

Macintyre High School

Senior Prospectus 2025



Message from the School:

Congratulations! You have made a key life affecting choice in deciding to complete the senior years of school at Macintyre High School. Macintyre High School is committed to providing you with the right mix of opportunities to give you the best possible start for your future life. High expectations, strong and effective support, a carefully balanced curriculum coupled with excellent extra-curricular options will enable you to develop and grow both intellectually and as a person.

There are a number of key elements to be found in an excellent senior curriculum. These include:

- A sufficiently wide subject choice to provide for individual needs.
- High expectations held jointly by the school and by every teacher.
- A relentless commitment to quality in both teaching and learning.
- Effective student welfare and support services.
- Opportunities to grow in personal responsibility and to grow as a member of the community.
- A wide range of leadership, sporting and cultural co-curricular options.

These critical elements, and more, are to be found at Macintyre High School. The school curriculum offers a range of academic, technological and vocational options for students. The school organisation will provide students with the training and support necessary to develop a strong culture of learning and use of study time.

The senior curriculum is complex and challenging. To guide you to the best possible pattern of study for your future needs, the school offers a range of counselling services and assistance to both students and parents to ensure students choose appropriate, relevant and stimulating courses. Be open to guidance and advice and avoid potential pitfalls by seeking advice from as many sources as possible.

Students should use this booklet as a starting point for the selection of subjects. Your subject choices should be based upon personal interests, talents and possible and realistic career paths. Make sure that you talk to your teachers and ask for their guidance. Your teachers will be able to provide advice based on their knowledge of your abilities and skills and they will be able to give you a good understanding of the scope and the demands of the senior courses in their area of expertise.

Most importantly, consult with the Careers Advisers, Mrs Snaith and Mr Gersbach. Discuss your career aspirations with them and find out about course selections that will help you follow your aspirations while still keeping your options open.



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Year 11 2025
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TYPES OF HSC COURSES

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

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

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

There is no external examination for an Content Endorsed Course, however, all the Content Endorsed Courses count towards the HSC and appear on your Record of Achievement.

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

Vocational Education and Training (VET) – VET courses can be studied either at school or through TAFE NSW and other training providers. For example, some VET courses require a minimum number of hours in the work place.

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

What are units?

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

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

2 units	=	4 hours per week (approximately 120 hours per year)
	=	100 marks

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

2-unit course

- This is the basic structure for all courses.

Extension course

Extension study is available in a number of subjects. Extension courses are 1-unit courses which build on the content of the 2-unit course. Extension courses require students to work beyond the standard of the 2-unit course, and are available in English, Mathematics, History, Music, some languages and VET. Undergraduate university courses will be available in some subjects.

English and Mathematics Extension courses are available at Year 11 and HSC levels. Students must study the Year 11 extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 Unit course

- Studies of Religion can be undertaken as either a 1 unit or a 2-unit course. There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

ATAR Course Categories

Removal of ATAR course categories

From 2025, any course that schools offer with an HSC examination can count towards the calculation of the ATAR. This categorisation change is a university measure, not a school-based or NESA policy.

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
- reduce the barriers of HSC VET examination

What is changing?

English Studies, Mathematics Standard 1, and VET courses with an HSC examination are currently classified as Category B. Previously, students could only have a maximum of 2 units of Category B courses contribute to their ATAR calculation. The Universities Admission Centre (UAC) is removing this categorisation from the 2025 HSC onwards. Students will therefore have more courses contribute to their ATAR.

What does this mean for students?

Students can undertake English Studies, Mathematics Standard 1 AND pursue more VET pathways while having the option of an ATAR pathway into university.

The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.

When will this change take effect?

This change applied to students in Year 10 in 2023, who have chosen courses for Year 11 in 2024 and the HSC in 2025 and all students onwards.

Have you considered a School-Based Apprenticeship or Traineeship?

School-Based apprenticeships and Traineeships are a great way to commence your career while completing your HSC.

As a student in Year 10, 11 or 12, you may be able to undertake a School-Based Apprenticeship or Traineeship. This is a great opportunity for you to combine paid work, training and school while achieving an industry recognised national qualification with units that counts towards your HSC.

What is a School-Based Traineeship?

School-Based Traineeships provide you with the opportunity to achieve a nationally recognised qualification in conjunction with the Higher School Certificate (HSC), while gaining valuable work skills and experience through paid employment. School-Based Trainees will complete their traineeship while they are still at school and are required to be in the workplace for approximately one day per week, with most traineeship requiring a minimum of 100 days.

What is a School-Based Apprenticeship?

School-Based Apprenticeships provide students with the opportunity to attain a nationally recognised qualification as well as their HSC while gaining valuable work skills and work experience through paid employment.

School-Based Apprenticeships are required to complete a minimum of 100 days on-the-job training, which is approximately one day per week, although each qualification is different.

- Building trades School-Based Apprenticeships will undertake 144 days of work-based training over two years while at school.
- Plumbing and electrical trades School-Based Apprenticeships will undertake 180 days of work-based training over two years while at school.
- Hospitality, rural metals and engineering trades School-Based Apprenticeships will undertake a minimum of 100 days of work-based training over two years while at school.
- Automotive trade School-Based Apprenticeships will undertake 130 days of work-based training over two years while at school.

Once the school-based component of the apprenticeship is completed, you will move into the second year of the apprenticeship post school. As a result, a School-Based Apprentice will gain their qualification a year earlier than Year 12 school leavers.

What are the main features of School-Based Apprenticeships?

- An opportunity to commence a trade qualification while completing your HSC and working in your chosen field.
- You will complete a combination of part-time paid work and part-time study.
- A head start on your apprenticeship as the school-based component equates to the first year of an apprenticeship.
- A Certificate of Proficiency issued by State Training Services upon successful completion.
- Potential access to government incentives.

Now is the time to start thinking about potential employers and careers!

Work experience is a great way to assess whether the industry you are considering is right for you. If your answer is a definite “yes” why not have a chat with your host employer about the possibility of a School-Based Apprenticeship or Traineeship?

School-Based Apprenticeships or Traineeships are available in most trade and industry areas. Both School-Based Apprenticeships and Traineeships can be delivered through TAFE New England. Find out more about the qualifications that are available at www.sbatnsw.info.

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English Studies	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.</p> <p>The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.</p> <p>Recent NESA changes mean that English Studies is a Board Developed Course and can contribute to a student's ATAR.</p>	
<p>Year 11 Course Content</p> <p>Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)</p> <p>HSC Course Content</p> <p>Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)</p>	

English Standard	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
Course Description	
<p>The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.</p>	
Year 11 Course Content	
Common Module: Reading to Write (40 hours)	
Module A: Contemporary Possibilities (40 hours)	
Module B: Close Study of Literature (40 hours)	
HSC Course Content	
Common Module: Texts and Human Experiences (30 hours)	
Module A: Language, Identity and Culture (30 hours)	
Module B: Close Study of Literature (30 hours)	
Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)	
Course Requirements	
Across Stage 6 the selection of texts will give students experience of the following:	
<ul style="list-style-type: none"> • a range pf types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 	

English Advanced	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>	
<p>Year 11 Course Content</p> <p>Common Module: Reading to Write (40 hours) Module A: Narratives that Shape our World (40 hours) Module B: Critical Study of Literature (40 hours)</p> <p>HSC Course Content</p> <p>Common Module: Texts and Human Experiences (30 hours) Module A: Textual Conversations (30 hours) Module B: Critical Study of Literature (30 hours) Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)</p>	
<p>Course Requirements</p> <p>Across Stage 6 the selection of texts will give students experience of:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 	

English Extension 1	2025 and 2026
1 unit for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.</p>	
<p>Year 11 Course Content</p> <p>Module: Texts, Culture and Value (40 hours)</p> <p>Related research project (20 hours)</p> <p>HSC Course Content</p> <p>Common module: Literary Worlds with ONE elective option (60 hours)</p>	
<p>Course Requirements</p> <p>Across Stage 6 the selection of texts will give students experience of the following:</p> <ul style="list-style-type: none"> • Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 	

English Extension 2	2025 and 2026
1 unit for HSC only	Board Developed Course
<p>Course Description</p> <p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.</p>	
<p>HSC Course Content</p> <ul style="list-style-type: none"> • The Composition Process • Major Work • Reflection Statement • The Major Work Journal (60 hours) 	
<p>Course Requirements</p> <p>Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement</p>	

Mathematics Standard	2025 and 2026
2 units for each of Year 11 & HSC	Board Developed Course
<p>Course Description</p> <p>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.</p> <p>In the HSC, there are two study options to choose from:</p> <ul style="list-style-type: none"> • Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training. Recent NESA changes mean that Mathematics Standard 1 is a Board Developed Course subject and can contribute to a student's ATAR. • Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. 	
<p>Year 11 Course Content</p> <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis <p>HSC Course Content</p> <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks 	
<p>Course Requirements</p> <p>Students currently in 10M2, 10M3 and 10M4 should choose the Mathematics Standard course of study in year 11. Stage 5.1/5.2 is the minimum prerequisite for study of this course.</p> <p>It is recommended that 10M4 students choose Mathematics Standard 1 to study in the HSC.</p>	

Mathematics Advanced	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.</p> <p>All students studying the Mathematics Advanced course will sit for an HSC examination.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning • provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role • provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. 	
<p>Content</p> <p>The Mathematics Advanced Year 11 course content is comprised of five topics, with the topics divided into subtopics. The Mathematics Advanced Year 12 course content includes four of the same topics and the topic of Financial Mathematics in place of the topic of Exponential and Logarithmic Functions.</p> <p>The topics and subtopics are:</p> <p>Year 11</p> <p>Topic: Functions - Working with Functions</p> <p>Topic: Trigonometric Functions - Trigonometry and Measure of Angles; Trigonometric Functions and Identities</p> <p>Topic: Calculus - Introduction to Differentiation</p> <p>Topic: Exponential and Logarithmic Functions - Logarithms and Exponentials</p> <p>Topic: Statistical Analysis - Probability and Discrete Probability Distributions</p> <p>Year 12</p> <p>Topic: Functions - Graphing Techniques</p> <p>Topic: Trigonometric Functions - Trigonometric Functions and Graphs</p> <p>Topic: Calculus - Differential Calculus; The Second Derivative; Integral Calculus</p> <p>Topic: Financial Mathematics - Modelling Financial Situations</p> <p>Topic: Statistical Analysis - Descriptive Statistics and Bivariate Data Analysis; Random Variables</p>	
<p>Pre-requisites:</p> <p>The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular the content and outcomes of all sub strands of Stage 5.1 and Stage 5.2, the following sub strands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis and at least some of the content from the following sub strands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.</p> <p>Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	

2 units for each of Year 11 and HSC
Board Developed Course
Course Description

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop through knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Content

The Mathematics Extension 1 Year 11 course content is comprised of four topics, with the topics divided into subtopics. The Mathematics Extension 1 Year 12 course content includes the topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different topics.

The topics and subtopics are:

Year 11

Topic: Functions - Further Work with Functions; Polynomials

Topic: Trigonometric Functions - Inverse Trigonometric Functions; Further Trigonometric Identities

Topic: Calculus - Rates of Change

Topic: Combinatorics - Working with Combinatorics

Year 12

Topic: Proof - Proof by Mathematical Induction

Topic: Vectors - Introduction to Vectors

Topic: Trigonometric Functions - Trigonometric Equations

Topic: Calculus - Further Calculus Skills; Applications of Calculus

Topic: Statistical Analysis - The Binomial Distribution

Pre-requisites

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

Exclusions

Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

1 unit Year 12 (HSC)
Board Developed Course
Course Description

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

The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

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

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Content

The Mathematics Extension 2 course is comprised of five topics, with the topics divided into subtopics.

The Year 12 [HSC] topics and subtopics are:

Topic: Proof - The Nature of Proof; Further Proof by Mathematical Induction

Topic: Vectors - Further Work with Vectors

Topic: Complex Numbers - Introduction to Complex Numbers; Using Complex Numbers

Topic: Calculus - Further Integration

Topic: Mechanics - Applications of Calculus to Mechanics

Prerequisites:

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

Exclusions:

Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Aboriginal Studies	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>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.</p>	
<p>Year 11 Course Content</p> <ul style="list-style-type: none"> • Part I: Aboriginality and the Land • Part II: Heritage and Identity • Part III: International Indigenous Community: Comparative Study • Part IV: Research and Inquiry Methods: Local Community Case Study <p>HSC Course Content</p> <ul style="list-style-type: none"> • Part I – Social Justice and Human Rights Issues • A Global Perspective (20%) AND B Comparative Study • Part II – Case Study of an Aboriginal community for each topic A Aboriginality and the Land OR B Heritage and Identity • Part III – Research and Inquiry Methods – Major Project 	
<p>Course Requirements</p> <p>In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</p>	

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

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

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

Year 11 Course Content

- Overview
- The Farm Case Study
- Plant Production
- Animal Production

HSC Course Content**Core**

- Plant/Animal Production
- Farm Product Study

Elective

Choose ONE of the following electives to study:

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

Course Requirements

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

Industries Related to Agriculture

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

- Agriculture, Forestry and Fishing
- Electricity, Gas, Water and Waste Services
- Professional, Scientific and Technical Services

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

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

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

Year 11 Course Content

Students study three sections

1. Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies'). Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies
2. Features of Ancient Societies (40 indicative hours) - Students study at least two ancient societies.
3. Historical Investigation (20 indicative hours)

HSC Course Content

The Year 12 course comprises four sections.

1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
2. One 'Ancient Societies' topic (30 indicative hours)
3. One 'Personalities in their Times' topic (30 indicative hours)
4. One 'Historical Periods' topic (30 indicative hours)

Course Requirements

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

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

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

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

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

Year 11 Course Content

Module 1 cells as the Basis of life

Module 2 Organisation of Living Things

Module 3 Biological Diversity

Module 4 Ecosystem Dynamic

HSC Course Content

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non infectious disease and disorders

Course Requirements

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

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

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

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

Business Studies	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society</p>	
<p>Year 11 Course Content</p> <ul style="list-style-type: none"> • Nature of business – the role and nature of business • Business management – the nature and responsibilities of management • Business planning – establishing and planning a small to medium enterprise <p>HSC Course Content</p> <ul style="list-style-type: none"> • Operations – strategies for effective operations management • Marketing – development and implementation of successful marketing strategies • Finance – financial information in the planning and management of business • Human resources – human resource management and business performance 	
<p>Course Requirements</p> <p>nil</p>	

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

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

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

Year 11 Course Content

The Year 11 course consists of four modules.

Module 1 Properties and Structure of Matter

Module 2 Introduction to Quantitative Chemistry

Module 3 Reactive Chemistry

Module 4 Drivers of Reactions

HSC Course Content

The year 12 course consists of four modules

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

Module 8 Applying Chemical Ideas

Course Requirements

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

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

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

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

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

Year 11 Course Content

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

HSC Course Content

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

Optional Component

Students will study **one** of the following options:

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work.

Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Design and Technology	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies.</p>	
<p>Year 11 Course Content</p> <p>The Year 11 course includes the completion of at least two design projects. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings.</p> <p>HSC Course Content</p> <p>Involves the study of innovation and emerging technologies, including a case study of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Course Requirements</p> <p>In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course.</p> <p>In the HSC students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected Major Design Project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p> <p>Industries Related to Design and Technology</p> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the You Career website:</p> <ul style="list-style-type: none"> • Construction • Electricity, Gas, Water and Waste Services • Manufacturing • Mining • Professional, Scientific and Technical Services 	

Drama	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>The Year 11 course content comprises an interaction between the components of Improvisation, play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>The HSC course for Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p>	
<p>Year 11 Course Content</p> <ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles <p>Year 12 Course Content</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 	
<p>Course Requirements</p> <p>The Year 11 course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p> <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	

Earth and Environmental Science	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The Year 11 course explores the Earth’s renewable and non-renewable resources by investigating origins of component material’s, including minerals, and considers how incomplete information or failure to consider the impact of resources used may cause environmental damage. Students learn about tectonic activity, energy transfers and transformations which inform students of how global systems such as weather and natural hazards impact human wellbeing.</p> <p>The HSC course explores evidence for major geological change and mass extinction events, which gives students new information about climate and natural cycles of change. Application of this knowledge allows students to explore climatic and seismic hazards, and mechanisms of their change.</p> <p>The course maintains a practical emphasis in the delivery of the course content and engages with technologies that assist in developing earth and environmental science applications.</p>	
<p>Year 11 Course Content</p> <ul style="list-style-type: none"> • Module 1 Earth’s Resources • Module 2 Plate Tectonics • Module 3 Energy Transformations • Module 4 Human Impacts <p>HSC Course Content</p> <ul style="list-style-type: none"> • Module 5 Earth’s Processes • Module 6 Hazards • Module 7 Climate Science • Module 8 Resource Management 	
<p>Course Requirements</p> <p>Students are provided with 15 hours of course time for depth studies in both year 11 and 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the year 11 and 12 courses and must occupy a minimum of 35 hours course time each year. Fieldwork is also mandated in year 12 and is an integral part of the learning process.</p>	

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

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

Year 11 Course Content

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studies in each of the following categories:
 - engineering fundamentals
 - engineering products and
 - braking systems
- one focus module relating to the field of Biomedical engineering.

HSC Course Content

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of:
 - Civil structures and
 - Personal and public transport
- two focus modules relating to the fields of:
 - Aeronautical Engineering and
 - Telecommunications Engineering.

Course Requirements**Year 11 Course**

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

HSC Course

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

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

Enterprise Computing (new HSC course)	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The study of Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.</p> <p>Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives. Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.</p>	
<p>Year 11 Course Content</p> <p>The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.</p> <p>Students are required to study all 3 components of the course:</p> <ul style="list-style-type: none"> • Interactive Media and the User Experience • Networking Systems and Social Computing • Principles of Cybersecurity <p>HSC Course Content</p> <p>The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.</p> <p>Students are required to study all 4 components of the course:</p> <ul style="list-style-type: none"> • Data Science • Data Visualisation • Intelligent Systems • Enterprise Project 	

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

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

Year 11 Course Content

- Food Availability and Selection
- Food Quality
- Nutrition

HSC Course Content

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

Course Requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

Geography	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>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.</p> <p>The HSC course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, sale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.</p> <p>The study of Geography in Stage 6 enables students to:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of natural and human processes, how they interact and affect each other, and how places and environment can be managed for sustainability • apply geographical inquiry skills and tools, including fieldwork • develop a lifelong interest in the study of geography • prepare for informed, responsible and active citizenship in the contemporary world. 	
<p>Year 11 Course Content</p> <p>The course comprises of 4 focus areas and students are required to study all 4:</p> <ul style="list-style-type: none"> • Earth’s natural systems • People, patterns and processes • Human-environment interactions • Geographical investigation <p>HSC Course Content</p> <p>The course comprises of 3 focus areas and students are required to study all 3:</p> <ul style="list-style-type: none"> • Global sustainability • Rural and urban places • Ecosystems and global biodiversity 	
<p>Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.</p>	

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

In the Health and Movement Science course, students will develop a capacity to think about and act critically regarding key issues related to health and movement. It will support students to make informed decisions that contribute to healthy and active lifestyles for individuals and communities, and support wellbeing.

Health and Movement Science course builds on the foundational knowledge, understanding and skills developed in the PDHPE K–10 course. The course provides opportunities to explore areas of interest in greater depth and apply health and movement concepts to various contexts and groups. To equip students to navigate the dynamic nature of health and movement, emphasis is given to developing skills of collaboration, analysis, communication, creative thinking, problem-solving and research.

Year 11 Course Content

Students are required to study all 4 components of the course:

- Health for Individuals and Communities
- The body and mind in motion
- Collaborative Investigation
- Depth Studies (a minimum of 2)

HSC Course Content

Students are required to study all 3 components of the course:

- Health in an Australian and global context
- Training for improved performance
- Depth Studies (a minimum of 2)

Course Requirements

Students are provided with adequate course time to complete a minimum of two depth studies in both Year 11 and Year 12.

During the completion of the depth studies and standard course content, where applicable, case studies, research skills and practical application will be integrated to support student learning.

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

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

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

- Metal and Engineering Technologies
- Timber Products and Furniture Technologies
- Graphics Technology

Students can only select **one** Industrial Technology subject/focus area.

Year 11 Course Content

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

- Industry study
- Design
- Management and Communication
- Production
- Industry Related Manufacturing Technology

HSC Course Content

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

- Industry study
- Major Project:
 - Project Folio
 - Production
- Industry Related Manufacturing Technology

Particular Course Requirements- can only choose one focus area.

In the Year 11 course, students must design, develop and construct one to two projects. Each project will include a management folio.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

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

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

Year 11 Course Content

The Year 11 course consists of four modules.

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

HSC Course Content

The Year 12 course consists of four modules.

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

Course Requirements

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

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

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

Italian Beginners	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, the <i>personal world</i> and the <i>Italian-speaking communities</i>, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.</p>	
<p>Year 11 and 12 Course Content</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations. 	
<p>Course Requirements</p> <p>Nil</p>	

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

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

The 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.

Year 11 Course Content

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

HSC Course Content

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

Two options are chosen from:

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

Course Requirements

No special requirements

Industries Related to Legal Studies

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

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

- The Law – Solicitor/Barrister
- Education and training
- Professional services
- Public administration
- Politics

Modern History	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>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.</p> <p>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.</p>	
<p>Year 11 Course Content</p> <p>The Year 11 course comprises three sections.</p> <ol style="list-style-type: none"> 1. Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’) Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies. 2. Historical Investigation (20 indicative hours) 3. The Shaping of the Modern World (40 indicative hours) - At least one study from ‘The Shaping of the Modern World’ is to be undertaken. <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p>HSC Course Content</p> <p>The Year 12 course comprises four sections.</p> <ol style="list-style-type: none"> 1. Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours) 2. One ‘National Studies’ topic (30 indicative hours) 3. One ‘Peace and Conflict’ topic (30 indicative hours) 4. One ‘Change in the Modern World’ topic (30 indicative hours) <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p>Course Requirements</p> <p>Year 11</p> <p>In the Year 11 course, students undertake at least two case studies. One case study must be from Europe, North America or Australia, and One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</p> <p>Year 12</p> <p>Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.</p>	

HSC History Extension – Modern & Ancient	only in HSC 2026
1 unit for HSC	Board Developed Course
<p>Course Description</p> <p>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.</p>	
<p>HSC Course Content</p> <p>The course comprises two sections.</p> <p>Constructing History (Minimum 40 indicative hours)</p> <p>Key Questions:</p> <ul style="list-style-type: none"> 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? <p>Case Studies:</p> <p>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.</p> <p>History Project (Maximum 20 indicative hours)</p> <p>Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>	
<p>Course Requirements</p> <p>The course requires students to undertake:</p> <ul style="list-style-type: none"> one case study the development of one History Project. <p>Prerequisites:</p> <p>Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.</p> <p>Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.</p>	

Music 1	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>In the Year 11 and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p>Year 11 Course Content and HSC Course Content</p> <p>Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.</p>	
<p>Course Requirements</p> <p>In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.</p> <p>Exclusions: Music 2</p>	

Music 2	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>In the Year 11 and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p>Year 11 Course Content and HSC course</p> <p>Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.</p> <p>In the Year 11 course, the Mandatory Topic is Music 1600–1900.</p> <p>In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).</p>	
<p>Course Requirements</p> <p>In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.</p> <p>All students will be required to develop a composition portfolio for the core composition.</p>	

Music Extension	only in HSC 2026
1 unit for HSC	Board Developed Course
<p>Course Description</p> <p>The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.</p> <p>Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.</p>	
<p>HSC Course Content</p> <p>Studied concurrently with Music 2 course.</p>	
<p>Course Requirements</p> <p>Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.</p> <p>Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.</p> <p>Exclusions: Music 1</p>	

Physics	2025 and 2026
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The Year 11 course develops student’s knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>	
<p>Year 11 Course Content</p> <p>The Year 11 course consists of four modules.</p> <p>Module 1 Kinematics</p> <p>Module 2 Dynamics</p> <p>Module 3 Waves and Thermodynamics</p> <p>Module 4 Electricity and Magnetism</p> <p>HSC Course Content</p> <p>The Year 12 course consists of four modules.</p> <p>Module 5 Advanced Mechanics</p> <p>Module 6 Electromagnetism</p> <p>Module 7 The Nature of Light</p> <p>Module 8 From the Universe to the Atom</p>	
<p>Course Requirements</p> <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	

2 units for each of Year 11 and HSC**Board Developed Course****Course Description**

Visual Arts involves students in artmaking, 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 Year 11 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.

Year 11 Course Content

The course explores:

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

HSC Course Content

The Course explores:

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

Course Requirements**Year 11 Course:**

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

HSC Course:

- development of a Body of Work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

Content Endorsed Courses

Computer Applications	45
Exploring Early Childhood	46
Photography, Video and Digital Imaging	47
Numeracy	48
Sport, Lifestyle and Recreation Studies	49
Visual Design	50
Work Studies	51

Computing Applications	2025 and 2026
2 units for each of Preliminary and HSC	Content Endorsed Course
<p>Course Description</p> <p>Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.</p>	
<p>Course Content</p> <p>Computing Applications is a 'hands-on' skills-based course aimed at developing the student's abilities to use hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks that enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.</p> <p>It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.</p>	
<p>Course Requirements</p> <p>Exclusions (students cannot do this subject plus any of these)</p> <ul style="list-style-type: none"> • 11210 Information Processes and Technology (2 units – Preliminary) • 15210 Information Processes and Technology (2 units – HSC) • 11340 Software Design and Development (2 units – Preliminary) • 15360 Software Design and Development (2 units – HSC) • 65391 Applied Digital Technologies VET BEC 120 hours • 65393 Applied Digital Technologies VET BEC 180 hours <p>Industries related to Computing Applications</p> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the Your Career website:</p> <ul style="list-style-type: none"> • Education and Training • Financial and Insurance Services • Information Media and Telecommunications • Professional, Scientific and Technical Services • Public Administration and Safety 	

2 units for each of Year 11 and HSC**Content Endorsed Course****Course Description**

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.

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

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

Course Content

Exploring Early Childhood aims to provide students with an overview of children's experiences in the early childhood years. It explores child growth and development from conception through to preschool years. It involves practical experiences to enable students to develop confidence in observing understanding and relating to young children.

Core strands:

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

Options Modules:

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

Industries relating to Exploring Early Childhood

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

- Arts and Recreation services
- Education and Training
- Health Care and Social Assistance
- Public Administration and Safety

Photography, Video and Digital Imaging	2025 and 2026
2 units for each of Year 11 and HSC	Content Endorsed Course
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<p>Course Description</p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<p>Main Topics Covered</p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> • Wet Photography • Video • Digital Imaging 	
<p>Modules include</p> <ul style="list-style-type: none"> • Introduction to the Field • Developing a Point of View • Traditions, Conventions, Styles and Genres • Manipulated Forms • The Arranged Image • Temporal Accounts <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>	
<p>Particular Course Requirements</p> <p>Students are required to keep journal throughout the course.</p> <p>Industries related to Photography, Video and Digital Imaging</p> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the Your Career website:</p> <ul style="list-style-type: none"> • Arts and Recreation Services • Education and Training • Information Media and Telecommunications 	

2 units for each of Preliminary and HSC**Content Endorsed Course****Course Description**

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

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

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

What students Learn

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions

in order to manage situations and solve problems relating to their present and future needs.

Year 11 Course Content**Module 1**

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

Module 2

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

HSC Course Content**Module 3**

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

Module 4

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

Industries related to Numeracy

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

Industries related to this course include, but are not limited to, the following outlined on the Your Career website:

- Electricity, Gas, Water and Waste Services
- Financial and Insurance Services
- Manufacturing
- Mining

2 units for each of Year 11 and HSC**Content Endorsed Course**

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students learn to develop:

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

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

Industries related to Sport, Lifestyle and Recreation Studies

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

Industries related to this course include, but are not limited to, the following outlined on the Your Career website:

- Arts and Recreation Services
- Education and Training
- Health Care and Social Assistance
- Public Administration and Safety

2 units for each of Preliminary and HSC**Content Endorsed Course**

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

Course Description

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

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

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

Course Content**What students learn**

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

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

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

Course requirements

Students are required to keep a diary throughout the course.

Industries related to Visual Design

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

Industries related to this course include, but are not limited to, the following outlined on the Your Career website:

- Arts and Recreation Services
- Education and Training
- Information Media and Telecommunications

Work Studies	2025 and 2026
2 units for each of Preliminary and HSC	Content Endorsed Course
<p>Course Description</p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The Work Studies CEC Syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p> <p>The Work Studies course assists students to:</p> <ul style="list-style-type: none"> • recognise the links between education, training, work and lifestyle, and to recognise economic and social factors that affect work opportunities. • develop and understanding of the changing nature of work and the implications for individuals and society • undertake work placement to allow for the development of specific job-related skills • acquire general work-related knowledge, skills and attitudes, transferable across different occupations • develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace 	
<p>Year 11 and 12 Course Content</p> <p>What students learn</p> <p>The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.</p> <ul style="list-style-type: none"> • Core: My Working Life • Modules: There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours. <p>Industries related to Work Studies</p> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the Your Career website:</p> <ul style="list-style-type: none"> • Education and Training • Health Care and Social Assistance • Rental, Hiring and Real Estate Services 	
<p>Course Requirements</p> <p>nil</p>	

Vocational Courses Delivered at School

Business Services	55 - 56
Construction	57 - 58
Manufacturing & Engineering	59 - 60
Primary Industries (Certificate II)	61 – 62
Primary Industries (Certificate III)	63 – 64
Hospitality Food and Beverage	65
Hospitality Certificate II	66

Frequently asked questions

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

Do VET courses count towards ATAR?

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

What is the Australian Quality Framework (AQF)?

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

What is Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

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

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

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

What are Specialisation Courses?

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

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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

What is RPL?

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

What is Credit Transfer?

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

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an

School Delivered VET courses



Business Services

The nationally recognised Certificate III in Business will provide you with the essential knowledge and skills you need to build your career in business.

Is this course right for me?

Transferrable skills gained in the study of this course will support roles across multiple sectors in the industry. In this course you will develop both the technical and enterprise skills needed for employment in the world of business and government administration.

Where can this course take me?

According to the Department of Jobs and Small Business, the projected employment growth for administrative and support services in Australia is 6.6%. Potential job roles include; office administration assistant, personal or executive assistant.

This course can lead to further study, such as:

- BSB40120 Certificate IV in Business
- BSB40520 Certificate IV in Leadership and Management
- BSB50120 Diploma of Business

education.nsw.gov.au

Subjects that support this career path

- Legal Studies
- Business Studies
- Information and Digital Technology

Credential available	Full Certificate
Course code/name	BSB30120 Certificate III in Business
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



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

2025 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

- working within the business services industry involves
- customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

Examples of occupations in the business services industry

- medical administration
- clerical worker
- office administration
- receptionist
- 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: Preliminary - \$20

HSC - \$20

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 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>

School Delivered VET courses



Construction

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

Is this course right for me?

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

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

Where can this course take me?

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

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

education.nsw.gov.au

Subjects that support this career path

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

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



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

2025 Construction Course Descriptor

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

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

Course: Construction

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$50

HSC - \$50

Refunds

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

A school-based traineeship is 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>

Manufacturing and Engineering – Introduction

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

Is this course right for me?

This course prepares you for employment in metals, engineering, manufacturing and associated industries.

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

Credential available	Course code/name	ATAR eligible	Mandatory placement hours	SBAT available	Specialisation for full qualification
Full certificate and Statement of Attainment	MEM10119 Certificate I in Engineering + SOA towards MEM20422 Certificate II in Engineering Pathways	No	35 hours	No	No

Where can this course take me?

Potential jobs roles include:

- Operator-production worker or operator-process worker
- Factory worker
- Metal production assistant
- Sheet metal worker
- Machinist
- Equipment maintainer and repairer
- Plant mechanic
- Mechanical fitter
- Tool and die maker
- Design engineer
- CNC operator
- Mechanical and maintenance engineer.

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

Subjects that support this career path:

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

Interested?

For more information contact your VET Coordinator or Careers Adviser.

2025 Manufacturing and Engineering Introduction Course Descriptor		
MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways		
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>		
Course: Manufacturing and Engineering - Introduction Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)		HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways</p> <p>https://training.gov.au/Training/Details/MEM10119 & https://training.gov.au/Training/Details/MEM20422 You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>		
Transferrable industry skills gained in this course		
<ul style="list-style-type: none"> risk management time management basic emergency response communication problem solving decision making 		
Examples of occupations in the manufacturing and engineering industry		
<ul style="list-style-type: none"> filter machinist refrigeration mechanic toolmaker maintenance fitter 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: Preliminary - \$50	HSC - \$50	Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy
A school-based traineeship is not available 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		

School Delivered VET courses



Primary Industries

AHC20116 Certificate II in Agriculture

This course is for students interested in kick starting their career in the Agriculture or Horticulture industries. You will gain hands-on skills and experience and learn to use a wide variety of farm based tools and equipment.

Is this course right for me?

Do you like working outdoors? Enjoy nature and the environment? Like working with machinery and equipment? Do you like the idea of working independently and being your own boss? Then Primary Industries is the right course for you.

Where can this course take me?

Potential job roles include; assistant animal attendant/stockperson, assistant farm or station hand/worker/labourer, aquaculture worker, crop farm worker, garden and nursery labourer, mixed crop and livestock farm worker, poultry farm worker, garden and nursery labourer, national parks worker, forestry worker

Further study in courses such as AHC50820 Diploma in Nursery Management and AHC60319 Advanced Diploma in Agribusiness Management will prepare you for leadership roles in the industry.

education.nsw.gov.au

Subjects that support this career path

- Agriculture
- Biology
- Investigating Science
- Chemistry
- Manufacturing - Introduction

Credential available	Full Certificate
Course code/name	AHC20116 Certificate II in Agriculture
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



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

2025 Primary Industries Course Descriptor

AHC20122 Certificate II in Agriculture

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

Course: Primary Industries

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the agriculture industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$60

HSC - \$60

Refunds

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

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

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

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

School Delivered VET courses



Primary Industries

AHC30116 - Certificate III in Agriculture

This course is for students interested in kick starting their career in the Agriculture or Horticulture industries. You will gain hands-on skills and experience and learn to use a wide variety of farm based tools and equipment.

Is this course right for me?

Do you like working outdoors? Enjoy nature and the environment? Like working with machinery and equipment? Do you like the idea of working independently and being your own boss? Then Primary Industries is the right course for you.

Where can this course take me?

Potential job roles include; assistant animal attendant/stockperson, assistant farm or station hand/worker/labourer, aquaculture worker, crop farm worker, garden and nursery labourer, mixed crop and livestock farm worker, poultry farm worker, garden and nursery labourer, national parks worker, forestry worker

Further study in courses such as AHC50820 Diploma in Nursery Management and AHC60319 Advanced Diploma in Agribusiness Management will prepare you for leadership roles in the industry.

education.nsw.gov.au

Subjects that support this career path

- Agriculture
- Biology
- Investigating Science
- Chemistry
- Manufacturing - Introduction

Credential available	Full Certificate
Course code/name	AHC30116 - Certificate III in Agriculture
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



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

2025 Primary Industries Course Descriptor

AHC30122 Certificate III in Agriculture

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

Course: Primary Industries

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 5 units

4 units (240hr) + 1 unit (60 hour) specialisation study

Board Developed Course (240 hour) Statement of Attainment towards the Certificate III in Agriculture and (60hour) Specialisation Study

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 AHC30122 Certificate III in Agriculture

<https://training.gov.au/training/details/AHC30122>. You will be expected to complete all the requirements for Registered Training Organisation (RTO) and NESA. To gain the full qualification you must achieve 16 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

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

Examples of occupations in the agriculture industry

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

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$20

HSC - \$50

Refunds

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

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

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

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

School Delivered VET courses



Hospitality - Food and Beverage

This course focuses on 'front of house' and will give you the skills to prepare a restaurant, serve customers, prepare beverages, and apply the principles of hygiene and food safety.

Is this course right for me?

This course prepares you to work in a range of hospitality settings, such as restaurants, cafes, bistros and hotels to provide hospitality service using operational skills and basic industry knowledge.

Where can this course take me?

This course provides a pathway to work in; restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops. Institutions such as; aged care facilities, hospitals, prisons, schools.

This course can lead to further study in courses such as: SIT30622 Certificate III in Hospitality and SIT60422 Diploma in Hospitality Management.

Subjects that support this career path

- Food Technology
- Business Studies
- Business Services
- Retail Services

Credential available	Full Certificate
Course code/name	SIT20322 Certificate II in Hospitality
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



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

2025 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality		
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>		
Course: 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		
<ul style="list-style-type: none"> customer service skills teamwork organisational skills adaptability critical thinking problem solving 		
Examples of occupations in the hospitality industry		
<ul style="list-style-type: none"> food and beverage attendant espresso coffee machine operator restaurant host/hostess receptionist function attendant barista and café service 		
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 - \$50	HSC - \$50	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		

Vocational Courses Delivered at TAFE (TVET)

A wide variety of vocational courses are also delivered by TAFE and the Inverell Community College.

The following Courses are available:

Stage 6

- Certificate II in Automotive Vocational Preparation – Face to Face Inverell Campus
- Certificate II in Salon Assistance – Face to Face Inverell Campus
- Certificate II in Beauty (Makeup) – Face to Face Inverell Campus
- Certificate III in Early Childhood Education & Care– Face to Face Inverell Campus
- Certificate III in Human Services – Nursing and Individual Support

Information regarding all other TVET courses is outlined in the TAFE New England TVET Course Guide for 2025. Interested students will receive a copy of this publication. Popular ones have included Animal Care, Retail, Information Digital Media Technology – Launchpad. These courses involve online work.

Completion of these courses can give students an excellent head start in gaining qualifications for a variety of careers. Successfully completing the course requires dedication, maturity and good time management skills.

Students thinking of undertaking a TAFE Course should consult with the Careers Advisor and VET/SBAT coordinator Mrs Snaith. (Please note applications to enrol in TAFE course must be completed by September 2024).



TVET Course Snapshot

Location
Inverell TAFE Campus
Evans Street

Dates
Tuesday fortnightly
8.45am to 3.15pm

Duration
2025: Terms 1 - 4
2026: Terms 1 - 3

Note
Optional HSC Exam; 70 hours of mandatory work placement; enclosed shoes required for workshop activities.

Automotive

- ATAR
- WP
- SBAT
- ICF
- BEC
- S5

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

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

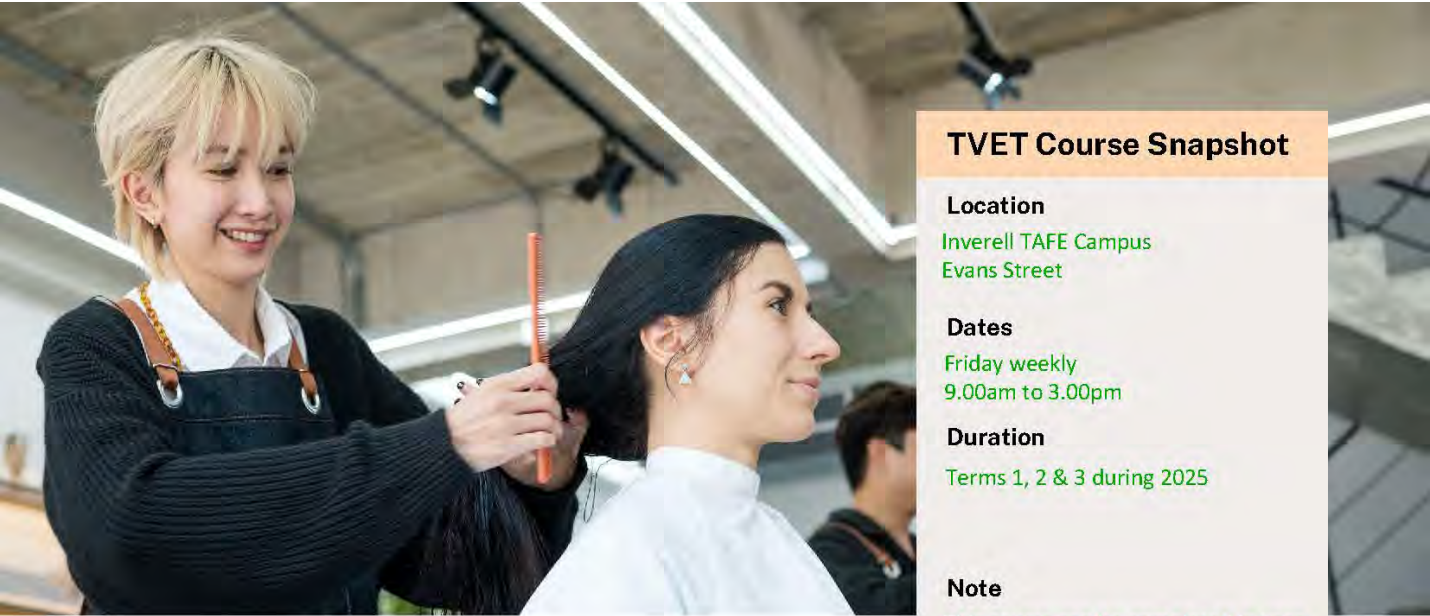
Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none">Do you like all things automotive and modern engine related?Do you enjoy physical, hands-on, and practical work?Do you enjoy problem solving and working with technology?Are you looking for a rewarding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

Example of possible course pathways



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

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



TVET Course Snapshot

Location
Inverell TAFE Campus
Evans Street

Dates
Friday weekly
9.00am to 3.00pm

Duration
Terms 1, 2 & 3 during 2025

Note
This course can be completed in year 11 or year 12 and attracts 3 NESA units toward the HSC.

Salon Assistant – Hairdressing

WP

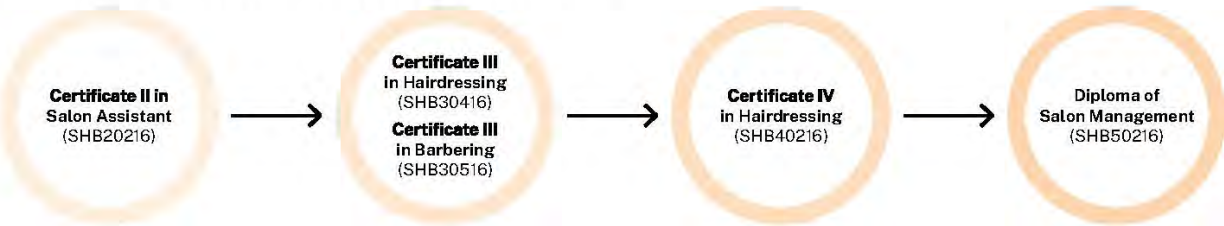
SBAT

BEC

If you love the idea of making people look and feel their best, take the first step in your hairdressing career with this Salon Assisting TVET course. You'll develop a range of practical skills including braiding, applying colour and blow waving hair, as well as learning head, neck and shoulder massage skills. Create head-turning styles as you learn skills that are a cut above.

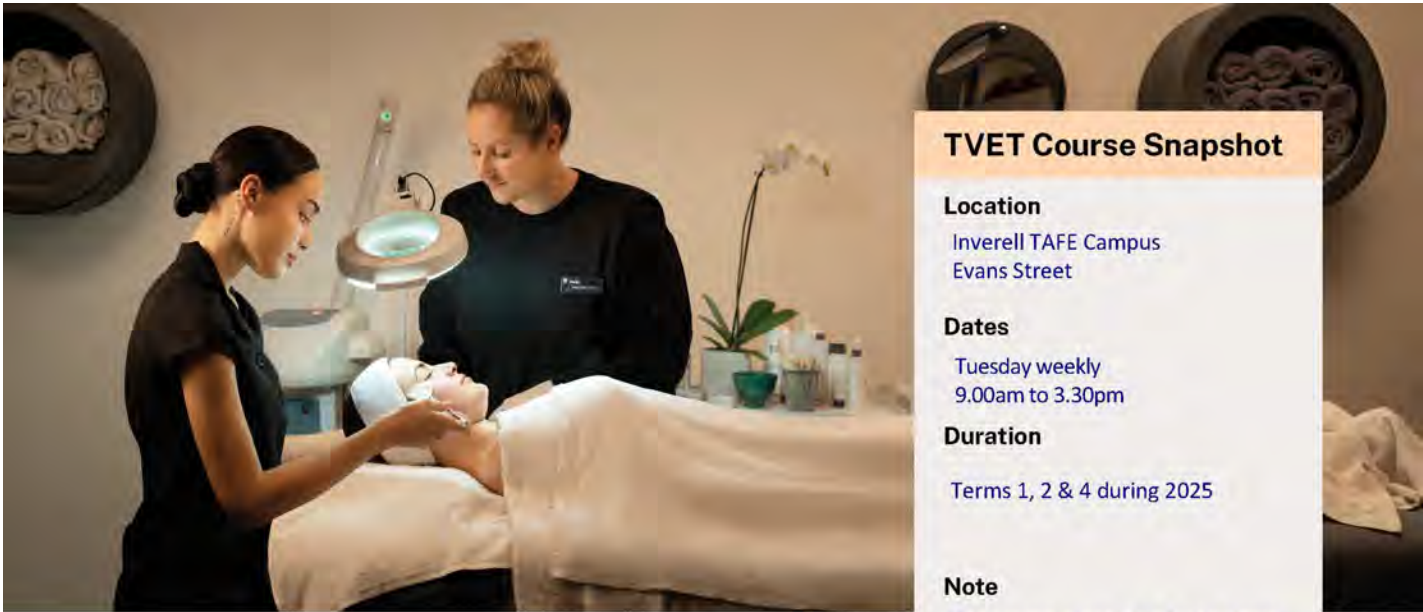
Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none">Do you have good communication skills?Do you have creative flair?Do you have an interest in fashion and current trends?Are you friendly and caring?	<ul style="list-style-type: none">Prepare clients for salon servicesProvide shampoo and basin servicesOrganise tools, equipment and work areasApply hair colourDry hair to shape.	<ul style="list-style-type: none">Hairdressing salon assistantHairdressing receptionistApprentice hairdresser.

Example of possible course pathways



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

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



TVET Course Snapshot

Location

Inverell TAFE Campus
Evans Street

Dates

Tuesday weekly
9.00am to 3.30pm

Duration

Terms 1, 2 & 4 during 2025

Note

This course is available for students in year 11 or 12 and attracts a total of 4 HSC NESA units

Beauty Services – Make-up or Retail Cosmetics

WP

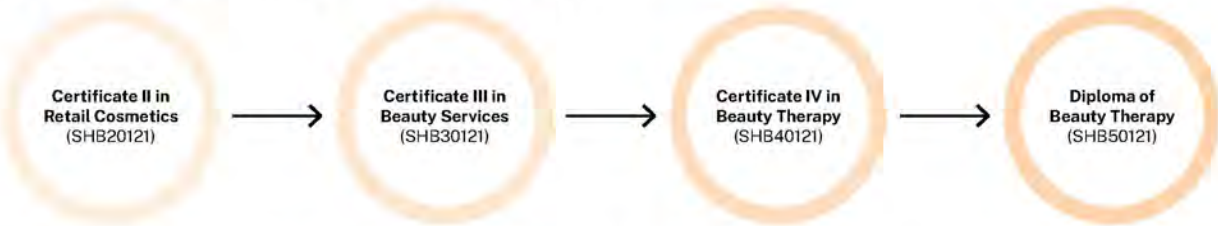
SBAT

BEC

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

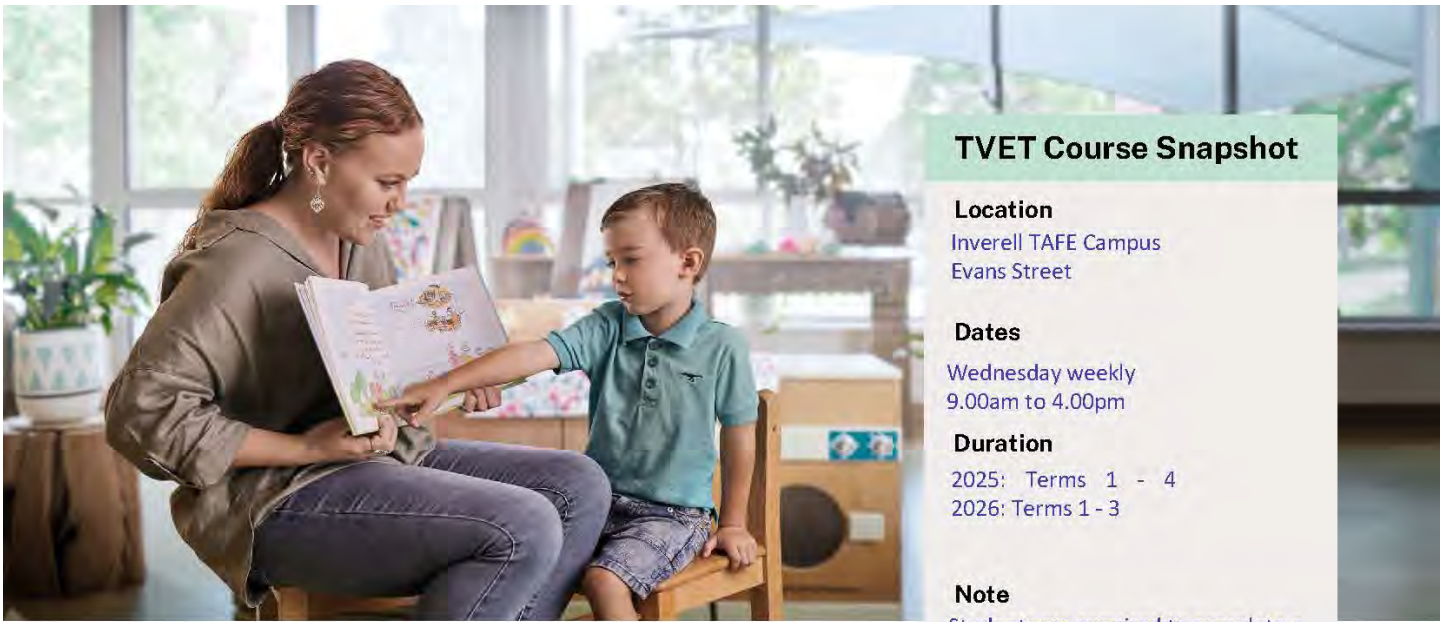
Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none">Do you have good communication skills?Do you have creative flair?Do you have an interest in health and wellbeing?Are you friendly and caring?	<ul style="list-style-type: none">Design and apply basic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

Example of possible course pathways



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

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



TVET Course Snapshot

Location

Inverell TAFE Campus
Evans Street

Dates

Wednesday weekly
9.00am to 4.00pm

Duration

2025: Terms 1 - 4
2026: Terms 1 - 3

Note

Students are required to complete a mandatory 160 hours of work placement; This course attracts a total of 8 NESA HSC units.

Early Childhood Education and Care

WP

SBAT

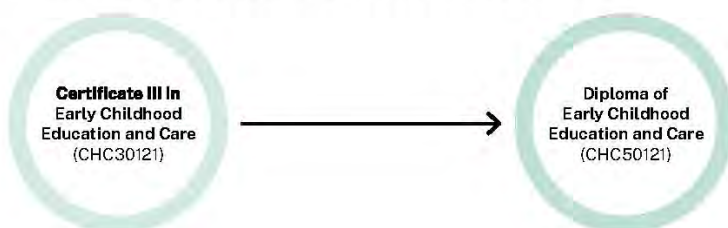
BEC

TD

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

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

Example of possible course pathways



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

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

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TVET Course Snapshot

Location
Inverell TAFE Campus
Evans Street

Dates
Thursday weekly - MS Teams
9.00am to 1.30pm

Duration
2025: Terms 1 - 4
2026: Terms 1 - 3

Note
Students will be required to attend mandatory face to face workshops in Inverell; 80 hours of work placement required.

Human Services – Aged Care, Allied Health, Nursing

- ATAR

WP

SBAT

SS

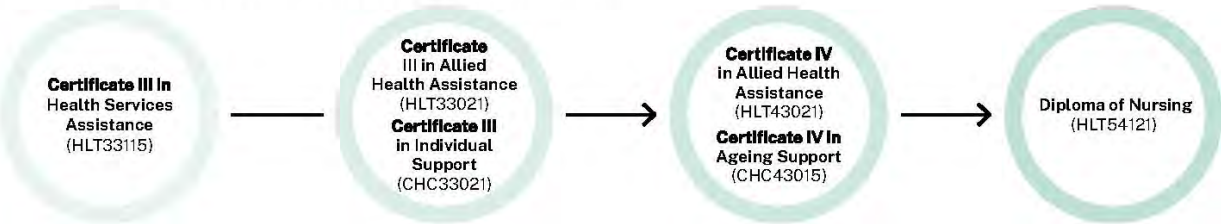
ICF

VV

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

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

Example of possible course pathways



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

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

How to use this guide

ATAR

This course can contribute to your Australian Tertiary Admissions Rank (ATAR) where you complete a minimum 240-hour course and sit the HSC examination.

WP

This course includes mandatory work placement hours.

SBAT

This course may be offered as a School-based Apprenticeship or Traineeship. **The qualification available for school-based apprentices and trainees may vary from the qualifications listed available for TVET students.**

SS

This course area has additional specialisation study available. You must be currently studying the 240-hour course at school or TAFE NSW.

BEC

This is a board endorsed course that contributes to your Record of School Achievement (RoSA) or HSC, but will not count towards your ATAR.

ICF

This is an Industry Curriculum Framework course that contributes to your HSC, and can also contribute towards your ATAR.

VV

Virtual VET courses offer up-to-date training in more than 20 career areas in growth industries. They are teacher-led virtual classrooms, and may include workshops and/or work placements. TAFE NSW is progressively adding more Virtual VET options. Please refer to EVET System to see if there are more options available.

TD

These courses are offered through online delivery by TAFE Digital and are supported with online study materials accessible 24 hours a day, seven days a week.

S5

Stage 5 refers to students in Years 9 and 10.

Not all NESA syllabuses provide a full qualification outcome. Depending on the syllabus and your chosen pattern of study, you may achieve a full qualification, or you may achieve a Statement of Attainment towards a qualification. At the end of your studies, you will receive a transcript of achieved competencies. For more information on locations and courses offered, please speak to your careers adviser.

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