

**KINGSCLIFF  
HIGH SCHOOL**



**ACHIEVEMENT THROUGH ENDEAVOUR**

**STAGE 6  
COURSE SELECTION GUIDE  
2025 - 2026**



*Celebrating individual growth through real world, respectful and passionate learning on Bundjalung land*

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# INTRODUCTION

Dear Student

Congratulations on your commitment to continuing your studies towards your Higher School Certificate.

This commitment is an important one and requires a great deal of thought, preparation and research. Please read this booklet carefully before making your final course selections.

Where a decision has been made to return to school, course choice becomes extremely important. Your choice of courses will significantly determine your options after you leave school.

This handbook contains descriptions of all of the courses that are available for selection by students from Year 11 2025 at Kingscliff High School. Students and parents/carers must read this information carefully as it forms the basis for making choices about subjects and courses for 2025/2026.

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

## GENERAL INFORMATION FOR STUDENTS

The NSW Education Standards Authority (NESA) is an independent statutory authority reporting to an independent Board and the NSW Minister for Education.

Study in senior school requires a significant step-up in responsibility.

Successful senior school study requires:

- The ability to set sound goals for the future;
- Commitment to completing set tasks in given time frames, additional reading and research;
- Motivation to study;
- A commitment to abide by the school policies including those regarding the wearing of the school uniform, school rules and attendance.

### **Please note:**

**It is recommended that students spend 18 hours per week on homework and study for Year 11 courses and up to 24 hours per week for HSC courses**

### **Remember:**

**All courses in the senior school require considerable effort and commitment. There are no easy courses. The courses in this handbook have been selected to support the ambitions of a wide variety of students.**

## SELECTING COURSES

A HSC education is not intended to be entirely vocational in orientation. A broad education is an asset to any person and students should feel encouraged to participate in courses they find enjoyable and stimulating.

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

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

Students should think carefully about their course choices. The senior years should be academically challenging and enjoyable. Success will be based on individual performance, not simply on course choices. Students should NOT choose courses based on the assumption that some grant a mark advantage by virtue of the examination scaling process. This assumption is wrong. The scaling process is based on the student's performance and the quality of the candidature statewide. For students who do not achieve well in a course, scaling will not assist them. Individual students need to achieve at a high level to score a high HSC mark. Students should not select courses below or above their ability level in order to try and maximise marks, nor should they choose courses just because their friends do or because they like the teacher.

Discuss with and seek advice from a wide range of people including your parents/caregivers, head teachers, subject teachers, Year Adviser and Career Adviser before making your final course selections.

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

**Students should choose courses based on interest, ability and need for entry to further education or career.**

Links to other useful information sources:

<https://education.nsw.gov.au/parents-and-carers>

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

### PLEASE NOTE

**The course information contained in the rest of this booklet has been supplied by the NSW Education Standards Authority (NESA). The material included in the booklet has been reproduced for the information of students and parents. All details were correct at the time of printing. However, the Higher School Certificate (HSC) regularly undergoes change. Students and parents should check with Head Teachers or on the NESA website in regard to all aspects of the courses they are considering undertaking next year.**

## PATHWAYS TO THE HSC

There are a number of methods of gaining a HSC. To gain a HSC a student can:

- (a) **Complete two years of senior schooling** – satisfactorily complete courses at the Year 11 HSC level followed by the HSC level.
- (b) **Accumulate the HSC over a period of up to five years.** The five year period commences in the first year the student attempts a HSC course examination. By the end of the period of accumulation, students must have met all Year 11 and HSC patterns of study requirements. This would suit students interested in part-time study.
- (c) **Vocational Education & Training courses** where the skills (competencies) achieved are recognised by both NESAs (for the HSC) and Australian Qualifications Framework (AQF). The AQF accreditation is nationally recognised by industry, employers and other training providers. These courses provide an invaluable start to a career where skills attained contribute directly to the requirements of the particular industry.
- (d) **School Tailored Programs.** Some schools offer a tailored program of study with a strong focus on vocational outcomes including the achievement of Certificate II qualifications and the development of employability skills. Contact your school's careers adviser to see if your school offers such a pathway.
- (e) **Repeating courses.** Students may repeat one or more HSC courses, but this must be done within the five year accumulation period. In the calculation of the ATAR, the most recent mark in the course will be used. It is not based on the best mark scored during the times the course was repeated.
- (f) **Recognition of Prior Learning.** Students may be granted credit transfer, that is, be able to count studies in educational institutions such as TAFE towards your HSC. Students may also be granted advanced standing; that is, be exempted from some components of the HSC courses if they can demonstrate achievement of syllabus outcomes in another way.
- (g) **School-based apprenticeships and traineeships.** School-based traineeships are contracts of part-time employment, which includes formal training. The formal training will be counted as units of study toward your HSC. Students will still be at school while working part-time. Participants will complete an average of 8-12 hours per week of on-the-job training. A training wage is paid while at work. There will be an opportunity to complete additional hours during the school holidays.

Students must be committed to maintaining a sound level of achievement in all HSC subjects. Working part-time whilst studying presents some students a time management challenge.

School-based traineeships are explained in more detail later in this handbook.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

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

# REQUIREMENTS FOR THE AWARD OF THE “HSC”

To be awarded the HSC a student must:

- Satisfactorily complete courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- Sit for, and make a serious attempt at, the Higher School Certificate examinations.
- **Study a minimum of 12 units for the Year 11 Higher School Certificate and a minimum of 10 units for the Higher School Certificate.** The pattern of study for the Year 11 Preliminary HSC and the HSC must include the following:
  - **An English course** (min 2U value); either English Standard, English Advanced or English Studies
  - **At least two other Board Developed Courses** of 2 unit value or greater
  - **At least four subject areas**

**At most, 6 units of courses in Science** can contribute to Higher School Certificate eligibility.

- *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements for the HSC. See the Careers Adviser for a copy.
  - For students seeking an **Australian Tertiary Admission Rank (ATAR)**, the pattern of study must include a **minimum of 10 Board Developed units in the HSC year**, including at least **2 units of an English Board Developed course**. Refer to the QTAC website <https://www.qtac.edu.au> for important information about entry to university courses (mainly NSW Universities), course prerequisites and other information to assist in making appropriate selections of HSC courses for study in Year 11 and Year 12 in preparation for university entry. Copies are available in the Careers Office or they can be purchased from UAC. See your Year Adviser for more details.
  - For those **not wishing to receive an ATAR**, once the **six units of Board Developed Courses** are selected, **the rest of the courses may be made up from Board Endorsed Courses**.

## WHAT ARE “UNITS”?

The following is a guideline to help explain the pattern of courses. All courses offered for the Higher School Certificate (HSC) have a unit value. Most courses are 2 units courses however, some have a value of 1 unit or 3 units.

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

**The majority of courses are offered as 2 unit courses.** However, Extension 1 courses are available in a number of courses. Extension 1 courses require students to work beyond the standard of the content of the 2 unit course.

**2 units = 4 hours each week / 120 hours each year = 100 marks**



## Extension Courses

Extension 1 courses carry a value of 1 unit and a mark value of 50.

**Extension 1 courses are available at the Year 11 stage in English and Mathematics only.**

**Extension 2 courses are available in English and Mathematics as well as**

**Extension 1 courses in History, Music, some Languages and VET at the HSC stage.**

Some Board Developed VET courses have extension courses called “specialisation studies” at a value of 1, 2, 3 and 4 units.

Satisfactory completion of the Year 11 Extension 1 course is required before enrolment in any Extension 2 HSC course. Extension 2 courses require students to work beyond the standard of the content of the Extension 1 course. Extension 2 courses must be taken concurrently with the corresponding Extension 1 course. Extension 2 courses have a mark value of 50 marks.

## TYPES OF COURSES

There are four different types of courses offered in Years 11 and 12.

### Board Developed Courses

These courses are developed by NESA. Here is a syllabus for each course, which contains:

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

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

**Board Developed Courses** are examined externally at the end of the HSC course and **can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).**

### Category A and Category B Courses:

Board Developed Courses are categorised as either Category A or Category B for the purposes of calculating the **ATAR**. Category B courses include English Studies, Mathematics Standard 1 and VET Board Developed Courses.

**NOTE: For students choosing Category B - Board Developed courses**, students have the option to sit for an HSC examination to have them **count towards an ATAR**. The HSC examination **must be completed to qualify towards the ATAR**.

Students have the option to sit for a HSC examination in all the courses listed above to have them **count towards an ATAR**.

### Board Endorsed Courses

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

- **Content Endorsed Courses (CEC)** have a syllabus endorsed by NESA to cater for areas of special interest not covered in Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.

- **Schools Design Courses** are special courses designed by individual schools to meet student needs. NESAC must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

**Note: Some Board Endorsed Courses are one-year courses.**

There is **no external examination for any Content Endorsed Course or School Designed Course**, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses do not contribute to the calculation of an ATAR.**

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

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. **VET courses are either Board Developed or Board Endorsed courses.** They enable students to study courses which are industry specific and have clear links to post-school destinations. **These courses allow students to gain both Higher School Certificate 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 workplace component specifying a minimum number of hours that students must spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

All VET courses count towards the Higher School Certificate and appear on your Record of Achievement. However, **only Board Developed VET courses contribute to the calculation of an ATAR.** These are generally classed as Category B - Board Developed Courses and as such only ONE can count towards the ATAR score.

**For more information on VET courses refer to the VOCATIONAL EDUCATION AND TRAINING (VET) COURSES section of this booklet.**

Some common characteristics apply to these courses:

- Learning occurs both in structured workplace training (on the job) and the classroom.
- Successful completion of a full 240 hour VET course within a Board Developed VET Framework provides students with an opportunity to achieve an AQF qualification at Certificate II or III level. Students successfully completing less than the full requirements for a qualification level i.e. 120 hour course or exiting a course early will receive a Statement of Attainment outlining the competencies achieved.

Study of VET Board Developed Courses involves spending a mandatory minimum number of hours (often 35hrs/year) in a structured work placement in an actual workplace setting where learning certain prescribed skills and knowledge occurs. **Work placement is an HSC requirement. Failure to complete a structured work placement will jeopardise the course result and may jeopardise the HSC.**

**All VET Frameworks are Category B courses** and may contribute up to 2 units towards an ATAR. Students have the option to sit for a HSC examination in all the courses listed above to have them **count towards an ATAR.**

Some of these courses can be studied in schools while others can be studied at TAFE Institutes or with other training providers. It could be a combination of learning experiences.

### School Delivered VET Courses

The T5 group of schools will be offering students the opportunity to study the following VET Board Developed Industry Framework courses in our schools:

- Business Services
- Construction
- Entertainment Industry
- Primary Industries - Agriculture
- Primary Industries - Horticulture
- Retail Services
- Information Technology
- Hospitality

### TAFE Delivered VET Courses – TVET

Alternatively, the North Coast Institute of TAFE will offer TVET courses specifically designed to meet local needs. It is important to note that TAFE may not be able to provide student selections in every instance. Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

The North Coast Institute of TAFE campuses at Kingscliff and Murwillumbah also offer a wide variety of VET Board Endorsed Courses which count towards your HSC. **These courses will NOT count towards an ATAR.** Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

Students need to carefully consider their own circumstances before selecting these courses as students are responsible for getting themselves to the venues on time each week. The majority of courses conclude after school hours and students make their own way home. Due to extended class time, attendance is critical to the successful completion of course requirements.

See your careers adviser or the TVET Guide for a full list of VET courses available.

### Life Skills Courses (as part of a special program of study)

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Year 11 and HSC years.

Stage 6 (Years 11 and 12) Life Skills Courses will be available for students following a Special Program of Study for the Higher School Certificate.

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Year 11 course and a 2 unit HSC course.

NESA expects that most students meet the outcomes for a 2 unit Year 11 course and a 2 unit HSC course over a total of 240 indicative hours. That is, 120 indicative hours of study will occur in each level of the course.

There is **no external examination for any Life Skills courses** but all Life Skills courses count towards the Higher School Certificate and appear on your Record of Achievement. **Life Skills courses do not count in the calculation of an ATAR.**

For more information on Life Skills courses, please see the Careers Adviser.

# SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SbaTs)

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

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

All successfully completed School Based Traineeships in NSW gain a *Certificate of Proficiency* and *nationally recognised qualification*. The qualification will be recognised by industry under the Australian Qualifications Framework (AQF). **Completing Certificate II means students will have completed a minimum of 240 hrs of formal training in the work place or simulated work place.**

## Getting Started

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

- Students and their families need to approach their potential employers with their resume.
- If an employer is interested in employing the young person in a SbAT, the employers contact details should be presented to the careers adviser who will liaise with the DET School Based Apprentice / Traineeship Coordinator and the prospective employer.

School Based Apprenticeship/Traineeships are also available to currently employed school students, who have been employed for less than 12 months on a casual basis.

## Commitments

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

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

## Apprenticeships Available

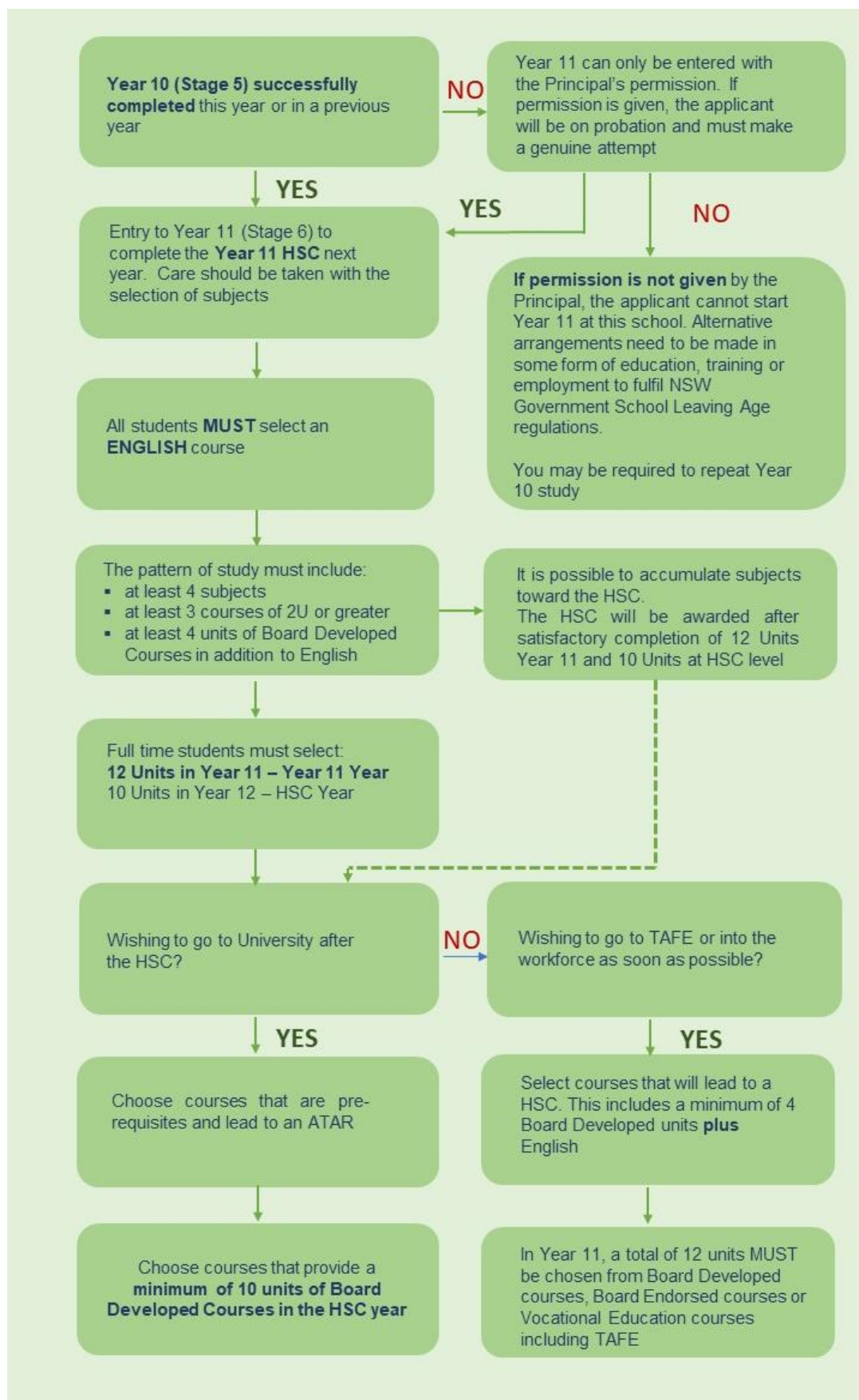
School Based Apprenticeships/Traineeships are available in a wide range of trade areas including:

- Automotive
- Hospitality
- Plumbing
- Beauty / Hairdressing
- Electrotechnology
- Carpentry and Joinery
- Metals and Engineering

For more information on School Based Apprenticeships see the careers adviser and visit the following website for information on apprenticeships available in NSW <http://www.sbatinnsw.info/index.php>

For further assistance contact your School Based Apprenticeship/Traineeship Coordinator Mitch Haddon – Ph: 02 6674 9777 Email: [mitch.haddon@det.nsw.edu.au](mailto:mitch.haddon@det.nsw.edu.au)

# PATHWAYS FLOW CHART - FROM YEAR 10 TO HSC





## Course Reports

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

2005 Higher School Certificate  
Student Results Summary

This is an example for Example Student at Board of Studies High School.  
All marks are hypothetical and are not intended to be used for any purpose.

2005 Board Developed Courses	Mark	Performance Scale
English	75	75
Mathematics	80	80
Science	70	70
History	65	65
Physical Education	70	70

ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

Signature: John Smith

Details of Results

Performance Scale for Subjects	Mark	Performance Scale
English	75	75
Mathematics	80	80
Science	70	70
History	65	65
Physical Education	70	70

Wentworth  
School Student  
2005

# AUSTRALIAN TERTIARY ADMISSIONS RANK - ATAR

The AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) is calculated by the universities.

It is likely students will need an ATAR if they are considering applying for a university, QLD TAFE Diploma courses, ADFA or the Police Force after leaving school.

## Eligibility for an ATAR

To be eligible for an ATAR a student must satisfactorily complete at least 10 Board Developed units, including at least two units of English. Please note that the course **English Studies does not meet ATAR requirements**.

At least eight units must be **Category A** courses.

Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects: see (a) below.

## Calculation of the ATAR

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

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

**Note:** No more than two units of Category B courses will be included.

## Important Notes.

- (a) **Subject** is the general name given to an area of study. A **Course** is a branch of study within a subject. A subject may have different courses, for example, with the subject English, the courses will include English Standard, English Studies, English Advanced and English Extension.
- (b) **Courses are categorised as either Category A or Category B**. Students can choose either Category A or Category B, however students **must sit** the HSC Examination for Category B, in order for it to count towards an ATAR.
- (c) **Board Endorsed Courses either at school or TAFE are not considered in the calculation of an ATAR.**
- (d) Students may accumulate courses over a period of no more than five years.
- (e) If a student repeats a course only the **last satisfactory attempt** is used in the calculation of the ATAR.

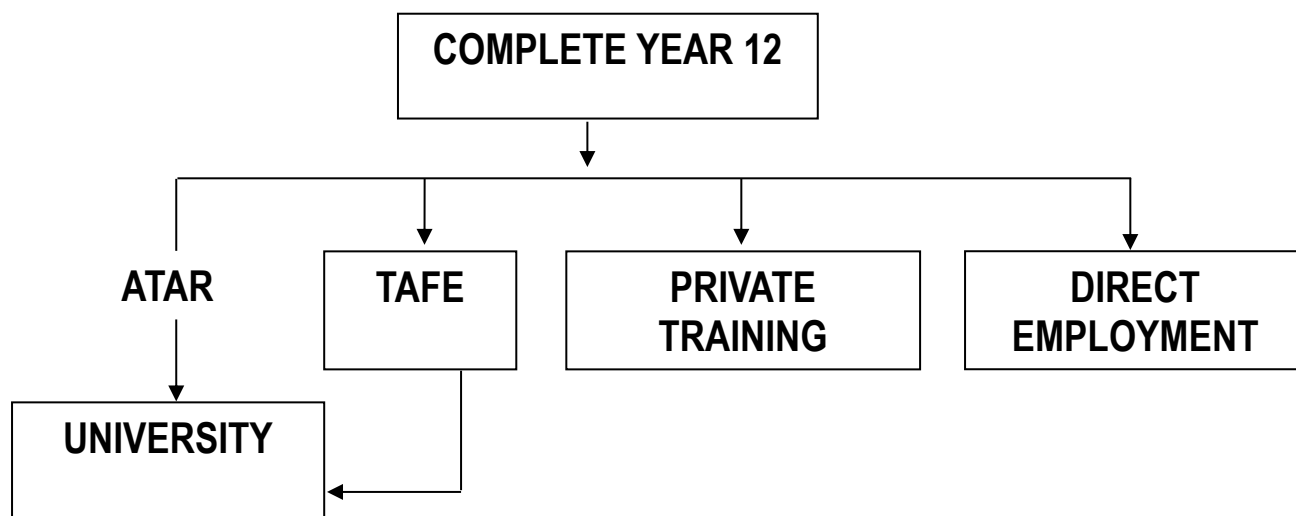


# CAREER PLANNING

## HSC COURSE SELECTION – Relevance to Career Planning

Students need to choose combinations of courses, which will best prepare them for entry to their preferred pathways after Year 12.

The main pathways after Year 12 are shown in the diagram below.



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

### Going to a University

Students who intend to pursue this option need to be fully aware of university course entrance requirements. The following information needs to be researched:

- the broad range of courses offered at university
- what the Australian Tertiary Admission Rank (ATAR) is and how it is calculated
- specific information regarding pre-requisites, assumed knowledge and recommended studies for courses.
- additional selection criteria for certain courses eg audition, portfolio, supporting statements, questionnaires, tests and interviews.

Sources of information on university requirements:

1. The Step To Uni Booklet for Year 10 Students.
2. NSW UAC Guide and QLD QTAC Guide.
3. Resources in careers office
4. University web sites

### FOR UNI PRE-REQ

[www.qtac.edu.au](http://www.qtac.edu.au) → courses and institutions → Course search →  
[www.uac.edu.au](http://www.uac.edu.au) → <http://uac.edu.au/undergraduate/admission/index.shtml>

## Going to a TAFE College

TAFE offers vocational (job skills *training*) courses at Certificate I, II, III, & IV, Diploma and Advanced Diploma levels.

Diploma, Advanced Diploma and some Certificate courses require the HSC and in some cases have specified pre-requisites.

For a number of Certificate courses the minimum level of school education required is the Year 10 Record of School Achievement. However, many HSC students apply for these courses and often have a competitive edge in gaining entry if particular HSC courses have been studied. So make your HSC count by planning a HSC pattern of study around your preferred TAFE area of study.

Undertaking a School Based Apprenticeship or Traineeship will greatly enhance your TAFE studies and employment opportunities after leaving school.

### HSC/TAFE advanced standing and credit transfer

Students completing some HSC courses at a satisfactory level may count these towards a TAFE award. They will then not have to study certain courses or modules in TAFE courses.

Following are examples of clusters of HSC courses that will give students maximum advanced standing in various TAFE courses.

1. Economics + Business Studies = students gains advanced standing for approximately 50% of the Banking Certificate III
2. Business Studies + Computing = advanced standing for 66% of the Small Business Enterprise Certificate
3. Hospitality + Personal Development, Health and Physical Education + Computing + Maths = advanced standing for 57% of the Accommodation Services, Level 2 Certificate
4. Computing + Engineering Studies + Physics + Maths 2U = advanced standing for 36% of the Mechanical Engineering Associate Diploma.

For further information about clusters of subjects or Credit Transfer generally, students should contact their school careers adviser.

### Going to TAFE then a University

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

Sources of information on the TAFE requirements:

1. TAFE Handbooks provide information on all courses offered at TAFE together with admission requirements. See your careers adviser.
2. Job Guides
3. Resources in the Careers Advisers office such as university handbooks and guides.
4. <https://www.tafensw.edu.au/> (NSW TAFE) or <https://www.tafensw.edu.au/locations/north-coast> (North Coast Institute of TAFE)

## Going to study with Private Providers

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

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

## Going to Direct Employment

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

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

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

Sources of Information:

1. The Job Guide is an excellent initial source of information for researching specific forms of employment and related HSC requirements.
2. <https://myfuture.edu.au/> is an Australian career information and exploration service.
3. <https://www.kingscliffhighschoolcareers.com/> provides updated information on career planning, study choices and jobs.
4. Resources in Careers Adviser's office.
5. Websites of private providers.
6. University/TAFE Open Days which are listed in regular School Newsletters.

## ADDITIONAL INFORMATION – LINKS

Additional information can be found at the following websites:

Kingscliff High School - Careers	<a href="http://www.kingscliffhighschoolcareers.com">www.kingscliffhighschoolcareers.com</a>
NSW Education Standards Authority (NESA)	<a href="http://educationstandards.nsw.edu.au">educationstandards.nsw.edu.au</a>
North Coast Institute of TAFE	<a href="https://www.tafensw.edu.au/locations/north-coast">https://www.tafensw.edu.au/locations/north-coast</a>
TAFE Queensland	<a href="https://tafeqld.edu.au/">https://tafeqld.edu.au/</a>
Information on credit transfer into TAFE courses	<a href="https://www.tafensw.edu.au/enrol/recognition-credit-transfers">https://www.tafensw.edu.au/enrol/recognition-credit-transfers</a>
My Future – <i>Australia's career information &amp; exploration service</i>	<a href="https://myfuture.edu.au/">https://myfuture.edu.au/</a>
University Admissions Centre NSW	<a href="https://www.uac.edu.au/">https://www.uac.edu.au/</a>
University Admissions Centre QLD	<a href="https://www.gtac.edu.au/">https://www.gtac.edu.au/</a>
Griffith University	<a href="https://www.griffith.edu.au/">https://www.griffith.edu.au/</a>
Macquarie University	<a href="https://www.mq.edu.au/">https://www.mq.edu.au/</a>
Queensland University of Technology	<a href="https://www.qut.edu.au/">https://www.qut.edu.au/</a>
Southern Cross University	<a href="https://www.scu.edu.au/">https://www.scu.edu.au/</a>
University of New South Wales, Sydney	<a href="https://www.unsw.edu.au/">https://www.unsw.edu.au/</a>
University of Queensland	<a href="https://www.uq.edu.au/">https://www.uq.edu.au/</a>
University of Sydney	<a href="https://www.sydney.edu.au/">https://www.sydney.edu.au/</a>
University of Technology, Sydney	<a href="https://www.uts.edu.au/">https://www.uts.edu.au/</a>
University of New England	<a href="https://www.une.edu.au/">https://www.une.edu.au/</a>
Bond University	<a href="https://bond.edu.au/">https://bond.edu.au/</a>
University of Southern Queensland	<a href="https://www.unisq.edu.au/">https://www.unisq.edu.au/</a>

# CHOOSE YOUR COURSES

## COURSE RESTRICTIONS

### Specific HSC Course Notes

These notes (1–4) refer to the list of courses

1. To elect Extension History in Year 12 students needs to study Ancient History, Modern History or both in Year 11. Students may then elect an additional 1 unit Extension History course in Year 12.
2. Students may only include a maximum of 6 units of the following Science courses in Year 11: Biology, Chemistry, Earth and Environmental Science, Physics and Investigating Science. In Year 12 with the addition of Extension Science, 7 units may be selected.
3. The Studies of Religion I and Studies of Religion II courses cannot be studied together.
4. Only ONE Industrial Technology option can be studied.

### GENERAL NOTES

- Only ONE course from each of the following subject groups can be selected:
  - English - [English Standard or English Advanced]
  - Japanese - [Japanese Beginners or Japanese Continuers]
  - Mathematics – [General Mathematics or Mathematics]
- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Drama, Design and Technology, Dance, Community and Family Studies, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Students studying Industrial Technology (Electronics Industries; Graphics Industries; Metal and Engineering Industries) are NOT permitted to study courses relating to the Metal and Engineering Curriculum Framework (TVET).
- Students studying Industrial Technology (Electronics Industries) are NOT permitted to study courses relating to the TVET Electrotechnology course.

#### Elective Materials Contributions

- Elective Materials Contributions will apply for student taking subjects as indicated in the contributions/payments schedule in the Kingscliff High School Handbook which can be found on our website at: <https://kingscliff-h.schools.nsw.gov.au/about-our-school/khs-handbook.html>
- Many elective courses require extra resources, such as ingredients for Food Technology. Each course has had to justify the fees charged with the Principal and every effort is made to keep fees as low as possible. Elective course fees are determined in consultation with the school community as part of the school budget process.
- Students and their families should carefully consider the elective fees attached to some of our elective courses before making final choices. These fees cover the cost of resources for specific electives and their curriculum requirements. Any concerns about elective fees should be addressed to the school before making any final elective choices.

Additional information about courses and the HSC is available on the NSW Education Standards Authority (NESA) website: <http://educationstandards.nsw.edu.au>

# **BOARD DEVELOPED COURSES CATEGORY A**

THESE COURSES COUNT TOWARDS AN ATAR  
**LISTING BY SUBJECT AREA**

# ENGLISH

## Mandatory HSC requirement

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



## English Standard

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

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

### Exclusions:

English (Advanced)  
English (Studies)  
English (Extension)

### Course Description

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

### Course Requirements

Across the **English Standard 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

#### Year 11 Course – Students are required to study

- one complex multimodal or digital text in *Module A, Contemporary Possibilities*. This may include the study of film.
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional texts and textual forms

#### Year 12 Course - Students are required to study

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the Common module: *Texts and Human Experiences*

## English Advanced

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

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

**Exclusions:**  
English (Standard)  
English (Studies)

### Course Description

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

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

### 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.

**Year 11 Course** - Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional texts and textual forms.

**Year 12 Course** - Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film or media or a nonfiction text OR may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the Common module: *Texts and Human Experiences*

## English Extension

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

11150 English Extension (1 unit – Year 11)  
15160 English Extension 1 (1 unit – Year 12)  
15170 English Extension 2 (1 unit – Year 12)

### Prerequisites:

11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12  
15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2

### Corequisites:

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

### Exclusions:

English (Standard)  
English (Studies)

## Course Description

The **English Extension** course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

## Course Requirements

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

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

**Year 11 Course** – Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

## Year 12 Course

### English Extension 1

Students are required to study:

- at least THREE prescribed texts for the elective study, which must include two print texts (as outlined in the *English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2025* document)
- at least TWO related texts.

## **English Extension 2**

Students are required to:

- complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

## English Studies

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

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

**Exclusions:**  
English (Advanced)  
English (Standard)  
English (Extension)

**This option is a non-ATAR course. Students wanting to work towards an ATAR must choose English Standard.**

### Course Description

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

### Course requirements

Across the **English Studies Stage 6 course** students are required to study:

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

**Year 11 course** – Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

**Year 12 course** – Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

**In addition**, students in **Year 12 only** are required to:

- study ONE text from the prescribed text list and one related text for the Common Module – *Texts and Human Experiences*.

# MATHEMATICS

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

# Mathematics Standard 1

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

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

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

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

**Prerequisites:** The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, some content from Probability.

**Exclusions:**

Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

## Course Description

**Mathematics Standard** students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. **Mathematics Standard 1** improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

### Year 11 Mathematics Standard Course

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

**Topic: Algebra**

- Formulae and Equations
- Linear Relationships

**Topic: Measurement**

- Applications of Measurement
- Working with Time

**Topic: Financial Mathematics**

- Money Matters

**Topic: Statistical Analysis**

- Data Analysis
- Relative Frequency and Probability

### Year 12 Mathematics Standard 1 Course

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

**Topic: Algebra**

- Types of Relationships

**Topic: Measurement**

- Right-angled Triangles
- Rates & Scale Drawings

**Topic Financial Mathematics**

- Investment
- Depreciations and Loans

**Topic: Statistical Analysis**

- Further Statistical Analysis

**Topic: Networks**

- Networks and Paths

## Mathematics Standard 2

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

Year 11: 11236 Mathematics Standard (2 units)  
Year 12: 15236 Mathematics Standard 2 (2 units)

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

**Prerequisites:** The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, some content from Probability.

**Exclusions:**  
Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

### Course Description

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

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

#### Year 11 Mathematics Standard 2 Course

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

##### Topic: Algebra

- Formulae and Equations
- Linear Relationships

##### Topic: Measurement

- Applications of Measurement
- Working with Time

##### Topic: Financial Mathematics

- Money Matters

##### Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

#### Year 12 Mathematics Standard 2 Course

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

##### Topic: Algebra

- Types of Relationships

##### Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

##### Topic: Financial Mathematics

- Investments and Loans
- Annuities

##### Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

##### Topic: Networks

- Network Concepts
- Critical Path Analysis

### Industries related to Mathematics Standard 1 & 2

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

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



## Mathematics Advanced

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

1255 Mathematics Advanced (2 units – Year 11)  
15255 Mathematics Advanced (2 units – Year 12)

**Exclusions:**  
Standard  
Mathematics

**Prerequisites:** The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and the following substrands of Stage 5.3:

Algebraic techniques, Surds and indices, Equations, Linear relationships

Trigonometry and Pythagoras' theorem, Single variable data analysis, and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships, properties of geometrical shapes.

### Course Description

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

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

#### Year 11 Course

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

##### Topic: Functions

- Working with Functions

##### Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

##### Topic: Calculus

- Introduction to Differentiation

##### Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

##### Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

#### Year 12 Course

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

##### Topic: Functions

- Graphing Techniques

##### Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

##### Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

##### Topic: Financial Mathematics

- Modelling Financial Situations

##### Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

### Industries related to Mathematics Advanced

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

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

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

# Mathematics Extension 1

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

1250 Mathematics Extension (1 unit – Year 11)  
15250 Mathematics Extension 1 (1 unit – Year 12)

**Exclusions:**  
Standard  
Mathematics

## Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms Functions and Other Graphs, Circle Geometry.

## Course Description

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

The Mathematics Extension 1 Year 11 course must be studied in addition to the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course must be studied in addition to the Mathematics Advanced Year 12 course.

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

### Year 11 Course

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.

#### Topic: Functions

- Further Work with Functions
- Polynomials

#### Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

#### Topic: Calculus ME-C1

- Rates of Change

#### Topic: Combinatorics

- Working with Combinatorics

### Year 12 Course

The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.

#### Topic: Proof

- Proof by Mathematical Induction

#### Topic: Vectors

- Introduction to Vectors

#### Topic: Trigonometric Functions

- Trigonometric Equations

#### Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

#### Topic: Statistical Analysis

- The Binomial Distribution

## Industries related to Mathematics Extension 1:

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

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

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

## Mathematics Extension 2

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

15260 Mathematics Extension 2 (1 unit – Year 12)

**Exclusions:** Standard Mathematics

**Prerequisites:** The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.

### Course Description

**Mathematics Extension 2** provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

The Mathematics Extension 2 Year 12 course must be studied in addition to the Mathematics Advanced and Mathematics Extension 1 Year 12 courses. The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

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

### Year 12 course

The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics

#### Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

#### Topic: Vectors

- Further Work with Vectors

#### Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

#### Topic: Proof

- Further Integration

#### Topic: Mechanics

- Applications of Calculus to Mechanics

### Industries related to Mathematics Extension 2:

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

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

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

# SCIENCE

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

## Agriculture

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

11010 Agriculture (2 units – Year 11)  
15010 Agriculture (2 units – Year 12)

### Exclusions: Nil

16681 Agriculture Life Skills (2 units – Year 11)  
16681 Agriculture Life Skills (2 units – Year 12)  
16686 Technology Life Skills (2 units – Year 11) (where Agriculture is undertaken within the course)  
16686 Technology Life Skills (2 units – Year 12) (where Agriculture is undertaken within the course)

### Course Description

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

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

### Year 11 Course

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

### Year 12 Course

#### Core (80%)

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

#### Elective (20%)

Choose ONE of the following electives to study:

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

### Course requirements

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

## Biology

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

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

### Exclusions:

16644 Living World Science Life Skills (2 units – Year 11)  
16644 Living World Science Life Skills (2 units – Year 12)

### Course Description

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

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

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

### Year 11 Course

The Year 11 course consists of four modules:

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

### Year 12 Course

The Year 12 course consists of four modules:

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

### Course Requirements

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

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

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

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

## Chemistry

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

11050 Chemistry (2 units – Year 11)

15050 Chemistry (2 units – Year 12)

### Exclusions:

16648 Chemical World Science Life Skills (2 units – Year 11)

16648 Chemical World Science Life Skills (2 units – Year 12)

### Course Description

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

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

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

### Year 11 Course

The Year 11 course consists of four modules:

Module 1 – Properties and Structure of Matter

Module 2 – Introduction to Quantitative Chemistry

Module 3 – Reactive Chemistry

Module 4 – Drivers of Reactions

### Year 12 course

The Year 12 course consists of four modules:

Module 5 – Equilibrium and Acid Reactions

Module 6 – Acid/base Reactions

Module 7 – Organic Chemistry

Module 8 – Applying Chemical Ideas

### Course Requirements

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

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

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

## Earth and Environmental Science

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

11100 Earth and Environmental Science (2 units – Year 11)  
15100 Year 12 Earth and Environmental Science (2 units – Year 12)

### Exclusions:

16649 Earth and Space Science Life Skills  
(2 units – Year 11)  
16649 Earth and Space Science Life Skills  
(2 units – Year 12)

### Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

### Year 11 Course

The Year 11 course consists of four modules:

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

### Year 12 Course

The Year 12 course consists of four modules:

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

### Course Requirements

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

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

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

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.



## Investigating Science

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

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

### Exclusions:

16642 Investigating Science Life Skills (2 units – Year 11)  
16642 Investigating Science Life Skills (2 units – Year 12)

### Course Description

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

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

### Year 11 Course

The Year 11 course consists of four modules:

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

### Year 12 Course

The Year 12 course consists of four modules:

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

### Course Requirements

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

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

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

## Physics

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

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

### Exclusions:

16646 Physical World Science Life Skills (2 units – Year 11)  
16646 Physical World Science Life Skills (2 units – Year 12)

### Course Description

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

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

### Year 11 Course

The Year 11 course consists of four modules:

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

### Year 12 course

The Year 12 course consists of four modules:

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

### Course Requirements

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

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

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

## Science Extension Stage 6

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

15345 Science Extension (1 unit – Year 12)

**Prerequisites:** Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.

**Corequisites:** One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

### Exclusions:

16648 Chemical World Science Life Skills (2 units – Year 11)  
16648 Chemical World Science Life Skills (2 units – Year 12)  
16649 Earth and Space Science Life Skills (2 units – Year 11)  
16649 Earth and Space Science Life Skills (2 units – Year 12)  
16642 Investigating Science Life Skills (2 units – Year 11)  
16642 Investigating Science Life Skills (2 units – Year 12)  
16644 Living World Science Life Skills (2 units – Year 11)  
16644 Living World Science Life Skills (2 units – Year 12)  
16646 Physical World Science Life Skills (2 units – Year 11)  
16646 Physical World Science Life Skills (2 units – Year 12)

### Course Description

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

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

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

### Year 12 Course

The Year 12 course consists of four modules:

**Module 1** – The Foundations of Scientific Thinking

**Module 2** – The Scientific Research Proposal

**Module 3** – The Data, Evidence and Decisions

**Module 4** – The Research Report

### Course requirements

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

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

# HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

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

## Aboriginal Studies

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

11000 Aboriginal Studies (2 units – Year 11)  
15000 Aboriginal Studies (2 units – Year 12)

### Exclusions:

16687 Aboriginal Studies Life Skills (2 units – Year 11)  
16687 Aboriginal Studies Life Skills (2 units – HSC)  
16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Aboriginal Studies is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – HSC) (where Aboriginal Studies is undertaken within the course)

### Course Description

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

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

### Year 11 Course

- **Part I: Aboriginality and the Land**
- Aboriginal Peoples' relationship to Country
- Dispossession and dislocation of Aboriginal peoples from Country
- Impact of British colonisation on Country
- **Part II: Heritage and Identity**
- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping
- **Part III: International Indigenous Community: Comparative Study**
- Location, environment and features of an international Indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study**
- Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

### Year 12 HSC Course

- **Part I – Social Justice and Human Rights Issues**
  - (a) Global Perspective: Global understanding of human rights and social justice AND
  - (b) Comparative Study: A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic**
  - (a) Aboriginality and the Land - The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR
  - (b) Heritage and Identity - Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project**
  - Choice of project topic based on student interest

### Course requirements

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

See the Aboriginal Studies Stage 6 syllabus for further information regarding course requirements.

## Ancient History

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

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

### Exclusions:

16672 Ancient History Life Skills (2 units – Year 11)  
16672 Ancient History Life Skills (2 units – Year 12)  
16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Ancient History is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Ancient History is undertaken within the course)

### Course Description

The **Year 11 course** provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The **Year 12 course** provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

### Year 11 Course

The Year 11 course comprises three sections

#### Investigating Ancient History

- Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies

#### Features of Ancient Societies

- Students study at least two ancient societies

#### Historical Investigation

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

### Year 12 course

The Year 12 course comprises three sections

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

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

### Course requirements

#### Year 11 course

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

- One must be from Egypt, Greece, Rome or Celtic Europe, and
- One must be from Australia, Asia, the Near East or the Americas

#### Year 12 course

The course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

See the Ancient History Stage 6 syllabus for further information regarding course requirements.

## Business Studies

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

11040 Business Studies (2 units – Year 11)  
15040 Business Studies (2 units – Year 12)

### Exclusions:

16688 Business and Economics Life Skills (2 units – Year 11)  
16688 Business and Economics Life Skills (2 units – Year 12)  
16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Business and Economics is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Business and Economics is undertaken within the course)

### Course Description

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

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

### Year 11 Course

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

### Year 12 Course

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

### Course requirements

See the Business Studies Stage 6 syllabus for further information regarding course requirements.

## Economics

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

11110 Economics (2 units – Year 11)  
15110 Economics (2 units – Year 12)

### Exclusions:

16688 Business and Economics Life Skills (2 units – Year 11)  
16688 Business and Economics Life Skills (2 units – Year 12)  
16699 Human Society and its Environment Life Skills (2 units – Year 11)  
(where Business and Economics is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – Year 12)  
(where Business and Economics is undertaken within the course)

### Course Description

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 affect individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

### Year 11 Course

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

### Year 12 Course

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

### Course requirements

See the Economics Stage 6 syllabus for information regarding course requirements.



## Geography

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

11190 Geography (2 units – Preliminary)  
15190 Geography (2 units – HSC)

### Exclusions:

16690 Geography Life Skills (2 units – Year 11)  
16690 Geography Life Skills (2 units – HSC)  
16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Geography is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Geography is undertaken within the course)

### Course Description

The **Year 11 course** investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The **Year 12 course** enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

### Year 11 Course

- **Biophysical Interactions:** How biophysical processes contribute to sustainable management
- **Global Challenges:** How biophysical processes contribute to sustainable management
- **Senior Geography Project:** A geographical study of student's own choosing

### Year 12 Course

- **Ecosystems at Risk:** The functioning of ecosystems, their management and protection
- **Urban Places:** Study of cities and urban dynamics
- **People and Economic Activity:** Geographic study of economic activity in a local and global context

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

### Course requirements

Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.

See the Geography Stage 6 syllabus for further information regarding course requirements.

## History Extension

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

15280 History Extension (1 unit – Year 12)

### Prerequisites:

Either of the following is a prerequisite for entry into Year 12 History

Extension:

- 11020 Ancient History (2 units – Year 11)
- 11270 Modern History (2 units – Year 11)

### Corequisites:

Either of the following is a co-requisite for Year 12 History

Extension:

- 15020 Ancient History (2 units – Year 12)
- 15270 Modern History (2 units – Year 12)

### Exclusions:

16672 Ancient History Life Skills (2 units – Year 11)  
16672 Ancient History Life Skills (2 units – Year 12)  
16673 Modern History Life Skills (2 units – Year 11)  
16673 Modern History Life Skills (2 units – Year 12)  
16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Ancient or Modern History is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Ancient or Modern History is undertaken within the course)

## Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

## Year 12 course

The course comprises two sections.

### Constructing History

#### Key questions

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

#### Case studies

- Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

#### History Project

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

## Course requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

See the History Extension Stage 6 (Year 12) syllabus for further information regarding course requirements.

## Legal Studies

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

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

### Exclusions:

16689 Citizenship and Legal Studies Life Skills (2 units – Year 11)  
16689 Citizenship and Legal Studies Life Skills (2 units – Year 12)  
16699 Human Society and its Environment Life Skills (2 units – Year 11)  
(where Citizenship and Legal Studies is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – Year 12)  
(where Citizenship and Legal Studies is undertaken within the course)

### Course Description

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

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

### Year 11 Course

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

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

### Year 12 Course

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

Two options are chosen from:

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

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

### Course requirements

See the Legal Studies Stage 6 syllabus for information regarding course requirements.

## Modern History

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

11270 Modern History (2 units – Year 11)  
15270 Modern History (2 units – Year 12)

### Exclusions:

16673 Modern History Life Skills (2 units – Year 11)  
16673 Modern History Life Skills (2 units – Year 12)  
16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Modern History is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Modern History is undertaken within the course)

### Course Description

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

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

### Year 11 Course

The Year 11 course comprises three sections

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

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

### Year 12 Course

The Year 12 course comprises four sections

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

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

### Course requirements

Year 11 course

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

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

Year 12 course

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

See the Modern History Stage 6 syllabus for further information regarding course requirements.

## Society and Culture

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

11330 Society and Culture (2 units – Year 11)  
15350 Society and Culture (2 units – Year 12)

### Exclusions:

16692 Society and Culture Life Skills (2 units – Year 11)  
16692 Society and Culture Life Skills (2 units – Year 12)  
16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Society and Culture is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Society and Culture is undertaken within the course)

### Course Description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

### Year 11 Course

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

### Year 12 Course

#### Core

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

#### Depth Studies

##### TWO to be chosen from:

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

### Course requirements

Completion of Personal Interest Project (PIP)

See the Society and Culture Stage 6 syllabus for further information regarding course requirements.

## Studies of Religion I

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

11350 Studies of Religion I (1 unit – Preliminary)  
15370 Studies of Religion I (1 unit – HSC)

### Exclusions:

11360 Studies of Religion II (2 units – Year 11)  
15380 Studies of Religion II (2 units – Year 12)  
16696 Studies of Religion I Life Skills (2 units – Year 11)  
16696 Studies of Religion I Life Skills (2 units – Year 12)  
16693 Studies of Religion II Life Skills (2 units – Year 11)  
16693 Studies of Religion II Life Skills (2 units – Year 12)  
16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Studies of Religion is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – HSC) (where Studies of Religion is undertaken within the course)

### Course Description

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

### Year 11 Course

- **Nature of Religion and Beliefs**  
The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- **Two Religious Traditions Studies** from: Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance

### Year 12 Course

- **Religion and Belief Systems in Australia post-1945**
  - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- **Two Religious Tradition Depth Studies from:** Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents.

### Course requirements

See the Studies of Religion Stage 6 syllabus for information regarding course requirements.

## Studies of Religion II

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

11360 Studies of Religion II (2 units – Year 11)  
15380 Studies of Religion II (2 units – Year 12)

### Exclusions:

11350 Studies of Religion I (1 unit – Year 11)  
15370 Studies of Religions I (1 unit – Year 12)  
16696 Studies of Religion I Life Skills (2 units – Year 11)  
16696 Studies of Religion I Life Skills (2 units – Year 12)  
16693 Studies of Religion II Life Skills (2 units – Year 11)  
16693 Studies of Religion II Life Skills (2 units – Year 12)  
16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Studies of Religion is undertaken within the course)  
16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Studies of Religion is undertaken within the course)

### Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

### Year 11 Course

- **Nature of Religion and Beliefs**  
The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- **Three Religious Traditions Studies** from: Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance
- **Religions of Ancient Origin** The response to the human search for ultimate meaning in two religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - an Indigenous religion from outside Australia
- **Religion in Australia pre-1945** The arrival, establishment and development of religious traditions in Australia prior to 1945.

### Year 12 Course

- **Religion and Belief Systems in Australia post-1945**  
Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- **Three Religious Tradition Depth Studies from:** Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents
  - Religion and Peace
  - The distinctive response of religious traditions to the issue of peace
- **Religion and Non-Religion:** The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews

### Course requirements

See the Studies of Religion Stage 6 syllabus for information regarding course requirements.

# LANGUAGES

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



## Japanese Beginners

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

11740 Japanese Beginners Year 11  
15820 Japanese Beginners Year 12

### Exclusions:

11750 Japanese Continuers (2 units – Year 11)  
15830 Japanese Continuers (2 units – Year 12)  
15850 Japanese Extension (1 unit – Year 12)  
11757 Japanese In Context (2 units – Year 11)  
15837 Japanese In Context (2 units – Year 12)  
11765 Japanese and Literature (2 units – Year 11)  
15845 Japanese and Literature (2 units – Year 12)

### NOTE:

Strict eligibility rules apply to the study of this subject. Refer to [Languages courses eligibility criteria](#)

### Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

### Main topics covered

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

### Other Languages can be studied by Distance Education

### Course requirements

Japanese Beginners is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

## Japanese Continuers

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

11750 Japanese Continuers Year 11  
15830 Japanese Continuers Year 12

### Exclusions:

11740 Japanese Beginners (2 units – Year 11)  
15820 Japanese Beginners (2 units – Year 12)  
11757 Japanese in Context (2 units – Year 11)  
15837 Japanese in Context (2 units – Year 12)  
11765 Japanese and Literature (2 units – Year 11)  
15845 Japanese and Literature (2 units – Year 12)

### NOTE:

Strict eligibility rules apply to Japanese Continuers courses where Japanese in Context and/or Japanese and Literature course exists. Refer to [Languages courses eligibility criteria](#)

### Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

The Year 11 and Year 12 courses have prescribed themes as their organisational focuses:

- The Individual
- The Japanese-speaking communities
- The changing world

Each Modern Languages Continuers syllabus has mandatory topics related to these themes.

### Year 11 course

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

### Year 12 course

Students gain insight into the culture and language of Japanese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

### Other Languages can be studied by Distance Education

### Course requirements

Stage 5 Japanese or equivalent knowledge is assumed.

# CREATIVE AND PERFORMING ARTS (CAPA)

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

## Dance

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

11070 Dance (2 units – Year 11)  
15070 Dance (2 units – Year 12)

### Exclusions:

16650 Creative Arts Life Skills (2 units –Year 11)  
(where Dance is undertaken within the course)  
16650 Creative Arts Life Skills (2 units –Year 12)  
(where Dance is undertaken within the course)  
16652 Dance Life Skills (2 units – Year 11)  
16652 Dance Life Skills (2 units – Year 12)

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

### Course description

Students undertake a study of Dance as an artform. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.

#### Year 11 course

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

#### Year 12 course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components – Performance, Composition, Appreciation or Dance and Technology.

### Course requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.

## Drama

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

11090 Drama (2 units – Year 11)  
15090 Drama (2 units – Year 12)

### Exclusions:

16650 Creative Arts Life Skills (2 units – Year 11)  
(where Drama is undertaken within the course)  
16650 Creative Arts Life Skills (2 units – Year 12) (where  
Drama is undertaken within the course)  
16654 Drama Life Skills (2 units – Year 11)  
16654 Drama Life Skills (2 units – Year 12)  
Projects developed for assessment in one subject are not  
to be used either in full or in part for assessment in any  
other subject.

### Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

#### Year 11 course

Students engage with these components through collaborative and individual experiences.

Year 11 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.

#### Year 12 course

Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

#### Group Performance

Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

#### Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

- Critical Analysis
- Design
- Performance
- Script-writing
- Video Drama

#### Topics

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

### Course requirements

The Year 11 course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

## Music 1

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

11280 Music 1 (2 units – Year 11)  
15290 Music 1 (2 units – Year 12)

### Exclusions:

11290 Music 2 (2 units – Year 11)  
15300 Music 2 (2 units – Year 12)  
15310 Music Extension (1 unit – Year 12)  
16650 Creative Arts Life Skills (2 units – Year 11)  
(where Music is undertaken within the course)  
16650 Creative Arts Life Skills (2 units – Year 12)  
(where Music is undertaken within the course)  
16656 Music Life Skills (2 units – Year 11)  
16656 Music Life Skills (2 units – Year 12)

### Course Description

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

#### Year 11 course

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

Students study three topics in the Year 11 course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

#### Year 12 course

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

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

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

### Course requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

## Visual Arts

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

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

### Exclusions:

16650 Creative Arts Life Skills (2 units – Year 11)  
(where Visual Arts is undertaken within the course)  
16650 Creative Arts Life Skills (2 units – Year 12)  
(where Visual Arts is undertaken within the course)  
16658 Visual Arts Life Skills (2 units – Year 11)  
16658 Visual Arts Life Skills (2 units –Year 12)

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

### Course Description

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

#### Year 11 course

The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. Year 11 course learning opportunities focus on:

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

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

#### Year 12 course

HSC course learning opportunities focus on:

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

### Course requirements

#### Preliminary course:

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

#### HSC course:

- development of a body of work and use of a process diary
- a minimum of five case studies (4–10 hours each)
- deeper and more complex investigations in artmaking, art criticism and art history.

# TECHNOLOGIES

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



## Design and Technology

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

11080 Design and Technology (2 units – Year 11)  
15080 Design and Technology (2 units – Year 12)

### Exclusions: Nil

16682 Design and Technology Life Skills (2 units – Year 11)  
16682 Design and Technology Life Skills (2 units – Year 12)  
16686 Technology Life Skills (2 units – Year 11) (where Design and Technology is undertaken within the course)  
16686 Technology Life Skills (2 units – Year 12) (where Design and Technology is undertaken within the course)

## Course Description

### Year 11 Course

The Year 11 course involves the study of both designing and producing. This is explored through areas including:

- design processes' technologies, and the manipulation of materials, tools and techniques.
- hands-on practical activities which develop knowledge and skills in designing and producing.
- the completion of at least two design projects.
- projects involving the design, production and evaluation of a product, system or environment.
- evidence of the design process recorded in a design folio.

### Year 12 Course

The HSC course involves:

- the design and production of a Major Design Project
- a case study of an innovation, along with the study of innovation and emerging technologies.
- course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark.
- The project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.

## Course requirements

There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 course is a prerequisite to the study of the 2-unit HSC course. The following course requirements apply:

### Year 11 course:

- participate in hands-on practical activities and undertake a minimum of two design projects.
- produce design folios with each project documenting design, production and evaluation processes applied.
- develop knowledge of design and production processes used in industry.

### Year 12 course:

- development and realisation of a Major Design Project and design folio documenting design, production and evaluation processes applied.
- Projects can use a variety of mediums including; physical products using different materials (e.g. timber, plastic, metal, fabric); systems (e.g. digital products); and environments (e.g. Computer Aided Models, prototypes).
- a case study of an innovation and emerging technologies.
- the development of knowledge of industrial and commercial settings to those used in the development of design projects.

## Engineering Studies

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

11120 Engineering Studies (2 units – Year 11)  
15120 Engineering Studies (2 units – Year 12)

**Exclusions:** Nil

### Course Description

Both Year 11 and Year 12 courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

### Year 11 Course

Students undertake the study of 4 compulsory modules:

- THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
  - Engineering Fundamentals
  - Engineered Products and
  - Braking Systems
- ONE focus module relating to the field of Biomedical Engineering.

### Year 12 Course

Students undertake the study of 4 compulsory modules:

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

### Course requirements

#### Year 11 Course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

#### Year 12 Course

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Year 11 course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

## Enterprise Computing

<https://curriculum.nsw.edu.au/syllabuses/enterprise-computing-11-12-2022>

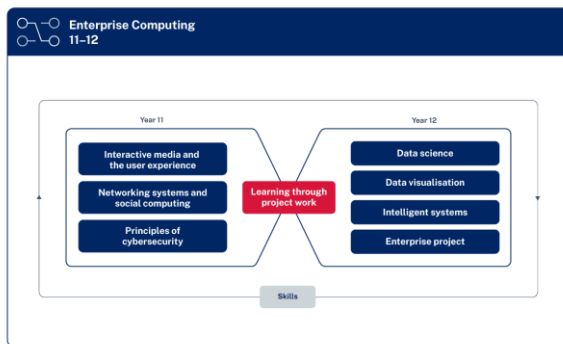
11175 Enterprise Computing (2 units – Year 11)  
15175 Enterprise Computing (2 units – Year 12)

### Exclusions:

16623 Computing Technology Life Skills (2 units – Year 11)  
16623 Computing Technology Life Skills (2 units – Year 12)  
16686\* Technology Life Skills (2 units – Year 11)  
16686\* Technology Life Skills (2 units – Year 12)

\*Where Computing Technology is undertaken within the course

### Course structure and requirements



The diagram above outlines the organisation of content for the Enterprise Computing Year 11-12 syllabus. Students participating in this course complete a range of projects and develop skills related to specific focus areas. These include:

#### Year 11 Course:

- Interactive media and the user experience
- Networking systems and social computing
- Principles of cybersecurity

#### Year 12 Course:

- Data science
- Data visualisation
- Intelligent systems
- Enterprise Project

### Course Requirements

#### Year 11 Course:

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems. Students learn about safe and secure usage and storage of data. This is done by manipulating tools and resources. Students also learn about social, ethical and legal implications relating to storage and use of data.

#### The Year 12 Course:

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

## Food Technology

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

11180 Food Technology (2 units – Year 11)  
15180 Food Technology (2 units – Year 12)

### Exclusions:

16683 Food Technology Life Skills (2 units – Year 11)  
16683 Food Technology Life Skills (2 units – Year 12)  
16686 Technology Life Skills (2 units – Year 11) (where Food Technology is undertaken within the course)  
16686 Technology Life Skills (2 units – Year 12) (where Food Technology is undertaken within the course)

### Course Description

The **Year 11 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 **Year 12 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.

### Year 11 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%)

### Course requirements

There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 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.

## Industrial Technology

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

11200 Industrial Technology (2 units – Year 11)  
15200 Industrial Technology (2 units – Year 12)

### Exclusions:

Students can only undertake study in 1 focus area.  
16684 Industrial Technology Life Skills (2 units – Year 11)  
16684 Industrial Technology Life Skills (2 units – Year 12)  
16686 Technology Life Skills (2 units – Year 11) (where Industrial Technology is undertaken within the course)  
16686 Technology Life Skills (2 units – Year 12) (where Industrial Technology is undertaken within the course)

### Course Description

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

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

### Focus Areas

- Automotive Technologies
- Electronics Technologies
- Graphics Technologies
- Metal and Engineering Technologies
- Multimedia Technologies
- Timber Products and
- Furniture Technologies

Stage 6 Industrial Technology options at Kingscliff High School include (students can only choose one of these):

- Timber & Furniture Technology
- Metal & Engineering Technology
- Multimedia Technology

### Year 11 Course

The following sections are taught on the relevant focus area:

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

### Year 12 Course

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

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

### Course requirements

In the **Year 11 course**, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.

In the **Year 12 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.

# Software Engineering

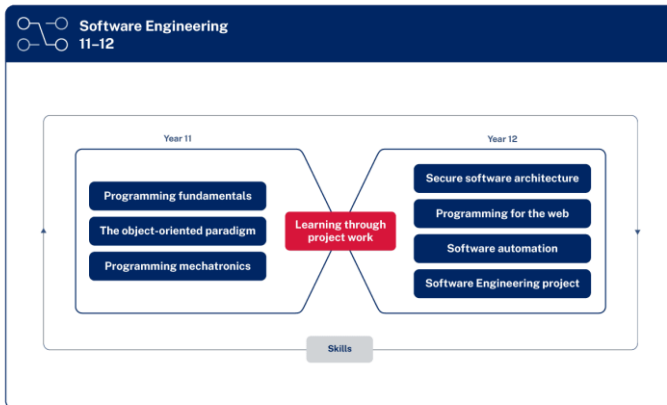
<https://curriculum.nsw.edu.au/syllabuses/software-engineering-11-12-2022>

11345 Software Engineering (2 units – Year 11)  
15365 Software Engineering (2 units – Year 12)

## Exclusions:

16623 Computing Technology Life Skills (2 units – Year 11)  
16623 Computing Technology Life Skills (2 units – Year 12)

## Course Description



The diagram above represents the organisation of the Software Engineering Year 11–12 Syllabus content. Students undertake a range of projects and cover skills related to each focus area.

### Year 11 Course:

- programming fundamentals
- object-oriented paradigm
- programming mechatronics

### Year 12 Course:

- secure software architecture
- programming for the web
- software automation
- software engineering

## Course requirements

### Year 11 Course:

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

### Year 12 Course:

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

## Textiles and Design

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

11370 Textiles and Design (2 units – Year 11)  
15390 Textiles and Design (2 units – HSC)

### Exclusions:

41018 Applied Fashion Design and Technology VET BEC 120 hours  
41019 Applied Fashion Design and Technology VET BEC 240 hours  
16680 Textiles and Design Life Skills (2 units – Year 11)  
16680 Textiles and Design Life Skills (2 units – Year 12)  
16686 Technology Life Skills (2 units – Year 11) (where Textiles and Design is undertaken within the course)  
16686 Technology Life Skills (2 units – Year 12) (where Textiles and Design is undertaken within the course)

### Course Description

The **Year 11 course** involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The **Year 12 course** builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).

### Year 11 Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

### Year 12 Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

### Course requirements

In the **Year 11 course** students will undertake two preliminary textile projects. Year 11 Project 1 is drawn from the area of study of Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the **Year 12 course**, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

## Community and Family Studies

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

11060 Community and Family Studies (2 units – Year 11)  
15060 Community and Family Studies (2 units – HSC)

### Exclusions:

16697 Community and Family Studies Life Skills  
(2 units – Year 11)  
16697 Community and Family Studies Life Skills  
(2 units – Year 12)

### Course Description

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

#### Year 11 Course

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

#### Year 12 Course

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

#### HSC Modules

##### Select ONE of the following:

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

### Course requirements

The Year 11 course consists of three mandatory modules and the indicative course time allocated to their study. The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one.

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



# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

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

## Health and Movement Science Life Skills

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

### Content Endorsed Course

Course number(s):

- Health and Movement Science (Year 11, 2 units): TBA
- Health and Movement Science (Year 12, 2 units): TBA

### Exclusions:

Health and Movement Science Life Skills (Year 11, 2 units): TBA

Health and Movement Science Life Skills (Year 12, 2 units): TBA Nil

### Course Description

The Health and Movement Science 11-12 syllabus is shaped as follows-

Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion.

Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance.

Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11.

The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content.

### Year 11 Course Structure and requirements (120 hours)

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

Health and Movement Science	Indicative hours
Health for individuals and communities	40
The body and mind in motion	40
Collaborative Investigation	20
Depth studies (a minimum of 2)	20

### Year 12 Course Structure and requirements (120 hours)

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

Health and Movement Science	Indicative hours
Health in an Australian and global context	45
Training for improved performance	45
Depth studies (a minimum of 2)	30

# VET Course Information 2025

## Stage 6 Course Descriptors

## VET COURSE INFORMATION 2025 – FREQUENTLY ASKED QUESTIONS

### What does VET mean?

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

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

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

### What is reported on the HSC?

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

### What are competencies?

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

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

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

### What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

### What are Australian Qualification Framework (AQF) qualifications?

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

### What are Industry Curriculum Frameworks?

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

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

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

**What are Specialisation Courses?**

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

**Why is work placement compulsory in some VET courses?**

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Year 11 course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

**Who delivers VET to students?**

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

**What is RPL?**

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

**What is Credit Transfer?**

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

**How do foundation and employability skills relate to VET courses?**

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."

**STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC  
AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR**

*By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).*



## 2025 Primary Industries Course Descriptor

## AHC20122 Certificate II in Agriculture

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

**Course: Primary Industries**

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

**HSC credit – 4 units**

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

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

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

**Transferrable industry skills gained in this course**

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

**Examples of occupations in the agriculture industry**

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

**VET requirements****Competency-Based Assessment**

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

**Appeals and Complaints**

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

**HSC requirements****Mandatory course requirements**

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

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

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

**Consumable costs: Preliminary - \$40**

**HSC - \$40**

**Refunds**

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

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

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

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

# **CONTENT ENDORSED COURSES SCHOOL DELIVERED**

ASSESSMENT IS SCHOOL BASED

THERE IS NO HSC EXAMINATION

THESE COURSES COUNT TOWARDS A HSC

BUT

NOT TOWARDS AN ATAR

## Ceramics

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

### Content Endorsed Course

Course number(s):

- 35026 Ceramics (1 unit – Year 11)
- 35027 Ceramics (2 units – Year 11)
- 35028 Ceramics (1 unit – HSC)
- 35029 Ceramics (2 units – HSC)

### Exclusions:

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

### Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found, and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

Modules include:

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module, Ceramics Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

### Course requirements

Students are required to keep a diary throughout the course.



## Computing Technology Life Skills

<https://curriculum.nsw.edu.au/syllabuses/computing-technology-life-skills-11-12-2022>

16623 Computing Technology Life Skills (2 units – Year 11)  
16623 Computing Technology Life Skills (2 units – Year 12)

### Exclusions:

11175 Enterprise Computing (2 units – Year 11)  
15175 Enterprise Computing (2 units – Year 12)  
11345 Software Engineering (2 units – Year 11)  
15365 Software Engineering (2 units – Year 12)  
16686\* Technology Life Skills (2 units – Year 11)  
16686\* Technology Life Skills (2 units – Year 12)

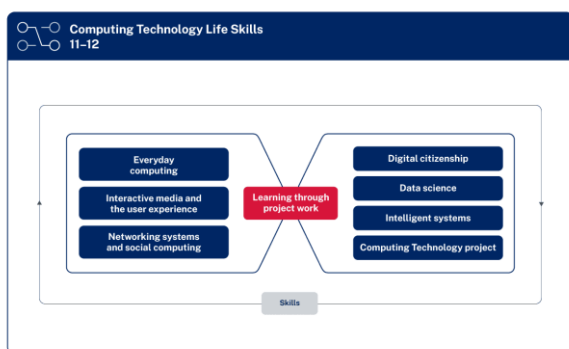
\*Where Computing Technology is undertaken within the course

### Course structure and requirements

The *Computing Technology Life Skills 11–12* course provides students with the opportunity to develop knowledge and understanding of computing systems through the manipulation of tools and resources. Students will have the opportunity to apply their knowledge, understanding and skills to the development of a computing technology project.

The following focus areas can be studied throughout Year 11 (120 hours) and Year 12 (120 hours).

- Everyday computing technology
- Interactive media and the user experience
- Networking systems and social computing
- Digital citizenship and cyber safety
- Data science
- Intelligent systems
- Computing technology project



The diagram above is the organisation of content for Computing Technology Life Skills Year 11-12 Syllabus. Content is listed in boxes, with Everyday computing, Interactive media and the user experience and Networking systems and social computing on the left, and Digital citizenship, Data science, Intelligent systems and Computing Technology project on the right. In the middle is Learning through project work, with lines coming from this box and encircling the content. Surrounding all content of the diagram is a line which is joined at the bottom by a box labelled, Skills. This demonstrates that Skills is being both developed and used in all focus areas.

### For Computing Technology Life Skills

- Students are required to demonstrate achievement of one or more Computing Technology Life Skills outcomes.
- Outcomes and content should be selected to meet the particular needs of individual students.
- The focus areas provide possible frameworks for addressing the Computing Technology Life Skills outcomes and content and are suggestions only. Teachers have the flexibility to develop focus areas that will meet the needs, strengths, goals, interests and prior learning of their students.
- Content from focus areas can be integrated to provide meaningful learning opportunities for students. In particular, knowledge, understanding and skills from the Digital citizenship and cyber safety focus area should be included across other focus areas to meet student needs.
- Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.
- Project work can be used to develop knowledge, understanding and skills, and demonstrate achievement of outcomes. Projects can be individual or collaborative and may be undertaken in any focus area
- Some students with disability may require [adjustments](#) or additional support to undertake a project

## Exploring Early Childhood

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhp/exploring-early-childhood>

### Content Endorsed Course

Course number(s):

- 31009 Exploring Early Childhood (1 unit – Preliminary)
- 31010 Exploring Early Childhood (2 units – Preliminary)
- 31011 Exploring Early Childhood (1 unit – HSC)
- 31012 Exploring Early Childhood (2 units – HSC)

### Exclusions:

Nil

### Course Description

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning.

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

### What students learn

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

### Industries related to Exploring Early Childhood

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

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

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

### Course requirements

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.

The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.

The table below explains the requirements for the 1 unit or 2-unit course, depending on the way in which the course is delivered.

Course	Hours	Preliminary/HSC	45 hours Core
1 unit / 1 year	60	60 hours Preliminary OR 60 hours HSC	Yes
1 unit / 2 years	120	60 hours Preliminary PLUS 60 hours HSC	Yes
2 units / 1 year	120	120 hours Preliminary OR 120 hours HSC	Yes
2 unit / 2 years	240	120 hours Preliminary PLUS 120 hours HSC	Yes

## Marine Studies

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

### Content Endorsed Course

Course number(s):

- 33502 Marine Studies (1 unit – Year 11)
- 33503 Marine Studies (2 units – Year 11)
- 33504 Marine Studies (1 unit – Year 12)
- 33505 Marine Studies (2 units – Year 12)

**Exclusions:** Nil

### Course Description

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

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

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

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

Through Marine Studies students will develop:

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

### Course requirements

Nil

## Numeracy

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec>

### Content Endorsed Course

Course number(s):

- 30130 Numeracy (2 units – Year 11)
- 30140 Numeracy (2 units – Year 12)

### Exclusions:

Nil. However, it is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.

### Course Description

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

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

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

#### Module 1:

- 1: Whole numbers
- 2: Operations with whole numbers
- 3: Distance, area and volume
- 4: Time
- 5: Data, graphs and tables

#### Module 2:

- 1: Fractions and decimals
- 2: Operations with fractions and decimals
- 3: Metric relationships
- 4: Length, mass and capacity
- 5: Chance

The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.

#### Module 3:

- 1: Percentages
- 2: Operations with numbers
- 3: Finance
- 4: Location, time and temperature
- 5: Space and design

#### Module 4:

- 1: Rates and ratios
- 2: Statistics and probability
- 3: Exploring with NRMT

## Photography, Video and Digital Imaging

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

### Content Endorsed Course

Course number(s):

- 35225 Photography, Video and Digital Imaging (1 unit – Year 11)
- 35226 Photography, Video and Digital Imaging (2 units – Year 11)
- 35227 Photography, Video and Digital Imaging (1 unit – HSC)
- 35228 Photography, Video and Digital Imaging (2 units – HSC)

### Exclusions:

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

### Course Description

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

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

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

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

- Wet Photography
- Video
- Digital Imaging

Modules include:

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

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

### Course requirements

Students are required to keep a diary throughout the course.

## Sport, Lifestyle and Recreation Studies

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

### Content Endorsed Course

Course number(s):

- 35014 Sport, Lifestyle and Recreation Studies (1 unit –Year 11)
- 35015 Sport, Lifestyle and Recreation Studies (2 units – Year 11)
- 35016 Sport, Lifestyle and Recreation Studies (1 unit – Year 12)
- 35017 Sport, Lifestyle and Recreation Studies (2 units – Year 12)

### Exclusions:

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

### Course Description

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

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

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

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

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

### Course requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered.

Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.

## Visual Design

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-design>

### Content Endorsed Course

Course numbers:

- 35100 Visual Design (1 unit – Year 11)
- 35101 Visual Design (2 units – Year 11)
- 35102 Visual Design (1 unit – Year 12)
- 35103 Visual Design (2 units – Year 12)

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

### Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.

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

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design

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

### Course requirements

Students are required to keep a diary throughout the course.

## Work Studies

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies>

**Content Endorsed Course** (CEC) – 2U x 2 years  
**Does not** contribute to the 6 Board Developed (BD) Units required for a HSC and it **does not** contribute to ATAR calculations

**Exclusions:**  
Nil

### Course Description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work 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 undertake an extended work placement to allow for the development of specific job-related skills
- 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

The course consists of two core studies and a number of elective course modules.

- Core 1 – Work and change
- Core 2 – Experiencing work

There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.

### Specific Course Requirements

Students may have the opportunity to undertake work placement to allow for the development of specific job-related skills

**No External Assessment and No HSC Examination**



# VET COURSES TAFE DELIVERED

IF YOU SIT FOR THE HSC EXAMINATION  
FOR SOME OF THESE COURSES, THEY COUNT  
TOWARDS AN ATAR

A separate TAFE application will be necessary

**See the Careers Adviser (Mr Scott Ella)**  
for a full list of courses and course details

# WHAT IS TVET?

## TVET is TAFE-delivered vocational education and training

- With TVET, you can get a head start on your career by completing a TAFE NSW course, while still at school.
- TVET courses are available to students in Years 11 and 12 (Stage 6).
- Stage 6 TVET courses count towards the HSC, with **some** courses contributing towards an Australian Tertiary Admission Rank (ATAR).

## BENEFITS OF TVET

### At TAFE NSW, students will:

- ✓ gain work related skills and experience that is recognised and valued by employers. In many TVET courses, in addition to theoretical training, students will also be required to complete a **mandatory work placement**.
- ✓ TVET studies can be used to help gain a place in a TAFE NSW Higher Education course or at a university, by contributing to an **ATAR**.

### A TVET qualification:

- ✓ May provide you with an industry qualification.
- ✓ May also contribute towards credit or advance standing in other TAFE NSW course
- ✓ By successfully completing your TVET course, you will gain two credentials upon finishing school; one from New South Wales Education Standards Authority (NESA) and another from TAFE NSW.

### Currently all TVET courses running can be found on the TAFE website:

<https://www.tafensw.edu.au/study/types-courses/tvet>

### 2025 TVET Guide

The [2025 TVET Guide](#) has been uploaded to TAFE NSW TVET webpage. Within that page there are links that are constantly updated for the whole state.

TAFE offers a flexible delivery pattern:

# TVET delivery options



## Face-to-face campus delivery

Participation at TAFE NSW locations, generally on a weekly basis.

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## Online

Flexible delivery with no classroom attendance. You will access the learning website to locate your learning resources and receive ongoing support from your TVET teacher.

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## Virtual delivery

With teacher-led virtual classrooms and workshops, as well as work placement and workshops held at a TAFE NSW location (which may include school holidays).

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## Blended delivery

A mix of online, virtual and face-to-face delivery.

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## Block release delivery

Self-paced study during school term, with class sessions held at a TAFE NSW location (which may include school holidays).

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### TAFE NSW Schools Launchpad

TAFE NSW Schools Launchpad is a different way to think about school and TAFE-delivered Vocational Education and Training (TVET). These 20 virtual courses combine teacher-led virtually delivered classrooms with workshops and work placements across a range of exciting career areas within growth industries.

<https://www.tafensw.edu.au/documents/60140/1073918652/TAFE-NSW-Launchpad-Brochure.pdf>

<https://www.tafensw.edu.au/documents/60140/1073848739/Launchpad-Parent-Pack-flyer.pdf>

**When considering a TVET course the following information should be considered.**

### **TVET CATEGORY B COURSES**

TVET Industry curriculum frameworks listed below contribute 2 units towards the HSC. Additionally, students have the option to sit for an HSC examination in all these courses to have them count towards an ATAR

- Automotive (Mechanical Technology)
- Construction
- Electrotechnology
- Hospitality (Kitchen Operations and Cookery)
- Human Services (Nursing 360 hr course)
- Information and Digital Technology (Web & software applications)
- Tourism, Travel and Events (Events)
- Tourism, Travel and Events (Tourism)

### **TVET BOARD ENDORSED COURSES**

These courses are endorsed by NESAs and count towards the units for the Preliminary/HSC but **do not** contribute to an ATAR

- Animal Studies (Certificate II)
- Aviation (Cabin Crew)
- Baking – Retail Baking
- Beauty Services (Make up)
- Early Childhood Education and Care
- Fitness
- Salon Assistant
- Screen and Media (Film and Photography)

Students need to carefully consider their own circumstances before selecting these courses as students are responsible for getting themselves to the venues on time each week.

The majority of courses conclude after school hours and students make their own way home.

Due to extended class time, attendance is critical to the successful completion of course requirements.

**See Mrs Cowell -TVET Coordinator or Mr Ella-Careers Adviser, TVET Guide for a full list of VET courses available.**

Students interested in TVET information will be given an information pack with the following:

- 2025 TVET Guide
- TVET 2025 region course list
- TVET Application form.

## MY NOTES

**My dream:**

**My Goals:**

**I am good at:**

**I have experience in:**

**I could do better at:**

## MY PROPOSED PATTERN OF STUDY

Name: \_\_\_\_\_

Use this space to think about what you would like to do – 12 Units are required for Year 11

SCHOOL BOARD DEVELOPED COURSES – CATEGORY A	LOTE (Language(s) Other Than English)	BOARD ENDORSED COURSES
<b>ENGLISH</b>	Japanese – Beginners	Ceramics
English – Standard	Japanese – Continuers	Computing Technology Life Skills
English – Advanced	<b>CREATIVE ARTS (CAPA)</b>	Exploring Early Childhood
English – Extension	Dance	Marine Studies
<b>MATHEMATICS</b>	Drama	Numeracy
Mathematics Standard 1	Music 1	Photography, Video and Digital Imaging
Mathematics Standard 2	Visual Arts	Sport, Lifestyle and Recreation Studies
Mathematics Advanced	Visual Design	Work Studies
Mathematics Extension 1	<b>TECHNOLOGY AND APPLIED STUDIES (TAS)</b>	
Mathematics Extension 2	Community and Family Studies	<b>TAFE – BOARD DEVELOPED COURSES – CATEGORY B</b>
<b>SCIENCE</b>	Design and Technology	TVET Automotive (Mechanical Technology)
Agriculture	Engineering Studies	TVET Construction
Biology	Enterprise Computing	TVET Electrotechnology
Chemistry	Food Technology	TVET Hospitality (Kitchen Operations and Cookery)
Earth and Environmental Science	Industrial Technology	TVET Human Services (Nursing 360hr course)
Investigating Science	Software Engineering	TVET Information and Digital Technology (Web and software applications)
Physics	Textiles and Design	TVET Tourism, Travel and Events (Events)
Science Extension Stage 6		TVET Tourism, Travel and Events (Tourism)
<b>HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)</b>	<b>PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)</b>	
Aboriginal Studies	Health & Movement Studies	
Ancient History		
Business Studies		
Economics	<b>SCHOOL BOARD DEVELOPED COURSES – CATEGORY B</b>	
Geography	English Studies	
Legal Studies	Mathematics Standard 1	
Modern History	VET Primary Industries – Certificate II Agriculture	
Society and Culture		
Studies of Religion I		
Studies of Religion II		

## STAGE 6 2025-2026 COURSE SELECTION TIMELINE INFORMATION FOR YEAR 10 2024 STUDENTS

Stage 6 Information to Year 10 2024 – Pathways Day <ul style="list-style-type: none"> <li>• HSC requirements</li> <li>• ATAR requirements</li> <li>• KHS expectations</li> </ul>	Term 3 2024 Week 5 – Tuesday 20 August 2024
Subject Selection Expo <ul style="list-style-type: none"> <li>• Individual KLA presentations in hall</li> <li>• Opt-in</li> </ul>	Term 3 2024 Week 5 – Friday 23 August 2024
Online subject selection open date <ul style="list-style-type: none"> <li>• Subjects are selected online using Edval</li> </ul>	Term 3 2024 Week 6 – Monday 26 August 2024
Stage 6 Subject Selection Information session for parents <ul style="list-style-type: none"> <li>• Same information as given to Year 10 2024 students</li> <li>• Combined with the Parent/Teacher night</li> <li>• Held at the school in the TLS at 6pm</li> </ul>	Term 3 2024 Week 6 - Tuesday 27 August 2024
Online subject selection <b>close date</b>	Term 3 2024 Week 7 – Friday 6 September 2024
Stage 6 - Subject Selection interviews – Year 10 2024 students	Term 3 2024 Week 10 – 23 Sept 2024-27 Sept 2024

# LAST PAGE

Stay tuned for your school information session regarding course selections for Stage 6 in the coming year.

Speak to the following staff at your school for more information:

- Head Teachers in each Faculty
  - Year Adviser
  - Careers Adviser
- Stage 6 Co-ordinator