

WARILLA HIGH SCHOOL

SUBJECT SELECTION HANDBOOK

Year 11 2025– Year 12 2026

'Warilla High School – Student Centred, Outcomes Driven'



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PRINCIPAL'S MESSAGE

The 21st Century world that our students will become a key part of requires of them a more sophisticated and diverse set of learning skills than has previously been required of the generations that have preceded them. They will be required to analyse, interpret, critique, work in isolation and collaboratively, show creativity and flexibility, display empathy and sensitivity while at the same time utilising a higher order repertoire of technology, literacy and numeracy skills that will support and enhance their work.

The curriculum options students will undertake in the senior school of Warilla High School will develop these skills and provide the foundations for learning that will be life-long in nature. It is anticipated that these students will be selecting subjects that appeal to them and for this reason they will have success.

It is important for students to make informed decisions that are based on individual aptitude, attitude and capacity. Perhaps even more importantly, subject selections must be made on the best available information about the courses being offered. Head Teachers are experts in the respective subjects offered in their KLA's and should be a point of contact for all students. Students are wise to think carefully about the subjects they select and this should NOT be based on the teacher they think will be delivering it or what their friends select, as both of these can change very rapidly.

Subject information booklets, such as this one, will provide detailed course descriptions and assessment information, which will become key components of the decisions being made. Read carefully, ask questions and only then make a decision.

Our Careers Advisor, Mr Cairncross, and other staff members will endeavour to ensure the pathways individual students are plotting for themselves are suitable, realistic and reflective of the various NESA requirements.

The subject selection process and transition from Stage 5 to Stage 6 is one that the school comprehensively coordinates and works closely with students and families. It is important to ensure there is a shared understanding of the protocols that must be followed, irrespective of whether students want to undertake an ATAR based or a vocationally orientated program, or for those that want to leave both options available.

I have every confidence that students who heed the advice that is available and make realistic and informed decisions about patterns of study will open for themselves a range of career pathways appropriate to both need and aptitude.

Yours sincerely,

Ms Michelle Brook
Principal.

THE HIGHER SCHOOL CERTIFICATE

School students in New South Wales generally work towards the Higher School Certificate or HSC in years 11 and 12. It is the highest level of attainment you can reach at school. To be awarded the Higher School Certificate, students must satisfactorily complete courses that meet the pattern of study set by the NSW Education Standards Authority (NESA). Course completion includes associated practical, oral or project works as well as assessment requirements. Students must also have sat for and made a genuine attempt at the HSC examination.

WHAT DO YOU HAVE TO DO TO BE ELIGIBLE FOR A HSC?

To be eligible for the award of the HSC, students must:

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed [HSC: All My Own Work \(AMOW\)](#) or its equivalent, and
- have demonstrated the [minimum standard of literacy and numeracy](#), and
- have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#), and
- undertake and make a [serious attempt](#) at the requisite [HSC exams](#).

WHAT DOES “SATISFACTORILY COMPLETED” MEAN?

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher’s professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

For **courses where school-based assessment marks are submitted**, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the **course completion criteria**.

A course will not be listed on the RoSA unless both of these conditions are met.

In the case of **competency-based courses**, where a student has not successfully completed any units of competency, it is a matter for the teacher’s professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying **an HSC course that includes a requisite examination**, students must sit for and make a genuine attempt at the examination.

If it is determined that a student has not made a genuine attempt to complete the course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Students studying **VET Industry Curriculum Framework courses** must complete the mandatory work placement hours in order to be deemed satisfactory.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least **12 units of Preliminary** courses and **10 units of HSC** courses that satisfy NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

WHAT HAPPENS IF I DON'T SATISFACTORILY COMPLETE A COURSE?

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

WHAT IS A "SATISFACTORY RECORD OF ATTENDANCE"?

You must:

- a. Attend school regularly enough to achieve the outcomes determined for the courses you are studying. As a general rule you need to attend at least 90% of the available school days.
- b. Have a pattern of attendance which shows that you are making a genuine effort.

PATTERN OF STUDY REQUIREMENTS FOR THE HSC

To meet HSC requirements, you must complete the following patterns of study:

- **preliminary pattern** – must include at least 12 units
- **HSC pattern** – must include at least 10 units.

Both patterns of study must include at least:

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

A maximum of **6 units** of Science can contribute to the Year 11 pattern of study.

A maximum of **7 units** of Science can contribute to the Year 12 pattern of study.

Some courses have specific rules and prerequisites. For instance, while you can include 2 units of English Studies in your 6 units of Board Developed Courses, it will only count towards your [Australian Tertiary Admission Rank \(ATAR\)](#) if you sit the optional HSC exam.

UNITS OF STUDY

Courses are organised according to the amount of class time spent. Units of study describe the amount of time allocated to each course.

- A unit of study corresponds to 4 periods per cycle and an examination mark out of 50.
- Most Board Developed Courses are 2 Unit (i.e. 8 periods per cycle) and worth 100 marks.

WHAT IS THE DIFFERENCE BETWEEN PRELIMINARY AND HSC COURSES?

Preliminary courses are studied in Year 11. You must satisfactorily complete course work and assessment requirements in a Preliminary course before being considered for entry into an HSC course.

HSC courses follow on from the Preliminary courses i.e. the work you do in a Preliminary course is “assumed knowledge” for the HSC course.

HOW LONG HAVE I GOT TO COMPLETE HSC REQUIREMENTS?

You have up to 5 years starting from your first attempt at an HSC examination to complete all HSC requirements. If you take longer than 2 years to complete HSC requirements you are described as “**accumulating**” your HSC. The HSC is flexible and allows you to follow a number of different “**pathways**” to gain the HSC.

You may for example, complete your HSC in:

- a. 2 years: by following the “traditional” pattern of 12 units in Year 11 and (at least) 10 units in Year 12.
- b. 3 years: by repeating one or more courses and resitting for the HSC exam in those courses in the third year.
- c. 3 years: by doing a “traditional” Year 11 and Year 12 with a year of work in the second year.
- d. 3 years: by accumulating Preliminary courses over the first and second years and HSC courses over the second and third years.

TYPE OF COURSES IN THE SENIOR SCHOOL

BOARD DEVELOPED COURSES

Board Developed Courses are the large number of courses set and examined by NESA that can contribute to the calculation of the ATAR.

These include:

- general education courses
- [VET Industry Curriculum Framework courses](#)
- [Life Skills courses](#) (not examined).

BOARD ENDORSED COURSES

Board Endorsed Courses count towards the HSC but do not have a HSC exam and do not contribute towards the calculation of the ATAR.

These include:

- [Content Endorsed Courses](#)
- [VET Board Endorsed Courses](#)
- [School developed Board Endorsed Courses](#)
- [University developed Board Endorsed Courses](#).

BOARD DEVELOPED COURSES AND THE ATAR

Board Developed Courses	Board Endorsed Courses
HSC examination except for: <ul style="list-style-type: none">• optional examination in English Studies and Mathematics Standard 1 and VET Curriculum Framework courses• all Life Skills courses	No HSC examination – school-based assessment only
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
Includes some Vocational Education and Training (VET) courses.	Includes some Vocational Education and Training (VET) courses.

REMOVAL OF ATAR COURSE CATEGORIES

From 2025, any course that schools offer with an HSC exam can count towards the calculation of the ATAR.

This categorisation change is a university measure, not a school-based or NESA policy. Schools retain oversight and responsibility for their school's subject offerings.

This reform will:

- improve student choice, with more students able to select a course of study that recognises a breadth of applied and academic learning
- strengthen the value and recognition of VET

AUSTRALIAN TERTIARY ASSESSMENT RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (ie all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

The average ATAR is usually around 70.00.

To be eligible for an ATAR a student must complete at least 10 units of Board Developed Courses including at least 2 units of English.

The ATAR will be based on an aggregate of scaled marks in 10 units of Board Developed Courses comprising:

- the best 2 units of English
- the best 8 units from the remaining units

SCHOOL VET COURSES (VOCATIONAL EDUCATION TRAINING COURSES)

These courses hold credentials that are modular, industry accepted and nationally portable. They offer the student advanced standing in the particular fields and will be delivered to Year 11 classes in 2025.

The courses are:

BUSINESS SERVICES	(2 unit x 2 years)
HOSPITALITY	(2 unit x 2 years)
SPORTS COACHING	(2 unit x 2 years)

CONSTRUCTION	(2 unit x 2 years)
RETAIL	(2 unit x 2 years)
MANUFACTURING & ENGINEERING	(2 unit x 2 years)

Sports Coaching and Manufacturing & Engineering DO NOT count towards an ATAR

Students who require an ATAR will need to sit for an HSC examination. For all other students the assessment will be done internally.

The following statements provide important information about Vocational Education and Training (VET) courses delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

PUBLIC SCHOOLS NSW RTOs

VOCATIONAL EDUCATION AND TRAINING

Stage 6 School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency.

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

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

Work Placement

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

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

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

School Based Apprenticeships and Traineeships (SBAT)

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

INTERVIEWS AND SUBJECT SELECTIONS

- Students have been guided towards a deeper understanding of future careers and subjects via PDHPE lessons throughout term 2, supported by the Careers Team. They have also heard from their teachers about the courses on offer in each faculty during week 7, term 2.
- **Students and parents are invited to attend the HSC Information Evening on Wednesday the 19th of June 2024 to hear first-hand from course teachers.**
- Students and parents are encouraged to visit our school website and explore 'Subject Selections' within 'Learning at our school.' On our website we offer video summaries of each of our courses offered, and links to further information.
- Students will receive a 'Taster Experience' email and be able to nominate 8 courses of interest from Thursday 20th of June, **closing 27th of June**. Students will then attend Taster Experience lessons for their selected courses During week 3, term 3. This is a great opportunity for students to deeply understand their courses of interest, to inform their decision of which courses are most important to them for their future interests and career pathways.
- **OPTIONAL**—Students will then be able of nominate a suitable time to be interviewed by a member of the careers team, to finalise their pattern of study, ensuring their final selections are **entered in order of preference**. The interview is a fantastic opportunity to ask any remaining questions relating to courses and patterns of study as outlined above, so come prepared with questions if unsure. The interview is designed to ensure there is alignment between courses selected, students aptitude, and future ambitions. Parents are welcome to join their students at interview, either in person or via phone. **Any student who is confident in their selections and future directions is able to go directly to their final subject selections via an email they will receive to finalise their selections.**
- During the interviews or online, students will nominate their preferred English and Mathematics, as well as 5 courses of interest, in preference order. **All preferences must be finalised by Thursday 22nd August 2024.**
- **While every effort will be made to meet all student preferences, final subject offerings will be dependent on a minimum number of students selecting a particular course.**
- Once the subjects that will be offered for 2025 has been finalised, students will receive notification of their pattern of study later in term 3. Any students who missed one of their preferences will have the opportunity to reselect an available subject at this time with the support of the careers team.

Warilla High School subject selections page has a link to the courses offered by each faculty that explains course requirements (such as if exam is required) and links through to the NESA syllabus documents. This can be accessed by parents, caregivers and students.

Due to work placements for framework courses, (one week per subject per year) a limit of 3 VET subjects is suggested.

COURSE DESCRIPTIONS

PART A: BOARD DEVELOPED COURSES

ABORIGINAL STUDIES

HSIE

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

The Preliminary 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 will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Course Content

PRELIMINARY COURSE

Part I: Aboriginality and the Land (20%) Aboriginal peoples' relationship to Country

Part II: Heritage and Identity (30%) The Dreaming and cultural ownership

Part III: Indigenous Study (25%) Location, environment and features of an international Indigenous community

Part IV: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

HSC COURSE

Part I – Social Justice and Human Rights Issues (50%)

A Global Perspective (20%)

Global understanding of human rights and social justice

AND

B Comparative Study (30%)

A comparative case study on an Aboriginal and international Indigenous community

Part II – Case Study of an Aboriginal community for each topic (20%)

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 (30%)

Choice of project topic based on student interest.

Special Requirements/ Equipment

What I need for this course

Major Project (30%) HSC

Choice of project topic based on student interest.

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

- Aboriginal Liaison Officer
- Adult Education Teacher
- Advertising Account Executive
- Anthropologist
- Archaeologist
- Archivist
- Careers Counsellor
- Commissioned Defence Force Officer
- Conservator
- Counsellor
- Criminologist
- Economist
- Environmental Health Officer
- Freedom of Information Officer
- Gallery or Museum Curator
- Genetic Counsellor
- Health Promotion Officer
- Historian
- Human Resource Consultant
- Journalist or Other Writer
- Management Consultant
- Market Research Analyst
- Marketing Officer
- Minister of Religion
- Novelist
- Parliamentarian
- Policy Analyst
- Primary School Teacher
- Property Economist
- Psychologist
- Public Relations Officer
- Records Manager
- Recruitment Consultant
- Social Worker
- Sociologist
- Solicitor
- Trade Union Official
- Training Officer
- University Lecturer
- Urban and Regional Planner
- Vocational Education Teacher
- Welfare Project Manager
- Welfare Worker

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. The students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments.

Course Content

PRELIMINARY COURSE

- **Investigating Ancient History**
The Nature of Ancient History - The Treatment and Display of Human Remains
- **Case Studies**
 1. Tutankhamun's Tomb
 2. Ancient Australia
- **Features of Ancient Societies**
 1. Mycenae - Weapons and Warfare
 2. Egypt - Power and Image
- **Historical Investigation** - Student choice

HSC COURSE

- **Core Study: Cities of Vesuvius** - Pompeii and Herculaneum
- **Ancient Societies** - Spartan society to the Battle of Leuctra 371 BC
- **Personalities in their Times** - Hatshepsut
- **Historical Periods** - New kingdom Egypt to the Death of Thutmose IV

Special Requirements/ Equipment *What I need for this course*

None

Recommendations *Who should do this course*

Students who will achieve an expected ROSA grade of B or higher.

Exclusions *What you can not do with this course*

N/A

Career Options *How will this subject help me in the future*

This course prepares students for further study in a range of Humanities based courses at university and other tertiary institutions.

Career options include: *Law, Politics, Police, archaeology, anthropology, journalism, teacher, curator and any employment that requires critical and creative thinking.*

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain and transport materials for their growth and repair; biotic and abiotic features of the environment and their interactions within an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain health; the cause and effect of infectious and non-infectious diseases on human health; the technologies and their uses in treating disease and disorders as well as the occurrence of diseases in populations; reproduction and inheritance patterns in both plants and animals as well as the role of DNA and the uses of technologies used across a variety of industries.

All the modules draw on the increased information and application provided by improved technology to examine areas of current research.

Course Content

PRELIMINARY COURSE

Core Modules

- 1: Cells as the Basis of Life
- 2: Organisation of Living Things
- 3: Biological Diversity
- 4: Ecosystems Dynamics

HSC COURSE

Core Modules

- 5: Heredity
- 6: Genetic Change
- 7: Infectious Disease
- 8: Non-Infectious Disease and Disorders

HSC Assessment

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

Special Requirements/ Equipment *What I need for this course*

Year 11 Minnamurra Excursion - \$7
Year 12 Museum Human Disease - \$35

This is a BYOD course. Students will be expected to have their own device to meet the extensive 'research' requirements in line with the new stage 6 senior science syllabuses.

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

Maximum of 6 Science units in Year 11
Maximum of 7 Science units in year 12

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of science based courses at university and other tertiary institutions. Career options include: *medical scientist, nurse, occupational therapist, sports scientist, teacher, medical practitioner, nutritionist, sports science, environmental science and veterinarian.*

2025 Business Services Course Descriptor

BSB30120 Certificate III in Business

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

Course: Business Services

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- | | |
|--|--|
| <ul style="list-style-type: none"> working within the business services industry involves customer (client) service using technology to organise information | <ul style="list-style-type: none"> creativity critical thinking problem solving |
|--|--|

Examples of occupations in the business services industry

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> medical administration clerical worker | <ul style="list-style-type: none"> office administration receptionist | <ul style="list-style-type: none"> information desk operator records and information administration |
|---|---|---|

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: n/a

**Refunds
n/a**

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

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

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

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning opportunities 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.

Course Content

PRELIMINARY COURSE

3 Core Modules

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

HSC COURSE

4 Core Modules

- Operations (25%) – strategies for effective operations management of the business product
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business finances
- Human resources (25%) – human resource management of employees to assist in growing business performance

HSC Assessment

External Assessment Weighting -

A three-hour written examination consisting of:

4 Core Modules – Operations, Human Resource Management, Marketing and Finance

Exam Structure

Multiple-choice questions 20%

Short-answer questions 40%

Business Report 20%

Business Question (Case Study) 20%

Special Requirements/ Equipment

What I need for this course

Major Assignment Year 11—Business Plan

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher and have an interest in businesses.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course was designed to connect high school students with Business and Commerce degrees at University. At UOW the Bachelor of Business and Bachelor of Commerce provides you with the knowledge and experience to move into many types of business careers such as:

- Accountancy
- Business Law
- Economics
- Finance
- Financial Planning
- Human Resource Management
- International Business
- Management
- Marketing
- Public Relations
- Supply Chain Management

UOW also offers Early Entry into Commerce and Business degrees towards the conclusion of the HSC course.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

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

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

Course Content

PRELIMINARY COURSE

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

HSC COURSE

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

HSC Assessment

Incorporates school based assessment and the final HSC examination.

Special Requirements/ Equipment *What I need for this course*

This is a BYOD course. Students will be expected to have their own device to meet the extensive 'research' requirements in line with the new stage 6 senior science syllabuses.

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of science based courses at university and other tertiary institutions.

Career options include: *medical science (nursing, medicine, pharmacy), environmental science, engineering, chemist, sports or exercise science, forensic science.*

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Do you want to take a more active and responsible role in managing your life? Are you interested in a career that involves working with the community and its members? This course will question your thinking about your life and others in the community.

This course provides students with opportunities to utilise the management processes of everyday life. Students will develop an understanding of the psychology and sociology of individuals, groups and families.

The course is practical in its approach with experiences in leadership skills, relating to others, decision making, life management, parenting, communication, being a community member and many more.

The course also looks at the diverse and changing nature of Australian society, with a view to enable students to plan and manage resources effectively.

Course Content

PRELIMINARY COURSE

Resource Management: Basic concepts of the resource management process

Individuals and Groups: The individual's roles, relationships and tasks with groups

Families and Communities: Family structures and functions and the interaction between family and community.

HSC COURSE

Research Methodology: Students undertake an in-depth study into a topic of their own choice

Groups in Context

- The needs of specific community groups ie the Homeless & Disabled plus two other groups of the students choosing.

Parenting and Caring

- Individuals and groups who adopt roles in parenting and caring in contemporary society.

HSC Option Modules

(Electives – Class will study one of these)

- Family and Societal Interaction
- Social Impact of Technology
- Individuals at Work

As part of the HSC, students are REQUIRED to complete an Independent Research Project.

The IRP forms part of the internal HSC Assessment program, and is 25% of the final HSC Assessment mark.

HSC Assessment

The HSC exam is a 3 hour written exam with multiple choice/ short and long responses.

There are no prerequisites for this subject.

Special Requirements/ Equipment

What I need for this course

Laptop

Recommendations

Who should do this course

Students who are interested in the psychology and sociology of individuals, groups and families in today's society.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

- Early childhood career
- Teaching career
- Psychology career
- Youth worker
- Community organisations working with local community identified groups



2025 Construction Course Descriptor

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

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

Course: Construction Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course

<ul style="list-style-type: none">• risk management• time management• basic emergency response	<ul style="list-style-type: none">• communication• problem solving• decision making
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Examples of occupations in the construction industry

<ul style="list-style-type: none">• carpentry• joinery	<ul style="list-style-type: none">• bricklaying• builder's labourer
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VET requirements**Competency-Based Assessment**

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

Appeals and Complaints

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

HSC requirements**Mandatory course requirements**

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs:

Preliminary - \$50.00 plus White Card course. Discuss payment options with your trainer.

Refunds

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

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

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

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Course Description:

The Design and Technology course in the senior years aims to develop in students' confidence, competence and responsibility in the design, production and evaluation of projects that meet specific needs and opportunities.

Students will also be given the opportunity to develop an understanding of the contribution that innovation and entrepreneurial activity makes in successful design.

Preliminary Course Structure:

The Preliminary course of 120 indicative hours will involve a minimum of two preliminary design projects. Each project will place emphasis on the development of a variety of skills in designing and producing.

Students will participate in hands-on, practical activities to achieve the outcomes of this course. Class activities are designed to develop knowledge and skills in designing and producing. Students will develop their knowledge of the activities within industry/enterprise which support design and technology, and relate these processes to the processes used in their own designing and producing.

Design projects must involve the design, production and evaluation of a product, system, or environment. This includes evidence of design processes recorded in a design folio, in a variety of different forms. Students are encouraged to communicate their design ideas using appropriate media.

HSC Course Structure:

The HSC course of 120 indicative hours involves the application of design processes through the design and production of a Major Design Project and Design Folio as well as the completion of a Case Study.

The Major design Project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity.

The case study involves the study of innovation and emerging technologies and will include the critical analysis of a current innovation or designer. By conducting a detailed case study of a specific innovation or designer and the factors affecting its design, students will be able to identify and discuss principles underlying success of innovation, factors influencing innovation and the impact of the innovation.

Course Content

PRELIMINARY COURSE

Preliminary Assessment Components/Weightings

KNOWLEDGE AND SKILLS IN:

Designing and Producing	
Design Projects (at least 2)	50%
Presentation of Research	25%
Test Type Tasks	25%
Total	100%

HSC COURSE

HSC Assessment Components/Weightings

KNOWLEDGE AND SKILLS IN:

Innovation and Emerging Technologies	40%
Designing and Producing	60%
Total	100%

Special Requirements/ Equipment

What I need for this course

Portfolio
Major works

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

Graphic designer, fashion designer, games development, furniture designer, Industrial designer, engineer.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting the past and traditions; exploring, celebrating and challenging the present and imagining the future. In Drama, students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. Students will be involved in making, performing and critically studying Drama.

Course Content

PRELIMINARY COURSE

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

HSC COURSE

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

HSC Assessment

External Assessment Weighting

- Written – 40%

Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study of Drama through practical exploration of themes, issues, styles and movements of traditions of theatre; exploring relevant acting techniques, performance styles and spaces. There are 2 essays in the written section.

- Group performance – 30%

Students in groups of 3-6 students create a piece of original theatre (8-12 minutes duration). In preparing for the group performance, students use the prescribed topic list as a starting point for collaborative performance.

- Individual project – 30%

Students demonstrate their expertise in a particular area chosen from: Critical Analysis OR Design OR Performance OR Script-writing OR Video Drama. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC Course.

Special Requirements/ Equipment

What I need for this course

Logbook

Recommendations

Who should do this course

The course covers theoretical and practical aspects of drama and teaches students to recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. Students develop an understanding of the cultural traditions and social contexts of drama and theatre.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

It is of value to any student who is planning a career where communication and collaboration are essential; where self-motivation is important.

This course prepares students for further study in a range of drama based courses at university and other tertiary institutions.

Career options include:

Any field related to the arts, television, media or communications.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Earth and Environmental Science explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles.

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur 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.

Course Content

PRELIMINARY COURSE

Core Modules

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

HSC COURSE

Core Modules

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Depth Studies

- 15 hours of in-class time is allocated 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.

HSC Assessment

External Assessment Weighting

A three-hour written examination consisting of:

Multiple-choice questions
Short-answer questions
Long-response questions

Special Requirements/ Equipment

What I need for this course

Practical investigations are an essential part of the Year 11 and Year 12 courses.

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

This is a BYOD course. Students will be expected to have their own device to meet the extensive 'research' requirements in line with the new stage 6 senior science syllabuses.

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

The course prepares students for further study of earth and environmental science after completing school, and supports participation in careers in a range of related industries. These are so varied it is difficult to consider them as one category. You could end up working from home most of the time or traveling around the world on an annual basis. You could be doing desk work, field work, or some combination thereof. Environmental scientists work in applied fields and interdisciplinary settings analysing the effects that humans have on our environment and the plants and animals that populate it. From agriculture to healthcare to industry, environmental scientists teach, research, and work in business.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

The Engineering Studies Stage 6 Syllabus is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management skills in working as a team.

The Engineering Studies Stage 6 Syllabus is unique in that it develops knowledge and understanding of the profession of engineering. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenge to deal with engineering concepts.

Course Content

PRELIMINARY COURSE

- Engineering fundamentals
- Engineering products
- Braking systems
- Biomedical engineering

HSC COURSE

- Civil structures
- Personal and public transport
- Aeronautical engineering
- Telecommunications engineering

HSC Assessment

External Assessment Weighting

A three-hour written examination consisting of:

- Core Modules
- *Multiple-choice questions* 20%
- *Short-answer questions*
- Mechanic question

Special Requirements/ Equipment

What I need for this course

None

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of B or higher.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

Engineering, Project management, Building trades, Researchers, Teachers.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

This course is designed for students who hold a great love for literature and reading and are willing to be challenged by ideas and opinions of others. This course is a university preparation course. In the English Advanced Year 11 course, students explore, examine and analyse a range of texts, which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In this course, students develop their higher-order thinking skills and will be expected to engage with all course work to a high standard. This is an **academically rigorous** course.

Study commitments for this course are approximately 5 hours per week to revise course work, develop their knowledge of course work, create study guides and prepare for assessment tasks. Further commitment may be required periodically.

Course Content

PRELIMINARY COURSE

Common Module: Reading to Write	40 hrs
Module A: Narratives that Shape our Worlds	40 hrs
Module B: Critical Study of Literature	40 hrs

Text Requirements:

There are no Prescribed text for Year 11.

Students must study a range of types of texts drawn from Prose Fiction, Drama, Poetry Non-Fiction, Media and Digital Texts.

HSC COURSE

Common Module: Texts and Human Experiences	30 hrs
Module A: Textual Conversations	30 hrs
Module B: Critical Study of Literature	30 hrs
Module C: The Craft of Writing	30 hrs

Text Requirements:

Students are required to closely study **FOUR** Prescribed texts,

Drawn from the following categories

- Shakespearian Drama
- Prose Fiction
- Poetry/Drama

The remaining text may be a film, media or nonfiction text or may be selected from the above categories above.

The selection of texts for Module C. The Craft of Writing may be drawn from the Prescribed texts list and do not contribute to the pattern of prescribed texts for the course.

Students must study ONE related text in the Common Module: Texts and Human Experiences.

Special Requirements/ Equipment

What I need for this course

Portfolio
Multimodal Task
Read extensively
Self motivated
Confident writer and a well developed work ethic

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of B or higher.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of English based courses at university and other tertiary institutions.

Many of the most prestigious university courses have Advanced English as a pre-requisite for entry into their course.

Advanced English allows students to become critical, creative and analytical thinkers which will allow them to be able to cope with the demands of a 21st century work force.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

This course is designed to equip students with the skills and knowledge for those who intend to study further after high school. This course is a university preparation course. In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts, which include: prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. This is an **academic** course.

Study commitments for this course are approximately 3 hours per week to consolidate knowledge, revise course work, creating study guides and preparing for assessment tasks and course work. Further commitment may be required periodically.

Course Content

PRELIMINARY COURSE

Common Module: Reading to write	40 hrs
Module A: Contemporary Possibilities	40 hrs
Module B: Close study of text	40 hrs

There are no prescribed texts for Year 11.

Students must study a range of types drawn from Prose Fiction, Drama, Poetry, Non-Fiction, Media and Digital texts.

HSC COURSE

Common Module: Texts and Human Experiences	30 hrs
Module A: Language, identity and Culture	30 hrs
Module B: Close study of Literature	30 hrs
Module C: The Craft of Writing.	30 hrs

Students are required to closely study **three types of prescribed texts**, one drawn from each of the following categories:

- Prose Fiction
- Poetry OR Drama.
- Film OR Media OR Nonfiction.

The selection of texts for Module C The Craft of Writing does not contribute to the required pattern of Prescribed texts for the course.

Students must study ONE related text in the Common Module: Texts and Human Experiences.

Special Requirements/ Equipment

What I need for this course

Read and write extensively in a range of different text types

A Multi-Modal presentation.

Read and analyse related texts.

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or better.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of English based courses at university and other tertiary institutions.

English is the basis for all tertiary courses and therefore is essential for success, as this subject gives you critical, creative and analytical skills which are important for success in any situation.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Optional Exam / ATAR

Hours Studied
120 per year

Course Outline

This course is designed for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training. Students considering choosing this course should be advised that:

- Students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA.
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Study commitments for this course are minimal beyond completing normal compulsory course work during school hours and working on assessment tasks.

Course Content

PRELIMINARY COURSE

Mandatory Module: Achieving through English – English in Education, work and community. 30-40 hrs
An additional 2-4 modules to be studied 20-40 hrs

Text Requirements:

- Read, view and listen to and compose a wide range of texts including print and multimodal texts.
- Study at least ONE substantial print text.
- Study at least ONE substantial multimodal text.

HSC COURSE

Common Module – Texts and Human Experiences 30 hrs
2-4 modules- selected from a variety of modules 20-45 hrs

Text Requirement:

- Complete the common module first and extensively assess ONE Prescribed text.
- Read, view and listen to and compose a wide range of texts including print and multimodal texts.
- Study at least ONE substantial print text.
- Study at least ONE substantial multimodal text.

Special Requirements/ Equipment *What I need for this course*

Multimodal presentation.
Read a selection of texts.
Write extensively in a range of text types.
No examination unless needed for an ATAR.

Recommendations

Who should do this course

Exclusions

What you can not do with this course
N/A

Career Options

How will this subject help me in the future

This course is designed for students who want a practical course that gives them the skills to enter the work force or future studies in a non threatening manner. They will do resume writing, financial planning and still be exposed to texts that challenge their knowledge of the world. An interesting course that allows students to become critical thinkers and acquire practical life skills at the same time.

1 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
60hrs per year

Course Outline

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. Students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation. This is a **highly academically rigorous** course.

This course is only optional for students who are enrolled in English Advanced and cannot be accessed by students in other courses. The **study requirements** for this course are made under consultation with the convening teacher.

Course Content

PRELIMINARY COURSE

Module: Text, culture and value 40 hrs
Related research project: 20 hrs

Textual Requirements: Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students research a range of as part of their independent project.

HSC COURSE

Common Module: Literary Worlds and ONE other option
60 hrs

Textual Requirement: The study of at least **THREE** texts Must be selected from the Prescribed texts list for the Module study including at least **TWO** extended print texts.

- Students are required to study at least **TWO** extensive related texts.

Special Requirements/ Equipment

What I need for this course

Genuine interest in Literature.
Broad Literary knowledge.
A love of reading and writing.
A sophisticated writing style.

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of A or B.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of English/Literature based courses at university and other tertiary institutions.

Journalism, medicine, law degrees look favourably upon students attempting this level of English.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

The study of Economics Stage 6 allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.

The aim of Economics Stage 6 is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

Course Content

A key feature of this syllabus is its 'problems and issues'. The goal of is to relate the content of economics to the economic problems and issues experienced by individuals and society.

The key issues from the HSC course are:

- economic growth and quality of life
- unemployment
- inflation
- external stability
- distribution of income
- environmental sustainability.

PRELIMINARY COURSE

The focus of the Preliminary course is on the practical problems and issues that affect individuals, firms and governments.

- the nature of economics and the operation of an economy
- the role of consumers and business in the economy
- the role of markets, demand, supply and competition
- the workforce and role of labour in the economy
- the financial market in Australia including the share market
- the role of government in the Australian economy.

HSC COURSE

In the HSC course, the problems and issues are studied in relation to the national, regional and global economies.

- features of the global economy and globalisation
- Australia's Place in the global economy – Australia's trade and finance
- issues including growth, unemployment, inflation, wealth and management.
- the range of policies to manage the economy.

Key concepts incorporated across the course: collecting, analysing and organising information, communicating ideas and information and using mathematical ideas and techniques. Working with others and in teams, solving problems and using technology.

Special Requirements/ Equipment *What I need for this course*

NIL

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course builds an overview of how the economy

Works in Australia and the globe. Students learn to think like decision makers and under the impacts on various sectors when there is a change in an economy. These skills are useful in any industry.

The following career options are connected to Economics

- Accountant
- Economist
- Financial Analyst
- Financial Investment Adviser
- Hospital Administrator
- Human Resource Manager
- Importer or Exporter
- Land Economist
- Marketing Officer
- Parliamentarian
- Public Sector roles
- Policy Analyst
- Quantity Surveyor
- Research and Development Manager
- Statistician
- Urban and Regional Planner

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Food Technology aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Students will develop knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society. Students will also develop a knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health.

Additionally, students will learn skills in experimenting with and preparing food by applying theoretical concepts to practical situations. Students also design, implement and evaluate solutions in food situations.

Course Content

PRELIMINARY COURSE

Food availability and selection (30%)

- Influences on food availability
- Factors affecting food selection

Food quality (40%)

- Safe storage of food
- Safe preparation and presentation of food
- Sensory characteristics of food
- Functional properties of food

Nutrition (30%)

- Food nutrients
- Diets for optimum nutrition

HSC COURSE

The Australian food industry (25%)

- Sectors of the AFI
- Aspects of the AFI
- Policy and legislation

Food manufacture (25%)

- Production and processing of food
- Preservation
- Packaging, storage and distribution

Food product and development (25%)

- Factors which impact on food product development
- Reasons for and types of food product development
- Steps in food product development
- Marketing plans

Contemporary nutritional issues (25%)

- Diet and health in Australia
- Influences on nutritional status

In addition to the above components, it is a mandatory requirement that students undertake a variety of practical activities. Practical experiences will account for approximately 30% of course hours.

Special Requirements/ Equipment

What I need for this course

- Portfolio
- Food container (practical experiences)
- Tea-towel (practical experiences)
- Closed in leather upper shoes (practical experiences)

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

Chef, nutritionist, dietician, personal trainer, nutritional therapist, food product development scientist, food marketing consultant, quality control officer, caterer.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

Course Content

PRELIMINARY COURSE (120 HOURS)

- **Earth's Natural Systems** - Students investigate the diverse landscapes of the Earth's surface and its distinctive physical features. This focus area includes an overview of the uniqueness and diversity of the Earth.
- **People, Patterns and Processes** - Students investigate evidence of human diversity across the Earth's surface. They examine the spatial patterns and extent of the human footprint, and the human transformations shaping those patterns.
- **Human-Environment Interactions** - Students investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity.
- **Geographical Investigation** - Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.

HSC COURSE

- **Global Sustainability** - Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability.
- **Rural and Urban Places** – Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.
- **Ecosystems and Global Biodiversity** - Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

Special Requirements/ Equipment *What I need for this course*

Twelve (12) hours of fieldwork are mandatory for both the Year 11 and Year 12 course. Fieldwork may be integrated within an individual focus area or across focus areas as appropriate.

Recommendations

Who should do this course

Anyone who is interested in the world around them - ideally, students who will achieve an expected ROSA grade of C or higher.

Exclusions

N/A

Career Options

How will this subject help me in the future

Aeroplane Pilot	Geotechnical Engineer
Agricultural Scientist	Landscape Architect
Archaeologist	Materials Scientist
Architect	Meteorologist
Civil Engineer	Park Ranger
Defence Force Officer	Process Engineer (Mining)
Economist	Property Economist
Engineering	Research and Development Manager
Environmental Adviser	Ship's Master
Environmental Consultant	Ship's Officer
Environmental Manager	Sociologist
Environmental Scientist	Surveyor
Geologist	Urban and Regional Planner
Geophysicist	

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

This is a new course that with the aim of Health and Movement Science to develop in each student a capacity to think about and act critically in regards to key issues related to health and movement. This enables them to make informed decisions that contribute to healthy and active lifestyles for individuals and communities and support wellbeing.

Course Content

PRELIMINARY COURSE

Core Module One— 'Health for individuals and communities'
40 hrs 30%

Core Module Two—'The Body in Motion' 40 hrs 30%

Depth Study One and Two 20 hrs 20%

Collaborative Investigation 20 hrs 20%

Marks 100%

Tasks include:

- laboratory reports
- debates
- oral presentations
- research reports
- practical performances to demonstrate theoretical understanding
- examinations

HSC COURSE

Core Module One—'Health and Global Context'
45 hrs 30%

Core Module Two—'Training for Improved Performance'
45 hrs 30%

Depth Study One and Two 30 hrs 40%

Marks 100%

Tasks include:

- laboratory reports
- debates
- oral presentations
- research reports
- practical performances to demonstrate theoretical understanding
- examinations/tests (up to a maximum 50% weighting).

HSC Assessment

External Assessment Weighting 50% of final HSC mark
A three-hour written examination.

Special Requirements/ Equipment

What I need for this course

Laptop

Recommendations

Who should do this course

Students who are interested in both the health/science of the human body and disease field as well as health/science of movement/sporting performance.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

- Teaching career
- Nursing career
- Physiotherapist
- Chiropractor
- Osteopath
- Sport/movement analysis with sporting teams
- Massage therapist
- Biomechanical analyst with elite sporting teams
- Work, Health and Safety positions

**2025 Hospitality Course Descriptor****SIT20322 Certificate II in Hospitality**

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

- customer service skills
- teamwork
- organisational skills

- adaptability
- critical thinking
- problem solving

Examples of occupations in the hospitality industry

- food and beverage attendant
- espresso coffee machine operator

- restaurant host/hostess
- receptionist

- function attendant
- barista and café service administration

VET requirements**Competency-Based Assessment**

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

Appeals and Complaints

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

HSC requirements**Mandatory course requirements**

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs:

Preliminary - \$59.00 including uniform.

Refunds

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

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

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

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>

1 unit
HSC

Board Developed Course

ATAR
YesHours Studied
60 during HSC year**Course Outline**

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.

Course Content**HSC Only**

The course comprises two sections.

Constructing History (Minimum 40 indicative hours)**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 (Maximum 20 indicative hours)

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

Special Requirements/ Equipment
What I need for this course

The course requires students to undertake:

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

Prerequisites:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Recommendations***Who should do this course***

Students who will achieve an expected ROSA grade of B or higher and excellent results from ONE or BOTH Preliminary Ancient/ Modern History Courses.

Exclusions***What you can not do with this course***

N/A

Career Options***How will this subject help me in the future***

Anthropologist	Journalist or Other
Archaeologist	Writer
Archivist	Judge
Art Gallery Director	Librarian
Author	Minister of Religion
Conservator	Newspaper or
Criminologist	Periodical Editor
Freedom of	Novelist
Information Officer	Parliamentarian
Gallery or Museum	Policy Analyst
Curator	Records Manager
Historian	Research and
Industrial Relations	Development Manager
Officer	Sociologist
Intelligence Officer	Solicitor

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Aim: Industrial Technology is designed to develop in students a knowledge and understanding of the structure of industry and its related technologies with an emphasis on designing, planning, constructing and communicating through practical applications.

Course Structure: Industrial Technology has a **Preliminary Course** of 120 indicative hours consisting of project work and an Industry Study that provide a broad range of skills and knowledge related to the focus area chosen, and an introduction to industrial practices and processes.

Course Content

PRELIMINARY COURSE

Design, Management and Communication, Production of Minor project	20%
Design, Management and Communication, Production of Major project	40%
Production, Industry Related Manufacturing Technology and Safety Examination	40%
Total	100%

HSC COURSE

The **HSC Course** of 120 indicative hours consists of the development of a Major Project and Industry Study.

HSC Assessment

1.5 hr Written exam	40%
Major Project including portfolio	60%

Special Requirements/ Equipment

What I need for this course

Portfolio
Major works

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

Can only study Industrial Technology timber or Metal – Cannot study multiple variations of the same course.

Career Options

How will this subject help me in the future

- Metal
- Timber & Building trades
- Project Management
- Engineering

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

Investigating Science promotes active inquiry and explores key concepts, models and phenomena. It promotes critical thinking, problem-solving, self-directed study, and encourages an analytical mindset.

It draws and builds on the knowledge, understanding, skills, values and attitudes gained in junior Science. This Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

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

Course Content

PRELIMINARY COURSE

Modules

- Cause and Effect - Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

Includes 30 depth study hours

HSC COURSE

Modules

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Includes 30 depth study hours

HSC Assessment

- 10 Hour Depth Study
- Research Task
- Practical Assessment Task
- Trial Examination
- A three-hour written examination

Special Requirements/ Equipment

What I need for this course

This is a BYOD course. Students will be expected to have their own device to meet the extensive 'research' requirements in line with the new stage 6 senior science syllabuses.

Recommendations

Who should do this course

- Students who will achieve an expected ROSA grade of C or higher.
- Students with an interest in Science as a career or further study.
- Students undertaking another Science course (i.e Biology, Chemistry, Physics, Earth & Environmental Science) in Year 11.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course boosts critical thinking, problem solving and communication skills. It also prepares students for further study in a range of science-based courses at university and other tertiary institutions.

Career options include: *research scientist, biochemist, microbiologist, pharmacist, teacher, medical practitioner, science communicator/journalist, and toxicologist.*

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

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

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. The major focus area of Crime involves an evaluation of the Criminal Investigation Process where you learn about such things as police powers, gathering of evidence, search warrants and bail and remand. Students also have the opportunity to attend court on a number of occasions to observe real life cases in the Local, District and Supreme courts.

Course Content

PRELIMINARY COURSE

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

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

HSC COURSE

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

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.

Special Requirements/ Equipment

What I need for this course

NIL

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

- Air Force Officer
- Aviation Firefighter
- Army Officer
- Army Soldier
- Aviation Transport Protection Officer
- Court Officer
- Bailiff
- Border Force Officer
- Conveyancer
- Correctional Officer
- Criminologist
- Customs Broker
- Firefighter
- Forensic Scientist
- Indigenous Community Liaison Officer
- Intelligence Analyst
- Interpreter
- Judge
- Law Clerk
- Lawyer
- Machine Shorthand Reporter
- Medical Scientist
- Navy Officer
- Navy Sailor
- Navy Technical Sailor
- Parking Officer
- Police Officer - State
- Police Officer - Australian Federal Police
- Policy Analyst
- Policy and Planning Manager
- Private Investigator
- Probation and Parole Officer
- Public Servant - Australian Public Service
- Public Servant - State Government
- Research and Development Manager
- Research Officer
- Security Adviser
- Security Officer
- Security System Technician

MATHEMATICS STANDARD 1

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Optional Exam / ATAR

Hours Studied
120 per year

Course Outline

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1, which is the easier of the two courses, is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Course Content

PRELIMINARY COURSE

All Mathematics Standard students will study these strands and sub topics

Algebra	Formulae and Equations
	Linear Relationships
Measurement	Applications of Measurement
	Working with Time
Financial Mathematics	Money Matters
Statistical Analysis	Data Analysis
	Relative Frequency & Probability

HSC COURSE

All Mathematics Standard 1 students will study these strands and sub topics

Algebra	Types of Relationships
Measurement	Right Angled Triangles
	Rates
	Scale Drawings
Financial Mathematics	Investments
	Depreciation and Loans
Statistical Analysis	Further Statistical Analysis
Networks	Network and Paths

HSC Assessment

Students studying HSC Mathematics Standard 1 will be able to sit an **optional** HSC Mathematics Standard 1 examination (A 2.5 hour written examination consisting of *Multiple-choice questions, short-answer questions*).

This decision is best made at the beginning of the course.

Students who do not sit for the HSC examination will be eligible for an HSC if they have met all other HSC requirements.

Special Requirements/ Equipment

What I need for this course

A scientific calculator and basic geometrical instruments.

Recommendations

Who should do this course

Students who have achieved reasonable outcomes in the Stage 5.1 or 5.2 Course in Year 10.

Exclusions

What you can not do with this course

It is important to remember that this is a Category B subject, and if studied in conjunction with others, only one will count towards an ATAR.

Career Options

How will this subject help me in the future

Mathematics Standard 1 is a course for students who intend to finish school with appropriate mathematical background for entering the workforce and/or undertaking further community and workplace training.

MATHEMATICS STANDARD 2

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

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

Course Content

PRELIMINARY COURSE

All Mathematics Standard students will study these strands and sub topics

Algebra	Formulae and Equations
	Linear Relationships
Measurement	Applications of Measurement
	Working with Time
Financial Mathematics	Money Matters
Statistical Analysis	Data Analysis
	Relative Frequency & Probability

HSC COURSE

All Mathematics Standard 2 students will study these strands and sub topics

Algebra	Types of Relationships
Measurement	Non-right-angled Trigonometry
	Rates and Ratios
Financial Mathematics	Investments and Loans
	Annuities
Statistical Analysis	Bivariate Data Analysis
	The Normal Distribution
Networks	Network Concepts
	Critical Path Analysis

HSC Assessment

External Assessment Weighting

A two and a half hour written formal examination consisting of: *Multiple-choice questions, short-answer questions*

Calculators, geometrical instruments and approved geometrical templates that meet Board requirements (as advised through the Official Notices section of the Board Bulletin) may be used.

Special Requirements/ Equipment

What I need for this course

A scientific calculator and basic geometrical instruments.

Recommendations

Who should do this course

Students who have achieved reasonable outcomes in the Stage 5.2 Course

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of business courses at university and other tertiary institutions.

Career options include: Primary school teacher, marketing officer, advertising executive, sales representative, retail buyer, clerk, purchasing officer.

MATHEMATICS ADVANCED

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

The course is intended to give students who have demonstrated gifted ability in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension 1 or Extension 2 courses.

Course Content

PRELIMINARY COURSE

Basic arithmetic and algebra; Real functions; Trigonometric ratios; Linear functions; The quadratic polynomial and the parabola; Plane geometry - geometrical properties; Tangent to a curve and derivative of a function.

HSC COURSE

Coordinate methods in geometry; Applications of geometrical properties; Geometrical applications of differentiation; Integration; Trigonometric functions; Logarithmic and exponential functions; Applications of calculus to the physical world; Probability; Series and series applications.

HSC Assessment

External Assessment Weighting

A three-hour written formal examination consisting of:

Multiple-choice questions
Short-answer questions

Calculators, geometrical instruments and approved geometrical templates that meet Board requirements (as advised through the Official Notices section of the Board Bulletin) may be used.

Special Requirements/ Equipment

What I need for this course

A scientific calculator and basic geometrical instruments.

Recommendations

Who should do this course

Students must have proven success in the stage 5.3 Mathematics course in year 10 (Maths classes 10.1 and 10.2 only) to be eligible to attempt this course as there are limited places.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.

Career options include: Accountant, engineer, surveyor, pilot, stockbroker, computer programmer, architect, teacher, town planner, medical scientist, psychologist.

MATHEMATICS EXTENSION 1

1 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
60 per year

Course Outline

This is studied in conjunction with the Mathematics course. The content of this course, which includes the whole of the Mathematics course, and its depth of treatment indicate that it is intended for those students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course.

Course Content

PRELIMINARY COURSE

Further Work with Functions
Polynomials
Inverse Trigonometric Functions
Further Trigonometric Identities
Rates of Change
Working with Combinatorics

HSC COURSE

Proof by Mathematical Induction
Introduction to Vectors
Trigonometric Equations
Further Calculus Skills
Applications of Calculus
The Binomial Distribution

HSC Assessment

External Assessment

Assessment consists of two HSC examination papers:

The Mathematics Extension 1 course two-hour examination paper, including some multiple choice items.

The Mathematics course three-hour examination paper.

Calculators, geometrical instruments and approved geometrical templates that meet Board requirements (as advised through the Official Notices section of the Board Bulletin) may be used.

Special Requirements/ Equipment

What I need for this course

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

Recommendations

Who should do this course

Students who have achieved outcomes at an outstanding level in the Stage 5.3 Year 10 Course and have extensive natural mathematical ability.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.

Career options include: Accountant, architect, chemist, computer programmer, engineer, financial adviser, medical practitioner, teacher, pilot, medical scientist, and psychologist.

MATHEMATICS EXTENSION 2

1 unit
HSC Only

Board Developed Course

ATAR
Yes

Hours Studied
60 during HSC year

Course Outline

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

The course content also includes the entire Mathematics course, and the Mathematics Extension 1 course.

Course Content

HSC ONLY

The Nature of Proof
Further Proof by Mathematical Induction
Further Work with Vectors
Introduction to Complex Numbers
Using Complex Numbers
Further Integration
Applications of Calculus to Mechanics

HSC Assessment

External Assessment Weighting

Assessment consists of two HSC examination papers:

The Mathematics Extension 1 course two-hour examination paper, including some multiple choice items.

The Mathematics Extension 2 course three-hour examination paper and consists of eight questions of equal value.

While students also complete the work from the Mathematics course they do not sit the HSC examination.

Calculators, geometrical instruments and approved geometrical templates that meet Board requirements (as advised through the Official Notices section of the Board Bulletin) may be used.

Special Requirements/ Equipment

What I need for this course

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

Recommendations

Who should do this course

Students who have excelled in the Preliminary Extension 1 Course. Selection to study this topic will be at the discretion of the Head Teacher Mathematics.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.

Career options include: Accountant, architect, chemist, computer programmer, engineer, financial adviser, medical practitioner, teacher, pilot, medical scientist, and psychologist.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

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

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

Course Content

PRELIMINARY COURSE

The Fall of the Romanov's
Contestability of History (JFK Assassination)
Historical Investigation
China 1949-1965
World War 1

HSC COURSE

Power and Authority (Mandatory across the state)
National Study: Soviet Union 1917-1941
Conflict in the Modern World: Indochina Conflict
Change in the World: The Cultural Revolution until Tiananmen Square.

Special Requirements/ Equipment *What I need for this course*

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher and have a B Grade in English.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

- Anthropologist
- Archaeologist
- Archivist
- Art Gallery Director
- Author
- Conservator
- Criminologist
- Freedom of Information Officer
- Gallery or Museum Curator
- Historian
- Industrial Relations Officer
- Intelligence Officer
- Journalist or Other
- Writer
- Judge
- Librarian
- Minister of Religion
- Newspaper or Periodical Editor
- Novelist
- Parliamentarian
- Policy Analyst
- Records Manager
- Research and Development Manager
- Sociologist
- Solicitor

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

The aim of Music 1 is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

- In Music 1 students will study:
- the **concepts** of music (duration, pitch, tone colour, texture, structure, dynamics and expressive techniques)
- through the learning experienced (performance, composition, musicology and aural)
- within the **context** of a range of styles, periods and genres

Course Content

HSC ONLY

Students will study three contexts from a prescribed list, examining how each concept is used within the context through components of performance, composition, aural and musicology. In the preliminary course the components are equally weighted at 25%.

HSC Assessment

Students will study either:

- **three contexts** (different from the Preliminary course)

OR

- **two contexts** (different from the Preliminary course) and **one context** studied from the Preliminary course that builds on the context studies, reflecting a greater depth and understanding of the style through a comparative study.

All students are required for the HSC to complete a one hour Listening (written) exam 30 marks , a Core-performance 20 marks and three electives 60 marks (the elective choices are performance, composition and viva-voce).

HSC Assessment

External Assessment Weighting

Performance (Core)	20 marks
Listening (Aural exam)	30 marks
Electives	60 marks

Special Requirements/ Equipment

What I need for this course

Manuscript book

Recommendations

Who should do this course

Music 1 assumes no prior knowledge of musical notation beyond the basic introduction in the Mandatory (Year 7 & 8) course.

Students who have a keen interest in the study of music and in performing music as well as students who appreciate music as part of their lives.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of Music based courses at university and other tertiary institutions.

Career options include: musical/film composer, music therapist, music journalist, recording artist, music arranger, music teacher, song writer, musician

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force.

Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

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

Course Content

PRELIMINARY COURSE

Core Modules

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

HSC COURSE

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

HSC Assessment

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

Special Requirements/ Equipment

What I need for this course

Mathematical skills

This is a BYOD course. Students will be expected to have their own device to meet the extensive 'research' requirements in line with the new stage 6 senior science syllabuses

Recommendations

Who should do this course

Students who do advanced mathematics

Students who will achieve an expected ROSA grade of C or higher.

Exclusions

What you can not do with this course

Maximum of 6 Science units in Year 11

Maximum of 7 Science units in Year 12

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of science based courses at university and other tertiary institutions.

Career options include: *astronomy, astrophysics, nuclear radiation research (e.g. ANSTO), aerodynamics, engineering, medical physics, sound engineer, radiography, nanotechnology, robotics, quantum mechanics, electrical science, physiotherapy, rocket science, and more.*

2025 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

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

Course: Retail [Services](#)

Industry Curriculum Framework (ICF)

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

- | | |
|--|--|
| <ul style="list-style-type: none"> maintain store operations using technology to organise information meeting organisational expectations | <ul style="list-style-type: none"> customer service skills teamwork problem solving |
|--|--|

Examples of occupations in the retail services industry

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> frontline sales assistant customer service representative | <ul style="list-style-type: none"> shop assistant retail supervisor | <ul style="list-style-type: none"> team leader senior sales assistant administration |
|--|---|--|

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary – n/a

Refunds n/a

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

Exclusions: In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

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

1 unit
HSC

Board Developed Course

ATAR
YesHours Studied
60 during HSC year**Course Outline**

The study of Science Extension Stage 6 enables students with a passion for science to explore the development of the scientific process over time, undertake high-level authentic scientific research, communicate findings and propose further research.

This course is for students wishing to further their studies in a Science related discipline after year 12. It is particularly helpful when studied in conjunction with Investigating Science.

Course Content**HSC Only**

The course comprises Four sections.

Module 1 - The foundations of Scientific thinking**Module 2 - The Scientific Research Proposal****Module 3 - The Data, Evidence and Decisions****Module 4 - The Scientific Research Report Key Questions**

As you study the Modules you will be building a Scientific Research Project where you will gather primary or secondary data, to report on a formulated hypothesis based on scientific research. This will be supported by a Scientific Research Portfolio. History Project (Maximum 20 indicative hours)

Special Requirements/ Equipment***What I need for this course***

The course requires students to undertake:

- A Scientific Research Project.

Prerequisites:

At least one Year 11 Science subject (eg Biology, Chemistry, Investigating Science etc) is a prerequisite for entry into Year 12 Science Extension.

At least one Year 12 Science subject is a coRequisite for Year 12 Science Extension.

Recommendations***Who should do this course***

Students who will achieve an expected ROSA grade of B or higher and excellent results from at least ONE preliminary science subject.

Exclusions***What you can not do with this course***

N/A

Career Options***How will this subject help me in the future***

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

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 in year

Course Outline

Society and Culture is a subject about understanding human interactions and behaviours. In this subject we investigate ideas such as “OK Boomer” and “Karen wants to speak to the manager” and determine where they come from. We chronicle the history and movements that transformed Rock n Roll and Hip Hop. We investigate sports cultures and analyse why supporters are so passionate about their team. We also look into the nature vs nurture debate to determine how you developed your own personal identity.

Society and Culture is a subject that draws upon aspects of Sociology, Anthropology and Research Methodology to develop your understanding of the modern world. This culminates in students developing their own topic of research and becoming an expert in this specific area (an assessment known as the Personal Interest Project). Ultimately, Society and Culture is a subject that effectively establishes foundational research practices and study skills that will support student in their HSC studies and beyond.

Course Content

PRELIMINARY COURSE

The Social and Cultural World – the interactions between persons and groups within societies

Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings

Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC COURSE

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.

Special Requirements/ Equipment

What I need for this course

Completion of Personal Interest Project (PIP) during the HSC (Year 12).

Recommendations

Who should do this course

Students who will achieve an expected ROSA grade of C or higher and have an interest in sociology.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

- Aboriginal Liaison Officer
- Adult Education Teacher
- Advertising Account Executive
- Anthropologist
- Archaeologist
- Archivist
- Careers Counsellor
- Commissioned Defence Force Officer
- Conservator
- Counsellor
- Criminologist
- Economist
- Environmental Health Officer
- Freedom of Information Officer
- Gallery or Museum Curator
- Genetic Counsellor
- Health Promotion Officer
- Historian
- Human Resource Consultant
- Industrial Relations Officer
- Journalist or Other Writer
- Librarian
- Management Consultant
- Market Research Analyst
- Marketing Officer
- Minister of Religion
- Novelist
- Parliamentarian
- Policy Analyst
- Primary School Teacher
- Property Economist
- Psychologist
- Public Relations Officer
- Records Manager
- Recruitment Consultant
- Social Worker
- Sociologist
- Solicitor
- Trade Union Official
- Training Officer
- University Lecturer
- Urban and Regional Planner
- Vocational Education Teacher
- Welfare Project Manager
- Welfare Worker

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

This course provides students with the opportunity to add a creative outlet to their HSC studies where they will learn about design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability, current issues and the Australian Textile Industry. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of textile projects.

Course Content

PRELIMINARY COURSE

Students will undertake two preliminary textile projects. Preliminary 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. Preliminary 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. These 2 projects provide the foundation for the HSC project – therefore prior studies of Textile Technology in Stage 5 are not a pre-requisite.

HSC COURSE

Main topics covered

In the HSC course, the Major Textiles Project allows students to develop a textile project of their choosing 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.

The project has two components: the supporting documentation and textile item(s).

HSC Assessment

The Major Textiles Project, worth 50% of the HSC mark and is externally assessed.

The HSC Exam is worth 50% and is a 1½ hour written exam.

- multiple choice, Short answer and extended response.

Special Requirements/ Equipment

What I need for this course

Access to a computer/ laptop is necessary to complete the portfolio. Purchase of materials for the practical project.

Recommendations

Who should do this course

Anyone can do course. Particularly if you have an interest in design.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

- Career opportunities in Design and Fashion, including but not limited to; Designer (fashion, graphic, interior), fashion editor, patternmaker, stylist, machinist, textile engineer, illustrator, etc.
- Portfolio presentation involves digital skills while design and drawing skills are relevant to a range of industries such as Graphic Design, Theatre and film - costume design, Human Resources, Education, Landscape Design etc.
- Knowledge of textile fibre/ fabric properties are relevant to Work, Health and Safety clothing and footwear, Interior Decoration -both domestic and commercial, Retail & fashion Industry, specialised industries such equipment for the armed forces, rescue, mining, sport etc
- Social and environmental awareness: through study of the textile industry and its impact on society and the wider world; relevant to further studies in health, sociology, marine biology, environmental management and pollution.

2 unit
Preliminary and HSC

Board Developed Course

ATAR
Yes

Hours Studied
120 per year

Course Outline

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

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Course Content

PRELIMINARY COURSE

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- 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.

HSC COURSE

Main topics covered

- How students may develop their practice in art making, 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 art world and apply these to their own investigations
- How students may further develop meaning and focus in their work.

HSC Assessment

External Assessment Weighting

artmaking (Body of Work)	50%
art criticism and art history (90 minute written paper)	50%

Special Requirements/ Equipment

What I need for this course

A3 Visual Arts Process Diary

Recommendations

Who should do this course

Anyone can do this course. Students with a keen interest in any of the visual arts will gain a great benefit from the selection of this course.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of Visual Arts based courses at university and other tertiary institutions.

Career options include:

any design area, illustration, interior design, digital art, art directing, furniture design, computer graphics, printing and animation.

PART B: BOARD ENDORSED COURSES

There are two types of Board Endorsed Courses:

- **Content Endorsed Courses**
- **School Designed Courses**

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

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

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Assessment Rank (ATAR).

2 unit
Preliminary and HSC

Board Endorsed Course

ATAR
No

Hours Studied
120 per year

Course Outline

Computer-based technology is an integral part of today's society. This is reflected in daily activities carried out in contexts such as the workplace, education, entertainment, recreation and the home. In this course, students will participate in hands-on activities to develop skills, knowledge and understanding of hardware and software, graphics, spreadsheets, databases, desktop publishing, communications and multimedia.

Project work is integrated into the course and there are opportunities for individual and group projects in each of the modules. The importance of project work is reinforced through a mandatory project assessment requirement.

Course Content

Computing Applications consists of 12 modules that are selected to provide a course that will meet students' specific needs and interests.

Modules options include:

- Hardware & Software Skills
- Databases
- Graphics
- Graphics II
- Spreadsheets
- Spreadsheets II
- Multimedia I
- Multimedia II
- Desktop Publishing I
- Desktop Publishing II
- Communications I
- Communications II

A range of 15-hour and 30-hour modules will be offered which may be delivered as:

- 4 x 30 hour or
- 2 x 30 hour and 4 x 15 hour or
- 3 x 30 hour and 2 x 15 hour

PRELIMINARY COURSE

- Hardware & Software Skills module and a combination of modules

HSC COURSE

Where two modules of the same title are mentioned, Module I is taught first.

HSC Assessment

Internal Assessment Weighting	
Project Management	20%
Problem-solving	20%
Decision-making	20%
Designing Solutions	20%
Implementation	20%

Special Requirements/ Equipment *What I need for this course*

Laptop
16Gig (minimum) external drive

Recommendations

Who should do this course

The aim of the course is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations.

Exclusions

What you can not do with this course
N/A

Career Options

How will this subject help me in the future

This course will give you the skills and knowledge to help prepare you for employment in careers that rely on computer technologies. It will also provide you with an avenue for further study in TAFE or university if you wish to specialise in computer studies.

Career options include:

- Office Administration
- Data Entry
- Graphic Design
- Website development and management

2 unit
Preliminary and HSC

Board Endorsed Course

ATAR
No

Hours Studied
120 per year

Course Outline

Our society is increasingly recognising children's experiences in the early childhood years as 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.

Course Content

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

Special Requirements/ Equipment

What I need for this course

- laptop
- completion of a baby simulation task requiring students to take home baby simulation doll for allocated number of days.

Recommendations

Who should do this course

Students who have an interest in pursuing this type of employment after school and developing life skills they may use in a family setting in the future.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

- Early childhood career
- Teaching career
- Nursing/ midwifery/paediatric care
- Community organisations involved with the care of young children
- Youth worker/ counsellor



2025 Manufacturing and Engineering Introduction Course Descriptor

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

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

Course: Manufacturing and Engineering - Introduction

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

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

Transferrable industry skills gained in this course

- | | |
|--|---|
| <ul style="list-style-type: none"> • risk management • time management • basic emergency response | <ul style="list-style-type: none"> • communication • problem solving • decision making |
|--|---|

Examples of occupations in the manufacturing and engineering industry

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • fitter machinist • refrigeration mechanic | <ul style="list-style-type: none"> • toolmaker • maintenance fitter | <ul style="list-style-type: none"> • Air conditioning mechanic |
|--|---|---|

VET requirements**Competency-Based Assessment**

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

Appeals and Complaints

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

HSC requirements**Mandatory course requirements**

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

External Assessment)

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

Consumable costs: \$50.00**Refunds**

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

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

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

2 unit
Preliminary and HSC

Board Endorsed Course

ATAR
No

Hours Studied
120 per year

Course Outline

Marine Studies provides an opportunity for students to study this amazing environment and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. This is a critical time for our oceans with many threats to its ecosystems. This course aims to educate students about the impacts that human activities are having and arm them with the information with which to make informed decisions to help protect this fragile environment.

Marine Studies provides an opportunity for students, no matter their skill level, to experience first-hand (through snorkelling and other activities) a wide range of marine habitats. Students who undertake this course will be given a chance to travel to Lady Elliot Island (southern-most tip of the Great Barrier Reef) and immerse themselves in this amazing coral reef ecosystem.

Course Content

PRELIMINARY COURSE

Core Modules

- Humans in Water
- Marine & Maritime Employment

Optional Modules

- Resuscitation & First Aid
- Marine Safety
- Skin Diving & Diving Science

HSC COURSE

Core Modules

- The Marine Environment
- Life In The Sea

Optional Modules

- Coral Reef Ecosystems
- Surfing and Surf Culture
- Estuarine Environments

HSC Assessment

Skills Assessment
Research Task
Exam

Note: There is no external HSC exam as this course is NON-ATAR

Special Requirements/ Equipment

What I need for this course

None

Recommendations

Who should do this course

Students who have a genuine interest in learning more about our marine environment and are keen to explore it first hand.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

This course prepares students for a range of marine based occupations and would also support entry into a range of tertiary Biological based courses (e.g. Marine Science)

NUMERACY

2 unit
Preliminary and HSC

Board Endorsed Course

ATAR
No

Hours Studied
120 per year

Course Outline

NESA developed the Numeracy CEC as an alternative mathematics offering in Stage 6. The Numeracy CEC is focused on the development and consolidation of core numeracy skills through authentic and relevant learning scenarios. These include budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy skills. The course is also aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy (NESA, 2019).

The Numeracy CEC is structured as a 2-unit course. It can be delivered as a 120 hour course for Year 11, or as a 240 hour course across Year 11 and 12. The course can count towards the attainment of the HSC (but is not externally examined and does not contribute to an Australian Tertiary Admissions Rank (ATAR) calculation) and appears on the student's Record of School Achievement (RoSA). Where students request a RoSA, the Numeracy CEC will be listed with their other Stage 6 courses.

Course Content

PRELIMINARY COURSE

The Numeracy course is focused on building functional and practical skills including:

Module 1:

- Operations with Whole Numbers
- Distance, area and volume
- Time
- Data, graphs and Tables

Module 2:

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

HSC COURSE

Module 3:

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

Module 4:

- Rates and ratios
- Statistics and Probability
- Exploring with NRMT

Special Requirements/ Equipment

What I need for this course

A scientific calculator and basic geometrical instruments.

Recommendations

Who should do this course

This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.

Exclusions

What you can not do with this course

This course is not externally examined and does not contribute to an Australian Tertiary Admissions Rank (ATAR) calculation.

Career Options

How will this subject help me in the future

Developing numeracy skills means knowing how to use mathematics in everyday life and for problem-solving beyond the classroom.

These skills help to overcome challenges, recognise opportunities and be successful in the workplace and in life.

This course offers students the opportunity to develop the numeracy and mathematics skills required for everyday life after school.

2 unit
Preliminary and HSC

Board Endorsed Course

ATAR
No

Hours Studied
120 per year

Course Outline

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 with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world.

The course offers opportunities for students to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

Photography, Video and Digital Imaging in Stage 6 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 to understand and value how these fields of practice invite different interpretations and explanations.

Course Content

Modules

- Occupational Health and Safety Module (mandatory)
- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

PRELIMINARY COURSE

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

- Wet photography
- Video
- Digital Imaging

HSC COURSE

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

- Wet photography
- Video
- Digital Imaging
- Individual/Collaborative Project module

HSC Assessment

Internal Assessment Weighting

Making	70%
Critical and Historical Studies	30%

Special Requirements/ Equipment *What I need for this course*

Process Diary

Computer laptop and access to a camera is advantageous

Recommendations

Who should do this course

Anyone can do this course. It is an excellent course for anyone who enjoys more time and focus on practical tasks as 70% of coursework is making.

Exclusions

What you can not do with this course

Work developed for assessment in this course may not be used in full or in part for assessment in Visual Arts.

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of arts based courses at TAFE, university and other tertiary institutions.

Career options include: photographer, graphic designer, advertising, news and media, journalism, fashion photographer, computer artist or director should consider studying Photography, Video and Digital Imaging.

2 unit
Preliminary and HSC

Board Endorsed Course

ATAR
No

Hours Studied
120 per year

Course Outline

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

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

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

Course Content

MODULES

The modules in Sport, Lifestyle and Recreation are:

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

Knowledge and Understanding	50%
Skill	50%

Special Requirements/ Equipment *What I need for this course*

Laptop

PDHPE practical uniform is a MUST

Recommendations

Who should do this course

The course will also give a sound introduction to areas of study needed in the following careers: Community Health Officers, Nutritionists, Physical Education Teachers, Nurses, First Aid officers, Paramedics, Pool and Beach Life Guards, Coaches, Fitness Instructors, Personal Trainers and Professional Sports Person.

Exclusions

What you can not do with this course

N/A

Career Options

How will this subject help me in the future

- Sports Coaching
- Personal Trainer
- Teaching career
- Sports Administrator
- Outdoor Education leader



2025 Sport Coaching Course Descriptor

SIS30521 Certificate III in Sport Coaching

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: Sport Coaching

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <https://training.gov.au/training/details/sis30521>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- | | |
|---|---|
| <ul style="list-style-type: none">organisational skillsteamworkusing technology to collate data | <ul style="list-style-type: none">time managementproblem solvingcommunication |
|---|---|

Examples of occupations in the sport coaching industry

- | | | |
|---|---|---|
| <ul style="list-style-type: none">sport coaching development officersports therapist | <ul style="list-style-type: none">sports club administratorstrength and conditioning coach | <ul style="list-style-type: none">sport journalismsport performance researcher |
|---|---|---|

VET requirements**Competency-Based Assessment**

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

Appeals and Complaints

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

HSC requirements**Mandatory course requirements**

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

External Assessment

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

Consumable costs:

\$50.00 Sport Coaching shirt and other required resources.

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:

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

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

2 unit
Preliminary and HSC

Board Endorsed Course

ATAR
No

Hours Studied
120 per year

Course Outline

Visual Design provides opportunities for students to experience and learn specific skills and knowledge drawn from the various aspects of visual communication - computer graphics, illustrations, photography, film and video, all of which can be applied to industry and commerce.

A workshop type environment provides the students with opportunities to develop their interests and skills, realise their creative potential and experiment with a range of material and techniques. Through the participation in this course, students will develop understanding and awareness of the many forms of visual expression.

Students study consists of a comprehensive introduction to the many forms of visual expression with emphasis on two and three dimensional forms. Students will develop an appreciation and understanding of varied forms of visual expression through visual identification and practical experimentation involving the use of a variety of materials and techniques.

This Visual Design course encourages students to explore the practices of graphics, wearable product and interior/exterior designers in contemporary society and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Course Content

PRESCRIBED LIST OF MODULES

- Occupational Health and Safety Module (mandatory)
- Graphic Design (Publications and Information, Illustration and Cartooning, Interactive and Multimedia)
- Wearable Design (Clothing and Image, Jewellery and Accessories, Textiles)
- Product Design (Packaging, Furniture, Industrial)
- Interior / Exterior Design (Structures and Environments, Stage Sets and Props, Interiors)

PRELIMINARY COURSE

Students will study mandatory module OH&S
and

at least THREE topics from the prescribed list of topics, covering a range of contexts.

HSC COURSE

Students will study mandatory module OH&S
and

Students will study at least THREE topics from the prescribed list. The topics must be different from those studied in the Preliminary course.

- Individual / collaborative project

HSC Assessment

Internal Assessment Weighting

Design Making	70%
Critical and Historical Studies	30%

Special Requirements/ Equipment *What I need for this course*

A3 Process Diary

Recommendations

Who should do this course

Anyone can do this course. It is an excellent course for anyone who enjoys more time and focus on practical tasks as 70% of coursework is design making.

Exclusions

What you can not do with this course

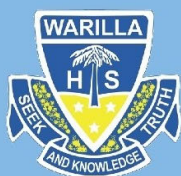
Work developed for assessment in this course may not be used in full or in part for assessment in Visual Arts.

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of arts based courses at TAFE, university and other tertiary institutions.

Career options include: graphic designer, set designer, jewellery designer, illustrator, web site designer



Warilla High School Uniform Policy

Senior

School dress



Senior Shirt



School Jacket



Senior Jersey



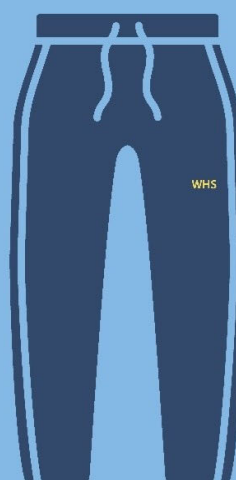
Navy Shorts



Pleated Check Skirt



Navy Trackpants



Shoes

should be predominantly white or black & be fully enclosed.

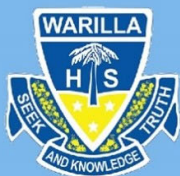


- Any unbranded uniform must be **plain navy**.
- Shorts, skirts or skorts should be mid-thigh in length.
- A **plain white** long sleeve t-shirt may be worn under the senior shirt.

Leggings or tights are to be worn under shorts, skorts or skirts – not on their own.

Please note this infographic is a summary. Please refer to comprehensive Uniform Policy on the WHS website.

Warilla High School, 2020



Warilla High School Uniform Policy

Sport

Sport Polo



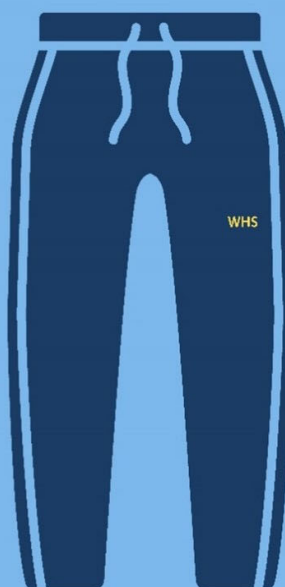
Representative Jumpers



Navy Shorts



Navy Trackpants



Shoes

should be predominantly white or black & be fully enclosed.



- Any unbranded uniform must be **plain navy**.
- Shorts, skirts or skorts should be mid-thigh in length.
- A **plain white** long sleeve t-shirt may be worn under the sport polo .

Leggings or tights are to be worn under shorts, skorts or skirts
– not on their own.

Please note this infographic is a summary. Please refer to comprehensive Uniform Policy on the WHS website.

Warilla High School, 2020

UNIFORM POLICY

IMPORTANT: PLEASE NOTE THE FOLLOWING

SHOES:

Light canvas 'Raben' shoes/ballet style shoes are NOT ACCEPTABLE due to WH&S regulations.

Also for Workplace Health & Safety reasons thongs are NOT ACCEPTABLE, students who wear thongs to school will be sent home. Common sense should be used when selecting footwear. Obviously high platform shoes OR high platform joggers are not appropriate for school. Shoes MUST have firm uppers.

JEWELLERY:

Must be kept to a minimum and be unobtrusive, including studded body piercing. Studded belts are NOT ACCEPTABLE.

UNIFORM:

Leggings or tights worn on their own (ie without a skirt covering them) are NOT ACCEPTABLE. Offending students will be asked to report to the Deputy Principal where they will be given a skirt or shorts to wear on loan for the day. Failure to comply will result in offending students being sent home.

Skirts and shorts must be of appropriate length ie: mid-thigh.

Skirts, shorts or pants must also be worn at a socially acceptable height at all times so that there is no gap between the shirt and skirt etc.

Shirts must be buttoned up to a socially acceptable height at all times.

PLAIN means WITHOUT patterns, stripes, slogans of ANY kind. Brand names are unacceptable unless SMALL in size and INSIGNIFICANT to the observer.

PHYSICAL EDUCATION AND SPORT UNIFORMS

School representative sport jumpers are only to be worn on sports day ie Thursday.

In very cold/wet weather any jacket worn MUST BE PLAIN NAVY BLUE.

Footwear	Sports shoes or joggers must be worn.
Shirt	The Warilla High School Sports Shirt must be worn for PE and Sport.
Shorts	The Warilla High School Sports Shorts must be worn for PE and Sport. NB: cargo, surf wear or other fashion shorts are not permitted.
Tracksuit	The school tracksuit for both boys and girls.
Jewellery	No earrings (except studs), rings, bangles or necklaces.

ON THURSDAYS STUDENTS ARE PERMITTED TO WEAR THEIR PE UNIFORM ALL DAY.

IT MUST **NOT** BE WORN IN NORMAL CLASSROOM LESSONS ON **ANY OTHER DAY**.

The majority of uniform items are available from the Uniform Shop

EVET

Externally delivered Vocation Education and Training

External course providers for Warilla High Students

- Aerospace Training Services
- Australian Career Business College
- Kiama Community College
- Illawarra ITeC
- Illawarra Retirement Trust
- TAFE NSW Illawarra
- The Academy of Interactive Entertainment
- UVAir Pty Ltd
- UOW College
- Whitehouse Institute of Design

EVET INFORMATION

<http://evet.nsw.edu.au>

The EVET website contains information of all courses, qualifications and providers. The current information on this website relates to 2018, however the website will be updated with 2019 information in Term 3.

HOW TO APPLY

The Careers Team will interview students and will identify and discuss courses that may be relevant to the student's educational and vocational needs. Once a course has been selected students will need to complete an EVET Expression of Interest form issued during interviews.

Term 3	August September	Closing date for students to submit EOI to Careers Adviser Careers Adviser enters student applications onto EVET tool
Term 4	Students are either offered, declined or put on waiting list for courses Students offered courses return signed enrolment forms to the Careers Adviser	

WHAT IS EVET?

EVET courses are approved by the Department of Education and are delivered by approved external RTO.

EVET Courses:

- have been developed or endorsed by the NSW Educational Standards Authority (NESA)
- provide credit towards a nationally recognised Australian Qualification Framework (AQF) qualification
- counts as units of study on the Year 11 and/or the Year 12 HSC/Record of Student Achievement (ROSA)
- may contribute to your ATAR
- assist you to acquire new skills and capabilities
- are appropriate for any ability level, including those who plan to proceed to university
- are taught by teachers who have direct industry links

WILL I GET A NATIONALLY RECOGNISED QUALIFICATION?

At the end of your EVET course you may receive two sets of credentials.

A full Certificate qualification OR a Statement of Attainment depending on whether you complete the full course.

Credit towards your HSC.

TYPES OF EVET COURSES

All EVET courses count towards HSC unit credit and are classified by NESA as either Industry Curriculum Framework (ICF) courses or Board Endorsed Courses (BEC).

ICF courses have an HSC examination and count towards the calculation of your ATAR (maximum of 1 ICF course)

BECs are approved by NESA but do not have an HSC examination or count towards your ATAR.

COURSE ATTENDANCE

All EVET courses have individual attendance requirements and delivery methods set by the RTO.

HOW MUCH DOES IT COST?

EVET courses are free for NSW Government school students. The NSW Department of Education has a procurement process to approve and fund EVET courses from a variety of RTOs.

TRAVEL COSTS

You are responsible for arranging and paying for travel to and from EVET courses.

STUDENTS WITH ADDITIONAL NEEDS

Students with disabilities will have support requirements determined prior to an Expression of Interest form being submitted. Information about this is available from the school.



Externally Delivered VET (EVET)

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers. EVET allows school students to gain workplace skills and experience to get a head-start on their chosen career.

EVET allows you to:

- gain practical, work-related skills to enhance your future employment opportunities.
- complete units that count towards your Higher School Certificate (HSC).
- start or complete a nationally-recognised VET qualification while still at school.
- receive a nationally-accredited Certificate qualification or a Statement of Attainment if you achieve in one or more units of competency. Most EVET courses articulate into further nationally accredited courses delivered by TAFE, or other private providers.

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

EVET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification.

EVET Board Developed Courses contribute to the Australian Tertiary Admissions Rank (ATAR) with students able to sit for an optional Higher School Certificate examination.

Work placement

Many EVET courses include some time working in the industry area of your course. This is called Work Placement and students learn new skills and apply the skills they have already learnt as part of their course. EVET 240 hour Board Developed Courses include mandatory work placement of 70 hours. Board Endorsed Courses may also have a mandatory work placement component.

Work placement helps students to:

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

When applying for an EVET course students and their parents will need to show that career pathway planning is integral to the student's course selection. The student needs to understand the commitment required including:

- the completion of all course requirements, including mandatory work placement
- regular attendance. Students are responsible for arranging their own travel and meeting the travel costs
- timetabling issues which may require students to catch up on class work missed at school.
- having access to the required equipment and resources

Skills at School Virtual VET Courses

Virtual courses (TAFE Launchpad courses) will be added to the EVET Tool for 2024. Please investigate these to ensure these courses are suitable for your students and your school site. Details of these courses are outlined in the course descriptor on the EVET website, including if courses have a face to face component. Refer to the website: [Virtual VET courses \(nsw.gov.au\)](https://www.nsw.gov.au/education/vet/courses).

Note: *A student cannot be enrolled in a course with the same course code more than once. Additional course NESA exemptions may apply. Please refer to NESA and check with your school before selecting courses.*

Applications to undertake an EVET course will open to schools week 9, term 2. Closing date for first round offers is the first week of September 2024. Students may select more than one course however the first preference will be offered based on course availability. Students must read the course descriptor before selecting the course.

Contact the school's VET coordinator or careers adviser for details on what EVET courses are available, exemptions and how to apply.

