

Senior course selection handbook



2025

Developing safe, responsible and respectful learners in a stimulating and inclusive environment

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Introduction to senior courses

Mudgee High offers a broad range of subjects and opportunities for students in the senior school. Students should carefully read all the information provided regarding the senior curriculum and discuss it with their parents and teachers before making their final decisions.

An extensive program of information and opportunities for discussion are provided to all Year 10 students and their parents to assist them to make the best possible choices.

Students at Mudgee High generally follow one of two patterns of study:

- A pattern that enables them to receive an ATAR or Australian Tertiary Admission Rank. Universities can use this index to select students for university courses.
- A pattern that awards them a HSC but not an ATAR. This pattern may include a variety of courses including NESA developed courses, regular work experience, as well as life skills courses in some cases.

In recent years, there have been changes to the HSC which have provided more flexibility to allow for students with varying abilities and lifestyles:

- As well as maintaining the traditional subjects, there has been a strengthening of Vocational (VET) courses with most able to contribute towards an ATAR. There is also the possibility of doing some courses at TAFE which contribute towards an HSC and give advanced standing in future courses taken at TAFE.
- It is no longer necessary to do the Year 11 HSC Course and then do the Year 12 HSC Course immediately. The HSC can be completed over a period of up to 5 years. This is termed 'Pathways'.
- Another possibility involves students repeating Year 12. In the past, a decision to repeat meant studying all subjects again and sitting for a completely new set of examinations. Under the new rules, students are only required to repeat the subjects that they chose.

Generally, most students follow the traditional pathway of Year 11 followed by Year 12. In recent years, there have been a significant number of students who have taken advantage of the new rules. If, at any stage, students are considering taking the "pathways" option, they must discuss this with their Year Adviser.

Students who undertake Year 11 range in ability, interests and career choice. It must be remembered that, on average across the state, only 30 to 40 percent of Year 12 students will be offered a place at a university. For many students, their career choice does not require a university degree. Mudgee High School averages approximately 65 percent of its students being offered a university place.

Mudgee High offers a range of courses suitable for students who wish to gain vocational education, matriculation (university entrance) or a combination of both. This may involve subjects taught at school, subjects taught at TAFE or work experience components for some vocational education courses.

Students may choose their own pattern of study with one important stipulation. If a student is considering university directly after Year 12, they MUST follow a HSC Matriculation Course. Students who study an alternative could return later and complete enough courses to gain an Australian Tertiary Admission Rank (ATAR) and so be eligible to apply for university through the Universities Admissions Centre (UAC). Or, through a bridging course, seek to enter as a mature age student.

This booklet contains further information on the varying patterns of study. This booklet and further subject specific information are available on the school website.

<https://mudgee-h.schools.nsw.gov.au/>

In general terms, we would offer the following advice:

- Choose subjects that interest you and that you are good at.
- Give each of the HSC pathways due consideration.

- Heed the advice given by staff and be realistic about your own ability.
- Be realistic about your chances of being offered a place in university.
- If you are considering a university course, check with your Careers Adviser and Senior Curriculum Coordinator as to the subjects you should take at school to give you the necessary background knowledge that the university will assume you have.

Important dates

Date	Event
Friday 5 July Week 10 Term 2	Senior Curriculum booklet issued to students and available online.
Tuesday 23 July Week 1 Term 3	Year 10 into 11 parent information evening.
Thursday 25 July Week 2 Term 3	Senior Subject Market. Students who attend will be issued with their web codes for online selection on the school website.
Friday 2 August Week 2 Term 3	Year 11 subject selection survey opens. Web codes will be emailed to students.
Thursday 8 August Week 3 Term 3	Year 11 subject selection survey closes 11:59:59 pm.

Fees for senior students

Subject fees

Some subjects may require a fee to cover expendable items such as food, timber, metal, clay or paint which are necessary for practical work. These fees are compulsory. If subject fees are not paid, students may be provided with alternative experiences and will not be able to take home/consume finished products. It is important that subject fees are paid by the end of Term 1.

Senior textbook deposits

Each year, the school spends approximately \$30,000 on new and replacement textbooks for students. In the past, many senior students have failed to return their textbooks and other school property upon leaving. Students in the following year are disadvantaged when textbooks and other equipment are not available for the courses they are studying.

To encourage the return of textbooks and other school property, each senior student will be asked to pay a textbook deposit of \$50 at the commencement of Year 11. The deposit money will be held 'in trust' in the school account, to be fully refunded at the end of Year 12 if all textbooks and property are returned. The refund will be paid into a nominated account or deducted from outstanding fees on Year 12 sign out day.

What types of courses can I select?

Different types of courses can be selected in Years 11 and 12.

NESA Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale.

All students entered for the HSC who are studying NESA Developed courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

NESA Endorsed Courses

There are two main types of NESA Endorsed Courses – Content Endorsed Courses and School Developed NESA Endorsed Courses.

Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the NESA Developed Courses.

Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some NESA Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Developed NESA Endorsed Course, but all NESA Endorsed Courses count toward the Higher School Certificate and appear on your Record of Achievement.

NESA Endorsed Courses and School Developed NESA Endorsed Courses do not count in the calculation of an ATAR.

Life Skills courses as part of a special program of study

Stage 6 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11 and 12 who cannot access related general education courses.

Principals must make decisions about accessing Stage 6 Life Skills courses:

- based on the needs of the individual student
- via collaborative curriculum planning
- involving the individual student (where appropriate), their parents/carers, and their teachers.

Stage 6 Life Skills courses are not appropriate options for students:

- who do not have an intellectual disability or an imputed intellectual disability
- experiencing significant unexpected and/or chronic health issues
- performing below their cohort

- who could be helped with appropriate adjustments and support
- with emotional and/or behavioural needs.

A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling.

A student studying any Stage 6 Life Skills course(s) will usually have completed one or more courses based on Life Skills outcomes and content in Years 7 to 10.

In exceptional circumstances, a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7 to 10 may wish to enter Stage 6 Life Skills courses. These exceptional circumstances might include situations where a student with intellectual or imputed intellectual disability:

- has attempted outcomes and content in Years 7 to 10 but has experienced significant difficulty in achieving the outcomes, and/or
- transfers from interstate or overseas, and/or
- has a deteriorating condition.

Life Skills courses do not contribute towards an ATAR.

What are units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

Each unit involves class time of approximately 3 periods per week (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

$$2 \text{ units} = 6 \text{ periods per week (120 hours per year)} = 100 \text{ marks}$$

The following is a guideline to help you understand the pattern of courses.

1 unit course

- One unit equals approximately 2 hours of class time each week or 3 periods per week or 60 hours per year.
- There are several 1 unit NESA Endorsed Courses. These courses do not count towards an ATAR.

2 unit course

This is the basic structure for all courses. It has value of 100 marks.

Extension course

- Extension study is available in several subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses may be available in some subjects.
- English and Mathematics Extension Courses are available at Year 11 HSC and Year 12 HSC levels. Students must study the Year 11 HSC extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

Students must study a **minimum of 12 units in Year 11** and a **minimum of 10 units in Year 12**.

Requirements for the award of a HSC

The NSW HSC

To be eligible for the HSC, students need to meet the following requirements:

- complete at least 12 units of preliminary courses in Year 11
- complete at least 10 units of courses in Year 12.

In each year your studies must include:

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

Being eligible for the HSC doesn't necessarily mean you will be eligible for an ATAR

Requirements for receiving an ATAR (Australian Tertiary Admission Rank) from 2025

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 NESA Developed courses
- 2 units of English
- three NESA Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

Courses offered through Mudgee High

Please note: A course will only run if enough students elect to study that course.

NESA developed courses	
<p>Agriculture (2 unit) Ancient History (2 unit) Biology (2 unit) Business Studies (2 unit) Chemistry (2 unit) Community and Family Studies (2 unit) Design and Technology (2 unit) Earth and Environmental Science (2 unit) Economics (2 unit) Engineering Studies (2 unit) English Advanced (2 unit) English Extension 1 (1 unit) English Extension 2 (1 unit) – Year 12 only English Standard (2 unit) English Studies (2 unit) Enterprise Computing (2 unit) Food Technology (2 unit) Geography (2 unit) Health and Movement Science (2 unit) Industrial Technology Metal (2 unit)+ Industrial Technology Multimedia (2 unit)+ Industrial Technology Timber and Furniture (2 unit)+ Investigating Science (2unit) Japanese Beginners (2 unit) Japanese Continuers (2 unit) Legal Studies (2 unit) Mathematics Advanced (2 unit) Mathematics Extension 1 (1 unit) Mathematics Extension 2 (1 unit) – Year 12 only Mathematics Standard (2 unit) Modern History (2 unit) Music 1 (2 unit) Music 2 (2 unit) Physics (2 unit) Society & Culture (2 unit) Software Engineering (2 unit) Visual Arts (2 unit)+</p> <p>+ NOTE: Industrial Technology can also be chosen as one option.</p>	<p>Vocational Education NESA developed (ATAR) courses Construction (2 unit)* Entertainment (2 unit)* <i>Note: Delivered at school.</i></p> <p>Vocational Education NESA Developed (ATAR) courses Automotive (2 unit)* Hospitality (2 unit)* Human Services [Nursing] (2 unit)* <i>Note: Courses are delivered at the Mudgee TAFE campus. Students must arrange their own transport.</i></p> <p>Online Vocational Education and Training NESA Developed (ATAR) Courses delivered by TAFE NSW. Business Services (2 unit)* Electrotechnology (2 unit)* Financial Services (2 unit)* Human services (2 unit)* Information and Digital Technology (2 unit)* Primary Industries (2 unit)* Retail Services (2 unit)* Tourism, Travel and Events (2 unit)* <i>Students will access these courses onsite at Mudgee High School. Some courses will include regional face-to-face workshops once a term. Students must arrange their own transport to these workshops.</i></p>
	Other courses (NESA endorsed)
	<p>NESA endorsed (non-ATAR) Courses Exploring Early Childhood (2 unit) Photography (2 unit) Sport, Lifestyle & Recreation (2 unit) Work Studies (2 unit)*</p> <p>Vocational Education NESA endorsed (non-ATAR) Courses Furniture Making (2 unit)* Manufacturing and Engineering (2 unit) <i>Note: Delivered at school.</i></p> <p>Vocational Education NESA Endorsed (non-ATAR) Courses delivered at TAFE NSW Animal Care (2 unit)* Beauty Services – Makeup (2 unit) Early Childhood (2 unit) <i>Note: Students must arrange their own transport to TAFE.</i></p>

* These courses involve a mandatory work placement. Only two VET courses with a mandatory work placement can be elected.

Frequently asked questions

How do students go about making their subject choices?

This is done in two stages. First, students are given a free choice through a subject survey. This is NOT their final choice, but this information is used to enable subjects to be placed in six groupings or lines for timetabling purposes. Students are then asked to make their final choices, choosing two units from each line.

Does this mean that compromises must be made when making final choices?

As stated above, a great deal of time has gone into the arrangement of subjects in various lines to eliminate as many clashes as possible. Every effort is made to accommodate student choices but, with over 150 students in Year 11 it is highly likely that we will not be able to run every course offered. No high school is ever able to. Therefore, **if only a few students select a subject the school may have to ask those students to make another selection.**

Can a student drop a subject at the end of Year 11 if they are finding that subject too difficult?

Yes. But you must still do at least ten units in Year 12. Two of these units must be English.

Is it possible to do extension work in every subject?

No. Extensions are only available in English, Maths, History and Music.

If my son/daughter wants to go to a university, does it matter what subjects they take?

Yes. For two reasons:

- Courses at various institutions may have pre-requisites. For example, to do chemical engineering at university it is advisable that you have studied maths, chemistry and physics at school. The school Careers Adviser has all the relevant information on this matter.
- To be accepted into the University the student must compete against all other students trying to gain entry into the same course at the same place. The institutions rank the students who apply to them by looking at their ATAR.

The actual calculation of this rank is a highly complicated statistical process. The important thing to remember is that it is calculated by adding up the student's scores in their **best ten units of NESA Developed courses.**

Will vocational education and training and EVET (TAFE based) courses give me any advantage at TAFE when I leave school?

Yes. You will be given credit for subjects satisfactorily completed in appropriate courses that you do after you leave school.

Senior Learning Agreement

All students, either returning to or enrolling at Mudgee High, are required to complete a Senior Learning Agreement. Many resources are invested in our senior school to ensure the best chance of success in the HSC for all our students. The Senior Learning Agreement summarises the opportunities on offer and explains the very high expectations the school has of those who elect to do Years 11 and 12.

Courses offered

Agriculture

ATAR Contribution:	Yes	Prerequisites:	Nil
NESA Developed:	Yes	Exclusions:	Nil
Units:	2 units		

Course description

The Year 11 HSC course incorporates the study of the interactions between the components of agricultural production, marketing and management, while considering the issue of sustainability of the farming system.

The Year 12 HSC course builds upon the Year 11 HSC course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main topics covered

Year 11

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

Year 12

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.

Course requirements

Practical experience should occupy a minimum of 30% of both Year 11 HSC and Year 12 HSC course time.

Costs and excursions

Optional excursions to the Royal Easter Show and Mudgee Show (junior judging participation) may be offered. Some local excursions can be expected. The farm visit is a one-day mandatory excursion in each year of study. A one-day excursion outside the local region may be offered during the two-year course.

Tertiary studies/career considerations

University and TAFE courses may be undertaken post-schooling. Some possible careers needing a university degree are: Agricultural Engineering; Agricultural Economist; Agricultural Scientist with extensions into soil science, agronomy, entomology, biotechnology, microbiology, animal science, crop physiology, genetics, farm advisers and plant pathology. Agricultural technical officers usually require a diploma from TAFE training.

Ancient History

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each Year 11 and Year 12 HSC

Course description

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

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Main topics covered

Year 11 HSC course (120 hours)

Investigating Ancient History (60 hours)

- The Nature of Ancient History
- Case Studies. One case study must be from Egypt, Greece, Rome or Celtic Europe. One case study must be from Australia, Asia, the Near East or the Americas. Each case study should be a minimum of ten indicative hours.

Features of Ancient Societies (40 hours)

Historical Investigation (20 hours).

Year 12 HSC course (120 hours)

Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 hours)

Ancient Societies (30 hours)

Personalities in Their Times (30 hours)

Historical Periods (30 hours).

The course requires study from at least two of the following areas: Egypt, Near East, China, Greece or Rome.

The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.

Course requirements

This is a highly literate subject and as such reading and writing is a requirement.

Assessment (Year 12 HSC course only): The Year 11 HSC course must be completed satisfactorily before the Year 12 HSC course may be taken.

Costs and excursions

A trip to Sydney to visit relevant museums may be organised. Students may also be invited to attend Ancient History Study Day(s).

Tertiary studies/career considerations

Ancient History provides a good basis for university studies, especially in the Humanities. History (Ancient and Modern), Archaeology, Classics can all be taken as majors in Arts degrees or Art/Law, Arts/Science degrees. These studies can lead to careers in Teaching (school and university), Communications/Media, Law, Government Departments e.g., Foreign Affairs, Defence, Trade, Private Industry, Historians, Archaeologists, Paleontologists, Heritage Advisers, Conservators and Curators.

Biology

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each Year 11 and Year 12 HSC

Course description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

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

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

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time in Years 11 and 12, including time allocated to practical investigations in depth studies.

Main topics covered

Skills: Develop and evaluate questions and hypotheses for scientific investigation.

Year 11

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

Year 12

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

Course requirements

Students are provided with 15 hours of course time for Depth Studies in both Years 11 and 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Years 11 and 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Tertiary studies/career considerations

Biology is one of the broadest subjects encompassing everything from the molecular study of life processes to the study of animals, plant and complex environmental systems. Biology has an array of job opportunities in various fields including Agriculture, Research, Education, Government, Biotechnology, Conservation and Health. A biology degree opens the door to many career possibilities.

Business Studies

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each Year 11 and Year 12 HSC

Course description

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

Main topics covered

Year 11

- Nature of Business – 20% of course time.
- Business Management – 40% of course time.
- Business Planning – 40% of course time.

Year 12

- Operations – 25% of course time.
- Marketing – 25% of course time.
- Finance – 25% of course time.
- Human Resources – 25% of course time.

Course requirements

In the Year 11 HSC course, students complete a project investigating the operation of a small local business or planning the establishment of a small business.

Costs and excursions

Excursions may be planned.

Tertiary studies/career considerations

This course prepares students for all fields of employment through the knowledge and skills it aims to develop.

Business Studies works well in conjunction with economics for students interested in pursuing courses at the tertiary level in business.

Chemistry

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each Year 11 and Year 12 HSC

Course description

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

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

Main topics covered

Skills: Develop and evaluate questions and hypotheses for scientific investigation.

Year 11

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

Year 12

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

Course requirements

Students are provided with 15 hours of course time for Depth Studies in both Years 11 and 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Years 11 and 12 courses and must occupy a minimum of 35 hours of course time each year.

Tertiary studies/career considerations

Chemistry involves the study of chemical processes, chemical compositions and chemical manipulation. Having gained chemical understanding at molecular level, chemistry graduates may choose to apply this

knowledge in almost unlimited ways, as it can be used to analyse all matter and therefore our entire environment. Those who study chemistry go on to do many exciting things in a whole range of industries. Chemistry graduates have much scope to use their knowledge in a range of research sectors, including roles within chemical engineering, chemical and related industries, healthcare and more. There are a growing number of careers in chemistry within areas such as law, policy, defence, public health and the environment.

Community and Family Studies

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each Year 11 and Year 12 HSC

Course description

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Main topics covered

Year 11

- Resource management (20%)
- Individuals and Groups (40%)
- Families and Communities (40%).

Year 12

- Research Methodology (Independent study (25%))
- Groups in context (Needs of specific community groups) (25%)
- Parenting and Caring (25%)

Options (25%)

Family and Societal interactions or Social Impact of Technology or Individuals and Work.

Course requirements

Students are required to complete an Independent Research Project that relates to the course content. It is marked by the class teacher.

Costs and excursions

No fees are charged for this course. Some excursions may be planned locally and to Sydney.

Tertiary studies/career considerations

Management skills are essential for success in all aspects of life regardless of career pathways. This course would be particularly beneficial for those pursuing careers in the areas of social work, psychology, human resources, retail and production management, teaching and childcare.

Design and Technology

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each Year 11 and Year 12 HSC

Course description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio.

The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Main topics covered

Preliminary course (Year 11)

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC course (Year 12)

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Course requirements

In the Preliminary (Year 11) course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC (Year 12) course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design

Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Costs and excursions

A yearly base fee is charged. Please refer to the fee sheet in this booklet. Additional fees may apply depending on projects. All material costs for Major Projects will be borne by the student. Students may be asked to participate in excursions relevant to the course of study.

Tertiary studies/career considerations

The study of Design and Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

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

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](#)

Earth and Environmental Science

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each Year 11 and Year 12 HSC

Course description

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

Main topics covered

Skills: Develop and evaluate questions and hypotheses for scientific investigation.

Year 11

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

Year 12

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

Course requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Years 11 and 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Economics

ATAR Contribution:	Yes	Prerequisites:	Nil
NESA Developed:	Yes	Exclusions:	Nil
Units:	2 units for each Year 11 and Year 12 HSC		

Course description

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

Main topics covered

Year 11

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets

- Government in the Economy.

Year 12

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

Costs and excursions

In Years 11 and 12 some excursions may be planned locally and to Sydney.

Tertiary studies/career considerations

A study of Economics at school helps prepare students for a range of Economics and Business courses at tertiary level. Students wishing to study Accounting, Economics or any sort of Business Management course at university are at a distinct advantage if they have studied Economics for the HSC. A basic knowledge of the workings of the economy is a useful skill not only for every citizen in a democracy but for every employee as well.

Engineering Studies

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each Year 11 and Year 12 HSC

Course description

Both the Preliminary and HSC courses offer knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Main topics covered

Preliminary course (Year 11)

Students undertake the study of 4 compulsory modules:

THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:

- Engineering Fundamentals
- Engineered Products and
- Braking Systems

ONE focus module relating to the field of Biomedical Engineering.

HSC course (Year 12)

Students undertake the study of 4 compulsory modules:

- TWO application modules relating to the fields of:
 - o Civil Structures and
 - o Personal and Public Transport
- TWO focus modules relating to the fields of:
 - o Aeronautical Engineering and
 - o Telecommunications Engineering.

Course requirements

In the Year 11 course students are first required to produce an Engineering Report in Engineering application module 3, Braking Systems, before producing a complete Engineering Report in Engineering focus module 4, Biomedical Engineering.

In the Year 12 HSC course students must produce one Engineering Report from either of the two engineering application modules and one from either of the two engineering focus modules.

Costs and excursions

Students will require:

- A scientific calculator (as used in mathematics).
- Basic drawing equipment (instrument set, set squares etc.).

Students may be involved in several excursions to local sites to conduct research and develop further understanding of a range of engineering topics related to modules being studied. A course fee applies.

Tertiary studies/career considerations

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

English Advanced

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: Excellent record of learning in English Stage 5. Students may be asked to submit examples to support this. A demonstrated willingness to read widely.

Exclusions: English Standard, English Studies, English Life Skills.

Units: 2 units for each Year 11 and Year 12 HSC

Course description

Advanced English is designed for students to undertake the challenge of higher order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts to develop their academic achievement through understanding the nature and function of complex texts. This is a challenging course designed for students who are good at English and who are prepared to work hard to get better. In this course students will engage with a range of classical and modern texts at a sophisticated level. Students in this course are expected to produce insightful, well-constructed written and oral responses to texts and to demonstrate preparedness to engage in the full writing process. Oral assessment is a mandatory part of all senior English courses.

Main topics covered

Year 11

- Common module: Reading to Write: Transition to Senior English.
- Module A: Narratives that Shape our World.
- Module B: Critical Study of Literature.

Texts for the course are selected by the class teacher from the range available at the school.

Year 12

- Common Module: Texts and Human Experience – one set text and related texts.
- Module A: Textual Conversations.
- Module B: Critical Study of Literature.
- Module C: The Craft of Writing: This module may be done in several sections or incorporated into other modules.

Texts for the HSC are selected from set text lists.

Course requirements

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

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

Costs and excursions

Students may be given the opportunity to attend drama performances and lectures which may involve travel to Sydney and the cost of the performance.

Tertiary studies/career considerations

English Advanced would be particularly suitable for students undertaking any tertiary studies and for pursuing such careers as: Journalism and Media/Communications studies; International relations; English teaching; Librarian; Law and many other fields needing excellent communication skills.

English Extension 1 (Years 11 and 12 HSC)

English Extension 2 (Year 12 HSC only)

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: English Advanced course.

Year 11 HSC English Extension is a prerequisite for Extension 1.

English Extension 1 is a prerequisite for Extension 2.

Exclusions: English Standard, English Studies, English Life Skills.

Units: 1 unit for each of Year 11 and Year 12 HSC

Course description

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

Main topics covered

Year 11 HSC course

- **Mandatory Module: Texts, Culture and Value.** Students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures.
- **Related research project:** This may be undertaken concurrently with the module. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

Year 12 HSC course: Extension 1

- **Common module: Literary Worlds with ONE elective option.** The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts.

Students are required to study at least TWO related texts.

Year 12 HSC course: Extension 2

The course requires students to complete a Major Work. Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Course requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.

- A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Costs and excursions

Students may be given the opportunity to attend drama performances and lectures, which would involve travel expenses (usually to Sydney) and entry fees.

Tertiary studies/career considerations

Any career involving writing and analysis. Preparation for the study of English at university, a career in journalism, creative writing, teaching English, media/communication studies or law.

English Standard

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: Nil

Exclusions: English Advanced, English Extension.

Units: 2 units for each Year 11 and Year 12 HSC

Course description

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations to be effective, creative and confident communicators. It is a challenging course which involves reading and responding to literary and media texts drawn mostly from the modern era. Students will be expected to develop an understanding of the way these texts are constructed to create meaning. Students are expected to compose a wide range of creative and critical texts and to engage in the full writing process to create their best work. Oral assessment is a mandatory part of all senior English courses.

Main topics covered

Year 11

- Common Module: Reading to Write: Transition to Senior English.
- Module A: Contemporary Possibilities.
- Module B: Close study of Literature.

Texts for the course are selected by the class teacher from the range available at the school.

Year 12

- Common Module: Texts and Human Experience: Students study one text from the prescribed list and related material.
- Module A: Language, Identity and Culture.
- Module B: Close Study of Literature.
- Module C: The Craft of Writing. This module may be done in several sections or incorporated into other modules.

Texts for the HSC are selected from set text lists.

Course requirements

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

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

Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Costs and excursions

Students may be given the opportunity to attend drama performances or lectures which would involve travel to Sydney and entry costs.

Tertiary studies/career considerations

Results in English Standard will contribute 2 Units to the ATAR. Good communication skills will be of use in any chosen career but may be particularly useful in teaching (not English teaching), writing, sales (e.g., travel agents) and other fields which require good reading, writing and speaking skills.

English Studies

ATAR Contribution: Yes (must sit optional examination)

NESA Developed: Content endorsed

Prerequisites: Nil

Exclusions: English Advanced, English Standard, English Extension.

Units: 2 units for each Year 11 and Year 12 HSC

Course description

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course. Students who know they do not want to go to university should consider this course.

Main topics covered

Year 11

- Mandatory module: Achieving through English: English and the worlds of education, careers and community.
- Complete 2 to 4 of the listed optional modules. These will be selected by the class teacher to meet the needs and interests of the class group.

Year 12

- Mandatory common module – Texts and Human Experiences. This includes study of ONE text from the prescribed text list and one related text for the Common Module.
- Complete 2 to 4 of the listed optional modules. These will be selected by the class teacher to meet the needs and interests of the class group.

In Years 11 and 12, students must:

- Read, view, listen to and compose a wide range of texts including print and multimodal texts.
- Study at least one substantial print text (for example a novel, biography or drama).
- Study at least one substantial multimodal text (for example film or a television series).

Elective modules: 2 to 4 of these modules are selected in each of the Year 11 and 12 HSC years

- We are Australians: English in citizenship, community and cultural identity
- Telling us all about it - English and the media
- On the road - English and the experience of travel
- Digital worlds - English for the web
- Playing the game - English in sport
- MiTunes and text - English and the language of song
- Local Heroes - English and community life
- Part of the family - English and family life
- Discovery and investigation - English and the sciences
- In the marketplace - English and the world of business
- The big screen - English in film-making
- Who do I think I am? - English and the self

- Landscapes of the mind - English and the creative arts
- The Way We Were - English for exploring our past.

Course requirements

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia.
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.
- Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures.
- A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

In Years 11 and 12, students are required to:

- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project.
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.
- Engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Costs and excursions

There will be opportunities for excursions and local community visits.

Tertiary studies/career considerations

This course does not qualify students for an ATAR unless the student sits the optional HSC examination. Any student considering tertiary study should attempt Advanced or Standard as a first choice. This course is focused on vocational and career needs. It is practical and primarily addresses the English skills demanded in locating, applying for and preparing for the workforce.

Enterprise Computing

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: Nil

Exclusions: Nil

Units: 2 units for each Year 11 and Year 12 HSC

Course Description

This is a new course offered in 2024.

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

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

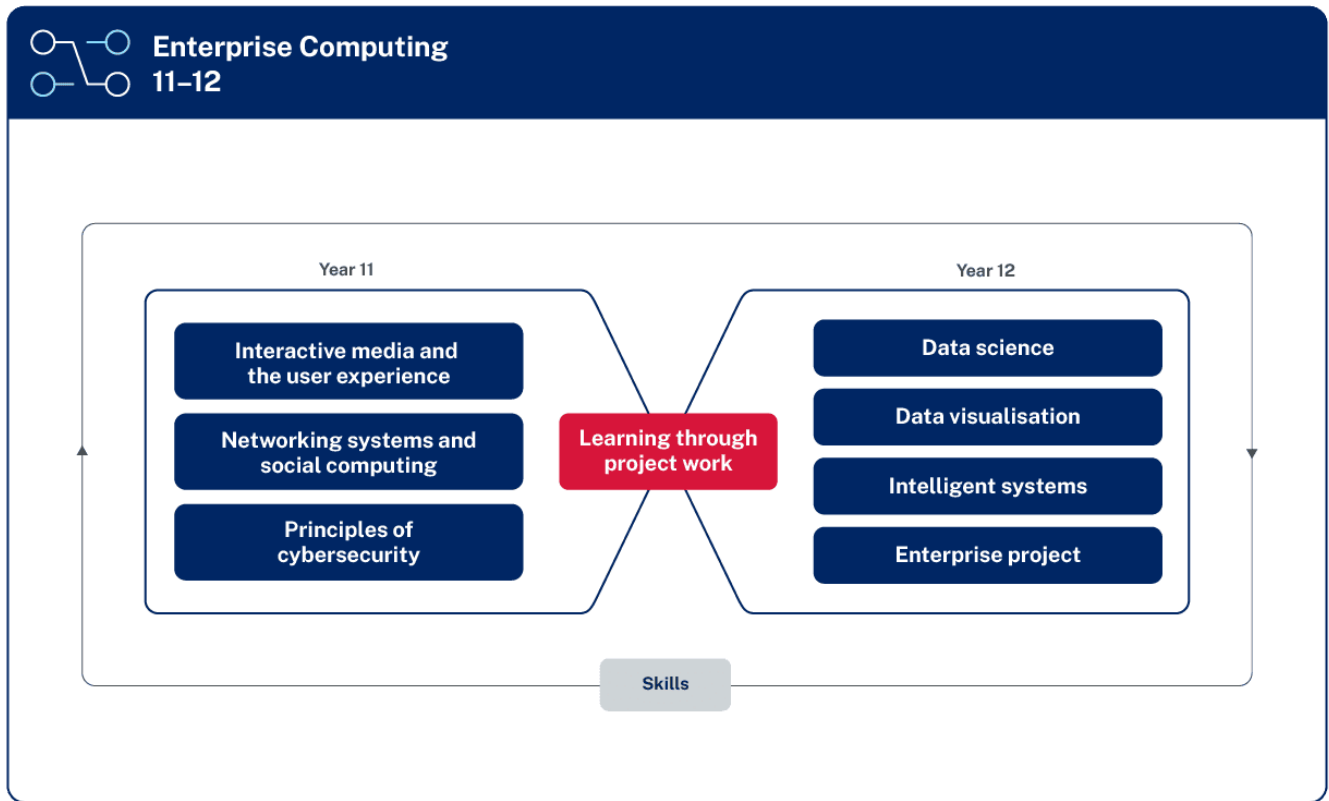
Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives. Students perform project work and apply their knowledge and skills in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

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.

The aim of Enterprise Computing is to develop each student's capacity to:

- Think creatively, devise solutions and communicate information to a range of audiences using a variety of computing resources.
- Apply computing technologies and systems thinking to data analysis.
- Solve (or improve) enterprise challenges, such as those relating to social, commercial or industrial issues.

Main topics covered



Course requirements

Year 11

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

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

Year 12

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

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

Exploring Early Childhood

ATAR Contribution:	No
NESA Developed:	Content endorsed
Prerequisites:	Nil
Exclusions:	Nil
Units:	2 units

Course description

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

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in the syllabus views childhood learning as experimental. That is, children are active learners and learn and make sense of the world around them through their experiences and interactions with others.

Main topics covered

The course consists of a compulsory core component and optional modules. There are three parts to the core:

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

The optional modules expand on the issues introduced in the compulsory core component.

Costs and excursions

There may be a few local excursions. Possible work experience at primary schools or childcare centres.

Tertiary studies/career considerations

Students completing this course should develop an understanding of the importance of the early childhood years. It will provide them with knowledge and skills to contribute positively to their future lives and as a basis for further education in the workplace, TAFE or Universities. Suitable careers in Childcare may include Teaching, Preschool K-6, Social work, Nursing, and Counsellor.

Food Technology

ATAR Contribution:	Yes	NESA Developed:	Yes
Prerequisites:	Nil (an excellent subject to combine with Hospitality)		
Exclusions:	Nil		
Units:	2 units for each of Year 11 and 12 HSC		

Course description

For the purposes of the *Food Technology Stage 6 Syllabus*, food technology refers to knowledge and activities that relate to meeting food needs and wants. The provision and consumption of food are significant activities of human endeavor, with vast resources being expended across domestic, commercial and industrial settings. Food issues have a constant relevance to life. This concept underpins the subject and is reflected throughout the Year 11 and 12 HSC courses.

This course provides students with the opportunity to develop broad knowledge and understanding about nutrition, diet and health in Australia, food availability and selection. Students investigate the Australian Food Industry, the production, processing packaging, storage and distribution of food and the marketing of food products. Practical skills in developing, experimenting, planning, preparing and presenting food are integrated throughout the course.

Main topics covered

Year 11

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%).

- The Australian Food Industry (25%)
- Food manufacture (25%)
- Food Product Development (25%)
- Contemporary Food Issues in Nutrition (25%).

Year 12

Note: There is an emphasis on numerous practical activities included in this subject to enhance the learning of the content in Food Technology.

Course requirements

It is mandatory requirement that students undertake practical activities. Such experimental learning activities are specified in the 'learning to' section of each strand.

Costs and excursions

A course fee is charged. Please refer to the fee sheet in this booklet.

Tertiary studies/career considerations

Many students studying this subject have obtained full or part-time employment in the Food and/or Hospitality Industries or have furthered their education in Food and Hospitality at TAFE and University (Food Technology, Nutrition, Marketing, Business Service and Manufacturing).

Geography

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each of Year 11 and 12 HSC

Course description

Geography gives students the opportunity to understand current world events and global issues such as the movement of people, the production of goods on a global scale and the importance of environmental issues.

The course does this by developing knowledge and understanding about:

- The characteristics and locations of environments around the world.
- The ways that these environments have been formed and changed over time.
- The forces, both at a global and local level, that influence people, ecosystems, urban places and economic activity.

A study of Geography assists students to improve their skills in research, fieldwork and analysis of current issues.

Geography students develop an understanding of why our human and physical worlds have developed in the way they have.

Main topics covered

Year 11

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

Year 12

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

Twelve (12) hours of fieldwork are mandatory for both the Year 11 and Year 12 courses.

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

Course requirements

Students complete a Geographical Investigation in the Year 11 course and must undertake twelve hours of fieldwork in the Year 11 course and twelve hours of fieldwork in the Year 12 course.

Costs and excursions

As fieldwork is a mandatory part of the course, a few day and overnight excursions may be held over Years 11 and 12.

Tertiary studies/career considerations

Studies in Geography apply to almost all fields of employment because of the knowledge and skills it aims to develop.

Students going on to higher education will find the study of Geography an advantage in Applied Science degrees in Resource and Environment Management. It is also an advantage in areas of architecture, town planning, foreign affairs, meteorology, CSIRO, etc.

Geography may be a major study in Arts, Science and Social Science degrees at many universities.

Health and Movement Science (HMS)

ATAR Contribution:	Yes	Exclusions:	Nil
NESA Developed:	Yes	Units:	2 units
Prerequisites:	Nil		

The new Health and Movement Science (HMS) subject in NSW PDHPE is an exciting and contemporary course designed to equip students with the knowledge, skills, and understanding to navigate the complex world of health and movement.

Course description

HMS is a comprehensive course that explores the intricate relationship between health and movement. It delves into the determinants of health, the body's response to movement, and the role of training and performance.

By selecting HMS for Year 11, students will embark on a journey of personal growth, developing a deep understanding of health and movement while cultivating critical thinking, practical skills, and a holistic approach to wellbeing. This subject choice will prepare them for success in the HSC and beyond, empowering them to make informed decisions and positively impact their own lives and communities.

Main topics covered

The **Year 11 course** is structured into three main components:

1. **Health for Individuals and Communities:** Students investigate the interplay of factors influencing health, health promotion strategies, and the United Nations Sustainable Development Goals (SDGs) as a framework for improving health.
2. **The Body and Mind in Motion:** This component focuses on understanding how body systems influence and respond to movement, energy systems, training methods, skill acquisition, and the psychological factors affecting performance.
3. **Collaborative Investigation:** Students develop critical thinking, problem-solving, and collaborative skills through a hands-on investigation, allowing them to apply their knowledge to real-world scenarios.

Additionally, students will explore **depth studies**, fostering their research and analytical abilities.

The **Year 12 course** is structured around two focus areas:

Health in an Australian and global context.

This focus area covers health issues and priorities from Australian and global perspectives. Students develop an understanding of the determinants of health and how they impact various population groups.

Key topics include:

- Social, economic and environmental factors influencing health
- Health of Aboriginal and Torres Strait Islander Peoples
- Health of young people
- Global health priorities and initiatives.

Training for improved performance

This focus area explores the principles and practices involved in designing and implementing training programs to improve performance across a range of movement contexts. Key topics include:

- Training principles and methodologies

- Physiological responses to training
- Skill acquisition and psychological dimensions of performance
- Nutrition for performance.

In addition to these two focus areas, students must complete a minimum of two Depth Studies in Year 12, with at least one being formally assessed. Depth Studies allow students to explore health and movement concepts in greater detail and apply their knowledge.

The Year 12 course maintains a strong emphasis on developing skills in collaboration, analysis, communication, creative thinking, problem-solving, and research, which underpin the syllabus content.

Course requirements

Year 11 course structure and requirements (120 hours)

The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.

- Core 1 Health for Individuals (40 hrs)
- Core 2 The Body and Mind in Motion (40 hrs)
- Depth Studies (a minimum of 2) (20 hrs)
- Collaboration Investigation (20 hrs)

Year 12 course structure and requirements (120 hours)

The Year 12 course comprises 3 components. Students are required to study all 3 components of the course.

- Core 1 Health in an Australian and global context (45 hrs)
- Core 2 Training for improved performance (45 hrs)
- Depth studies (a minimum of 2) (30 hrs)

Costs and excursions

HMS emphasises practical application and real-world relevance. Students will have opportunities to engage in case studies, excursions (such as CSU Sports Science excursion), and hands-on activities, bridging the gap between theory and practice.

Tertiary studies/career considerations

HMS equips students with essential skills for the 21st century, including collaboration, analysis, data collection, decision making, communication, creative thinking, problem-solving, self-management, and research skills. These transferable skills are invaluable for future academic pursuits and career paths in various fields, such as healthcare, recreation, sports administration, coaching, the fitness industry, event management, teaching, rehabilitation, sports medicine and science, and public health.

responsible application of industrial technologies has a direct bearing upon the quality of our lives. For this reason, the study of industrial technology and its role in industry is relevant and purposeful for many students.

Industrial Technology: Multimedia Technologies

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each of Year 11 and 12 HSC

Course description

Industrial Technology Stage 6 consists of project work and Industry Study. Students develop a broad range of skills and knowledge related to the Multimedia Industry, and an introduction to industrial processes, practices and software of the industry. The multimedia industry includes the production and manipulation of text, graphics, animation, audio and video in the areas of entertainment, advertising and education.

Main topics covered

Year 11

The following sections are taught in relation to multimedia industries:

- Industry Study - structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- Design and Management - designing, computer applications, project management.
- Workplace Communication - literacy, calculations, graphics.
- Industry Specific Content and Production.

Year 12

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production.

Course requirements

In the Year 11 HSC course, students must design, develop and create several computer-generated multimedia projects including at least one group project. Each project must include a management folio. Students also undertake the study of an individual business within the industry.

In the Year 12 HSC course, students must design, develop and create a major multimedia project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Costs and excursions

A yearly base fee is charged. Please refer to the fee sheet in this booklet. Additional fees may apply depending on the project. All material costs for Major Projects will be borne by the student. Students will be asked to participate in several excursions relevant to the course of study.

Tertiary studies/career considerations

Much of Australia's economic, social and cultural development can be related to the capacity of our industries to develop and use technology in the manufacture of goods and services. The effective and responsible application of industrial technologies has a direct bearing upon the quality of our lives. For this reason, the study of industrial technology and its role in industry is relevant and purposeful for many students.

responsible application of industrial technologies has a direct bearing upon the quality of our lives. For this reason, the study of industrial technology and its role in industry is relevant and purposeful for many students.

Investigating Science

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each of Year 11 and 12 HSC

Course description

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

The Year 11 HSC 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 HSC 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 Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Main topics covered

Year 11

- 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

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

Course requirements

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Costs and excursions

Nil

Japanese Beginners

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: Nil

Exclusions: Students with more than 100 hours of previous study in Stage 5

Units: 2 units for each of Year 11 and 12 HSC

Course description

This course has been designed for students who wish to begin their study of Japanese at senior secondary level. During the course, students will develop skills in effective communication, knowledge of the nature of language and understanding of the interdependence of language and culture using the modern standard version of Japanese language.

Main topics covered

Students will use the skills of listening, speaking, reading and writing, either individually or in combinations to satisfy the following objectives of:

- interacting
- understanding texts
- producing texts.

This will be achieved through the study of the following prescribed topics:

- family life, home and neighborhood
- people, places and communities
- education and work
- friends, recreation and pastimes
- holidays, travel and tourism
- future plans and aspirations.

All topics listed in the syllabus must be studied for the HSC. Topics previously studied in the Year 11 HSC course will be studied in greater depth.

Tertiary studies/career considerations

Further studies are available at TAFE and university. Careers are wide and varied:

- Interpreter services ranging from hospitals and legal services in Australia to the United Nations Congress in New York.
- Tourism and hospitality industry.
- Teaching in Australia and Japan.
- Diplomatic services and embassy staff.
- International charity organisation staff.

Japanese Continuers

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: 100 hours of Japanese in Stage 5

Exclusions: Japanese Beginners

Units: 2 units for each of Year 11 and 12 HSC

Course description

The Year 11 HSC course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese speaking communities through the study of a range of texts.

The Year 12 HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.

Main topics covered

The course has three prescribed themes of the individual, Japanese-speaking communities and the changing world.

Within the *individual*, students explore their personal world in terms of daily life, leisure, personal information, places of interest in Australia and their future plans.

The *Japanese-speaking communities* theme allows students to learn about travelling and living in Japan. Students also examine Japanese cultural life giving them a deeper perspective into the concept of culture and encouraging them to reflect upon their own culture.

The theme of the *changing world* equips students with the linguistic skills to express their views on current issues and to consider how change affects the world of work and other areas of society.

Tertiary studies/career considerations

Careers are wide and varied.

- Interpreter services ranging from hospitals and legal services in Australia to the United Nations Congress in New York.
- Tourism and hospitality industry.
- Teaching in Australia and Japan.
- Diplomatic services and embassy staff.
- International charity organisation staff.

Legal Studies

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes Exclusions: Nil

Units: 2 units for each of Year 11 and 12 HSC

Course description

The law holds a fascination for many people, be it from films, media or experiences of family or friends. At the same time, it may seem remote, ritualistic and foreign. This course draws the two images together to arm students with enough knowledge about the law to more effectively assess its role in regulating society and protecting the rights of individuals and groups.

Legal Studies is a course about the law rather than a law course. Its aim is effective participation in society through some understanding of the historical development of the legal system, the general nature of law, the operation of legal institutions and the various ways in which disputes can be settled.

Major studies will be made of our criminal justice system; issues concerned with environmental laws, as well as Australia's participation in world order issues.

The growing impact of International Law and concerns about human rights will also be studied.

Main topics covered

Year 11

- The Legal System (40%)
- The Individual and the Law (30%)
- The Law in Practice (30%)

Year 12

- Crime (30%)
- Human Rights (20%)
- Additional Focus Studies (50%)

Two chosen from consumers, families, global environmental protection, Indigenous people, shelter, workplace, world order.

Key themes included across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System, compliance and non-compliance.

Costs and excursions

No extra costs are envisaged. Local excursions to the Mudgee Court House will occur in Year 11.

Tertiary studies/career considerations

This subject would provide a useful background for courses in Arts, Business Studies, Commerce, Economics, and Law. It would be an advantage to students seeking employment in any field.

Mathematics Advanced

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes at the Year 10, 5.3 level. If a student has only studied the topics covering the 5.2 level, they may need to complete some extra preparation work.

Exclusions: Mathematics Standard

Units: 2 unit

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.

Main topics covered

Year 11

Topics	Subtopics
<ul style="list-style-type: none">• Functions	MA-F1 Working with Functions
<ul style="list-style-type: none">• Trigonometric Functions	MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
<ul style="list-style-type: none">• Calculus	MA-C1 Introduction to Differentiation
<ul style="list-style-type: none">• Exponential and Logarithmic Functions	MA-E1 Logarithms and Exponentials
<ul style="list-style-type: none">• Statistical Analysis	MA-S1 Probability and Discrete Probability Distributions

Year 12

Topics	Subtopics
<ul style="list-style-type: none">• Functions	MA-F2 Graphing Techniques
<ul style="list-style-type: none">• Trigonometric Functions	MA-T3 Trigonometric Functions and Graphs
<ul style="list-style-type: none">• Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-C4 Integral Calculus
<ul style="list-style-type: none">• Financial Mathematics	MA-M1 Modelling Financial Situations
<ul style="list-style-type: none">• Statistical Analysis	MA-S2 Descriptive Statistics and Bivariate Data Analysis MA-S3 Random Variables

Tertiary studies/career considerations

The course is enough basis for further studies in Mathematics as a **minor** discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial Mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake this

course with at least the Extension 1 and possibly the Extension 2 course. This course is a prerequisite for some university courses.

Industries related to this course include, but are not limited to Construction, Electricity, Gas, Water and Waste Services, Manufacturing, Mining, Professional, Scientific and Technical Services.

Year 11 HSC Mathematics Extension

Year 12 HSC Mathematics Extension 1

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: Mathematics Advanced. The course is constructed on the assumption that students have achieved, to a high standard, the outcomes at the Year 10 5.3 level.

Exclusions: Mathematics Standard

Units: 1 unit in each of Year 11 and Year 12 when studied in combination with Mathematics Advanced. At the beginning of Year 12 there is an option to pick up Mathematics Extension 2 whereby Extension 1 is worth 2 units and Extension 2 is worth 2 units.

Course description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

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.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

Main topics covered

Year 11

Topics

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

Subtopics

- ME-F1** Further work with Functions
- ME-F2** Polynomials
- ME-T1** Inverse Trigonometric Functions
- ME-T2** Further Trigonometric Identities
- ME-C1** Rates of Change
- ME-A1** Working with Combinatorics

Year 12

Topics

- Proof
- Vectors
- Trigonometric Functions
- Calculus

- Statistical Analysis

Subtopics

- ME-P1** Proof by Mathematical Induction
- ME-V1** Introduction to Vectors
- ME-T3** Trigonometric Equations
- ME-C2** Further Calculus Skills
- ME-C3** Applications of Calculus
- ME-S1** The Binomial Distribution

Tertiary studies/career considerations

The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level, and for the study of Mathematics in support of the physical and engineering sciences.

Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course in their HSC year.

Mathematics Standard

ATAR Contribution:	Yes (must sit optional examination)
NESA Developed:	Yes
Prerequisites:	The course is constructed on the assumption that students have achieved the outcomes at the Year 10 5.2 level or performed very well at the 5.1 level.
Exclusions:	Mathematics Advanced, Mathematics Extension 1.
Units:	2 units in each of Year 11 and Year 12 HSC

Course description

This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner. 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 Standard 1 course or the Standard 2 course.

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.

Main topics covered

Year 11 HSC course

- Algebra
 - MS-A3 Types of Relationships
- Measurement
 - MS-M1 Applications of Measurement
 - MS-M2 Working with Time
- Financial Mathematics
 - MS-F1 Money Matters
- Statistical Analysis
 - MS-S1 Data Analysis
 - MS-S2 Relative Frequency and Probability

Year 12 HSC Standard 1 course

- Algebra
 - MS-A3 Types of Relationships
 - MS-M3 Right-Angled Triangles
 - MS-M4 Rates
- Financial Mathematics
 - MS-F2 Investment
 - MS-F3 Depreciation and Loans
- Statistical Analysis

- o MS-S3 Further Statistical Analysis
- Networks
 - o MS-N1 Networks and Paths

Year 12 HSC Standard 2 course

- Algebra
 - o MS-A4 Types of Relationships
- Measurement
 - o MS-M6 Non-Right-Angled
- Trigonometry
 - o MS-M7 Rates and Ratios
- Financial Mathematics
 - o MS-F4 Investments and Loans
 - o MS-F5 Annuities
- Statistical Analysis
 - o MS-S4 Bivariate Data Analysis
 - o MS-S5 The Normal Distribution
- Networks
 - o MS-N2 Network Concepts
 - o MS-N3 Critical Path Analysis

Tertiary studies/career considerations

Mathematics Standard 2 offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at the tertiary level.

Mathematics Standard 1 offers the students the opportunity to prepare for post-school options of employment and further training. It is designed to help students improve their numeracy skills to enable them to solve problems in real contexts.

Industries related to this course include, but are not limited to 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

Mathematics Numeracy - Content Endorsed Course

ATAR Contribution: No

NESA Developed: Content Endorsed

Prerequisites: Nil

Exclusions: It is anticipated that students undertaking Year 10 5.3 courses have already consolidated essential numeracy skills and would not benefit from studying this course.

Units: 2 units in each of Year 11 and Year 12

Course description

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

Main topics covered

Year 11 course

Module 1

- Whole numbers
- Operations with whole numbers
- Distance, area and volume
- Time
- Data, graphs and tables

Module 2

- Fractions and decimals
- Operations with fractions and decimals
- Metric relationships
- Length, mass and capacity
- Chance

Year 12 course

Module 3

- Percentages
- Operations with numbers
- Finance
- Location, time and temperature
- Space and design

Module 4

- Rates and ratios
- Statistics and probability
- Exploring with NRMT.

Tertiary studies/career considerations

Mathematics Numeracy CEC offers students the opportunity to prepare for post-school options of employment and further training. It is designed to help students improve their numeracy skills to enable them to solve problems in real contexts.

This course is not included as part of the ATAR calculation.

Modern History

ATAR Contribution:	Yes	Prerequisites:	Nil
NESA Developed:	Yes	Exclusions:	Nil
Units:	2 units of each of Year 11 HSC and Year 12 HSC		

Course description

The Year 11 course is structured to provide students with the opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

Main topics covered

Year 11 (120 hours)

- Investigating Modern History (60 hours)
 - o The Nature of Modern History
 - o Case Studies

One case study must be from Europe, North America or Australia.

One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Each case study should be a minimum of 10 indicative hours.

- Historical Investigation (20 hours)
- The Shaping of the Modern World.

Year 12 (120 hours)

- Core Study: Power and Authority in the Modern World 1919-1946 (30 hours)
- National Studies (30 hours)
- Peace and Conflict (30 hours)
- Change in the Modern World (30 hours).

Course requirements

Year 11

- 120 indicative hours are required to complete this course.

Year 12

- The Year 11 HSC course is prerequisite.
- 120 indicative hours are required to complete the course.

Costs and excursions

Trips to Sydney may be organised. Students may also be invited to attend HSC Study Day(s).

Tertiary studies/career considerations

Modern History provides a good basis for university studies, especially in the Humanities. History (Ancient and Modern), Archaeology, Anthropology, Classics can all be taken as majors in Arts degrees or Arts/Law, Arts/Science degrees. These studies can lead to careers in Teaching (school and university),

Communications/Media, Law, Government Departments (e.g., Foreign Affairs, Defence, Trade etc.) and Private Industry.

Music 1

ATAR Contribution:	Yes	Prerequisites:	None
NESA Developed:	Yes	Exclusions:	Music 2
Units:	2 units of each of Year 11 HSC and Year 12 HSC		

Course description

In the Year 11 HSC and Year 12 HSC courses, students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main topics covered

- An instrument and its repertoire
- Australian music
- Baroque music
- Jazz
- Medieval music
- Methods of notating music
- Music and religion
- Music and the related arts
- Music for large ensembles
- Music for radio, film television and multimedia
- Music for small ensembles
- Music in education
- Music of a culture (Preliminary course)
- Music of a culture (HSC course)
- Music of the 18th century
- Music of the 19th century
- Music of the 20th and 21st centuries
- Popular music
- Renaissance music
- Rock music
- Technology and its influence on music
- Theatre music.

Course requirements

Year 12 - 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.

Costs and excursions

Some excursions may arise if suitable performance opportunities become available.

Tertiary studies/career considerations

Study of this course may lead to further study at University, College etc., or will equip students with some skills required of professional musicians, band members, music teachers, performers or composers.

Music 2

ATAR Contribution:	Yes	NESA Developed:	Yes
Prerequisites:	7-10 mandatory and elective course		
Exclusions:	Music 1		
Units:	2 units of each of Year 11 HSC and Year 12 HSC		

Course description

Music 2 builds on the Years 7 to 10 mandatory and elective courses and focuses on the study of western art music. It assumes students have a formal background in music, have developed music literacy skills and have some knowledge and understanding of musical styles.

Music 2 focuses on western art music but requires students to place this study in a broader musical context. It provides opportunities for students to develop knowledge, skills and understanding in a wide range of musical styles and contexts and a structure in which they can pursue an area of specialisation.

Main topics covered

Preliminary course

Students will study the mandatory topic and ONE additional topic.

Mandatory topic: Music 1600 – 1900

Additional topics

Students will study ONE topic from the list:

- Australian music
- Music of a culture
- Medieval music
- Renaissance music
- Music 1900 – 1945
- Music 1945 – music 25 years ago.

Course requirements

Year 12

For the HSC course, students need to complete a performance exam, sight singing, core composition and an aural skills exam which includes the study of music scores. Students also have elective options which include performance, composition and musicology.

Costs and excursions

Some excursions may arise if suitable performance opportunities become available.

Tertiary studies/career considerations

Study of this course may lead to further study at University, College etc., or will equip students with some skills required of professional musicians, band members, music teachers, performers or composers.

Photography

ATAR Contribution:	No
NESA Developed:	Content endorsed
Prerequisites:	Nil
Exclusions:	Projects developed for assessment in one subject are not to be used in full or in part for assessment in any other subject.
Units:	2 units

Course description

Students will learn to use SLR cameras, how to develop and print black and white photographs and how to use lighting and study the work of Australian photographers. Video and/or digital imaging processes are also components of the course.

Photography offers students the opportunity to explore contemporary artistic practices. The 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. It is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography.

Main topics covered

Use of SLR and digital SLR cameras, studio work, creative techniques, basic dark-room techniques.

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; and 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 fields.

Course requirements

Core work and elective modules. Students are required to keep a Photography Journal and Portfolio throughout the course.

Costs and excursions

A course fee is charged. Please refer to the fee sheet in this booklet.

Tertiary studies/career considerations

This course would be useful to students who wish to become involved in commercial, industrial or fashion photography, graphic arts, advertising journalism and information technology.

Physics

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: Nil

Exclusions: Nil

Units: 2 units for each of Year 11 HSC and Year 12 HSC

Course description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and helps them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

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

Main topics covered

Skills: Develop and evaluate questions and hypotheses for scientific investigation.

Year 11

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

Year 12

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

Course requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Tertiary studies/career considerations

Studying physics will allow you to investigate and understand the behaviours of the universe. You will explore matter, energy, space, quantum physics, technology and more. Physics graduates are armed with exceptional problem-solving skills, transferable to jobs in a range of roles and industries. A physics degree can open doors to careers in the public and private sectors, education and research. Roles include Astrophysicist, Journalist, Policy advisor, Nanotechnologist, Materials scientists, Teacher, Software engineer and Astronomer to mention a few.

Society and Culture

ATAR Contribution:	Yes	Prerequisites:	Nil
NESA Developed:	Yes	Exclusions:	Nil
Units:	2 units for each of Year 11 HSC and Year 12 HSC		

Course description

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

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

Main topics covered

Year 11

- The Social and Cultural World: 30% - the interaction between aspects of society and cultures.
- Personal and Social Identity: 40% - socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communications: 30% - how people in different cultures interact and communicate.

Year 12

Core (60%)

- Social and Cultural Continuity and Change: 30% of course time - continuity and change - research and case study.
- The Personal Interest Project: 30% of course time - draws together the interests, research skills and personal experiences of the student.

Depth Studies (40%)

Two to be chosen from:

- Popular Culture - the interconnection between individuals and popular culture.
- Belief Systems and Ideologies - role of belief systems in societies, cultures and personal life.
- Social Inclusion and Exclusion - the nature and implications for individuals and groups.
- Social Conformity and Nonconformity.

Course requirements

Completion of a Personal Interest Project (Year 12 HSC Course) worth 40% of final mark. HSC examination worth 60%.

Costs and excursions

Opportunities may arise to attend lectures/excursions which would involve travel and entry fees. Students can participate in an overnight excursion to Sydney to visit a range of houses of worship, temples, churches and mosques as part of the Belief Systems topic. This may cost approximately \$150.

Tertiary studies/career considerations

Society and Culture provides a good basis for university studies. The Personal Interest Project, undertaken by all students, develops independent research skills. It can lead to studies in Communications/Media, Social Work, Teaching (at all levels), Nursing, Law, Research and many other fields in the humanities area.

Software Engineering

ATAR Contribution: Yes

NESA Developed: Yes

Prerequisites: Nil

Exclusions: Nil

Units: 2 units for each of Year 11 HSC and Year 12 HSC

Course description

This is a new course offered in 2024.

The study of Software Engineering 11–12 enables students to develop an understanding of software engineering as a facet of computer science. Students can develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

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

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

The Software Engineering 11–12 Syllabus provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.

The aim of Software Engineering is to develop in each student:

- A capacity to think creatively to develop and program software solutions.
- An ability to apply knowledge, understanding and thinking skills to develop and communicate solutions to real-world problems.

Main topics covered

Year 11

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

- Programming Fundamentals
- The Object-Oriented Paradigm
- Programming Mechatronics

Year 12

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

Course requirements

In Year 11, there will be three formal school-based assessment tasks. One task will be project based.

In Year 12, the formal school-based assessment program will include an individual project with a weighting of 30%.

Costs and excursions

Students may be asked to participate in excursions relevant to the course of study.

Tertiary studies/career considerations

The study of Software Engineering Stage 6 could lead into careers such as cyber security analyst, game developer, information systems manager, IT consultant, multimedia programmer, web developer, web designer or software engineer.

Sport, Lifestyle and Recreation

ATAR Contribution:	No
NESA Developed:	Content endorsed
Prerequisites:	Nil
Exclusions:	Nil
Units:	2 units

Course description

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K-10 Personal Development, Health and Physical Education (PDHPE) by focusing on those aspects of health that relate most closely to participation in sport and physical activity.

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

The course features a highly practical focus with physical activity being both an area of study and a medium for learning. All students will be required to apply theoretical understanding to practical situations.

Main topics covered

The Sport, Lifestyle and Recreation course comprises 15 optional modules. There is no prescribed core component. Students, in conjunction with the teacher, select a course of study from these modules that are relevant to the groups' needs and interests.

The modules in Sport, Lifestyle and Recreation include such topics as:

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

Course requirements

An interest in physical activity and a desire to improve physical health.

Due to the nature of this course, students must be prepared to participate in practical learning experiences. A Mudgee High School sports uniform is required.

Costs and excursions

Occasional trip to a local venue for activity.

Tertiary studies/career considerations

This course provides background knowledge and skills for further study in the areas of sports science, physical education and human movement. It may also offer some credit transfer opportunities in TAFE. (Details of available credit transfer can be found at the [HSC/TAFE Credit Transfer website](#)). The Sport and Recreation industry is a major growth industry, and this course may be used as a platform to further studies in coaching and administrating, fitness leader/instructor/manager, nursing, community health worker, sports training, sport and recreation officer, ambulance officer, personal training.

Visual Arts

ATAR Contribution: Yes Prerequisites: Nil

NESA Developed: Yes

Exclusions: Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course: Works developed for assessment in Photography cannot be used for assessment in Visual Arts.

Units: 2 units for each of Year 11 and Year 12 HSC

Course description

The study of Visual Arts encourages students to think 'outside the square'. A necessary skill in all subjects, careers and aspects of life. This means that you don't have to aspire to be an artist to do this course. It will help you to think creatively in problem solving and to see the world in many ways. Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the Year 12 HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 HSC course is broadly focused, while the Year 12 HSC course provides for deeper and more complex investigations through the study of five case studies. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main topics covered

Year 11

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

Year 12

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

Course requirements

Year 11

- Artworks in at least three expressive forms and use of a Visual Arts Process Diary.
- A broad investigation of ideas in artmaking, art criticism and art history.

Year 12

- Development of a Body of Work and use of a Visual Arts Process Diary.
- A minimum of five Case Studies (4-10 hours each).

- Deeper and more complex investigations in art criticism, art history and artmaking.

Costs and excursions

A course fee is charged. Please refer to the fee sheet in this booklet.

Usually, one major excursion each year. Other excursions to local exhibitions may occur as they become available.

Excursions cost approximately \$90 - \$100.

Tertiary studies/career considerations

Artist, Graphic Designer, Architect, Cartoonist, Interior designer, Photographer, Advertising, Sign writer, Diploma of Arts, Bachelor of Education (Visual Arts), Diploma Graphic Design, Curator, Art Historian, Animator, Landscape Architect, Industrial Designer.

Work Studies

ATAR Contribution:	No
NESA Developed:	Content endorsed
Prerequisites:	Nil
Exclusions:	Nil
Units:	2 units

Course description

The Work Studies Content Endorsed Course (CEC) syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

Main topics covered

The content is organised into one core module plus elective modules. It is a flexible structure designed to support the diverse needs of students. The course aims to develop the student's knowledge, understanding and skills in the following areas:

- Knowledge and understanding of work, the work environment and skills for employment.
- Knowledge and understanding of employment options, career management, life planning and further education and training.
- Skills for success in the workplace.
- Skills in critically assessing personal and social influences on individuals and groups.

Course requirements

Students must commit to work experience at up to four different work locations for one day per week each Wednesday over Years 11 and 12 (one placement per semester).

Students intending to participate in Work Experience on building sites, for example builders, electricians and plumbers, will be required to complete a WorkCover approved Construction Induction Course (White Card) - prior to the work placement.

Costs and excursions

Industry visits are an integral part of the course. Excursion costs must be met by the student. There is a cost for the Construction Induction Course (White Card) for students to participate in Work Experience on building sites.

Tertiary studies/career considerations

The practical, work-related nature of Work Studies allows students to develop skills (e.g., interview skills) and complete tasks (e.g., curriculum vitae) which will allow entry into a wide range of vocations. References from work placement will also enhance job seeking. Students should also consider utilising the Work Studies work experience component to satisfy requirements for the mandatory work placements, in any VET courses they may choose. Content Endorsed Courses, such as Work Studies, are developed by NESA to cater for a wide candidature in areas of specific need not served by NESA Developed Courses and do not count towards an ATAR.

Vocational Education and Training (VET) courses

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

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

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

ATAR and Non-ATAR Courses

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.

Assessment Procedures

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency. No grades or marks are awarded through competency-based assessments.

Work Placement

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

Students will:

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available for 2025 include are listed later in this guide.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/schooling/students/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.

**School Delivered
VET courses**



Construction

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

Is this course right for me?

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

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

Where can this course take me?

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

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

education.nsw.gov.au

Subjects that support this career path

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

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



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



2025 Construction Course Descriptor

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

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

Course: Construction

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Please refer to the Elective Course Fees section of this guide for information regarding the fees for this course.

Refunds

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

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

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

School Delivered VET courses



Entertainment Industry

Learn about aspects of production, live performances and events, including audio, lighting, props, sets, staging and vision systems.

Is this course right for me?

This course reflects the role of individuals who apply a broad range of competencies in providing services for the entertainment industry. You will gain valuable skills in a variety of aspects of the entertainment industry including; scenery and set construction, lighting, sound and vision, entertainment customer service, staging, live production, entertainment technical operations

Where can this course take me?

It provides a pathway to other roles in similar work environments.

Further study in courses such as CUA60220 Diploma in Live production and management can lead to job opportunities in management.

Subjects that support this career path

- Music
- Drama
- Industrial Technology: Multimedia
- Screen and Media

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



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

2025 Entertainment Industry Course Descriptor

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

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

Course: Entertainment Industry

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the entertainment industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Please refer to the Elective Course Fees section of this guide for Information regarding the fees for this course

Refunds

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

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

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

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

School Delivered
VET courses



Furniture Making Pathways

Learn how to create furniture pieces from wood and increase your prospects of gaining an apprenticeship with this course. It will skill you to use hand and power tools, assemble furnishing components, select and apply hardware, apply sheet laminates, construct furniture, and prepare for cabinet installation.

Is this course right for me?

This course delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance your employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

Where can this course take me?

Potential job roles include; assistant cabinet maker, assistant installer of built-in cabinets, production operator within a cabinet making enterprise

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

Further study in courses such as MSF50322 Diploma of Furniture Design and Manufacturing can lead to employment as a furniture designer.

education.nsw.gov.au

Subjects that support this career path

- Industrial Technology
- Mathematics Standard 1 or 2
- Manufacturing - Introduction
- Design and Technology

Credential available	Full Certificate
Course code/name	MSF20516 Certificate II in Furniture Making Pathways
ATAR eligible	No
Mandatory placement hours	Optional
SBAT available	No
Specialisation required for full qualification	No



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



2025 Furniture Making Pathways Course Descriptor MSF20522 Certificate II in Furniture Making Pathways	
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>	
<p>Course: Furniture Making Pathways Board Endorsed Course (240 hours) (2 units x 2 years)</p>	<p>HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course</p>
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MSF20522 Certificate II in Furniture Making Pathways https://training.gov.au/Training/Details/MSF20522. You will be expected to complete all Registered Training Organisation (RTO) and NESA requirements. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
<p>Transferrable industry skills gained in this course</p>	
<ul style="list-style-type: none"> • creativity • critical thinking • problem solving • time management • communication 	
<p>Examples of occupations in the furniture making industry</p>	
<ul style="list-style-type: none"> • shop fitter • wood turning • cabinet making • joinery • set design 	
<p>VET requirements</p>	
<p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p>	
<p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
<p>HSC requirements</p>	
<p>Mandatory course requirements You must complete 240 indicative hours of course work. You must complete a minimum of 35 hours mandatory work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p>	
<p>External Assessment There is no external assessment (optional HSC examination) for this course.</p>	
<p>Consumable costs: Please refer to the Elective Course Fees section of this guide for Information regarding the fees for this course</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is not available in this course.</p>	
<p>Exclusions: Students undertaking both this Furniture Making Pathways course and another course based on the MSF Furnishing Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	

**School Delivered
VET courses**



Manufacturing and Engineering - Introduction

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

Is this course right for me?

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

Where can this course take me?

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

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

education.nsw.gov.au

Subjects that support this career path

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

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



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

2025 Manufacturing and Engineering Introduction Course Descriptor	
MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Manufacturing and Engineering - Introduction Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways</p> <p>https://training.gov.au/Training/Details/MEM10119 & https://training.gov.au/Training/Details/MEM20422 You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> <li style="width: 50%;">• risk management <li style="width: 50%;">• communication <li style="width: 50%;">• time management <li style="width: 50%;">• problem solving <li style="width: 50%;">• basic emergency response <li style="width: 50%;">• decision making 	
Examples of occupations in the manufacturing and engineering industry	
<ul style="list-style-type: none"> <li style="width: 33%;">• fitter machinist <li style="width: 33%;">• toolmaker <li style="width: 33%;">• Air conditioning mechanic <li style="width: 33%;">• refrigeration mechanic <li style="width: 33%;">• maintenance fitter 	
VET requirements	
<p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
HSC requirements	
<p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p>External Assessment) There is no external assessment (optional HSC examination) for this course.</p>	
<p>Consumable costs: Please refer to the Elective Course Fees section of this guide for Information regarding the fees for this course</p>	<p>Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy</p>
A school-based traineeship is not available in this course.	
<p>Exclusions: General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	

External Vocational Education and Training (EVET) courses

What is EVET?

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers. EVET is Externally delivered Vocational Education and Training. VET delivered through TAFE NSW is sometimes referred to as TVET.

VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

Benefits of EVET

- At TAFE NSW, you will gain work related skills and experience that is recognised and valued by employers. In many TVET courses, in addition to your theoretical training, you may also be given the opportunity to complete a work placement.
- TVET studies can be used to help you gain a place in a TAFE NSW Higher Education course or at a university, by contributing to your ATAR. Your TVET course may provide you with an industry qualification.
- TVET courses may also contribute towards credit or advance standing in your next TAFE NSW course. By successfully completing your TVET course, you will gain two credentials upon finishing school; one from the New South Wales Educational Standards Authority (NESA) and another from TAFE NSW.
- Most EVET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

EVET courses are offered either face-to-face at TAFE Mudgee Campus or online. Online courses are accessed onsite at school. Students are responsible for arranging their own transportation to TAFE Mudgee Campus for face-to-face courses. Certain courses will feature regional face-to-face workshops once per term, students must make their own transport arrangements for these workshops.

Delivery of these courses is in an adult learning environment with industry experienced teachers. Face to Face students have access to industry standard workshops and environments. Students should consider the impact the delivery mode may have on their study pattern at school.



Animal Care



If you love our furry and feathered friends, then a career in animal care is calling. Develop the skills and knowledge you need to provide for the care and maintenance of animals, including handling, feeding, grooming, health and hygiene practices. Take a big step towards a career looking after all creatures great and small, with a TVET course.

Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none"> • Do you enjoy working with animals? • Are you a team player? • Do you have good communication skills? • Are you compassionate? 	<ul style="list-style-type: none"> • Provide care to a range of animals • Monitor and assist with animal health routines • Practice hygiene and infection control • Safe manual handling of animals • Working safely and effectively in a team environment. 	<ul style="list-style-type: none"> • Animal shelter attendant • Kennel or cattery attendant • Pet shop attendant • Assistant dog groomer • Animal shelter attendant.

Example of possible course pathways



For more information on locations and courses offered, please speak to your careers adviser.

The units of competence that will be delivered as part of this course option will be listed in the EVET system for your chosen location or delivery pattern. You should consider the full EVET details, including units, location and other requirements with your school before accepting the EVET Offer provided to you by your school as part of the EVET course acceptance process. Partial completion comprises a range of Units of Competence from the qualification identified; these may contribute to completion of the full qualification or to other nationally recognised training.



Automotive



Get your automotive career on the fast track. This course will teach you the skills and knowledge you need to work in the automotive industry or to perform minor service and preparatory work for light or heavy vehicles. So put your career in top gear with a TVET course.

Automotive options include Stage 5, and Stage 6 ICF, with related work placement and potential ATAR contribution or BEC, which may require work placement. Please talk to your Careers Advisor about the option that suits you.

Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none"> Do you like all things automotive and modern engine related? Do you enjoy physical, hands-on, and practical work? Do you enjoy problem solving and working with technology? Are you looking for a rewarding career in a progressive industry? 	<ul style="list-style-type: none"> Work with electrical and mechanical components and systems Use tools and equipment to complete removals, inspections and refitting of automotive components Carry out workplace tasks safely and effectively. 	<ul style="list-style-type: none"> Trades assistant Vehicle service assistant Automotive service assistant Trainee service person Vehicle body repair assistant Vehicle detailer, refinishing assistant or trim assistant Automotive trainee and/or automotive apprentice.

Example of possible course pathways



For more information on locations and courses offered, please speak to your careers adviser.

The units of competence that will be delivered as part of this course option will be listed in the EVET system for your chosen location or delivery pattern. You should consider the full EVET details, including units, location and other requirements with your school before accepting the EVET Offer provided to you by your school as part of the EVET course acceptance process. Partial completion comprises a range of Units of Competence from the qualification identified; these may contribute to completion of the full qualification or to other nationally recognised training.



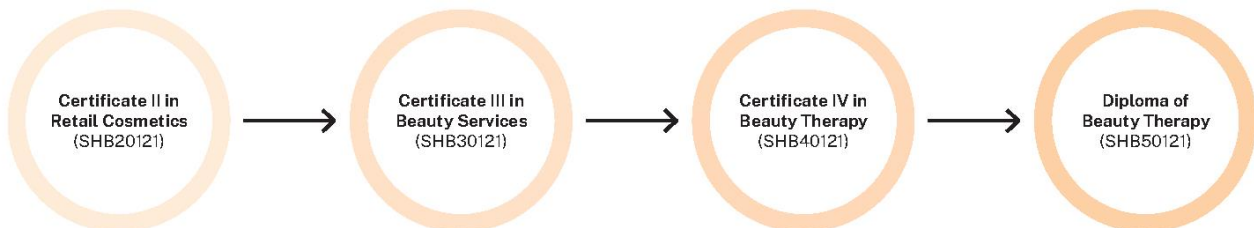
Beauty Services – Make-up or Retail Cosmetics



If you dream of highlighting the beauty in others while helping them feel and look their very best, then a TVET course in Beauty Services is for you. You'll learn how to design and apply make-up, cleanse skin, use skin care products and nail technology, as well as the communication skills needed to interact with clients. If you want a creative career in beauty services, this course is a great foundation.

Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none"> • Do you have good communication skills? • Do you have creative flair? • Do you have an interest in health and wellbeing? • Are you friendly and caring? 	<ul style="list-style-type: none"> • Design and apply basic make-up looks • Employ sales techniques to help your customers • Understand the financial and organisational requirements in the salon industry. 	<ul style="list-style-type: none"> • Beauty apprentice • Beautician • Retail cosmetic assistant • Make-up artist or beauty assistant working in the film and television industry.

Example of possible course pathways



For more information on locations and courses offered, please speak to your careers adviser.

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Construction



Construction is an industry that is set to boom. If you're looking to get in on the ground floor and lay some foundations for a solid career, then a Construction TVET course will be of great interest. You'll learn hands-on skills that will help you be job ready upon graduation, ready to build on your practical knowledge.

Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none"> • Are you interested in practical work? • Are you creative and pay strong attention to detail? • Can you make quick and accurate calculations and solve problems? • Are you safety conscious? • Are you physically fit and have good mobility? • Do you have good hand-eye coordination? 	<ul style="list-style-type: none"> • Read and interpret plans • Carry out measurements and calculations • Use construction tools and equipment • Carry out concreting in simple forms • Work in accordance with Work Health and Safety requirements. 	<ul style="list-style-type: none"> • Carpenter • Joiner • Roof tiler • Plasterer • Bricklayer • Painter and decorator • Floor finisher.

Example of possible course pathways



For more information on locations and courses offered, please speak to your careers adviser.

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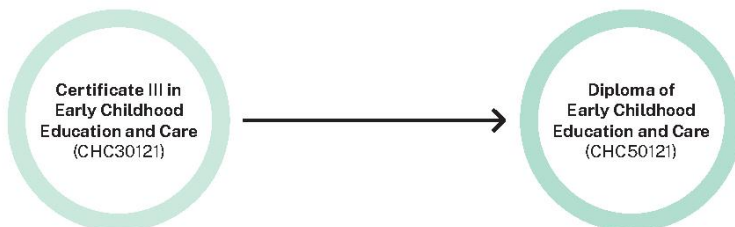
Early Childhood Education and Care



Shaping young minds is more than just a career; it's one of the most fulfilling and rewarding vocations you can have. This TVET course will give you skills in planning, implementing and managing education and developmental programs for young minds, and will also give you the opportunity to complete the full Certificate III in Early Childhood Education and Care qualification as part of your HSC.

Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none"> • Are you passionate about early childhood education? • Are you professional and ethical? • Do you demonstrate good judgement and initiative? • Are you observant and patient? • Do you have an interest in helping children grow and develop? 	<ul style="list-style-type: none"> • Care for babies and children and ensure their health and safety • Promote good nutrition and positive meal experiences • Use an approved learning framework • Support holistic development through play and learning • Identify and respond to children at risk • Perform emergency first aid • Promote cultural competence. 	<ul style="list-style-type: none"> • Early childhood educator in a regulated early childhood service, i.e. preschool, long day care or family day care.

Example of possible course pathways



For more information on locations and courses offered, please speak to your careers adviser.

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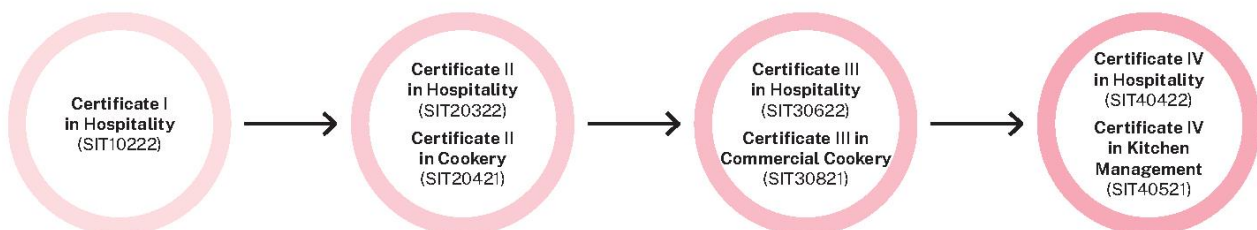
Hospitality – Food and Beverage or Cookery



Hospitality is an industry that's calling out for skilled workers. Get the know-how for either a fulfilling career or a job that gets you pocket money with a TVET Hospitality course. Learn to prepare a restaurant, beverages and basic food dishes, as well as the principles of hygiene and food safety.

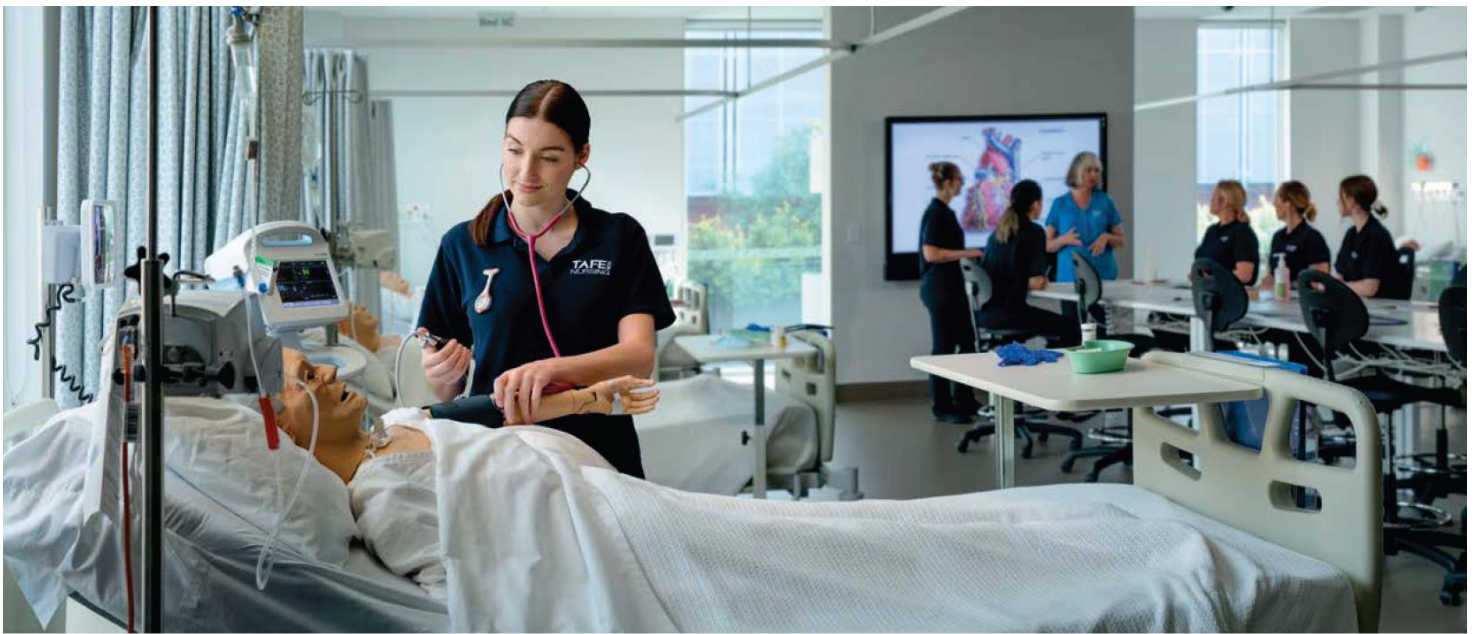
Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none"> • Do you work well as part of a team? • Do you enjoy working in a customer focused environment? • Are you a perfectionist who loves creating experiences? • Are you enthusiastic? • Do you communicate well? 	<ul style="list-style-type: none"> • Work in a fast-paced hospitality environment • Provide great customer service • Take and filling orders • Work effectively in a service team • Read recipes and follow instructions • Prepare simple dishes using commercial equipment. 	<ul style="list-style-type: none"> • Barista • Food and beverage assistant • Front office customer service officer • Waiter • Catering assistant • Apprentice chef.

Example of possible course pathways



For more information on locations and courses offered, please speak to your careers adviser.

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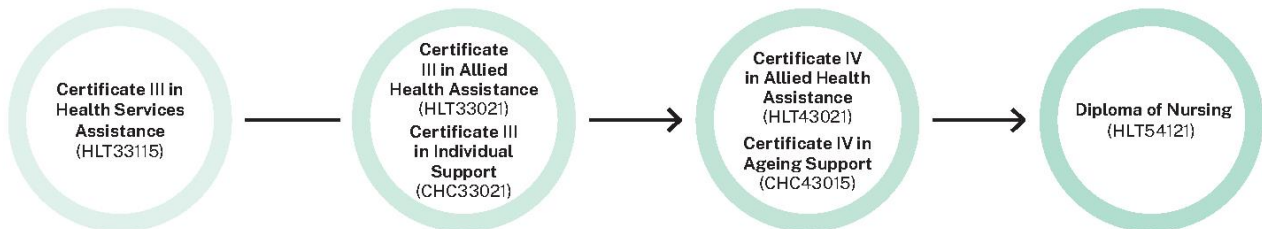
Human Services – Aged Care, Allied Health, Nursing



You'll be rewarded with your career choice when your day is spent helping people. That's what a job in human services can be like, and this TVET course is the perfect introduction. You'll get a firm grounding in the essential skills needed to undertake a range of tasks required for roles within the allied health and assistance industries. So help yourself to a great career helping others.

Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none"> • Are you empathic and patient? • Do you have good communication skills? • Are you interested in working with people? • Are you dedicated and energetic? 	<ul style="list-style-type: none"> • Provide First Aid and basic emergency life support • Comply with infection prevention and control policies and procedures • Interpret/apply medical terminology • Work with diverse people • Recognise healthy body systems • Provide individual support to clients • Empower clients to reach their independence goals. 	<ul style="list-style-type: none"> • Aged care worker • Personal care worker • Assistant in nursing • A range of roles in healthcare.

Example of possible course pathways



For more information on locations and courses offered, please speak to your careers adviser.

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TAFE NSW Schools Virtual VET

Virtually delivered courses that launch students into an exciting future.

All virtual VET courses count toward an ATAR.

+

The overview

- In-demand and future-focused courses for all NSW high schools to offer students skills for the future as part of their HSC (years 11 and 12).
- Combines real world, practical skills with academic knowledge through teacher-led, virtually delivered courses.
- Program partners are Department of Education (DoE) and NSW Education Standards Authority (NESA).

The benefits

- Create meaningful pathways for years 11 and 12 students who want in-demand, future focused skills for 21st century jobs.
- Focuses on skills needed to support and grow current and future industry sectors.
- Get a head start on a students' career while studying a VET qualification at a Certificate II or III level.
- Contributes towards a student's HSC and ATAR*.
- Connects students to virtual learning that enhances soft skills such as critical thinking, problem solving and communication with peers.

The learning

Combining practical skills with academic knowledge in a virtual environment, students will learn via:

- Teacher-led virtually delivered classes in real time
- Digitally-enabled and interactive lessons
- 24/7 access to content – anywhere, anytime
- Collaboration with peers across the state via surveys, chat pods and small group learning
- Scheduled workshops to get practical skills (where applicable)
- Independent learning outside the classroom
- Work placement.



Speak to your school Careers Adviser or scan the code to find out more.

tafensw.edu.au/launchpad

ATAR COURSES

Business Services:

- + Big Data- BSB30120 Certificate III in Business
- + Business Operations - BSB30120 Certificate III in Business
- + Entrepreneurship - BSB30120 Certificate III in Business
- + Medical Administration - BSB30120 Certificate III in Business (Medical Administration)
- + Real Estate - BSB30120 Certificate III in Business + Statement of Attainment in Real Estate Practice^

Construction:

- + Construction & Virtual Design - CPC20220 Certificate II in Construction Pathways

Electrotechnology:

- + Robotics - UEE22020 Certificate II in Electrotechnology (Career Start)

Financial Services:

- + Accounting - FNS30322 Certificate III in Accounts Administration

Human Services:

- + Allied Health Assistant - HLT33015 Certificate III in Allied Health Assistance
- + Pathway to Nursing - CHC33015 Certificate III in Individual Support

Information & Digital Technology:

- + Cloud Computing & Networking - ICT30120 Certificate III in Information Technology
- + Cyber Security - ICT30120 Certificate III in Information Technology
- + Game Design - ICT30120 Certificate III in Information Technology
- + Web Design & Development - ICT30120 Certificate III in Information Technology

Primary Industries:

- + Conservation & Ecosystem Management - AHC21020 Certificate II in Conservation and Ecosystem Management
- + Horticulture - AHC20416 Certificate II in Horticulture

Retail Services:

- + Social Media - SIR30216 Certificate III in Retail
- + Supply Chain - SIR30216 Certificate III in Retail Tourism, Travel & Events:
 - + Events & Virtual Experiences - SIT30522 Certificate III in Events

School-Based Apprenticeships and Traineeships (SBATs)

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

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

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

School-Based Apprentices are required to:

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

School-Based Trainees are required to:

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

Becoming a school-based apprentice or trainee

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

More information

Students wanting to find out more information regarding SBATs should contact the Careers Adviser, Mr Nicholls. You can also find information about SBATs on the Internet. The following website is a key source of information regarding SBATs. The others may also be useful:

[School-based apprenticeships and traineeships \(nsw.gov.au\)](http://www.nsw.gov.au/school-based-apprenticeships-and-traineeships)

Apprentice Employment Network NSW & ACT: <https://aennswact.com.au/>

Training Services NSW: <https://www.training.nsw.gov.au/>

Australian Apprenticeships Pathways: <http://www.aatinfo.com.au/>

Australian Apprenticeships: <https://www.australianapprenticeships.gov.au/>

TAFE NSW: <https://www.tafensw.edu.au/>

Elective course fees

Subject/Course	Cost per Semester
Construction (VET) Years 11 to 12	\$50
Engineering Studies Year 11	\$15
Entertainment (VET) Years 11 and 12	\$20
Food Technology Year 11	\$45
Food Technology Year 12	\$55
Furniture Making (VET) Year 11	\$50
Industrial Technology - Engineering	\$20
Industrial Technology – Metal and Engineering Technologies	\$50
Industrial Technology - Multimedia Years 11 and 12	\$20
Industrial Technology - Timber and Furniture Years 11 and 12	\$50
Information Processes and Technology Years 11 and 12	\$15
Photography Years 11 and 12	\$40
Visual Arts Years 11 and 12	\$30