



# FAIRVALE HIGH SCHOOL

## SUBJECT SELECTION HANDBOOK

### STAGE 6 (Year 11 and Year 12)

To be read in conjunction with the 'Student Diary'

Tradition



Care



Innovation



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# INTRODUCTION

***This handbook has been produced to give you and your parents some useful advice about the senior curriculum at Fairvale High School. While traditionally the Higher School Certificate has prepared students for tertiary education at university, Technical and Further Education (TAFE) and other such institutions, our courses now cater for the increasing number of young people who wish to complete six years of high school and have ambitions of immediate entry into the workforce.***

To qualify for the Higher School Certificate, you must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two-unit value or greater (either Board Developed or Content Endorsed Courses)
- at least four subjects.

You must be entered for all courses you are attempting in the current year, including those courses studied outside the school. You will receive a Confirmation of Entry with your personal details and courses listed. You must sign the declaration printed on the Confirmation of Entry and return it to the school.

An Australian Tertiary Admission Rank (ATAR) is given to students who study a curriculum pattern that qualifies the student for an ATAR. The ATAR is the main measure used to calculate a student's eligibility for enrolment at university. More information on the ATAR can be accessed at the following website:

**<http://www.uac.edu.au/undergraduate/atar/>**

# SENIOR COURSE REQUIREMENTS

**The senior courses are based on a number of indicative hours for each course:**

- 1 unit courses consists of 60 hours in the Preliminary course and 60 hours in the HSC course
- 2 unit courses consists of 120 hours in the Preliminary course and 120 hours in the HSC course

To be awarded the HSC, a student must complete a minimum of:

- 12 units of Preliminary courses and Sport; and
- 10 units of HSC courses
- 25 hours mandatory Life Ready course
- HSC: All my own work

**At Fairvale High School, we require all students to study 12 units in Year 11 at school. It is strongly advised that students continue with 12 units in Year 12. This can only be varied after consultation with the Deputy Principal and with his/her written permission. Saturday School and TAFE units are in addition to these.**

<b>HSC with an ATAR</b>	The right to apply for entry to a university or college by the successful studying of subjects which meet the entrance requirements of the university or college.
<b>Board Developed Course</b>	A subject which has its syllabus (content) provided by NESA. The course is the same in all schools and its assessment includes an external examination at the end of Year 12. They count towards the ATAR (previously called the TER/UAI). An example is Economics.
<b>Content Endorsed Course (CEC)</b>	A subject which has its syllabus (content) designed by the school especially for the needs and interests of its students. It is endorsed by NESA as a suitable subject. It is assessed from within the school and there is no external examination. When studied in Year 12, it appears on the student's HSC, but does it NOT count towards the ATAR. An example is Ceramics.
<b>Vocational Education and Training (VET)</b>	VET courses allow students to gain both a HSC or RoSA qualification as well as a qualification recognised nationally as part of the Australian Qualification Framework (AQF). Students have the opportunity to achieve a Certificate II, Certificate III or Statement of Attainment towards a Certificate III.
<b>Australian Tertiary Admission Rank (ATAR)</b>	A numerical rank order of all eligible HSC candidates. The maximum possible ATAR is 99.95 and is calculated from a student's 10 best units in the HSC. To be eligible for an ATAR, special rules apply.
<b>1 Unit</b>	1 unit courses consists of 60 hours in the Preliminary course and 60 hours in the HSC course. The maximum mark is 50. Many BEC courses are 1 unit courses.
<b>2 Unit</b>	2 unit courses consists of 120 hours in the Preliminary course and 120 hours in the HSC course. The maximum mark is 100.
<b>Extension 1</b>	A course that involves an additional 60 hours in the Preliminary course and 60 hours in the HSC course, in addition to a 2 unit course.
<b>Extension 2</b>	A course that involves an additional 60 hours in the HSC course, in addition to the Extension 1 course.
<b>Preliminary course</b>	When a course is studied over two years, the first year of that course is known as the Preliminary course (generally studied in Year 11).
<b>HSC course</b>	When a course is studied over two years, the second year of that course is known as the HSC course (generally studied in Year 12). It is this section of the course which is generally examinable and assessable for the HSC. 1 unit courses can be studied as either Preliminary or HSC Courses depending on whether they are to be examined at the end of the year of study.
<b>Life Ready</b>	A mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities.
<b>All My Own Work</b>	A program designed to help HSC students follow the principles and practices of good scholarship. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice. To be eligible for the HSC, students must complete HSC: All My Own Work before they submit any work for preliminary or HSC courses.

# STRUCTURE OF THE HSC

## What types of courses can I select?

### Board Developed Courses

These courses are developed by NESA. For each course, the following information is available:

- course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- performance scale (except for VET courses)

**All students entered for the HSC who are studying Board 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 ATAR.**

### Content Endorsed Courses

Content Endorsed Courses (CECs) have syllabuses written by NESA to cater for areas of special interest not covered in other Board Developed Courses. There is no external examination for any Content Endorsed Courses or Board Endorsed Courses, but they all contribute towards the HSC and appear on your Record of Achievement.

**A Content Endorsed course does not count in the calculation of the ATAR.**

### VET Courses (Board Developed)

Vocational Education and Training (VET) courses are offered as part of the HSC. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Further information about VET courses appears in the section listing the HSC courses available.

**2 Units of a Board Developed VET course can count towards an ATAR if the HSC examination is completed.**

**Note:** Certificate II in Skills for Work & Vocational Pathways is an exception. It does not have a mandatory work placement requirement and it does not count towards an ATAR. There is no HSC exam for this course.

# PATHWAYS OF SENIOR STUDY

Students in Year 11 and 12 will follow one of three possible pathways.

## Academic pathway

This is a pattern of study designed for students who are intending to move from high school into a university course. The requirements of this pathway are:

- Successful completion of at least 10 units of Board Developed Course content
- A willingness to dedicate a minimum of 6-10 hours of independent study each week in Year 11, increasing to a minimum of 8-12 hours in Year 12
- To have successfully met the HSC Minimum Standards Assessment in Year 10 for Literacy and Numeracy
- To have successfully met at least a "C" Grade in Year 10 half yearly reporting
- To have demonstrated specific skills identified by individual faculties necessary for the successful completion of their courses

OR

## Vocational pathway

This is a pattern of study designed for students who are intending to move from high school into work, a trade or TAFE. Students following this pathway will typically:

- Successful completion of at least 6 units of Board Developed Course content
- A willingness to dedicate a minimum of 4-6 hours of independent study each week in Year 11, increasing to a minimum of 6-8 hours in Year 12
- Be still working towards meeting the HSC Minimum Standards in Literacy and Numeracy
- Be achieving in the E-C range for most Year 10 courses

OR

## Transitional pathway

This is a pattern of study designed for students who are intending to move from high school into work, a trade or TAFE. Students following this pathway will typically:

- Complete 6 units of Board Developed course content
- Complete 6 units of Content Endorsed course content
- Complete their courses in a supported environment
- Be eligible for a HSC

**You NEED TO DECIDE!**





# **Board Developed Courses**

**Ideal for Academic Pathway**

# Ancient History

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## 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. Through the use of 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

### Preliminary Course

1. Investigating Ancient History
  - a) The Nature of Ancient History
  - b) Case StudiesStudents undertake:
  - At least ONE option from 'The Nature of Ancient History', AND
  - At least TWO case studies
2. Features of Ancient Societies
3. Historical Investigation

### HSC Course comprises a study of:

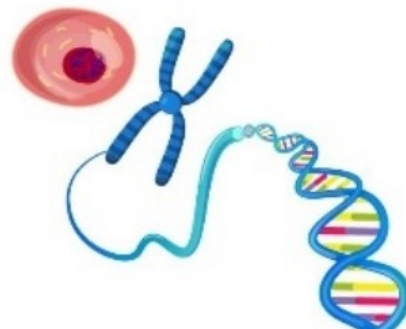
1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum
  2. ONE: 'Ancient Societies' topic
  3. ONE: 'Personalities in their Times' topic
- ONE: 'Historical Periods' topic

## Particular Course Requirements

In the Preliminary course choices of studies 1 and 2 must be chosen from different civilisations. The Historical Investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.



<b>Biology</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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. Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications. 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.</p>	
<b>Topics Covered</b>	
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Cells as the Basis of Life</li> <li>• Organisation of Living Things</li> <li>• Biological Diversity</li> <li>• Ecosystem Dynamics</li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic Change</li> <li>• Infectious Disease</li> <li>• Non-infectious Disease and Disorders</li> </ul>
<p><b>Particular Course Requirements:</b></p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. 120 indicative hours including 15 hours Depth Study in Year 11 and Year 12.</p>	



<b>Business Studies</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>            Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<b>Main Topics Covered</b>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of Business – the role and nature of business</li> <li>• Business Management – the nature and responsibilities of management</li> <li>• Business Planning – establishing and planning a small to medium enterprise</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Operations – strategies for effective operations management</li> <li>• Marketing – development and implementation of successful marketing strategies</li> <li>• Finance – financial information in the planning and management of business</li> <li>• Human resources – human resource management and business performance</li> </ul>



# Chemistry

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Nil

## Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. Chemistry also focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena. 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 in order to gain a better understanding of how chemicals interact. The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

## Topics Covered

### Year 11 Course

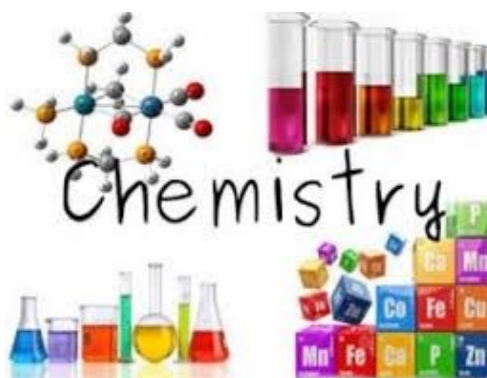
- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reaction

### Year 12 Course

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas.

## Particular Course Requirements:

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. 120 indicative hours including 15 hours Depth Study in Year 11 and Year 12.





<h1>Community and Family Studies</h1>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<b>Course Description</b>	
Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.	
<b>Main Topics Covered</b>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>HSC Option Modules</b> One of the following options is selected (approximately 25% of course time):</p> <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>• <b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</li> </ul> <p><b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</p>	
<b>Particular Course Requirements</b>	
As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities or resource management.	



<b>Drama</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>            Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>HSC Course content</b>            Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes duration). HSC Drama is one of the only courses where <b>students are marked in a group.</b></p>	
<p>Drama is:</p> <ul style="list-style-type: none"> <li>• 40% Theory - Due to the high Theory component it complements the English Advance Course however the course is also suitable for English Standard students.</li> <li>• 60% Practical - (30% Group Performance)</li> </ul>	
<b>Individual Project Choices</b>	<b>Project Requirements</b>
Critical Analysis – Director’s Folio	A folio of work based on one of the texts listed on the current Design/Critical Analysis text list.
Critical Analysis – Portfolio of Theatre Criticism	Four reviews of live theatre performances attended during the HSC course.
Critical Analysis – Applied Research Project	A structured report on the results of an investigative research.
Design – Costume	Costume renderings and supporting materials based on one of the texts listed on the current Design/Critical Analysis text list.
Design – Lighting	Lighting plans and supporting materials based on one of the texts listed on the current Design/Critical Analysis text list
Design – Promotion and Program	The development of a poster, program and promotional materials based on one of the texts listed on the current Design/Critical Analysis text list.
Design – Set	The development of a three-dimensional model, plans and supporting materials based on one of the texts listed on the current Design/Critical Analysis text list.
Performance - Monologue	The development of a solo performance.
Scriptwriting	The development of a script for a complete play for live performance.
Video Drama	The development of a short video drama which is a narrative developed by the student.





<h1>Earth and Environmental Science</h1>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil
<b>Course Description</b>	
<p>The Earth and Environmental Science Stage 6 Syllabus explores the Earth’s renewable and non-renewable resources and also environmental issues. An understanding of the Earth’s resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>Students undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth’s features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>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.</p>	
<b>Topics Covered</b> <b>Year 11 Course</b> <ul style="list-style-type: none"> <li>• Earth’s Resources</li> <li>• Plate Tectonics</li> <li>• Energy Transformations</li> <li>• Human Impacts</li> </ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"> <li>• Earth’s Processes</li> <li>• Hazards</li> <li>• Climate Science</li> <li>• Resource Management</li> </ul>
<b>Particular Course Requirements</b> Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. 120 indicative hours including 15 hours Depth Study in Year 11 and Year 12.	



<h1>Economics</h1>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<b>Course Description</b>	
<p>Economics provides 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.</p> <p>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.</p>	
<b>Main Topics Covered</b>	
<b>Preliminary Course</b>	
<ul style="list-style-type: none"> <li>• Introduction to Economics – the nature of economics and the operation of an economy</li> <li>• Consumers and Business – the role of consumers and business in the economy</li> <li>• Markets – the role of the workforce and role of labour in the economy</li> <li>• Labour Markets – the financial market in Australia including the share market</li> <li>• Financial Markets – the financial market in Australia including the share market</li> <li>• Government in the Economy – the role of government in the Australian economy</li> </ul>	
<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>• The Global Economy – Features of the global economy and globalisation</li> <li>• Australia's Place in the Global Economy – Australia's trade and finance</li> <li>• Economics Issues – issues including growth, unemployment, inflation, wealth and management</li> <li>• Economic Policies and Management – the range of policies to manage the economy</li> </ul>	



# English Advanced

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:**  
English Standard  
English Studies  
English EAL/D

## Course Description

The English Advanced course is designed for students who have a particular interest and ability in the subject who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students are provided opportunities to investigate complex ideas in challenging texts to evaluate, emulate and employ powerful, creative and sophisticated ways to use language in order to make meaning and find enjoyment in literature.

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

## Main Topics Covered

### Preliminary Course

- Common Module: Reading to Write
- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature

### HSC Course

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

### Particular Course Requirements

- Across the English Advanced Stage 6 course students are required to study:
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- 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.



# English EAL/D

## (English as an Additional Language / Dialect)

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** English Advanced  
English Standard  
English Studies

**Eligibility:** Restrictions apply.  
Please see the HT English or HT EAL/D if you have any questions.

### Course Description

The English EAL/D course is designed for students who come from diverse backgrounds to become proficient in English to enhance their personal, educational, social and vocational lives. Students are provided opportunities to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

Students will be presented with rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Students will focus on the close study of language and meaning in order to develop and consolidate their use, understanding and appreciation of English.

### Main Topics Covered

#### Preliminary Course

- Module A: Language and Texts in Context
- Module B: Close Study of Text
- Module C: Texts and Society
- Concurrent focus on Reading

#### HSC Course

- Module A: Texts and Human Experiences
- Module B: Language, Identity and Culture
- Module C: Close Study of Text
- Concurrent Module - Focus on Writing

### Particular Course Requirements

Across the English EAL/D Stage 6 course students will study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- 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.  
Students are given the opportunity to continue developing their languages skills.



# English Standard

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** English Advanced  
English Studies  
English EAL/D

## Course Description

The English Standard course is designed for students with a diverse range of literacy skills to increase their expertise in English to enhance their personal, educational, social and vocational lives. Students are provided opportunities to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Students will continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

## Main Topics Covered

### Preliminary Course

- Common Module: Reading to Write
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

### HSC Course

- Common Module: Texts and Human Experiences
- Module A: Language, Identity, Culture and
- Module B: Close Study of Literature
- Module C: The Craft of Writing

## Particular Course Requirements

- Across the English Standard Stage 6 course students will study:
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- 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.







# Food Technology

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Topics Covered

### Preliminary Course

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

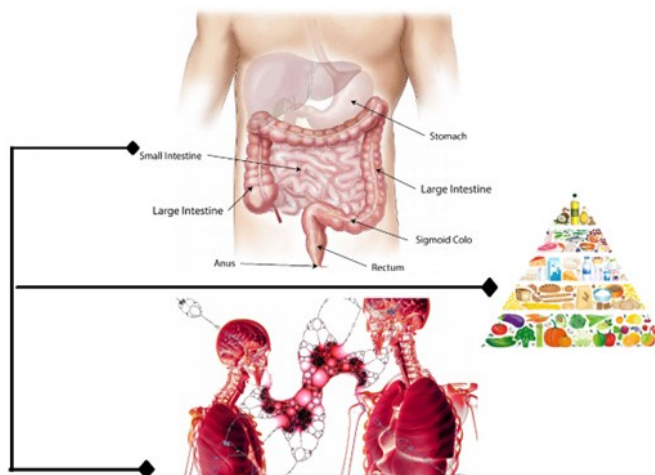
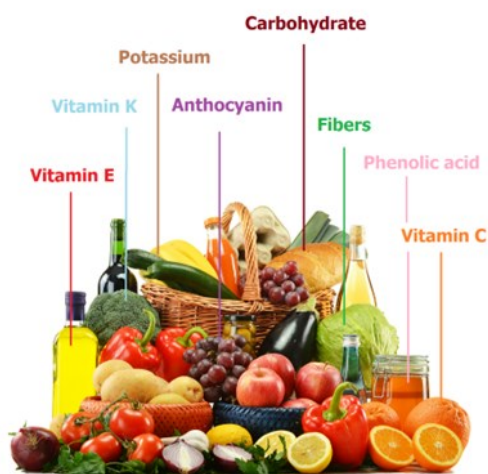
### HSC Course

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

### Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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



<b>Health and Movement Science</b>	
2 units for each of the Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b> Human and Movement Science is an academic theory-based subject. There are very minimal practical application lessons in this course. Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11.</p>	
<b>Topics Covered</b>	
<p><b>Preliminary HSC Course</b></p> <p><b>Focus Area 1: Health for individuals and communities – 40 Indicative hours</b> This focus area explores the meanings of health. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status. There is a focus on the health of young people and students can research a selected health issue of interest. Students explore how government and non-government organisations can advocate and support young people. They are introduced to the United Nations Sustainable Development Goals as a framework needed to improve the health of Australians.</p> <p><b>Focus Area 2: The body and mind in motion – 40 Indicative hours</b> This focus area enables students to investigate how body systems influence and respond to movement and subsequently understand the interrelationships between these systems. Students develop an understanding of the role energy systems and training methods play and how the body physiologically adapts to training protocols. They investigate the relationship between performance and psychological factors.</p> <p><b>Collaborative Investigation – Group based research task – 20 Indicative hours</b> This task requires students to collaborate with others to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers. Throughout the Collaborative Investigation, students are provided with opportunities to positively interact with others and work collaboratively to reach agreements and decisions. They develop skills to negotiate plans and tasks, distribute leadership, create and maintain a positive group environment, and give and receive feedback. <b><i>This task will be formally assessed.</i></b></p> <p><b>Depth studies (a minimum of 2) – 20 Indicative hours</b> Students will have the opportunity to dive deeply into a topic area of interest.</p>	
<p><b>HSC Course</b></p> <p><b>Focus Area 1: Health in an Australian and global context – 45 Indicative hours</b> This focus area explores and evaluates the health status of Australians relative to other OECD countries and students draw conclusions that could be applied to enhance the health of Australians. Students examine major chronic conditions, diseases and injury, and the impact these conditions can have on the healthcare system. They explore the impact of a growing and ageing population and explore the role that government and non-government organisations play in improving overall health for Australians.</p> <p><b>Focus Area 2: Training for improved performance – 45 indicative hours</b> In this focus area, students investigate the significance of Training for Improved Performance. Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes can train for sustained movement and performance. Students explore the importance of nutrition, and how nutrition and supplementation affect an individual's performance. They compare the dietary requirements of athletes from different sports.</p> <p><b>Depth Studies (minimum of 2 with one being formally assessed) – 30 indicative hours</b> Students will have the opportunity to dive deeply into a topic area of interest.</p>	





# Geography

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Topics Covered

### Preliminary Course

- Earth's natural systems-investigation of the diverse landscapes of the Earth's surface and their features
- People, patterns and processes-study of human diversity across the Earth's surface
- Human-environment interactions-examination of the long-term development of natural systems compared to the short time frame of human activity.
- Geographical Investigation-a geographical study of student's choice

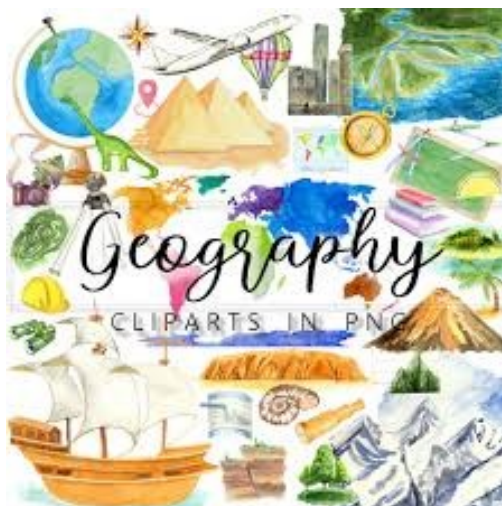
### HSC Course

- Global sustainability-investigation of sustainability in the contemporary world
- Rural and urban places-study of the spatial characteristics of a diverse range of settlements
- Ecosystems and global biodiversity-investigation of the functioning of ecosystems

**Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions

## Particular Course Requirements

Students complete a Geographical Investigation in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.



# Industrial Technology – Timber Products and Furniture Technologies

2 units for each of Preliminary and HSC  
Board Developed Course

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

## Course Description

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

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

The Focus Areas to be offered are:  
Timber Products and Furniture Technologies

## Main Topics Covered

### Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design, Management and communication – designing, drawing, computer applications, project management, literacy, calculations, graphics
- Production – display a range of skills through the construction of a major project
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

### HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study
- Design and Management and communication
- Production
- Industry related manufacturing technology

## Particular Course Requirements

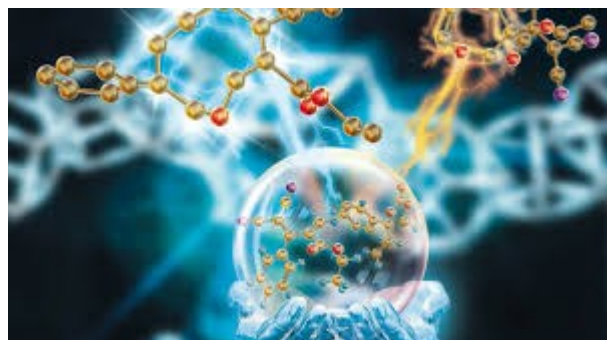
In the Preliminary course, students must design, develop and construct a Minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry. They must fund the majority of this project themselves.



<h1>Enterprise Computing</h1>	
Year 11, 2 units Year 12, 2 units	<b>Exclusions:</b> Nil
<p><b>Course Description</b> The study of Enterprise Computing 11-12 enables students to develop and 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.</p>	
<p><b>Year 11 Course</b> (120 hours) Interactive Media and the User Experience (40 hours)</p> <ul style="list-style-type: none"> <li>• Ubiquity of interactive media</li> <li>• Capture, store and integrate data.</li> <li>• Create interactive media systems.</li> </ul> <p>Networking Systems and Social Computing (40 hours)</p> <ul style="list-style-type: none"> <li>• Introduction to human-centric computing</li> <li>• Storage and workflow in enterprise networks</li> <li>• Network architecture and infrastructure</li> </ul> <p>Principals of Cybersecurity (40 hours)</p> <ul style="list-style-type: none"> <li>• Understanding privacy and security</li> <li>• Security awareness</li> <li>• Cyber law and ethics</li> </ul>	<p><b>Year 12 Course</b> (120 hours) Data Science (30 hours)</p> <ul style="list-style-type: none"> <li>• Collecting, storing and analysing data</li> <li>• Data quality</li> <li>• Processing and presenting data</li> </ul> <p>Data Visualisation (30 hours)</p> <ul style="list-style-type: none"> <li>• Using data to tell a story</li> <li>• Interpreting data visualisations</li> <li>• Designing for user experience</li> <li>• Creating data visualisations</li> </ul> <p>Intelligent Systems (30 hours)</p> <ul style="list-style-type: none"> <li>• Systems and their applications</li> <li>• Data and intelligent systems</li> <li>• Creating intelligent systems</li> </ul> <p>Enterprise Project (30 hours)</p> <ul style="list-style-type: none"> <li>• Identifying and defining</li> <li>• Researching and planning</li> <li>• Producing and implementing</li> <li>• Testing and evaluating</li> </ul>
<p><b>Particular Course Requirements</b> There are no prerequisites for the Year 11 course. The Year 11 course is a prerequisite for the Year 12 course. The Year 11 course is assumed knowledge for the Year 12 course.</p>	



<b>Investigating Science</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood.</p> <p>The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. 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.</p>	
<b>Topics Covered</b>	
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect – Observing</li> <li>• Cause and Effect – Inferences and</li> <li>• Generalisation</li> <li>• Scientific Models</li> <li>• Theories and Laws</li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Scientific Investigations</li> <li>• Technologies</li> <li>• Fact or Fallacy?</li> <li>• Science and Society</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>120 indicative hours including 30 hours Depth Study in Year 11 and Year 12.</p>	







# Legal Studies

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Preliminary Course

Part I: The Legal System

Part II: The Individual and the Law

Part III: The Law in Practice

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

## HSC Course

Core Part I: Crime

Core Part II: Human Rights

Part III: Two options

**Two** options are chosen from:

Consumers

Global Environment and Protection

Family

Indigenous Peoples

Shelter

Workplace

World Order



# Mathematics Advanced

**Prerequisites:** The Mathematics Advanced Year 11 and Year 12 courses have been developed on the assumption that students have studied the content and the outcomes of the NSW *Mathematics*

*Years 7–10 Syllabus*. In particular, the content and outcomes from all of Stage 5.1 **and** all of Stage 5.2, **and all of Stage 5.3 should have been achieved at a high standard.**

## 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 study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Mathematics Advanced	
Topics	Subtopics
Functions	<b>MA-F1</b> Working With Functions
Trigonometry	<b>MA-T1</b> Measure with Angles <b>MA-T2</b> Identities
Calculus	<b>MA-C1</b> Introduction to Differentiation
Exponential & Logarithmic Functions	<b>MA-E1</b> Logarithms & Exponentials
Statistical Analysis	<b>MA-S1</b> Probability

Mathematics Advanced	
Topics	Subtopics
Functions	<b>MA-F2</b> Graphing Techniques
Trigonometry	<b>MA-T3</b> Trigonometric Functions & Graphs
Calculus	<b>MA-C2</b> Differential Calculus <b>MA-C3</b> Applications of Differentiation <b>MA-C4</b> Integral Calculus
Financial mathematics	<b>MA-M1</b> Modelling Financial Situations
Statistical Analysis	<b>MA-S2</b> Descriptive Stats & Bivariate Data Analysis <b>MA-S3</b> Random Variables

# Mathematics Extension 1

1 unit additional to 2 unit Mathematics in each of Preliminary and HSC  
Board Developed Course

**Prerequisites:** Before selecting this course, students need to have demonstrated a significant aptitude for Mathematics at Advanced level. Students must also obtain written approval from the Head Teacher Mathematics.

## Course Description

The course is constructed on the assumption that students are highly proficient in all Stage 5 outcomes, **and**, have demonstrated a mastery of the skills in Stage 5.3 Mathematics. This course, which is run concurrently with the Stage 6 Mathematics Advanced course, further develops the understanding and competence in the aspects of Mathematics listed below.

## Main Topics Covered - The entire Advanced Course, plus...

Mathematics Extension 1		
Topics	Subtopics	
Year 11 Course (60 hours)	Functions	<b>ME-F1</b> Further Work with Functions <b>ME-F2</b> Polynomials
	Trigonometry	<b>ME-T1</b> Inverse Trigonometric Functions <b>ME-T2</b> Further trigonometric Identities
	Calculus	<b>ME-C1</b> Rates of Change
	Combinations	<b>ME-E1</b> Working with Combinations
Mathematics Extension 1		
Topics	Subtopics	
Year 12 Course (60 hours)	Proof	<b>ME-P1</b> Proof by Mathematical Induction
	Vectors	<b>ME-V1</b> Introduction to Vectors
	Trigonometry	<b>ME-T3</b> Trigonometric Equations
	Calculus	<b>ME-C2</b> Further Calculus Skills <b>ME-C3</b> Applications of Calculus
	Statistical Analysis	<b>ME-S1</b> The Binomial Distribution





# Mathematics Standard Course 2

2 units for Preliminary – Board Developed Course  
2 units for HSC – Content Endorsed Course

**Prerequisites:** The Preliminary Mathematics course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7-10 Syllabus up to, and including, the content and outcomes of Stage 5.2.

## Course Description

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 – Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-angled triangles (Trigonometry), Single Variable Data Analysis and Probability. Consequently, content in the NSW *Mathematics K-10 Syllabus* up to and including Stage 5 is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness.

Mathematics Standard Course 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher Mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

	<b>Mathematics Standard (Preliminary)</b>	
	<b>Topics</b>	<b>Subtopics</b>
<b>Year 11 Course (120 hours)</b>	Algebra	<b>MS-A1</b> Formula and Equations <b>MS-A2</b> Linear Relationships
	Measurement	<b>MS-M1</b> Applications of Measurement <b>MS-M2</b> Working with Time
	Financial mathematics	<b>MS-F1</b> Money matters
	Statistical Analysis	<b>MS-S1</b> Data Analysis
		<b>MS-S2</b> Relative Frequency and Probability
	<b>Mathematics Standard Course 2 (HSC)</b>	
	<b>Topics</b>	<b>Subtopics</b>
<b>Year 12 Course (120 hours)</b>	Algebra	<b>MS-A4</b> Types of Relationships
	Measurement	<b>MS-M6</b> Non-right-angled Trigonometry
		<b>MS-M7</b> Rates and Ratios
	Financial mathematics	<b>MS-F4</b> Investments and Loans
		<b>MS-F5</b> Annuities
	Statistical Analysis	<b>MS-S4</b> Bivariate Data Analysis
<b>MS-S5</b> The Normal Distribution		
Networks	<b>MS-N2</b> Networks Concepts	
	<b>MS-N3</b> Critical Path Analysis	

# Mathematics Standard Course 1

2 units for Preliminary – Board Developed Course

2 units for HSC – Content Endorsed Course

**Prerequisites:** The Preliminary Mathematics course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7-10 Syllabus up to, and including, the content and outcomes of Stage 5.2.

## Course Description

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 – Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-angled triangles (Trigonometry), Single Variable Data Analysis and Probability. Consequently, content in the NSW *Mathematics K-10 Syllabus* up to and including Stage 5 is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness.

Mathematics Standard Course 1 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher Mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

<b>Mathematics Standard (Preliminary)</b>		
<b>Topics</b>	<b>Subtopics</b>	
<b>Year 11 Course (120 hours)</b>	Algebra	<b>MS-A1</b> Formula and Equations <b>MS-A2</b> Linear Relationships
	Measurement	<b>MS-M1</b> Applications of Measurement <b>MS-M2</b> Working with Time
	Financial mathematics	<b>MS-F1</b> Money matters
	Statistical Analysis	<b>MS-S1</b> Data Analysis <b>MS-S2</b> Relative Frequency and Probability
	<b>Mathematics Standard Course 1 (HSC)</b>	
<b>Topics</b>	<b>Subtopics</b>	
<b>Year 12 Course (120 hours)</b>	Algebra	<b>MS-A3</b> Types of Relationships
	Measurement	<b>MS-M3</b> Right-Angled Triangles <b>MS-M5</b> Rates <b>MS-M5</b> Scale Drawings
	Financial mathematics	<b>MS-F2</b> Investments <b>MS-F3</b> Depreciation and Loans
	Statistical Analysis	<b>MS-S3</b> Further Statistical Analysis
	Networks	<b>MS-N1</b> Networks and Paths

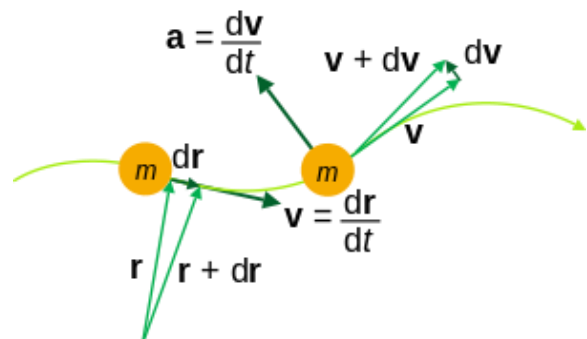
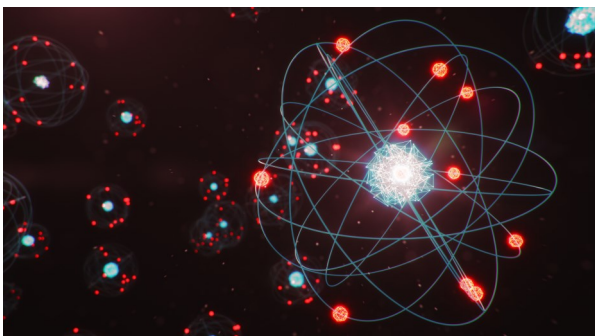
<b>Modern History</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>  The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of 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.</p>	
<b>Main Topics Covered</b>	
<p><b>Preliminary Course</b></p> <ol style="list-style-type: none"> <li>1. <b>Investigating Modern History</b> <ol style="list-style-type: none"> <li>a) The Nature of Modern History</li> <li>b) Case Studies <ul style="list-style-type: none"> <li>Students undertake: <ul style="list-style-type: none"> <li>• At least ONE option from 'The Nature of Modern History', AND</li> <li>• At least TWO case studies</li> </ul> </li> </ul> </li> </ol> </li> <li>2. <b>Historical Investigation</b></li> <li>3. <b>The Shaping of the Modern World.</b></li> </ol>	
<p><b>HSC Course comprises a study of:</b></p> <ol style="list-style-type: none"> <li>1. Core Study: Power and Authority in the Modern World 1919-1948</li> <li>2. ONE: 'National Studies' topic</li> <li>3. ONE: 'Peace and Conflict' topic</li> <li>4. ONE: 'Change in the Modern World' topic</li> </ol>	
<p><b>Particular Course Requirements</b>  In the Preliminary course choices of 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. The Historical Investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.</p>	



<b>Music</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>          In Year 11 you will learn about music from 3 topic areas and in Year 12 you will have the chance to learn about another 3 styles of music.</p>	
<b>THE LIST OF TOPICS FROM WHICH YOU WILL HAVE SOME CHOICE IS:</b>	
<ul style="list-style-type: none"> <li>• Jazz - An Instrument and its Repertoire</li> <li>• Popular Music - Rap, R&amp;B, etc.</li> <li>• Rock Music - All types</li> <li>• Technology and its Influence on Music - Dance music</li> <li>• Music for Radio, Film, TV &amp; Multimedia e.g.</li> <li>• Japanese Cartoon music</li> <li>• Australian Music (including Rock)</li> <li>• Music of a Culture</li> <li>• Baroque Music (1650-1720)</li> </ul>	<ul style="list-style-type: none"> <li>• Music of the 20th and 21st Century</li> <li>• Music for Large Ensembles</li> <li>• Music for Small Ensembles</li> <li>• Romantic Music (1800—1900)</li> <li>• Theatre Music - musicals</li> <li>• Music in Education</li> <li>• Classical Music (1720-1800)</li> </ul>
<ul style="list-style-type: none"> <li>• Music is suitable for those who have not done music before, however it is better if students have studied the course in year 9 or year 10 (or have external music lessons up to any grade).</li> <li>• The students have the choice to perform in a group or by themselves.</li> <li>• For your HSC exam, there is ONE COMPULSORY PERFORMANCE - so you have to be willing to perform on some instrument at least once— voice, guitar, drums, piano, wind, violin etc.</li> <li>• You can choose to do perform up to 4 pieces for your HSC, but if you are not a great performer then you can choose Musicology options where you listen and research a musical style or group [Your favourite band, singer or music of your culture] and discuss what you have learnt with an examiner - this option is great for students who enjoy listening to music but may not have the performance skills. Public speakers or students who are good at speeches quite often do well in this option.</li> <li>• You may also choose to compose a write a piece for your HSC using the schools computer music lab facilities. This option requires a process diary.</li> </ul>	
<p><b>Is MUSIC HARD?</b>          It is an HSC subject!          There is a lot of practical work involved — but it is NOT just a practical jam session.          There is some writing and research involved</p>	



<h1>Physics</h1>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>            The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.            Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.            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.</p>	
<b>Topics Covered</b>	
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>
<p><b>Particular Course Requirements</b>            Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.            120 indicative hours including 15 hours Depth Study in Year 11 and Year 12.</p>	



<h1>Society and Culture</h1>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>            Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• The Social and Cultural World – the interaction between aspects of society and cultures</li> <li>• Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings.</li> <li>• Intercultural Communication – how people in different cultures interact and communicate.</li> </ul> <p><b>HSC Course Core</b></p> <ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country</li> <li>• The Personal Interest Project – an individual research project (4000 words, externally marked)</li> </ul> <p><b>Depth Studies</b>            TWO to be chosen from the following:</p> <ul style="list-style-type: none"> <li>• Popular Culture - the interaction between popular culture, society and the individual.</li> <li>• Belief Systems and Ideologies - the relationship of belief systems and ideologies to culture and identity.</li> <li>• Social Inclusion and Exclusion - the nature of social inclusion and exclusion and the implication for individuals and groups in societies and cultures.</li> <li>• Social Conformity and Nonconformity - the formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of, and responses to, nonconformity.</li> </ul>	
<p><b>Particular Course Requirements</b>            Completion of Personal Interest Project.</p>	





<h1>Software Engineering</h1>	
Year 11, 2 units Year 12, 2 units	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The study of Software Engineering enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge an 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.</p>	
<p><b>Year 11 Course (120 hours)</b></p> <p>Programming Fundamentals (40 hours)</p> <ul style="list-style-type: none"> <li>• Software development</li> <li>• Designing algorithms</li> <li>• Data for software engineering</li> <li>• Developing solutions with code</li> </ul> <p>The Object-Oriented Paradigm (40 hours)</p> <ul style="list-style-type: none"> <li>• Understanding OOP</li> <li>• Programming in OOP</li> </ul> <p>Programming Mechatronics (40 hours)</p> <ul style="list-style-type: none"> <li>• Understanding mechatronic hardware and software</li> <li>• Designing control algorithms</li> <li>• Programming and building</li> </ul>	<p><b>Year 12 Course (120 hours)</b></p> <p>Secure Software Architecture (30 hours)</p> <ul style="list-style-type: none"> <li>• Designing software</li> <li>• Developing secure code</li> <li>• Impact of safe and secure software development</li> </ul> <p>Programming for the Web (30 hours)</p> <ul style="list-style-type: none"> <li>• Data transmission using the web</li> <li>• Designing web applications</li> </ul> <p>Software Automation (30 hours)</p> <ul style="list-style-type: none"> <li>• Algorithms in machine learning</li> <li>• Programming for automation</li> <li>• Significance and impact of ML and AI</li> </ul> <p>Software Engineering Project (30 hours)</p> <ul style="list-style-type: none"> <li>• Identifying and defining</li> <li>• Research and planning</li> <li>• Producing and implementing</li> <li>• Testing and evaluating</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>There are no prerequisites for the Year 11 course.            The Year 11 course is a prerequisite for the Year 12 course.            The Year 11 course is assumed knowledge for the Year 12 course.</p>	



<b>Textiles and Design</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.</p> <p>The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p>	
<b>Main Topics Covered</b>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI) (10%)</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the ATCFAI developed in the Preliminary course.</p>	





# Visual Arts

2 units for each of Preliminary and HSC Board Developed Course.

## **Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course (only in HSC year):**

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

## **Course Description**

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

The Preliminary course is broad, while the HSC course provides for deeper and increasingly more independent investigations. 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. Therefore, students **DO NOT** need to have done Visual Arts in Years 9 & 10.

## **Main Topics Covered**

**Preliminary Course** learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history.
- 'Hands on' experiences to develop and enhance skills for making art in a wide range of 'expressive forms' such as drawing, painting, sculpture, ceramics, photography, digital computer work, design etc.
- Encouraging students to develop individual ideas/concepts to show their processes in their Process Diary and to make artworks.

**HSC Course** learning opportunities focus on:

- How students may develop their own practice of artmaking, art criticism, and art history, applied to selected areas of interest including their own area of interest.
- How students may develop their own informed points of view in increasingly independent ways and use different learned methods to investigate and understand the world of art.
- How students may learn about the relationships between artists, artworks, the world and audiences within the art world including themselves.
- How students may further develop meaning and focus in their work by taking an idea and creating artworks about it.

## **Particular Course Requirements**

### **Preliminary Course**

- Artworks in at least two expressive forms and use of a process diary.
- A broad investigation of ideas in art criticism and art history.

### **HSC Course**

- Development of a body of work (artworks) and use of a process diary.
- A minimum of five Case Studies (4–10 hours each) research, learning about artists and their world, audience and artworks.
- Deeper and more thorough investigations of ideas in art criticism and art history





# Content Endorsed Courses

Ideal for Vocational Pathway

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

There is no external examination for any Content Endorsed or Board Endorsed Courses, but they all count towards the Higher School Certificate and appear on your Record of Achievement.

## Ceramics (2 unit)

Content Endorsed Course

**Exclusions:** Any Ceramic piece developed in Ceramics cannot be used either in full or in part for assessment in Visual Arts

### Course Description

Each module can be taught for 20-40 hours

A General Interest module is also available for 20-40 hours

A Mandatory module is Occupational Health & Safety 3-6 hours integrated.

**NB** 2 Unit / 120 hours can be easily covered in 3 terms.

2 Unit / 1 year = 120 hours with 3-6 modules

2 Unit / 2 years = 240 hours with 6-12 modules

### Requirements:

- Modules studied in class will be selected from the list below:
- Diary and Portfolio of Works - a recording and working method to show students' development of processes to create, invent and select.

### Mandatory

Module Number	Hours	Title
1	40	Introduction to Ceramics (core)
2 (Integrated module)	4-6	Occupation Health & Safety

### Optional Modules

Module Number	Hours	Title
3	20-40	Handbuilding
4	20-40	Throwing
5	20-40	Sculptural
6	20-40	Kilns
7	20-40	Glaze Technology
8	20-40	Casting
9	20-40	Surface Treatment
10	20-40	Mixed Media
11	20-40	Ceramics Project

### Assessment

- 2 Unit 3-4 tasks

**Must include as one (1) task a Formal Examination.**

***In this examination practical, theory and diary work are to be tested***

The Ceramics Content Endorsed Course is structured in the following way:



## Computing Applications (2 unit)

1 Unit or 2 units for Preliminary Course  
2 Units for HSC Course  
Content Endorsed Course

### Exclusions:

Information Processes and Technology  
Software Design and Development  
Information and Digital Skills VET BEC

### Course Description

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

Computing Applications is a 'hands-on' skills-based course aimed at developing the student's abilities to use hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks that enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

Computing Applications is for those students who have had little practical experience in using computers.

### Main Topics Covered

#### Preliminary Course (60 or 120 hours) and HSC Course (120 hours)

Computing Applications consists of 12 modules which may be studied as either 15- hour or 30-hour modules. Modules will be selected to provide a course that will meet students' specific needs and interests.

A range of 15-hour and 30-hour combinations will be offered from the following modules:

1. Hardware and Software Skills
2. Graphics I
3. Graphics II
4. Spreadsheets I
5. Spreadsheets II
6. Desktop Publishing I
7. Desktop Publishing II
8. Databases
9. Communications I
10. Communications II
11. Multimedia I
12. Multimedia II

### Particular Course Requirements

Group and/or individual project work will be integrated throughout the modules.

Component	Weighting
<ul style="list-style-type: none"> <li>• knowledge and understanding outcomes and course content</li> <li>• skills outcomes and course content</li> </ul>	100%
<b>Marks</b>	<b>100</b>



# Exploring Early Childhood (2 unit)

Content Endorsed Course

Exclusions: Nil

## 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.

## Main topics covered may include...

### Core

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

### Modules

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

### Assessment

Assessment will be ongoing and will provide a variety of opportunities for students to display their knowledge, understanding and skills in this course. Assessment may include examinations, practical activities, research and observation.

This course gives students a good basis for further study in the area of Childcare. There is also the opportunity of recognition of prior learning by TAFE and Vocational Education and Training; students may be exempt from repeating modules at TAFE.



# Numeracy (2 unit)

Content Endorsed Course

Exclusions: Nil

## Course Description

The Numeracy Stage 6 CEC course offers opportunities for students to reason numerically and think mathematically.

The course builds upon the knowledge, skills and understandings presented in the K–10 Mathematics curriculum, and supports students to develop, consolidate and apply the functional numeracy skills to become active and successful participants in society.

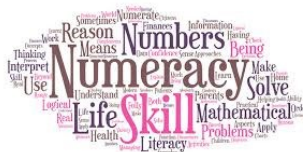
The study of Numeracy in Stage 6 enables students to develop and improve their capability to:

- Interpret and use numerical information
- Solve problems using visual, spatial, financial and statistical literacy skills
- Think mathematically in practical situations
- Represent and communicate information
- Use the context to determine the reasonableness of solutions

## Main topics covered may include...

	Module	Sub-modules
Numeracy CEC Year 11 content (120 hours)	1	1.1 Whole numbers 1.2 Operations with whole numbers 1.3 Distance, area and volume 1.4 Time 1.5 Data, graphs and tables
	2	2.1 Fractions and decimals 2.2 Operations with fractions and decimals 2.3 Metric relationships 2.4 Length, mass and capacity 2.5 Chance

	Module	Sub-modules
Numeracy CEC Year 12 content (120 hours)	3	3.1 Percentages 3.2 Operations with numbers 3.3 Finance 3.4 Location, time and temperature 3.5 Space and design
	4	4.1 Rates and ratios 4.2 Statistics and probability 4.3 Exploring with Numerical Reasoning and Mathematical Thinking (NRMT) process



# Photography (2 Unit)

Content Endorsed Course

**Exclusions:** Any photographs developed in the photography course cannot be used either in full or in part for assessment in the Visual Arts HSC Course.

## Subject Description

Each module can be taught for 20-40 hours.

A General Interest module is also available for 20-40 hours.

A Mandatory module is Occupational Health & Safety 3-6 hours integrated.

- 2 Unit / 1 year  
120 hours with 3-6 modules
- 2 Unit / 2 years  
240 hours with 6-12 modules

## Requirements:

Modules studied in class will be selected from the list below

Diary and Portfolio of Works - a recording and working method to show students' development of processes to create, invent and select.

Modules include:

<b>Wet Photography</b>	WP1	Introduction to Practice in Wet Photography
	WP2	Developing a point of view
	WP3	Traditions, conventions, styles and genres
	WP4	Manipulated forms
	WP5	The arranged image
	WP6	Temporal accounts
<b>Digital Imaging</b>	D11	Introduction to Practice in Digital Imaging
	D12	Developing a Point of View
	D13	Traditions, Conventions, Styles and Genres
	D14	Manipulated Forms
	D15	The Arranged Image
	D16	Temporal Accounts
<b>General</b>	G1 20 - 40 Hours	Individual/collaborative project

<b>Mandatory in any field(s)</b>	3-6* hours	Occupational Health and Safety
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\*Depending on length of course selected Possible course options...





# Sport, Lifestyle and Recreation (2 Unit)

Content Endorsed Course

**Exclusions:** Sport, Lifestyle and Recreation students who study PDHPE cannot study First-Aid as an option in Year 11

## Subject Description

Sport, Lifestyle and Recreation follows and builds on the learning of the 7 to 10 PD/H/PE program and focuses on the learning related to participation in sport and physical activity.

Sport, Lifestyle and Recreation makes a positive contribution to the total well-being of students. Students develop knowledge and understanding of the value of activity, increased levels of movement skill, and competence in a wide variety of sport and recreation activities and skills in planning to be active.

This course caters for a wide range of student needs. It can assist students in developing:

- The qualities of a discerning consumer and an intelligent critic of physical activity and sport
- High levels of performance skill in particular sports
- The capacity to adopt administrative roles in community sport and recreation
- Skills as a coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

**The Sport, Lifestyle and Recreation course comprises 15 optional modules, there is no prescribed core component. Schools are able to select from these modules.**

Sport, Lifestyle and Recreation course modules:

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Application 1
7. Games and Sports Application 2
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Application
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training

## Assessment

Students will be assessed on both theory and practical components.



## Visual Design (2 unit)

Content Endorsed Course

**Exclusions:** Products developed in visual design cannot be used as a major design project in Design and Technology or as a body of work in Visual Arts.

### Subject Description

Each module can be taught for 20-40 hours

A General Interest Module is also available for 20-40 hours

A Mandatory module is Occupational Health & Safety 3-6 hours integrated.

### Requirements

- Modules studied in class will be selected from the below modules.
- Diary and Portfolio of Works - a recording and working method to show students' development of processes to create, invent and select.

Modules include:

<i>Graphic Design</i>	<b>Modules: 20-40 hours</b>	
	GD1	Publications and Information
	GD2	Illustration and Cartooning
	GD3	Interactive and Multimedia
<i>Wearable Design</i>	<b>Modules: 20-40 hours</b>	
	WD1	Clothing and Image
	WD2	Jewellery and Accessories
	WD3	Textiles
<i>Product Design</i>	<b>Modules: 20-40 hours</b>	
	PD1	Packaging
	PD2	Furniture
	PD3	Industrial
<i>Interior/ Exterior Design</i>	<b>Modules: 20-40 hours</b>	
	IED1	Structures and Environments
	IED2	Stage Sets and Props
	IED3	Interior
<i>General Design</i>	<b>Modules: 20-40 hours</b>	
	GM	Individual/Collaborative Design Project
<i>Mandatory (any Field/s)</i>	<b>Modules: 3-6 hours</b>	
	MM	Occupational Health & Safety

### Assessment

- 2 Unit 3-4 tasks

**Must include as one (1) task a Formal Examination.**

**In this examination practical, theory and diary work are to be tested.**

## Work Studies (2 unit)

Content Endorsed Course

Exclusions: Nil

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

This course in Work Studies will assist students:

- To recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- To develop an understanding of the changing nature of work organisation and the implications for individuals and society
- To acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- To develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

**CORE** (30 hours)

### My Working Life

This core topic is mandatory for all students.

**Modules** (15 – 30 hours each)

1. In the Workplace
2. Preparing Job Applications
3. Workplace Communications
4. Teamwork and Enterprise Skills
5. Managing Work and Life Commitments
6. Personal Finance
7. \*Workplace Issues (the prerequisite module is *In the Workplace*)
8. \*Self-Employment (the prerequisite module is *Managing Work and Life Commitments*)
9. \*Team Enterprise Project (the prerequisite module is *Teamwork and Enterprise Skills*)
10. Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)
11. School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time).



# **Vocational Education and Training (VET) School Delivered Courses**

## Vocational Education and Training (VET) Courses

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

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and Universities and will assist students to move to various education and training sectors and employment.

VET courses have specified workplace requirement and include industry specific **mandatory work placement (35 hours in Year 11 and 35 hours in Year 12)** or simulated workplace hours at school as specified by NESA.

VET courses contribute towards the HSC credential and Australian Qualifications Framework (AQF) VET qualification. They are recognised by industry and employers throughout Australia. Board Developed VET courses have an optional HSC exam that means students who choose to sit the exam, the results may also contribute to the calculation of the student's ATAR.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. 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 of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

### **Please note:**

- **Students will only be permitted to study a maximum of two VET courses for their HSC.**
- **Check mandatory fees schedule before applying for VET courses.**

## **MANDATORY FEES DEPOSIT SCHEDULE**

### **Mandatory Deposit** *(to be paid by Term 4 Year 10)*

<b>Course</b>	<b>Course Code</b>	<b>Qualification</b>	
Construction	CPC20220 CPC20120	Certificate II in Construction Pathways Statement of Attainment towards a Certificate II in Construction	\$100
Hospitality – Kitchen Operations	SIT20421	Certificate II in Cookery	\$100

### **Mandatory Deposit** *(to be paid by Term 1 Year 11)*

<b>Course</b>	<b>Course Code</b>	<b>Qualification</b>	
Business Services	BSB30120	Certificate III in Business	\$10
Entertainment	CUA30420	Statement of Attainment towards a Certificate III in Live Production and Technical Services	\$50
Retail Services	SIR30216	Certificate III in Retail	\$20
Skills for Work and Vocational Pathways	FSK20119	Statement of Attainment towards Certificate II Skills for Work and Vocational Pathways	\$10
Visual Arts	CUA31120	Certificate III in Visual Arts	\$50



<b>2025 Construction Course Descriptor</b>	
<b>CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)</b>	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
<b>Course: Construction</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> &amp; <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the of the units of competency associated with this qualification is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>	
<b>Transferrable industry skills gained in this course</b>	
<ul style="list-style-type: none"> <li>risk management</li> <li>time management</li> <li>basic emergency response</li> </ul>	<ul style="list-style-type: none"> <li>communication</li> <li>problem solving</li> <li>decision making</li> </ul>
<b>Examples of occupations in the construction industry</b>	
<ul style="list-style-type: none"> <li>carpentry</li> <li>joinery</li> </ul>	<ul style="list-style-type: none"> <li>bricklaying</li> <li>builder's labourer</li> </ul>
<b>VET requirements</b>	
<p><b>Competency-Based Assessment</b>            In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p><b>Appeals and Complaints</b>            You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
<b>HSC requirements</b>	
<p><b>Mandatory course requirements</b>            You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b>            The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>	
<p><b>*Mandatory Deposit of \$100 is required.</b></p> <p><b>Consumable costs: Preliminary - \$120                      HSC - \$80</b></p>	<p><b>Refunds</b>            Refund arrangements are on a pro-rata basis            Please refer to your school refund policy</p>
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<p><b>Exclusions:</b> Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	

2025 Cookery Course Descriptor SIT20421 Certificate II in Cookery		
<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><b>Course: Hospitality (Cookery)</b></p> <p>Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>	<p><b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)</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 SIT20421 Certificate II in Cookery <a href="https://training.gov.au/training/details/SIT20421">https://training.gov.au/training/details/SIT20421</a>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>		
Transferrable industry skills gained in this course		
<ul style="list-style-type: none"> <li>• teamwork</li> <li>• attention to detail</li> <li>• organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>• adaptability</li> <li>• communication</li> <li>• problem solving</li> </ul>	
Examples of occupations in the hospitality industry		
<ul style="list-style-type: none"> <li>• assistant cook</li> <li>• short order cook</li> </ul>	<ul style="list-style-type: none"> <li>• food preparation cook</li> <li>• chef</li> </ul>	<ul style="list-style-type: none"> <li>• breakfast cook</li> <li>• sandwich hand</li> </ul>
VET requirements		
<p><b>Competency-Based Assessment</b> In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p><b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>		
HSC requirements		
<p><b>Mandatory course requirements</b> You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>		
<p><b>*Mandatory Deposit of \$100 is required.</b></p> <p><b>Consumable costs: Preliminary - \$235</b>                      <b>HSC - \$160 (Preliminary course fee: \$160, Uniform Hire: \$75)</b></p>	<p><b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>	
<p>A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations">https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations</a></p>		
<p><b>Exclusions:</b> In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>		

<b>2025 Business Services Course Descriptor</b> <b>BSB30120 Certificate III in Business</b>		
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>		
<b>Course: Business Services</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)	
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <a href="https://training.gov.au/training/details/bsb30120">https://training.gov.au/training/details/bsb30120</a> . You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. <b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b>		
<b>Transferrable industry skills gained in this course</b>		
<ul style="list-style-type: none"> <li>• working within the business services industry involves customer (client) service</li> <li>• using technology to organise information</li> </ul>	<ul style="list-style-type: none"> <li>• creativity</li> <li>• critical thinking</li> <li>• problem solving</li> </ul>	
<b>Examples of occupations in the business services industry</b>		
<ul style="list-style-type: none"> <li>• medical administration</li> <li>• clerical worker</li> </ul>	<ul style="list-style-type: none"> <li>• office administration</li> <li>• receptionist</li> </ul>	<ul style="list-style-type: none"> <li>• information desk operator</li> <li>• records and information administration</li> </ul>
<b>VET requirements</b>		
<b>Competency-Based Assessment</b> In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.		
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines		
<b>HSC requirements</b>		
<b>Mandatory course requirements</b> You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.		
<b>Consumable costs: Preliminary - \$10</b>	<b>HSC - \$10</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>		
<b>Exclusions:</b> Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>		

<b>2025 Entertainment Industry Course Descriptor</b>		
<b>Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services</b>		
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>		
<b>Course: Entertainment Industry</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)	
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <a href="https://training.gov.au/training/details/cua30420">https://training.gov.au/training/details/cua30420</a>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>		
<b>Transferrable industry skills gained in this course</b>		
<ul style="list-style-type: none"> <li>customer (client) service skills</li> <li>technical production of lighting, sound and vision</li> <li>communication skills</li> </ul>	<ul style="list-style-type: none"> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul>	
<b>Examples of occupations in the entertainment industry</b>		
<ul style="list-style-type: none"> <li>assistant sound technician</li> <li>assistant lighting technician</li> </ul>	<ul style="list-style-type: none"> <li>follow spot operator</li> <li>front of house assistant</li> </ul>	<ul style="list-style-type: none"> <li>production crew</li> <li>stagehand</li> </ul>
<b>VET requirements</b>		
<p><b>Competency-Based Assessment</b> In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p><b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>		
<b>HSC requirements</b>		
<p><b>Mandatory course requirements</b> You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Entertainment is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>		
<b>Consumable costs: Preliminary - \$50</b> <b>\$20 (Preliminary course fee: \$20, mandatory White card: \$30)</b>	<b>HSC -</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is not available for this course.		
<p><b>Exclusions:</b> Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>		

<b>2025 Retail Services Course Descriptor</b>		
<b>SIR30216 Certificate III in Retail</b>		
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact</i>		
<b>Course: Retail Services</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)	
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <a href="https://training.gov.au/Training/Details/SIR30216">https://training.gov.au/Training/Details/SIR30216</a> . You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. <b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b>		
<b>Transferrable industry skills gained in this course</b>		
<ul style="list-style-type: none"> <li>maintain store operations</li> <li>using technology to organise information</li> <li>meeting organisational expectations</li> </ul>	<ul style="list-style-type: none"> <li>customer service skills</li> <li>teamwork</li> <li>problem solving</li> </ul>	
<b>Examples of occupations in the retail services industry</b>		
<ul style="list-style-type: none"> <li>frontline sales assistant</li> <li>customer service representative</li> </ul>	<ul style="list-style-type: none"> <li>shop assistant</li> <li>retail supervisor</li> </ul>	<ul style="list-style-type: none"> <li>team leader</li> <li>senior sales assistant administration</li> </ul>
<b>VET requirements</b>		
<b>Competency-Based Assessment</b> In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.		
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
<b>HSC requirements</b>		
<b>Mandatory course requirements</b> You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.		
<b>Consumable costs: Preliminary - \$20</b>	<b>HSC - \$20</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>		
<b>Exclusions:</b> In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>		

**2025 Skills for Work and Vocational Pathways Course Descriptor**

**Statement of Attainment Towards FSK20119 Certificate II in Skills for Work and Vocational Pathways**

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

**Course: Skills for Work and Vocational Pathways**  
Board Endorsed Course (120 hour) (2 units x 1 year)

**HSC credit - 2 units**  
There is no Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) toward a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of Statement of Attainment Towards FSK20119 Certificate II in Skills for Work and Vocational Pathways <https://training.gov.au/training/details/FSK20119>.

You will be expected to complete all the requirements of the Registered Training Organisation and NESA. The 120-hour Skills for Work and Vocational Pathways course offers 11 units of competency. A statement of attainment will be achieved for all units of competency where you have met the assessment requirements.

**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**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Entry level digital literacy</li> <li>• Vocational training and employment plan</li> </ul> | <ul style="list-style-type: none"> <li>• Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3</li> </ul> |
|---|---|

**Pathways to further employment or vocational training**

This course provides foundation skill development to prepare for workforce entry or vocational training pathways.

**VET requirements**

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**HSC requirements**

**Mandatory course requirements**

You must complete 120 indicative hours of course work.  
Not meeting these requirements will incur an 'N' determined as required by NESA.  
Work placement may be undertaken in this course but is not mandatory.

**External Assessment**

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

**Consumable costs: Preliminary - \$10      HSC - \$10**

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

A school-based traineeship is not available in this course

**Exclusions:** are determined by NESA at a unit level for this course. (ie. a unit of competency being undertaken in another VET course cannot contribute to meeting HSC course indicative hour requirements of this course)



## 2025 Visual Arts and Contemporary Craft Course Descriptor

### CUA31120 Certificate III in Visual Arts

*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: Visual Arts and Contemporary Craft**

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

**HSC credit – 4 units**

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway, towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA31120 Certificate III in Visual Arts <https://training.gov.au/training/details/cua31120>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

**Transferrable industry skills gained in this course**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>customer (client) service skills</li> <li>sculpting, painting, drawing and photography</li> <li>communication</li> </ul> | <ul style="list-style-type: none"> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul> |
|---|--|

**Examples of occupations in the visual arts industry**

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>painter</li> <li>potter or ceramic artist</li> </ul> | <ul style="list-style-type: none"> <li>sculptor</li> <li>theatre assistant</li> </ul> | <ul style="list-style-type: none"> <li>crafts and design practitioner</li> </ul> |
|---|---|--|

**VET requirements**

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**HSC requirements**

**Mandatory course requirements**

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

**External Assessment**

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

**Consumable costs: Preliminary - \$50      HSC - \$50**

**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 undertaking both this Visual Arts and Contemporary Craft course and another course based on the CUA Creative Arts and Culture Training Package should choose different units of competency to meet the requirements of each HSC course and qualification.

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

# **2025 - 2026 Fees Schedule**

## SUBJECT FEES - Year 11, 2025

Subjects	KLA	Fees	Subjects	KLA	Fees
Ancient History	HISTORY	\$0	Languages: Spanish Continuers	LANGUAGES	\$35
Biology	SCIENCE	\$20	Legal Studies	SOCIAL SCIENCES	\$0
Business Studies	SOCIAL SCIENCES	\$0	Maths	MATHS	\$0
Chemistry	SCIENCE	\$20	Modern History	HISTORY	\$0
Community and Family Studies	TAS	\$0	Music	PERFORMING ARTS	\$30
Computing Applications	ICT	\$10	PDHPE	PDHPE	\$0
Dance	PERFORMING ARTS	\$30	Physics	SCIENCE	\$20
Drama	PERFORMING ARTS	\$30	Science Extension	SCIENCE	\$0
Earth and Environmental Science	SCIENCE	\$20	Society and Culture	SOCIAL SCIENCES	\$0
Economics	SOCIAL SCIENCES	\$0	Software Design and Development	ICT	\$35
Engineering Studies	TAS	\$0	Sport, Lifestyle and Recreation	PDHPE	\$15
English	ENGLISH	\$0	Studies of Religion	HISTORY	\$0
Exploring Early Childhood	TAS	\$35	Textiles & Design	TAS	\$40
Food Technology	TAS	\$90	Work Studies	PDHPE	\$0
Geography	SOCIAL SCIENCES	\$0	Visual Arts Yr.11	VISUAL ARTS	\$50
Ind. Arts - IT Electronics	TAS	\$60	Yr.11 - 2 Unit (Ceramics)	VISUAL ARTS	\$50
Ind. Arts - IT Timber	TAS	\$60	Yr.11 - 2 Unit (Visual Design)	VISUAL ARTS	\$50
Information Processes and Technology	ICT	\$10	Yr.11 - 2 Unit Photography	VISUAL ARTS	\$50
Investigating Science	SCIENCE	\$20	Yr. 11 – 1 Unit Photography	VISUAL ARTS	\$25
Languages: French Beginners	LANGUAGES	\$35			
Languages: French Continuers	LANGUAGES	\$35			
Business Services	VET	\$10	Information and Digital Technology	VET	\$10
Construction White Card	VET	\$90 \$30	Retail	VET	\$20
Hospitality – Course Fee	VET	\$160	Skills for Work	VET	\$10
Hospitality – Uniform	VET	\$75			
Entertainment White Card	VET	\$20 \$30			

## SUBJECT FEES - Year 12, 2026

Subjects	KLA	Fees	Subjects	KLA	Fees
Ancient History	HISTORY	\$0	Languages: Spanish Continuers	LANGUAGES	\$35
Biology	SCIENCE	\$20	Legal Studies	SOCIAL SCIENCES	\$0
Business Studies	SOCIAL SCIENCES	\$0	Maths	MATHS	\$0
Chemistry	SCIENCE	\$20	Marine Studies	SCIENCE	\$30
Community and Family Studies	TAS	\$0	Modern History	HISTORY	\$0
Computing Applications	ICT	\$10	Music	PERFORMING ARTS	\$30
Dance	PERFORMING ARTS	\$30	PDHPE	PDHPE	\$0
Drama	PERFORMING ARTS	\$30	Physics	SCIENCE	\$20
Earth and Environmental Science	SCIENCE	\$20	Science Extension	SCIENCE	\$0
Economics	SOCIAL SCIENCES	\$0	Society and Culture	SOCIAL SCIENCES	\$0
Engineering Studies	TAS	\$0	Software Design and Development	ICT	\$25
English	ENGLISH	\$0	Sport, Lifestyle and Recreation	PDHPE	\$15
Exploring Early Childhood	TAS	\$35	Studies of Religion	HISTORY	\$0
Food Technology	TAS	\$90	Textiles & Design	TAS	\$40
Geography	SOCIAL SCIENCES	\$0	Work Studies	PDHPE	\$0
Ind. Arts - IT Electronics	TAS	\$45	Visual Arts Yr.12	VISUAL ARTS	\$35
Ind. Arts - IT Timber	TAS	\$45	Yr.12 - 2 Unit ( <i>Ceramics</i> )	VISUAL ARTS	\$40
Information Processes and Technology	ICT	\$10	Yr.12 - 2 Unit ( <i>Visual Design</i> )	VISUAL ARTS	\$40
Investigating Science	SCIENCE	\$20	Yr.12 - 2 Unit Photography	VISUAL ARTS	\$40
Languages: French Beginners	LANGUAGES	\$35	Yr.12 - 1 Unit Photography	VISUAL ARTS	\$20
Languages: French Beginners	LANGUAGES	\$35			
Business Services	VET	\$10	Information and Digital Technology	VET	\$10
Construction	VET	\$80	Retail	VET	\$20
Hospitality – Course Fee	VET	\$160	Entertainment	VET	\$20
			Skills for Work	VET	\$10

