Standard 1](#)).

Optional exams

There are optional HSC exams for [English Studies](#) and [Mathematics Standard 1](#).

[HSC marks](#) and performance bands for these courses are based on the HSC exam only, not school-based assessment.

Credentials

The grade for school-based assessment in English Studies and Mathematics Standard 1 will be reported on a separate line on a student's [Record of Achievement](#) to their mark for the optional examination.

More information

- [HSC requirements for English Studies](#) (PDF, 996 MB)
- [HSC requirements for Mathematics Standard 1](#) (PDF, 1 MB)

Subject selection information for senior students

The RoSA and the Leaving age

The Record of School Achievement (RoSA) Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. If you leave:

- During Year 11 – You can receive a RoSA that lists the Stage 5 courses completed and the results received as well as the Preliminary Courses you participated in and the date that you left school.
- At the end of Year 11 – You can receive a RoSA with your Stage 5 and Preliminary Courses subjects and the results received in these courses.
- During Year 12 – You can receive a RoSA with your Stage 5 and Preliminary Course subjects and a list of HSC Courses you participated in and the date that you left school.

School Leaving Age The official school leaving age is 17 years. Students are currently required to complete Year 10 and they have a number of options from which to participate until at least age 17. After Year 10 and until the age of 17 students must be:

- in school, or registered for home schooling OR
- in approved education or training OR
- in full-time, paid employment (average 25hrs/week) OR
- in a combination of these

Assessment in Year 11 and 12

On completion of the HSC, you will receive:

- The Higher School Certificate
- A Record of School Achievement (RoSA) and
- Individual course reports summarising examination and school assessment performance for each course.

The HSC mark received by each student will be a combination of the external examination and school based (Internal) assessment marks.

The school-based assessment mark will contribute 50% of your HSC mark. This will be based on your performance in assessment tasks undertaken during the course. The remaining 50% will come from the mark that is gained by the student in examinations set and marked by the NESA.

Students will receive an Assessment Booklet at the beginning of Year 11 and 12, outlining specific assessment tasks required for each subject with due dates. It is imperative that all students familiarise themselves with the content of this book.

School developed assessment tasks form an integral part of both Year 11 and 12 programs. Tasks are designed to measure performance outcomes across a wider range of objectives than may be tested in an examination. Tasks may include tests, written or oral assignments, practical activities, fieldwork, reports and projects.

Completion of School Based Assessments

If students do not complete an assessment task on time or do not apply themselves with diligence or sustained effort, then warning letters will be sent home to parents and students may be deemed as not meeting the Course Completion Requirement for either Year 11 or 12. Your Principal will give you written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses.

Students must complete assessment tasks worth more than half a course's total assessment marks. If not, the student will not have satisfactorily completed the course. This means the course cannot be counted towards the 10 units required for the Higher School Certificate.

Assessment tasks provide a measure of the student's actual achievement. NESAs do not compensate students for difficulties in performing or completing assessment tasks, even when they are caused by factors outside your control. However, in the latter case, other arrangements may sometimes be made with the Principal's prior approval.

Student's Responsibilities

Students are expected to complete the tasks which are part of the assessment program. WWHS procedures for non-submission of assessment tasks can be found in the Year 11 and Year 12 Assessment Guidelines that will be issued at the start of Year 11 and Year 12.

Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. An appeals process is provided if the student believes they have been unfairly treated. The Appeals form can be found in the Assessment Guidelines.

If a student misses an assessment task due to illness, a Medical Certificate must be provided, along with the Misadventure form to the Head Teacher of the relevant KLA immediately upon return to school. The misadventure form can be found in the Assessment Guidelines.

Choosing Courses – some things to think about...

1

Do I have an interest in the subject matter of the course?

You will be motivated to perform your best when you have a real interest in the course content and have a desire to achieve the course outcomes.

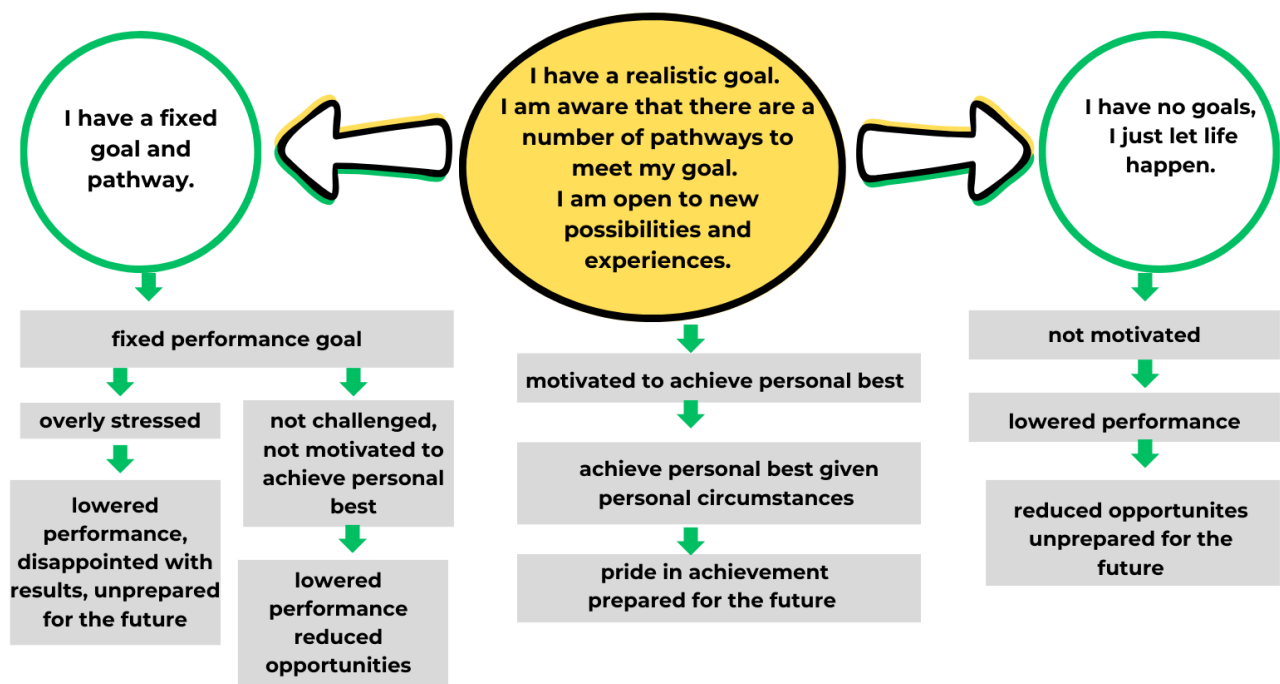
2

Do I have the assumed knowledge and level of skill recommended to be successful in the course?

Do I have the ability and level of skill to cope with the demands of this course?
If there is doubt in your mind, discuss your concerns with a teacher who knows you and who has some experience in teaching that course.

3

Will this course help prepare me for a particular occupation, career path or tertiary program of study?



HSC All my Own Work

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing, and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

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

HSC Minimum Standard

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

To check you have the basics right, you need to sit short online tests of reading, writing and maths for everyday life. You get four chances a year to pass each of the tests in from Years 10 and 11 and six chances a year in Year 12 until up to five years after successfully completing your first HSC course. Your school will help you decide when you are ready to take each test. If you pass the online tests of basic reading, writing and numeracy skills you will show you've met the HSC minimum standard.

How is the standard set?

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

- Following safety instructions in equipment manuals
- Understanding a mobile phone plan
- Writing a job application
- Creating a personal weekly budget.

The HSC minimum standard is part of a plan to ensure students have essential literacy and numeracy skills.

Disability provisions and exemptions:

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

Further Information is available at NSW Education Standards Authority ([NESA](https://www.nesa.nsw.gov.au))

The Australian Tertiary Admission Rank (ATAR)

The most important thing to know is that HSC marks and the ATAR have different purposes:

- Your HSC mark for each course tells you about your performance in your exam and assessments. There's no quota as to the number of students who can achieve top marks.
- Your ATAR tells you about your position, or ranking, compared to other students in NSW and takes into account your achievement in all your HSC courses. Its only purpose is to help universities select applicants for their courses.

You can think of it like a running race: your HSC is your time (and is not compared to anyone else's time), and your ATAR is your place (first, second, third, and so on).

ATAR eligibility and calculation from 2025

From 2025, there will be no distinction between Category A and Category B courses.

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

- 10 units of Board Developed courses
- two units of English
- three Board Developed courses of two units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best two units of English
- best eight units from your remaining units.

More information can be found at the [University Admissions Centre](https://www.universitiesadmissionscentre.edu.au/) (UAC).



Summary of Courses

Course	Page	ATAR	Major Project/ Performance/Work Placement	Fees and/or materials for project
English Advanced	17	Yes	No	\$0
English Standard	19	Yes	No	\$0
English Studies	21	Optional	No	\$0
Agriculture	23	Yes	No	\$70
Ancient History	25	Yes	No	\$0
Biology	27	Yes	No	\$0
Business Studies	29	Yes	No	\$0
Chemistry	31	Yes	No	\$0
CAFS	33	Yes	Yes	\$0
Industrial Technology - Timber	35	Yes	Yes	\$150 + cost of timber over 2 years
Investigating Science	37	Yes	No	\$0
Legal Studies	39	Yes	No	\$0
Mathematics Advanced	41	Yes	No	\$0
Mathematics Standard 1	44	Optional	No	\$0
Mathematics Standard 2	47	Yes	No	\$0
Music 1	50	Yes	Yes	\$40 p/y + \$40 instrument hire (if applicable)
PDHPE	52	Yes	No	\$0
Photography	55	No	No	\$65 p/y
Physics	57	Yes	No	\$0
SLR	59	No	No	\$0
Society and Culture	61	Yes	Yes	\$0
Visual Arts	63	Yes	Yes	\$45 p/y + cost of additional materials
VET – Hospitality	66	Yes	Yes	\$170 each year
VET – Manufacturing and Engineering	68	No	Yes	\$100 each year
VET – Primary Industries	70	Optional	Yes	\$70 each year
VET – Retail Services	72	Yes	Yes	\$0

Where do you go to ask about Subjects?

Faculty	Head Teacher	Teachers	Subjects
English & HSIE	Mrs Johnson	Mrs Burgess Miss Conomos Mr Malcolm Miss Roscoe Mrs Wallington	<ul style="list-style-type: none"> English Advanced English Standard English Studies Ancient History Business Studies Legal Studies Modern History Society & Culture
Mathematics & PDHPE	Mr Vella (R)	Mr Kiely Mr Malcolm Miss Taylor Mrs Wallington	<ul style="list-style-type: none"> Mathematics Advanced Mathematics Standard Community & Family studies PD/Health/PE Sports Lifestyle and Recreation studies
Science & TAS & VET	Ms McKinstry (R) Mr Catt	Miss Bray Mr Hogden Mr O'Shea Miss Trevaskis	<ul style="list-style-type: none"> Agriculture Biology Chemistry Hospitality (VET) Industrial technology – Timber Investigating Science Manufacturing and Engineering. (VET) Physics Primary Industries (VET) Retail Services (VET)
Welfare & CAPA & LOTE	Mrs Pocock (R) Mr O'Shea	Ms Blewitt Mrs Schwager Mr Vella	<ul style="list-style-type: none"> Music Photography Visual Art

Year 11 Advisor: Miss Sarah Trevaskis

Careers Advisor: Ms Stephenie Blewitt

English Advanced

Board Developed Course – 2 units

Course number(s):

- 11140 English Advanced (2 units – Year 11)
- 15140 English Advanced (2 units – Year 12)

Course description

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

What students learn

Year 11 course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12 course

- The HSC Common Content consists of one module *Texts and Human Experiences* common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

Industries related to English Advanced

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Arts and Recreation Services](#)
- [Education and Training](#)
- [Financial and Insurance Services](#)
- [Information Media and Telecommunications](#)
- [Rental, Hiring and Real Estate Services](#)

English Standard

Board Developed Course – 2 units

Course number(s):

- 11130 English Standard (2 units – Year 11)
- 15130 English Standard (2 units – Year 12)

Course description

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

What students learn

Year 11 course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- In two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* students explore and examine texts and analyse aspects of meaning.

Year 12 course

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

Industries related to English Standard

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Professional, Scientific and Technical Services](#)
- [Public Administration and Safety](#)

English Studies

Board Developed Course – 2 units

Course number(s):

- 30105 English Studies (2 units – Year 11)
- 15125 English Studies (2 units – Year 12)

Optional examination: English Studies students who intend to undertake the optional HSC examination must also be enrolled in:

- 15126 English Studies (2 units – Year 12)

Course description

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

What students learn

Year 11 course

Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

Students study two to four additional syllabus modules (selected based on their needs and interests).

Students may also study an optional teacher-developed module.

Year 12 course

The HSC Common Content consists of one module, *Texts and Human Experiences*, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

Students study two to four additional syllabus modules (selected based on their needs and interests).

Students may also study an optional teacher-developed module.

Industries related to English Studies

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Arts and Recreation Services](#)
- [Education and Training](#)
- [Financial and Insurance Services](#)
- [Information Media and Telecommunications](#)
- [Rental, Hiring and Real Estate Services](#)

Agriculture

Board Developed Course – 2 units

Course number(s):

- 11010 Agriculture (2 units – Preliminary)
- 15010 Agriculture (2 units – HSC)

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.

What students learn

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

Industries related to Agriculture

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Professional, Scientific and Technical Services](#)

Ancient History

Board Developed Course – 2 units

Course number(s):

- 11020 Ancient History (2 units – Year 11)
- 15020 Ancient History (2 units – Year 12)

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 the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, 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 an ancient society, personality and historical period.

What students learn

Year 11 course

The Year 11 course comprises three sections.

- **Investigating Ancient History**
 - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies
- **Features of Ancient Societies**
 - Students study at least two ancient societies

- **Historical Investigation**

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:** Cities of Vesuvius – Pompeii and Herculaneum
- **One ‘Ancient Societies’ topic**
- **One ‘Personalities in their Times’ topic**
- **One ‘Historical Periods’ topic**

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

Industries related to Ancient History

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Arts and Recreation Services](#)
- [Education and Training](#)
- [Information Media and Telecommunications](#)
- [Public Administration and Safety](#)

Biology

Board Developed Course – 2 units

Course number(s):

- 11030 Biology (2 units – Year 11)
- 15030 Biology (2 units – Year 12)

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

Course description

The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity.

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

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

What students learn

Year 11 course

The Year 11 course consists of four modules:

- **Module 1** Cells as the Basis of Life
- **Module 2** Organisation of Living Things
- **Module 3** Biological Diversity
- **Module 4** Ecosystem Dynamics

Year 12 course

The Year 12 course consists of four modules:

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

Industries related to Biology

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Mining](#)

Business Studies

Board Developed Course – 2 units

Course number(s):

- 11040 Business Studies (2 units – Preliminary)
- 15040 Business Studies (2 units – HSC)

Course description

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

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

What students learn

Preliminary course

- **Nature of business:** The role and nature of business
- **Business management:** The nature and responsibilities of management
- **Business planning:** Establishing and planning a small to medium enterprise

HSC course

- **Operations:** Strategies for effective operations management

- **Marketing:** Development and implementation of successful marketing strategies
- **Finance:** Financial information in the planning and management of business
- **Human resources:** Human resource management and business performance

Industries related to Business Studies

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Education and Training](#)
- [Financial and Insurance Services](#)
- [Public Administration and Safety](#)
- [Rental, Hiring and Real Estate Services](#)

Chemistry

Board Developed Course – 2 units

Course number(s):

- 11050 Chemistry (2 units – Year 11)
- 15050 Chemistry (2 units – Year 12)

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

Course description

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

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

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

What students learn

Year 11 course

The Year 11 course consists of four modules:

- **Module 1** Properties and Structure of Matter
- **Module 2** Introduction to Quantitative Chemistry
- **Module 3** Reactive Chemistry
- **Module 4** Drivers of Reactions

Year 12 course

The Year 12 course consists of four modules:

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

Industries related to Chemistry

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Mining](#)
- [Professional, Scientific and Technical Services](#)

Community and Family Studies

Board Developed Course – 2 units

Course number(s):

- 11060 Community and Family Studies (2 units – Preliminary)
- 15060 Community and Family Studies (2 units – HSC)

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

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about 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
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

Preliminary course

- **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

- **Research Methodology (25%):** Research methodology and skills 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

Industries related to Community and Family Studies

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Education and Training](#)
- [Health Care and Social Assistance](#)
- [Public Administration and Safety](#)

Industrial Technology- Timber

Board Developed Course – 2 units

Course number(s):

- 11200 Industrial Technology (2 units – Preliminary)
- 15200 Industrial Technology (2 units – HSC)

HSC focus area examination codes:

- 819 Timber Products and Furniture Technologies

Course description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

Focus Area

- Timber Products and Furniture Technologies.

What students learn

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%)**

Industries related to Industrial Technology

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Manufacturing](#)
- [Professional, Scientific and Technical Services](#)
- [Information, Media and Telecommunications](#)
- [Mining](#)
- [Construction](#)
- [Other Services](#)

Investigating Science

Board Developed Course – 2 units

Course number(s):

- 11215 Investigating Science (2 units – Year 11)
- 15215 Investigating Science (2 units – Year 12)

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

Course description

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

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

What students learn

Year 11 course

The Year 11 course consists of four modules:

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

Year 12 course

The Year 12 course consists of four modules:

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

Industries related to Investigating Science

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Professional, Scientific and Technical Services](#)
- [Public Administration and Safety](#)

Legal Studies

Board Developed Course – 2 units

Course number(s):

- 11220 Legal Studies (2 units – Preliminary)
- 15220 Legal Studies (2 units – HSC)

Course description

The Preliminary 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 HSC 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.

What students learn

Preliminary course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

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.

HSC course

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's themes and challenges should be integrated into the study of the topic.

Industries related to Legal Studies

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Education and Training](#)
- [Financial and Insurance Services](#)
- [Professional, Scientific and Technical Services](#)
- [Public Administration and Safety](#)

Mathematics Advanced

Board Developed Course – 2 units

Course number(s):

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)

Prerequisites: See your Mathematics teacher for the prerequisites for this course.

Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

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

All students studying the Mathematics Advanced course will sit for an HSC examination.

What students learn

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use

of mathematical modelling and use these models to solve problems related to their present and future needs

- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Year 11 course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

Year 12 course

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

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus

- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Industries related to Mathematics Advanced

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Construction](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Manufacturing & Mining](#)
- [Professional, Scientific and Technical Services](#)

Mathematics Standard

Mathematics Standard 1

Board Developed Course – 2 units

Course number(s):

- 11236 Mathematics Standard (2 units – Year 11)
- 15231 Mathematics Standard 1 (2 units – Year 12)

Optional examination: Mathematics Standard students who intend to undertake the optional HSC examination must also be enrolled in this course:

- 15232 Mathematics Standard 1 (2 units – Year 12)

Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

What students learn

The study of Mathematics Standard 1 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely

- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Year 11 course

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics.

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12 course

The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

Topic: Financial Mathematics

- Investment
- Depreciation and Loans

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Networks

- Networks and Paths

Industries related to Mathematics Standard 1

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Electricity, Gas, Water and Waste Services](#)
- [Financial and Insurance Services](#)
- [Information Media and Telecommunications](#)
- [Professional, Scientific and Technical Services](#)
- [Rental, Hiring and Real Estate Services](#)

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

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

Mathematics Standard 2

Board Developed Course – 2 units

Course number(s):

- 11236 Mathematics Standard (2 units – Year 11)
- 15236 Mathematics Standard 2 (2 units – Year 12)

Prerequisites: See your Mathematics teacher for the prerequisites for this course.

Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

What students learn

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs

- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Year 11 course

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12 course

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Networks'.

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

Industries related to Mathematics Standard 2

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Electricity, Gas, Water and Waste Services](#)
- [Financial and Insurance Services](#)
- [Information Media and Telecommunications](#)
- [Professional, Scientific and Technical Services](#)
- [Rental, Hiring and Real Estate Services](#)

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

All students studying the Mathematics Standard 2 course will sit for an HSC examination.

All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

Music 1

Board Developed Course – 2 units

Course number(s):

- 11280 Music 1 (2 units – Preliminary)
- 15290 Music 1 (2 units – HSC)

Course description

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

What students learn

Preliminary course

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

Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

HSC course

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

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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.

Industries related to Music

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Arts and Recreation Services](#)
- [Education and Training](#)
- [Information Media and Telecommunications](#)

Personal Development, Health and Physical Education

Board Developed Course – 2 units

Course number(s):

- 11300 Personal Development, Health and Physical Education (2 units – Preliminary)
- 15320 Personal Development, Health and Physical Education (2 units – HSC)

Course description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

What students learn

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities

- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

Preliminary course

Core topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options component (40%)

Students select TWO of the following options:

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

HSC course

Core topics (60%)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options component (40%)

Students select TWO of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

Industries related to Personal Development, Health and Physical Education

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Education and Training](#)
- [Health Care and Social Assistance](#)
- [Public Administration and Safety](#)

Photography, Video and Digital Imaging

Board Endorsed Course – 2 units

Course number(s):

- 35225 Photography, Video and Digital Imaging (1 unit – Preliminary)
- 35226 Photography, Video and Digital Imaging (2 units – Preliminary)
- 35227 Photography, Video and Digital Imaging (1 unit – HSC)
- 35228 Photography, Video and Digital Imaging (2 units – HSC)

Course description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students develop knowledge, understanding and skills through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

What students learn

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Industries related to Photography, Video and Digital Imaging

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Arts and Recreation Services](#)
- [Education and Training](#)
- [Information Media and Telecommunications](#)

Physics

Board Developed Course – 2 units

Course number(s):

- 11310 Physics (2 units – Year 11/12)
- 15330 Physics (2 units – Year 11/12)

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

Course description

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

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

What students learn

Year 11 course

The Year 11 course consists of four modules:

- **Module 1** Kinematics
- **Module 2** Dynamics
- **Module 3** Waves and Thermodynamics

- **Module 4** Electricity and Magnetism

Year 12 course

The Year 12 course consists of four modules:

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

Industries related to Physics

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Construction](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Manufacturing](#)
- [Mining](#)
- [Professional, Scientific and Technical Services](#)

Sport, Lifestyle and Recreation

Board Endorsed Course – 2 units

Course number(s):

- 35014 Sport, Lifestyle and Recreation Studies (1 unit – Preliminary)
- 35015 Sport, Lifestyle and Recreation Studies (2 units – Preliminary)
- 35016 Sport, Lifestyle and Recreation Studies (1 unit – HSC)
- 35017 Sport, Lifestyle and Recreation Studies (2 units – HSC)

Course description

Students 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.

What students learn

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

Industries related to Sport, Lifestyle and Recreation Studies

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Arts and Recreation Services](#)
- [Education and Training](#)
- [Health Care and Social Assistance](#)
- [Public Administration and Safety](#)

Society & Culture

Board Developed Course

Course number(s):

- 11330 Society and Culture (2 units – Preliminary)
- 15350 Society and Culture (2 units – HSC)

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).

What students learn

Preliminary 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

HSC 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.

Industries related to Society and Culture

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Arts and Recreation Services](#)
- [Education and Training](#)
- [Health Care and Social Assistance](#)
- [Information Media and Telecommunications](#)
- [Public Administration and Safety](#)

Visual Arts

Board Developed Course – 2 units

Course number(s):

- 11380 Visual Arts (2 units – Preliminary)
- 15400 Visual Arts (2 units – HSC)

Course description

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course.

What students learn

Preliminary course

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

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
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

HSC course

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.

Industries related to Visual Arts

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Arts and Recreation Services](#)
- [Education and Training](#)
- [Information Media and Telecommunications](#)

School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.


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

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

Work Placement

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

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

		2024 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Hospitality Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, 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 SIT20322 Certificate II in Hospitality – Release 1 https://training.gov.au/training/details/SIT20322 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this 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.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.			
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency			
Core BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers		Elective SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
<ul style="list-style-type: none">Working within the hospitality industry involvesorganising information and records in both paper and electronic formscustomer (client) service		<ul style="list-style-type: none">teamworkusing technologiescreating documents	
<ul style="list-style-type: none">Café AttendantWaiter/Waitress		<ul style="list-style-type: none">Catering AssistantBarista	<ul style="list-style-type: none">Food and Beverage AttendantBartender
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			

Course Cost: Preliminary - \$170 HSC - \$170 School Specific equipment: Enclosed Leather Shoes and Uniform	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: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	
2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>	



Education

2024 Manufacturing and Engineering Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

RTO - Department of Education - 90333, 90222, 90072, 90162

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

Course: **Manufacturing and Engineering**
Board Endorsed Course **240 hour**

2 or 4 Preliminary and/or HSC units in total
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in this VET qualification with Public Schools NSW RTOs, 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 AAA Template Qualification <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the MEM10119 Certificate I in Engineering, you must achieve 1 core unit of competency and elective units of competency to a minimum value of fourteen (14) points. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools and be able to use a personal digital device including a personal computer or laptop.

Manufacturing and Engineering (MEM 2.1) & Metal and Engineering (MEM05 11.1) Training Package Units of Competency

<u>Core</u>		<u>Elective</u>	
MEM13015	Work safely and effectively in manufacturing and engineering	MEM16006	Organise and communicate information
MEMPE006A	Undertake a basic engineering project	MEM11011	Undertake manual handling
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	MEM12024	Perform computations
		MEM18001	Use hand tools
		MEM18002	Use power tools/handheld operations
		MEM16008	Interact with computing technology
		MEM07032	Use workshop machines for basic operations
		MEMPE001A	Use engineering workshop machines
		MEMPE002A	Use electric welding machines
		MEMPE004A	Use fabrication equipment

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

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

This qualification provides a pathway to the primary trades in the manufacturing industry.

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

Examples of occupations in the business services industry:

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

Mandatory HSC Course Requirements

Students must complete either 120 indicative hours or 180 indicative hours of course work. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

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

Course Cost: Preliminary - \$100**HSC - \$100**

School Specific equipment: Enclosed Leather Shoes; jeans or cotton drill workpants, cotton drill work shirt

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

2024 Manufacturing and Engineering (Introduction) Course Descriptor MEM 210119 Certificate I in Engineering + Statement of Attainment towards MEM20413 Certificate II in Engineering (Pathways)

RTO - Department of Education - 90333, 90222, 90072, 90162

Version 0.9

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

		2024 Primary Industries Course Descriptor AHC20116 Certificate II in Agriculture RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Primary Industries Board Developed Course 240 hrs		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF). Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, 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 AHC20116 Certificate II in Agriculture https://training.gov.au/training/details/ahc20116 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 3 core and 15 elective units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in an agricultural environment and be able to use a personal digital device including a personal computer or laptop.			
Agriculture, Horticulture and Conservation and Land Management Training Package (AHC 8.0) Units of Competency			
Core AHCWHS201 Participate in work health and safety processes AHCWRK204 Work effectively in the industry AHCWRK209 Participate in environmentally sustainable work practices.		Elective - continued *AHCMOM202 Operate tractors *AHCMOM304 Operate machinery and equipment *AHCLSK211 Provide feed for livestock *AHCLSK209 Monitor water supplies *AHCINF202 Install, maintain and repair farm fencing *AHCINF201 Carry out basic electric fencing operations *AHCNSY207 Undertake propagation activities *AHCNSY205 Pot up plants *AHCSOL203 Assist with soil or growing media sampling and testing *AHCLSK316 Prepare livestock for competition *AHCPIO203 Inspect and clean machinery, tools and equipment to preserve biosecurity * Trainer will advise on elective units chosen. Not all units of competency are available.	
Elective AHCWRK205 Participate in workplace communications AHCWRK201 Observe and report on weather AHCPMG201 Treat weeds AHCCHM201 Apply chemicals under supervision AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK206 Identify and mark livestock AHCLSK204 Carry out regular livestock observations AHCPMG202 Treat plant pests, diseases and disorders AHCNSY206 Care for nursery plants AHCPCM204 Recognise plants			
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
This qualification provides a general vocational outcome in agriculture.		The qualification enables individuals to work within livestock production and specialisation of agriculture including horticulture and rural operation settings.	
Examples of occupations in the agricultural industry:			
<div>• farm or station hand/labourer</div> <div>• shearing hand</div> <div>• nursery assistant</div> <div>• livestock worker</div> <div>• assistant farm or station worker</div> <div>• assistant animal attendant/stockperson</div>			
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

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

Course Cost: Preliminary - \$70 HSC - \$70

School Specific equipment: Enclosed Leather Shoes and a Hat for outside work

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

2024 Course Descriptor AHC20116 Certificate II in Agriculture

RTO - Department of Education - 90333, 90222, 90072, 90162

Version 0.10

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

	2024 Retail Services Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.		
Course: Retail Services Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, 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 SIR30216 Certificate III in Retail https://training.gov.au/training/details/SIR30216 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a retail environment and be able to use a personal digital device including a personal computer or laptop.		
Retail Services Training Package Units of Competency		
Core SIRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty	Elective *SIRXMER001 Produce visual merchandise displays *SIRXPKD001 Advise on products and services *SIRRINV001 Receive and handle retail stock *SIRRINV002 Control stock *SIRXIND002 Organise and maintain the store environment *SIRXSLS002 Follow point-of-sale procedures *SIRRRTF001 Balance and secure point-of-sale terminal * Trainer will advise on elective units chosen. Not all units of competency are available.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
<ul style="list-style-type: none">engaging the customermaintaining daily store operationsdelivering on organisational expectations	<ul style="list-style-type: none">having knowledge of product and service offeringscreativitycritical thinkingproblem solving	
Examples of occupations in the retail services industry:		
<ul style="list-style-type: none">frontline sales assistantcustomer service assistant	<ul style="list-style-type: none">shop assistant	<ul style="list-style-type: none">quick service restaurant
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.		
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 the eligibility of a student to receive a vocational qualification.		

Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.	
	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: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	
2024 Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.11 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>	

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here:

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

School Based Apprenticeships and Traineeships (SBAT)

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