



Nirimba Collegiate
real connections, endless opportunities

SENIOR COURSE GUIDE

Higher School Certificate

Year 11 2025

Year 12 2026



<https://nirimba.collegiate.schools.nsw.gov.au/>

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A Message from the Principals

Selecting the right subject combination for study in Years 11 and 12 has always provided a significant level of stress for many students and parents. When making the decision of which subjects to study it is important that students ask themselves these three questions:

- What am I good at?
- What do I like?
- Do I need anything for a course/career I wish to pursue?

Often students find this last question the most difficult to answer as many students have no idea what they would like to do at this age.

Of course, it is important to ensure that prerequisites are covered, however, this only applies to some university courses. Every year we find those students who have achieved the greatest success have been those who selected courses they were interested in and had a passion for. A student who is interested in a subject will be motivated to engage in the course and work to their best ability.

As a student entering into senior studies within the Nirimba Collegiate in 2024, you are fortunate to have available to you the broadest choice of subjects on offer in the state. As a result of our Collegiate recalibration, we are able to offer even greater choice and flexibility in senior pathways. The Collegiate Schools also have direct links with Western Sydney University and TAFE on the Nirimba Precinct, which means you can apply to access TAFE and University study as part of your HSC.

The information about the courses in this book are accurate with respect to what NESA, the New South Wales Education Standards Authority has released at the time of this book's publication. NESA has clear and easy to access information about the new HSC syllabuses, examination changes and advice on selecting subjects on their website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

We hope that the following information is of use to you. Please seek advice from teachers, careers advisers, year advisers, and other school personnel. It is important to discuss your choices as widely and openly as possible.

An informed choice is important in enabling all students to reach their full potential.

We look forward to sharing in your Stage 6 journey in the Nirimba Collegiate.

Your Collegiate Principals,

Rosemary Daubney, Classa Martinuzzi (rel), Matthew Saville, Jason White

What is the Higher School Certificate?

The Higher School Certificate is the highest educational award in New South Wales schools. The HSC recognises the achievements of 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers students a full range of study areas matching individual abilities, interests and goals.

The authority which is responsible for organising and overseeing the award of the Higher School Certificate is called the NSW Education Standards Authority (NESA). The HSC is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

Requirements for the Award of the HSC

To be awarded the HSC, students must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.

Both the Preliminary course and the HSC course must include the following:

- At least 6 units from Board Developed Courses
- At least three courses of 2 units value or more
- At least four subjects
- At most 6 units of Science courses can contribute to HSC eligibility

To complete the HSC course satisfactorily, NESA requires a student to:

- Complete all tasks designed for the school's assessment program in each HSC course
- Complete requirements for each course, including any necessary practical, oral or project work
- Sit for, and make a serious attempt at the Higher School Certificate examinations
- Have a satisfactory record of attendance (above 80%) and application to their studies
- Meet minimum standards for literacy and numeracy

What are Units?

All courses offered for the HSC have a unit value. Courses may have a value of 1 unit or 2 units. Most courses are 2 units. A 2 unit course involves 120 hours of study per year. In the HSC, each unit has a value of 50 marks; hence a 2-unit course has a value of 100 marks. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.

English and Math Extension courses are available at Year 11 and Year 12 levels. Students must study Year 11 extension in these subjects before proceeding to the two Year 12 extension courses (Extension 1 and Extension 2). Extension 2 requires students to work beyond the standard of Extension 1. Year 12 extension courses in Science, History, Music and Languages are offered and examined in Year 12 only.

Types of HSC Courses

Board Developed Courses Board Developed Courses are the large number of courses developed and examined by the NSW Education Standards Authority (NESA). All students entered for the HSC who are studying these courses must follow these syllabuses.	Board Endorsed Courses Board Endorsed Courses are developed by NESA to cater for a wide candidature in areas of special interest not served by Board Developed Courses. There is no external examination for any Content Endorsed Course, but all Content Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement.
HSC examination except for: <ul style="list-style-type: none"> • optional examination in English Studies, Mathematics Standard 1 and VET Curriculum Framework courses • all Life Skills courses 	No HSC examination – school-based assessment only
May be included in the calculation of a student’s Australian Tertiary Admission Rank (ATAR).	Not included in the calculation of a student’s Australian Tertiary Admission Rank (ATAR).
Includes some Vocational Education and Training (VET) courses.	Includes some Vocational Education and Training (VET) courses.

Life Skills Courses

The post compulsory years of schooling should cater for all students who choose to participate. To meet this commitment, NESA has developed Life Skills courses for Stage 6 in each area of learning. These courses have Board Developed Status and can be used along with other Board Developed courses to meet requirements for the award of the Higher School Certificate.

Each Life Skills course comprises a 2 Unit Year 11 course and a 2 Unit Year 12 course.

There will not be an external examination for Life Skills courses and students are ineligible to receive an ATAR.

Each of the Nirimba Collegiate Schools offer courses for students with special needs. Students requiring these courses of study will be identified and interviewed during the subject selection process.

HSC Pathways

Most students follow a two-year program of study in Year 11 and 12, leading to the award of the Higher School Certificate. The two-year program consists of two components:

- The Year 11 course, studied in the first 3 terms
- The Year 12 course, studied in the next 4 terms.

NESA also provides access for those people who wish to combine their studies with employment or with other responsibilities, such as representative sport. The Pathways provisions listed below allow flexibility in obtaining the HSC and provide equitable access for all.

Accumulation

You may accumulate the HSC over a period of up to five years. The five-year period commences in the first year you complete a Year 12 course. Year 11 courses may, but need not, be accumulated within this period. You will receive a cumulative Record of School Achievement for Year 11 and Year 12 courses. By the end of the period of accumulation, you must have met all Year 11 and Year 12 pattern of study requirements. In subjects that include extension courses, you may accumulate by doing the 2 unit course in one year and the extension course in a later year.

Repeating Courses

You may repeat one or more Year 12 courses, but you must do so within the five-year accumulation period. In the calculation of the Australian Tertiary Admissions Rank (ATAR), the most recent mark in a course will be used.

Recognition of Prior Learning

You may be granted a credit transfer – that is, you will be able to count courses studied in educational institutions such as TAFE towards your HSC. You may also be granted advanced standing – that is, be exempted from some components of courses if you can demonstrate that you have achieved the same syllabus outcomes in another way, e.g. through studies interstate or overseas.

Acceleration

Acceleration gives more capable students the opportunity to progress through their studies at a faster rate than usual by completing the course content in a shorter time and accumulating results. Students who have completed a course of study at the highest level ahead of their year group may be able to undertake further study at university or TAFE, or take additional units for the HSC.

Special Programs

Vocational Innovation Centre

The Vocational Innovation Centre is a new industry standard training facility at Seven Hills High School where vocational education and training is delivered through a combination of school implemented courses and partnerships with TAFE NSW, industry associations and private training providers.

The Vocational Innovation Centre will provide access to specialist vocational education and training facilities which will allow students to engage in learning that builds vocational skills and facilitates pathways to apprenticeships, traineeships and trade qualifications, as well as pathways to higher education.

Compacted Hospitality Curriculum (Wyndham College)– ‘Trade School’

This is an option for students who are unsure if they wish to stay on for 2 years and gain the HSC. Students will gain skills helping them transition into work. Students will complete 360 hours of the VET Hospitality curriculum, enabling students to exit at a number of different points with a qualification/statement of attainment. Students who continue into Year 12 may get the HSC as well.

School Based Apprenticeships and Traineeships (SBATs)

School-based traineeships are available in a range of industry areas. A traineeship is a job that combines paid work and training that leads to a recognised Australian qualification. Ask your careers teacher about an SBAT.

Australian Tertiary Admissions Rank (ATAR)

Entry from Year 12 into university courses generally depends on your ATAR. Some courses have additional selection methods such as an interview or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the universities, not by NESA. The ATAR is reported on a scale of 0 to 99.95 with intervals of 0.05.

If you wish to receive the Australian Tertiary Admissions Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC. The Universities Admissions Centre (UAC) publishes a booklet, Steps to Uni for Year 10 Students, which will be made available via their website: <https://www.uac.edu.au/media-centre/publications>. It contains important information about entry to university courses, course pre-requisites and other information to assist your choice of HSC courses for study in Year 11 and Year 12 in preparation for university entry.

If you do not wish to receive an ATAR, you may study 6 units from Board Developed Courses and the rest of your courses may be made up with Board Endorsed courses.

Course Changes

If you realise that you have made a mistake in choosing a particular course, it may be possible to change courses. You must meet with your Deputy Principal to discuss the situation. Any change is dependent on:

- If there is space in the class of the course you wish to join; some courses fill up very quickly, and there is no room for additional students
- Whether you will be able to catch up the course work that you have missed
- If you have the ability and required background knowledge for the proposed course

A course change can only be made if it occurs before the course change deadline which is in Term 1, Week 4.

Assessment and Reporting

HSC reports will provide students with more detailed descriptions of the knowledge, skills and understanding they have attained in each subject.

Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe students' achievement, gives a clear idea of the standards that are expected.

School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on each student's performance in assessment tasks they have undertaken during the course.

The other 50% will come from the HSC examination.

The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

On satisfactory completion of the HSC, students will receive a portfolio containing:

- **The HSC Testamur** - The official certificate confirming the achievement of all requirements for the award.
- **The Record of Achievement** - This document lists the courses studied and the marks and bands they have achieved.
- **Course Reports** - This lists the marks awarded in each course for the moderated school assessment, the HSC examination and the final HSC mark (an average of the two former marks).

Need more Information?

Talk with:

- Your teachers
- Careers Adviser
- Head Teacher Secondary Studies
- Collegiate Deputy Principal

Visit the following websites:

- NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- UAC: <https://www.uac.edu.au/media-centre/publications>

Cross Campus Access Program

Students can apply to study one or two courses at another Nirimba Collegiate Campus.

In addition to studying at a 'home campus', it may be possible for students to access a range of subjects delivered at a 'host campus' across the Collegiate. This structure gives our students increased curriculum choice in Years 11 & 12. Courses that include students from other campuses are called 'shared classes', the campus delivering the course is referred to as the 'host campus'. Shared classes are made possible by aligning campus timetables and delivering classes in longer blocks of time.

Study of a course at another campus demands significant commitment. Students should consider their choices carefully when making the decision to study a cross campus subject.

Students can only apply to study a course at another campus (host campus) if that course is not offered at their school. Students can only apply during subject selection interviews as shared classes require time to align across the four schools. Classes can only be formed where sufficient students select a particular course. A final decision about classes on all sites will be made after all applications have been processed. All students need to be aware that if they are in a shared class (a class with a student who is accessing the course from another campus) that their morning class may start at 8am or their afternoon class may finish at 4pm.

Transport Between Collegiate Campuses

A Collegiate Shuttle Bus service is provided for students attending shared classes. The Collegiate Shuttle Bus travels a scheduled route throughout the week. The bus schedule will be provided to students at the start of the school year.

Shared classes only operate in morning or afternoon sessions. The shuttle bus service will take students to their home campus after their morning class, or to their host campus in the afternoon for their shared class. Transport between the student's home address and their host campus is the student's own responsibility.

It is the student's responsibility to be at the pickup points at the scheduled times, as the buses will not wait. Missing the bus is not an acceptable excuse for missing a timetabled class.

There will be no charge to the students for use of the Collegiate minibuses.



Year 11 2025 Subject Selection Process

When	Who	Event																					
Term 2 Week 1	Students Careers Advisers Collegiate DP	Distribution of the Nirimba Senior Course Guide to students Digital version of Senior Course Guide posted on school websites																					
Term 2 Weeks 2-4	Parents/Carers Yr 10 Students Staff	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Collegiate Schools Open Nights</th> </tr> <tr> <th style="text-align: left;">School</th> <th style="text-align: left;">Date</th> <th style="text-align: left;">Time</th> </tr> </thead> <tbody> <tr> <td>Quakers Hill High School</td> <td>Monday 6 May</td> <td>6pm-7.30pm</td> </tr> <tr> <td>Riverstone High School</td> <td>Tuesday 7 May</td> <td>5pm - 7pm</td> </tr> <tr> <td>Wyndham College</td> <td>Tuesday 14 May</td> <td>5pm - 7pm</td> </tr> <tr> <td>Seven Hills High School</td> <td>Wednesday 15 May</td> <td>5pm - 7pm</td> </tr> <tr> <td>Vocational Innovation Centre (VIC)</td> <td>Tuesday 21 May</td> <td>6pm - 7pm</td> </tr> </tbody> </table> <p>Learn about what the schools offer students in Stage 6 including:</p> <ul style="list-style-type: none"> • patterns of study • student support services • subject selection timeline 	Collegiate Schools Open Nights			School	Date	Time	Quakers Hill High School	Monday 6 May	6pm-7.30pm	Riverstone High School	Tuesday 7 May	5pm - 7pm	Wyndham College	Tuesday 14 May	5pm - 7pm	Seven Hills High School	Wednesday 15 May	5pm - 7pm	Vocational Innovation Centre (VIC)	Tuesday 21 May	6pm - 7pm
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Term 1-2	Yr 10 Students Careers Advisers Collegiate DP	<p>Curriculum Lessons Students will learn about courses offered across the Nirimba Collegiate. Students will have the opportunity to research and ask questions about courses they are interested in and learn about requirements of each course.</p>																					
	Yr 10 Students Senior Staff Careers Advisers	<p>Senior Subject Expo Days for Year 10 students Students will have an opportunity to experience, or taste, what to expect in Year 11 in a range of courses at the school.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">School</th> <th style="text-align: left;">Date</th> <th style="text-align: left;">Time</th> </tr> </thead> <tbody> <tr> <td>Quakers Hill High School</td> <td>Thursday 4 April</td> <td>8.40am–2.55pm</td> </tr> <tr> <td>Riverstone High School</td> <td>Monday 27 May</td> <td>8.55am–2.55pm</td> </tr> <tr> <td>Wyndham College</td> <td>Tuesday 4 June</td> <td>8am – 2.30pm</td> </tr> <tr> <td>Seven Hills High School</td> <td>Thursday 6 June</td> <td>8.43am-3.03pm</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Students must be in full school uniform. • Students not attending Wyndham College Expo Day are required to attend their school as normal. 	School	Date	Time	Quakers Hill High School	Thursday 4 April	8.40am–2.55pm	Riverstone High School	Monday 27 May	8.55am–2.55pm	Wyndham College	Tuesday 4 June	8am – 2.30pm	Seven Hills High School	Thursday 6 June	8.43am-3.03pm						
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Term 2, Wk 10 to Term 3, Wk 3		<p>Subject Selection Interviews Course preferences will be discussed and finalised at the meeting. Parents/Carers will have the option to join the meeting in person, online meeting or over the phone. Students will be issued with information, including a date and time for their interview at a later date.</p>																					
Term 3, Wk 6 30.08.24		<p>Year 11 Subject Selection is closed. Schools commence timetable planning for 2025.</p>																					

What Courses are Offered in the Nirimba Collegiate Schools?

Please note that for courses to run, a sufficient number of students must select the course at that school.

TR – Collegiate Travel Line indicates courses students can attend at other Collegiate Schools.

COURSE	ATAR	Quakers Hill High School	Riverstone High School	Seven Hills High School	Wyndham College	Collegiate Travel Line
Aboriginal Studies	YES	✓	✓	✓	✓	
Agriculture	YES		✓			
Ancient History	YES	✓	✓	✓	✓	
Biology	YES	✓	✓	✓	✓	
Business Studies	YES	✓	✓	✓	✓	
Ceramics	NO	✓				
Chemistry	YES	✓	✓	✓	✓	
Chinese Beginners	YES			✓		TR
Community & Family Studies	YES	✓	✓	✓	✓	
Computer Applications	NO				✓	
Dance	YES	✓	✓	✓	✓	TR
Design & Technology	YES	✓		✓	✓	TR
Drama	YES	✓	✓		✓	TR
Earth & Environmental Science	YES		✓	✓		TR
Economics	YES	✓		✓	✓	TR
Engineering Studies	YES				✓	TR
English Advanced	YES	✓	✓	✓	✓	
English Extension 1	YES	✓	✓	✓	✓	
English Extension 2 (Year 12 Only)	YES	✓	✓	✓	✓	
English Standard	YES	✓	✓	✓	✓	
English Studies	YES	✓	✓	✓	✓	
English As An Additional Language &/Or Dialect (EAL/D)	YES	✓			✓	
Enterprise Computing	YES	✓			✓	
Exploring Early Childhood	NO	✓		✓	✓	
Food Technology	YES	✓	✓	✓	✓	
Geography	YES	✓	✓	✓	✓	
Health & Movement Science (PDHPE)	YES	✓	✓	✓	✓	
History Extension (Year 12 Only)	YES	✓	✓		✓	

COURSE	ATAR	Quakers Hill High School	Riverstone High School	Seven Hills High School	Wyndham College	Collegiate Travel Line
Industrial Technology (Graphics)	YES				✓	TR
Industrial Technology (Multimedia)	YES				✓	TR
Industrial Technology (Timber)	YES	✓	✓	✓	✓	
Investigating Science	YES	✓	✓	✓	✓	
Japanese Beginners	YES	✓			✓	
Japanese Continuers	YES	✓			✓	TR
Korean Beginners	YES		✓			TR
Legal Studies	YES	✓	✓		✓	TR
Marine Studies	NO		✓		✓	
Mathematics Advanced	YES	✓	✓	✓	✓	
Mathematics Extension 1	YES	✓	✓		✓	
Mathematics Extension 2 (Year 12 Only)	YES	✓	✓		✓	
Mathematics Standard	YES	✓	✓	✓	✓	
Modern History	YES	✓	✓	✓	✓	
Music 1	YES	✓	✓	✓	✓	
Numeracy CEC	NO	✓	✓	✓	✓	
Philosophy (1 Unit Course in Year 11 Only)	NO				✓	
Photography, Video & Digital imaging	NO	✓	✓	✓	✓	
Photography, Video & Digital imaging (Film Studies)	NO				✓	
Physics	YES	✓	✓	✓	✓	
Punjabi Continuers	YES	✓				TR
Science Extension (Year 12 only)	YES	✓			✓	
Society & Culture	YES	✓	✓	✓	✓	
Software Engineering	YES	✓			✓	
Sport Lifestyle & Recreation	NO	✓	✓	✓	✓	
Studies Of Religion II	YES	✓			✓	TR
Textiles & Design	YES				✓	
Visual Arts	YES	✓	✓	✓	✓	
Visual Design	NO	✓	✓	✓	✓	
Work Studies	NO	✓	✓	✓	✓	

COURSE	ATAR	Quakers Hill High School	Riverstone High School	Seven Hills High School	Wyndham College	Collegiate Travel Line
VET Business Services	YES			✓	✓	TR
VET Construction Pathways	YES	✓	✓		✓	TR
VET Entertainment Industry	YES	✓	✓	✓	✓	
VET Financial Services	YES			✓		TR
VET Fitness	NO		✓	✓	✓	TR
VET Hospitality Kitchen Operations and Cookery	YES				✓	TR
VET Hospitality Food & Beverage	YES	✓			✓	TR
VET Hospitality Trade School	YES				✓	TR
VET Information & Digital Technology	YES				✓	
VET Manufacturing & Engineering	NO			✓	✓	TR
VET Music Industry	NO		✓	✓	✓	TR
VET Primary Industries - Agriculture	YES		✓			TR
VET Retail Services	YES		✓		✓	TR
VET Screen and Media	NO			✓		TR
VET Sport Coaching	NO		✓		✓	
TVET @ SHHS VIC Allied Health Assistance	NO			✓		TR
TVET @ SHHS VIC Drainage	NO			✓		TR
TVET @ SHHS VIC Educational Support	NO			✓		TR
TVET @ SHHS VIC Electrotechnology	YES			✓		TR
TVET @ SHHS VIC Individual Support (Ageing)	YES			✓		TR
TVET @ SHHS VIC Individual Support (Disability)	YES			✓		TR
TVET @ SHHS VIC Health Services Assistance	YES			✓		TR
TVET @ SHHS VIC Supply Chain Operations	NO			✓		TR

Course Contributions 2025

COURSE	AMOUNT
Agriculture	\$40
Biology	\$40
Chemistry	\$40
Chinese (Beginners)	\$35
Community & Family Studies	\$10
Computer Applications	\$30
Dance	\$40 plus costumes
Design & Technology	\$40 plus major project
Drama	\$30
Earth & Environmental Science	\$40
Engineering Studies	\$10
Enterprise Computing	\$30
Exploring Early Childhood	\$15
Food Technology	\$80
Health and Movement Science (PDHPE)	\$20
Industrial Technology Graphics	\$60 plus major project
Industrial Technology Multimedia	\$80
Industrial Technology Timber & Furniture	\$110 plus major project
Investigating Science	\$40
Japanese Beginners or Continuers (Workbook)	\$35
Korean Beginners	\$35
Marine Studies	\$70
Music	\$40
Photography, Video & Digital Imaging	\$150
Photography, Video & Digital Imaging (Film Studies)	\$40
Physics	\$40
Punjabi Continuers	\$70
Software Engineering	\$30
Sport, Lifestyle & Recreation Studies	\$30
Textiles & Design	\$80 plus materials
Visual Arts (includes VAPD)	\$110
Visual Design (includes Professional Folio)	\$80

VET COURSES	AMOUNT
VET Business Services	\$20
VET Construction Pathways *	\$130
VET Entertainment*	\$75
VET Financial Services	\$20
VET Fitness	\$20 plus uniform cost
VET Hospitality Kitchen Operations and Cookery	\$170 plus uniform cost
VET Hospitality Food & Beverage	\$170 plus uniform cost
VET Hospitality Trade School at Tradewynd's Cafe	\$220 plus uniform cost
VET Information & Digital Technology	\$30
VET Manufacturing & Engineering *	\$100
VET Music Industry *	\$75
VET Primary Industries Agriculture	\$100
VET Retail Services	\$20
VET Screen and Media*	\$100
VET Sports Coaching	\$20 plus uniform cost
TVET Allied Health Assistance at the VIC	Fully funded by the VIC
TVET Drainage at the VIC*	Fully funded by the VIC
TVET Educational Support at the VIC	Fully funded by the VIC
TVET Electrotechnology at the VIC*	Fully funded by the VIC
TVET Individual Support (Ageing) at the VIC	Fully funded by the VIC
TVET Individual Support (Disability) at the VIC	Fully funded by the VIC
TVET Health Services Assistance at the VIC	Fully funded by the VIC
TVET Supply Chain Operations at the VIC*	Fully funded by the VIC
White Card (General Construction Induction Card) required for VET courses marked with an asterisk*	\$80

OTHER CONTRIBUTIONS	AMOUNT
Student ID Card	\$10
General Contribution	as determined by the school
Textbook & Digital Resource Hire (per year)	as determined by the school

ENGLISH ADVANCED

2 Units

Board Developed Course

ATAR Eligible

Course Description

The English Advanced course is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

Main Topics Covered in Year 11

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

There are no prescribed texts for Year 11. Students must study a range of types of texts including: prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Main Topics Covered in Year 12

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

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

- Shakespearean drama
- prose fiction
- poetry OR drama

The remaining text may be film, media or digital text **or** may be selected from one of the categories above.

Suitability

Students who consistently achieve at a high level in Year 9 and 10 English. This course is suited to students who love to read complex texts and like to compose, refine and extend their writing to be cohesive, sustained pieces.

Exclusions

English Standard; English Studies; EALD

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

ENGLISH EXTENSION 1

1 Unit

Board Developed Course

ATAR Eligible

Course Description

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.

Main Topics Covered in Year 11

- Module: Texts, Culture and Value
- **Related Research Project** (This project may be undertaken concurrently with the module)

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

Main Topics Covered in Year 12

- Mandatory common module: Literary Worlds
- Elective 5: Intersecting Worlds

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts.

Students are required to study at least TWO related texts.

Suitability

Students who consistently achieve at a high level in Year 9 and 10 English and can manage working independently in a project-based learning environment with minimal guidance from their teacher. This course is suited to students who love to read longer, diverse and complex texts, who like to compose, refine and extend their writing to be cohesive, discursive and complex pieces. Extension courses are taught outside the normal timetable and require a commitment to class either before or after school.

Exclusions

English Standard; English Studies; EALD

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

ENGLISH EXTENSION 2 (Year 12 Course)

1 Unit

Board Developed Course

ATAR Eligible

Course Description

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.

Main Topics Covered in Year 12

- The Composition Process
- Major Work
- Reflection Statement
- The Major Work Journal

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.

Suitability

This course is designed for students who are independent learners with an interest in literature and a desire to pursue a specialised study of English. Students will have the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer.

Extension courses are taught outside the normal timetable and require a commitment to class either before or after school.

Eligibility Requirements

For the English Extension 2 Year 12 course students are required to:

- be undertaking study of both Year 12 English Advanced and Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

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

ENGLISH STANDARD

2 Units

Board Developed Course

ATAR Eligible

Course Description

The English Standard course is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

Main Topics Covered in Year 11

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

There are no prescribed texts for Year 11. Students must study a range of types of texts including: prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Main Topics Covered in Year 12

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

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

- prose fiction
- poetry **OR** drama
- film **OR** media **OR** nonfiction

Suitability

Students who consistently achieve to a sound standard in Year 9 and 10 English. This course is suited to students who like to read shorter but still complex texts and like to refine their writing to be cohesive extended pieces.

Exclusions

English Advanced; English Extension 1; English Studies; EAL/D

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

ENGLISH STUDIES

2 Units

Board Developed Course

ATAR Eligible

Course Description

The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. 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. The course is distinctive in its focus on the development of students' language, literacy and literary skills.

Main Topics Covered in Year 11

- Mandatory Module: Achieving through English: English in education, work and community
- Additional 2-4 Modules to be studied.

Main Topics Covered in Year 12

- Common Module: Texts and Human Experiences
- Additional 2-4 Modules

Suitability

Students who have achieved at a basic level in Year 9 and 10 English.

If you find extended reading and writing challenging this is a better English course for you.

This course would suit students who are studying a NON-ATAR pathway.

Exclusions

English Advanced; English Extension 1; English Standard; EALD

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

ENGLISH EAL/D English as an additional Language or Dialect

2 Units

Board Developed Course

ATAR Eligible

Course Description

The English EAL/D course is designed for students from diverse non-English speaking backgrounds as designated by the course entry requirements. Students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

Main Topics Covered in Year 11

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

There are no prescribed texts for Year 11. Students are required to study one substantial literary text.

Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course requires students to support their study of texts with their own wide reading.

Main Topics Covered in Year 12

- Module A: Texts and Human Experiences
- Module B: Language, Identity and Culture
- Module C: Close Study of Text
- Focus on Writing (studied concurrently with the above modules)

Students are required to closely study three prescribed texts, drawn from the following categories: prose fiction, poetry OR drama, film OR media OR nonfiction.

Suitability

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Preliminary course.

Exclusions

English Advanced; English Extension 1; English Standard; English Studies

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

ABORIGINAL STUDIES

2 Units

Board Developed Course

ATAR Eligible

Course Description

Students will study the experience of Aboriginal peoples in an historical and contemporary setting and the contribution of Aboriginal cultures and communities to Australian society. Students will examine social justice and human rights issues, the diversity of contemporary Aboriginal cultural, political, social and economic life. There is a focus on government policies, legislation and judicial processes and their impact on Aboriginal peoples. Students will have the opportunity to study and investigate other international indigenous groups.

Main Topics Covered in Year 11

- Part 1: Aboriginality and the Land
- Part 2: Heritage and Identity
- Part 3: International Indigenous Community: Comparative Study
- Part 4: Research and Inquiry Methods: Local Community Case Study

Main Topics Covered in Year 12

- Part 1: Social Justice and Human Rights Issues
- Part 2: Aboriginality and the Land OR Heritage and Identity
- Part 3 Research and Inquiry Methods – Major Project

Suitability

Aboriginal Studies is suited to students who have an interest in learning about Aboriginal and Indigenous peoples at local, national and global levels from the past, present and in the future.

Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.

Exclusions

NIL

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

AGRICULTURE

2 Units

Board Developed Course

ATAR Eligible

Course Description

This course provides students with the opportunity to study the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. It places greater emphasis on farm management to maximise productivity and environmental sustainability. This is an 'on-farm', environment-oriented course. A Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main Topics Covered in Year 11

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

Main Topics Covered in Year 12

- Core: Plant/Animal Production
- Core: 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

Suitability

Agriculture is suited to students with a genuine interest in farming and crop production.

The course is designed to increase student understanding and capabilities from the farm level through to the international markets in which agricultural commodities are traded.

Exclusions

NIL

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

ANCIENT HISTORY

2 Units

Board Developed Course

ATAR Eligible

Course Description

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

Over the Preliminary and HSC courses, students will study the ancient world in Egypt, Greece, Rome, Celtic Europe and the Near East. Students will also be able to develop their own areas of interest.

Main Topics Covered in Year 11

- Investigating Ancient History
 - The Nature of Ancient History
 - Case Studies
- Features of Ancient Societies
- Historical Investigation

Main Topics Covered in Year 12

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

Suitability

This course would suit students who have consistently achieved in Year 9-10 History and Year 9-10 English and have an interest in investigating the past. Students should be prepared to further their analytical skills, essay writing skills, researching skills and wide reading.

Exclusions

NIL

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

BIOLOGY

2 Units

Board Developed Course

ATAR Eligible

Course Description

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

Main Topics Covered in Year 11

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

Main Topics Covered in Year 12

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

Suitability

Students who have achieved at a sound level or higher in both Year 9 and 10 Science and Year 9 and 10 English and are interested in studying the topics listed above. Students need to be prepared for a significant amount of learning to be conducted at home on a weekly basis to support classroom learning.

Exclusions

NIL

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

BUSINESS STUDIES

2 Units

Board Developed Course

ATAR Eligible

Course Description

Business Studies encompasses the theoretical and practical aspects of business. Topics address the nature and role of business, internal and external influences on business, the functions and processes of business activity and management strategies and their effectiveness.

The Preliminary course focuses on small-medium enterprises whereas, in the HSC course, the focus is on large businesses that operate on a global scale. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Students completing this course will develop general and specific skills including research, analysis, problem solving, decision making, critical thinking and communication.

Main Topics Covered in Year 11

- Nature of Business
- Business Management
- Business Planning

Main Topics Covered in Year 12

- Operations
- Marketing
- Finance
- Human Resources

Suitability

Students who are interested in learning about small, medium and large business enterprises and are interested in investigating issues such as competitive strategy, coordinating key business functions and resources, globalisation, role of government, corporate social responsibility. Students should be prepared to further their skills in essay writing and analytical skills.

Exclusions

NIL

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

CERAMICS

2 Units

Content Endorsed Course

NON-ATAR Course

Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design. Students develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. They also develop skills to give form to their ideas in ceramic products.

Main Topics Covered in Year 11 and Year 12

- Introduction to Ceramics (Core)
- Work Health and Safety
- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media
- Ceramics Project - extends students' learning experiences to specialise in one or more areas of ceramics.

Suitability

Students who demonstrate creative ability and have a desire to work with clay and other art mediums. This course would suit interested students studying a NON-ATAR pathway.

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.

NESA:

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

CHEMISTRY

2 Units

Board Developed Course

ATAR Eligible

Course Description

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

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

Main Topics Covered in Year 11

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

Main Topics Covered in Year 12

- Module 1: Equilibrium and Acid Reactions
- Module 2: Acid/base
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics

Suitability

Interested students who have consistently achieved at a high level in Year 9 and 10 Science. It is essential that students have strong mathematical skills e.g. 5.3 Mathematics. Students need to be prepared for a significant amount of learning to be conducted at home on a weekly basis to support classroom learning.

Exclusions

Students can study up to a maximum of six units from courses in Science.

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

CHINESE BEGINNERS

2 Units

Board Developed Course

ATAR Eligible

Course Description

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics covered provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture. Topics studied through two interdependent perspectives, the personal world and the Chinese communities, provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of Chinese 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 through the study of a range of texts.

Main Topics Covered in Year 11 and Year 12

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

Suitability

The Chinese Beginners course is designed for students who wish to begin their study of Chinese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Chinese language, either spoken or written or whose experience is derived solely from, or is equivalent to, the study of 100 hours or less in Stage 4 or Stage 5.

Exclusions

Chinese Continuers; Chinese in Context; Chinese and Literature.

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages Courses Eligibility Criteria.

NESA:

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

COMMUNITY AND FAMILY STUDIES (CAFS)

2 Units

Board Developed Course

ATAR Eligible

Course Description

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

Main Topics Covered in Year 11

- Resource Management
- Individuals and Groups
- Families and Communities

Main Topics Covered in Year 12

- Research Methodology
- Groups in Context
- Parenting and Caring
- Option Module - Select one of the following:
 - Family and Societal Interactions
 - Social Impact of Technology
 - Individuals and Work

Students are required to complete an Independent Research Project as part of their HSC 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.

Suitability

Students who show interest in concepts relating to wellbeing, needs, resources or welfare of families, communities, individuals and children. CAFS is suited to occupations such as: social worker, early childhood and infant's teacher, counselling, psychologist and other human resources roles.

Exclusions

NIL

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

COMPUTING APPLICATIONS

2 Units

Content Endorsed Course

NON-ATAR Course

Course Description

The aim of Computing Applications Stage 6 is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations.

Computing Applications Stage 6 provides an extensive range of opportunities and contexts in which students can develop competencies considered essential for further education, work and fulfilment as members of Australian society.

Main Topics Covered in Years 11 and 12

Computing Applications consists of 12 modules which may be studied as either 15-hour or 30-hour modules. Computing Applications is a hands-on, skills-based course where students get to use hardware and software to complete a range of practical experiences in the following areas:

- Hardware and Software skills
- Graphics
- Spreadsheets
- Desktop Publishing
- Databases
- Networks and Communications

Suitability

Students who are interested in learning about the various roles of computing and how to be a confident user of technology. Students will develop skills to evaluate and discriminate in the use of technology to accomplish a defined task. It is a project-based course with opportunities for individual and group projects in each of the modules.

This course would suit interested students studying a NON-ATAR pathway.

Exclusions

NIL

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

DANCE

2 Units

Board Developed Course

ATAR Eligible

Course Description

The study of dance as an artform in education is based on the study of three interrelated components: Performance, Composition and Appreciation. In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The study of dance as an artform acknowledges the interrelationship between the practical and theoretical aspects of dance – the making and performing of the movement and the appreciation of its meaning.

Main Topics Covered in Year 11

Students study dance as an artform with core studies in the interrelated components of Performance, Composition and Appreciation.

- Core Performance
- Core Composition
- Core Appreciation
- Core Additional - allocated by the teacher to suit the circumstances/context of the class

Main Topics Covered in Year 12

Students continue their study of dance as an artform. They continue core study in the three core components and also undertake an in-depth study of dance.

- Core Performance
- Core Composition
- Core Appreciation
- Major Study (either Performance, Composition, Appreciation or Dance and Technology)

Suitability

Students who have experience in Dance; who like to work collaboratively and independently; are creative, organised and prepared to engage in sustained dance practise outside of school hours. Students who have or are undertaking dance as an extra-curricular activity would be most suitable for this course.

Exclusions

NIL

NESA:

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

DESIGN & TECHNOLOGY

2 Units

Board Developed Course

ATAR Eligible

Course Description

Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production. Students will also have access to some fantastic technology and equipment - including 3D printers and a laser cutter.

Main Topics Covered in Year 11

- Design processes, theory and practice
- Factors affecting designing and producing
- Research methods
- Management
- Manufacturing and production
- Computer-based technologies.
- Work health and safety
- Students will complete at least two design projects.

Main Topics Covered in Year 12

- Innovation and Emerging Technologies
- Designing and Producing
- Presentation of a case study
- Students will complete a Major Design Project.

Suitability

Students considering this course must be able to work independently and be creative problem solvers. They should be organised, self-motivated and able to maintain a continuous level of commitment, over long periods of time, to complete the required practical project work.

Exclusions

NIL

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

DRAMA

2 Units

Board Developed Course

ATAR Eligible

Course Description

Drama develops the talents and capacities of all students, as well as self-confidence and self-esteem. Students can learn about themselves, extend themselves creatively, and develop skills in interpretation, communication, performance and critical analysis. Students develop an understanding of the cultural traditions and social contexts of drama and theatre. Drama allows for the exploration of attitudes and values of many groups in Australian society and other societies and cultures.

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

Main Topics Covered in Year 11

Students study the practices of Making, Performing and Critically Studying in Drama.

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

Main Topics Covered in Year 12

Students study the practices of Making, Performing and Critically Studying in Drama.

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

Suitability

Students who like to work collaboratively and independently in an active classroom, who are creative, imaginative, organised and enjoy sustained engagement in project-based learning driven by areas of personal interest.

Exclusions

NIL

NESA:

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

EARTH & ENVIRONMENTAL SCIENCE

2 Units

Board Developed Course

ATAR Eligible

Course Description

Earth and Environmental Science explores the Earth's renewable and non-renewable resources and environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose. The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Main Topics Covered in Year 11

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

Main Topics Covered in Year 12

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

Suitability

This course is for students who are interested in investigations and doing research. Students should have good organisational skills, a sound work ethic and skills in following laboratory procedures, using laboratory apparatus, research from secondary sources, use of technology, interest in detail investigations, graph work and problem solving.

Exclusions

Students can study up to a maximum of six units from courses in Science.

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

ECONOMICS

2 Units

Board Developed Course

ATAR Eligible

Course Description

Economic issues and decision making are part of the lives of every individual in modern society. This course focuses on how to understand and participate effectively in the economy. Students learn to:

- comprehend the background and implications of contemporary economic issues
- evaluate appropriate policies to resolve economic problems and issues
- understand impact of changes in interest rates, the Australian dollar on individuals, businesses and the economy
- identify fluctuations in global and Australian economies, their effects on living and quality of life
- understand reasons for changes in employment patterns
- identify appropriate strategies to promote environmental sustainability

Main Topics Covered in Year 11

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

Main Topics Covered in Year 12

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

Suitability

Students who have an interest in current affairs and the ability to think in an abstract manner. Students should have strong mathematical skills e.g. 5.3 Mathematics and be prepared to further their skills in essay writing, analytical skills, mathematical skills and logic.

Exclusions

NIL

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

ENGINEERING STUDIES

2 Units

Board Developed Course

ATAR Eligible

Course Description

The Engineering Studies course offers 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.

Main Topics Covered in Year 11

Students study three application modules based on engineering concepts and impacts through the study of engineering products in each of the following categories:

- Engineering Fundamentals
- Engineered Products and
- Braking Systems

ONE focus module relating to the field of Biomedical Engineering.

Main Topics Covered in Year 12

Students undertake the study of 4 compulsory modules:

- Civil Structures
- Personal and Public Transport
- Aeronautical Engineering
- Telecommunications Engineering

Suitability

Students who have an interest in Engineering and have strong mathematical skills e.g. 5.3 Mathematics. Students need to be prepared for a significant amount of learning to be conducted at home on a weekly basis to support classroom learning.

Exclusions

NIL

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

ENTERPRISE COMPUTING

2 Units

Board Developed Course

ATAR Eligible

Course Description

Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings. Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills.

Main Topics Covered in Year 11

Students develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

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

Main Topics Covered in Year 12

Students extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

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

Suitability

Students who have an interest in learning about the technologies that support enterprise-based information systems. The aim of Enterprise Computing is to develop each student's capacity to:

- think creatively, devise solutions and communicate information using computing resources
- apply computing technologies and systems thinking to data analysis
- solve (or improve) enterprise challenges relating to social, commercial or industrial issues.

Exclusions

Any Life Skills Computing course.

NESA: <https://curriculum.nsw.edu.au/learning-areas/tas/enterprise-computing-11-12-2022/overview>

EXPLORING EARLY CHILDHOOD

2 Units

Content Endorsed Course

NON-ATAR

Course Description

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

Main Topics Covered in Year 11 and Year 12

Exploring Early Childhood comprises a compulsory common core and optional modules. The optional modules expand on the issues introduced in the compulsory core component.

Core Studies

- Part A: Pregnancy and Childbirth
- Part B: Child Growth and Development
- Part C: Promoting Positive Behaviour (10 hrs)

Optional Modules

Students will complete at least 7 optional modules

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

Suitability

Students who have an interest in caring for young children, pursuing a career in the child care industry. This course would suit interested students studying a NON-ATAR pathway.

Exclusions - NIL

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

FOOD TECHNOLOGY

2 Units

Board Developed Course

ATAR Eligible

Course Description

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

Main Topics Covered in Year 11

- Food Availability and Selection
- Food Quality
- Nutrition

Main Topics Covered in Year 12

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

Suitability

Students who have an interest in learning about food and the food industry.
It is mandatory that students undertake practical activities throughout this course.

Exclusions

NIL

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

GEOGRAPHY

2 Units

Board Developed Course

ATAR Eligible

Course Description

The study of Geography requires students to understand and apply geographical tools and the concepts of place, space, environment, interconnection, scale, sustainability and change, to make sense of their world. It enables students to seek credible information and evidence, consider and evaluate differing views, and express their own ideas and arguments. Students will reflect on their relationship with and responsibility for the world, as active and informed citizens, and the role that individuals, communities, organisations, corporations and governments can play. Fieldwork, in all its various forms, is central to geographical inquiry as it enables students to develop their understanding of the world through direct experience.

Main Topics Covered in Year 11

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

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

Main Topics Covered in Year 12

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

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

Suitability

Students who have a sense of curiosity and are interested in current affairs both in Australia and internationally, wanting to explore and understand environments across the world. Students will understand natural and human processes and how environments can be sustainably managed. They will apply geographical inquiry skills and tools, including fieldwork to prepare for informed, responsible and active citizenship in the contemporary world.

Exclusions

NIL

NESA: <https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/overview>

HEALTH & MOVEMENT SCIENCE

(replacing PDHPE from 2025)

2 Units

Board Developed Course

ATAR Eligible

Course Description

Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. While there is tremendous opportunity for good health, there are numerous conflicting influences on lifestyle, which are impacting health outcomes. In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime.

Main Topics Covered in Year 11

- Health for individuals and communities
- The body and mind in motion
- Collaborative Investigation
- Depth studies (a minimum of 2)

Where appropriate, case studies, practical application and research skills are to be integrated throughout student learning.

Main Topics Covered in Year 12

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

Where appropriate, case studies and practical application are to be integrated throughout student learning.

Suitability

Students who are interested in health, public health models, biological health trends, sport training, exercise physiology and sports performance. Health & Movement Science is suited to health science occupations such as: physiotherapy, sports and exercise science, nursing, occupational therapy, dieticians and nutritionists along with many others. It is predominantly a theory-based course with minimal practical applications.

Exclusions

NIL

NESA:

<https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview>

HISTORY EXTENSION (Year 12 Course)

1 Unit

Board Developed Course

ATAR Eligible

Course Description

History Extension requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history. Students will examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

Main Topics Covered in Year 12

- Constructing History
 - Key Questions
 - Case Studies
- History Project
 - Designing an Investigation
 - Documenting the Project
 - The Proposal
 - The Essay
 - The Bibliography
 - The Annotated Sources
 - The Process Log

Suitability

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate and constructing and defending a position through a reasoned and cohesive argument. It offers students the opportunity to work independently and apply the historiographical understanding developed through the course to an individual project of personal interest. Extension courses are taught outside the normal timetable and require a commitment to class either before or after school.

Eligibility Requirements

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

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

INDUSTRIAL TECHNOLOGY GRAPHICS

2 Units

Board Developed Course

ATAR Eligible

Course Description

Students will develop a series of drawings around a product or theme to gain skills in the areas of engineering, product and architectural drawing. Students will learn about 2D and 3D freehand drawing, pictorial drawing, engineering product drawing, computer-aided drawing (CAD), architectural drawing, principles of planes and coordinates and presentation techniques. The course highlights the importance of design, management and production through the production of practical projects. Students select and apply appropriate design, management and production skills in the development of a Major Project and supporting documentation.

Main Topics Covered in Year 11

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

Main Topics Covered in Year 12

- Industry Study
- Major Project - Design, Management and Communication, Production
The Major Project should incorporate a set of related drawings around the design and planning of a product or structure.
- Industry Related Manufacturing Technology

Suitability

Students who are creative problem solvers, who are organised, self-motivated and can maintain a continuous level of commitment over long periods for project work.

Exclusions

Students can only study one focus area of Industrial Technology course.

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

INDUSTRIAL TECHNOLOGY MULTIMEDIA

2 Units

Board Developed Course

ATAR Eligible

Course Description

Students will learn to investigate and use a range of software suitable for the creation, editing and publishing of multimedia projects. They will learn about multimedia design in relation to storyboarding, image creation, video editing, 2D and 3D Animation and virtual reality. The course highlights the importance of design, management and production through the production of practical projects. Students select and apply appropriate design, management and production skills in the development of a Major Project and supporting documentation.

Main Topics Covered in Year 11

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

Main Topics Covered in Year 12

- Industry Study
- Major Project - Design, Management and Communication, Production
Students will investigate and competently use a range of suitable software in the creation, editing and publishing of the Major Project
- Industry Related Manufacturing Technology

Suitability

Students who are creative problem solvers, who are organised, self-motivated and can maintain a continuous level of commitment over long periods for project work.

Exclusions

Students can only undertake study in one focus area of the Industrial Technology course.

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

INDUSTRIAL TECHNOLOGY

TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

2 Units

Board Developed Course

ATAR Eligible

Course Description

This course provides students with the opportunity to develop their knowledge and understanding about timber products, processes, tools and machinery. Through a process of observing and analysing industry practice and through personal practical experiences, students develop a broad range of skills and knowledge related to timber products and furniture technologies. The course highlights the importance of design, management and production through the production of practical projects. Students select and apply appropriate design, management and production skills in the development of a Major Project and supporting documentation.

Main Topics Covered in Year 11

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

Main Topics Covered in Year 12

- Industry Study
- Major Project - Design, Management and Communication, Production
- Industry Related Manufacturing Technology

Suitability

Students who are creative problem solvers, who are organised, self-motivated and can maintain a continuous level of commitment over long periods for project work.

Exclusions

Students can only undertake study in one focus area of the Industrial Technology course.

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

INVESTIGATING SCIENCE

2 Units

Board Developed Course

ATAR Eligible

Course Description

The Investigating Science course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

Scientific investigations are an essential part of the course and include both practical investigations and secondary-sourced investigations. Practical investigations include undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork. Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information, using and reorganising secondary data and/or information.

Main Topics Covered in Year 11

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

Main Topics Covered in Year 12

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

Suitability

This course is for students who are interested in investigations and doing research. Students should have good organisational skills, a sound work ethic and skills in following laboratory procedures, using laboratory apparatus, research from secondary sources, use of technology, interest in detail investigations, graph work and problem solving.

Exclusions

Students can study up to a maximum of six units from courses in Science.

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

JAPANESE BEGINNERS

2 Units

Board Developed Course

ATAR Eligible

Course Description

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

Main Topics Covered in Year 11 and Year 12

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

Suitability

The Japanese Beginners course is designed for students who wish to begin their study of Japanese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written or whose experience is derived solely from, or is equivalent to, the study of 100 hours or less in Stage 4 or Stage 5.

Exclusions

Japanese Continuers; Japanese in Context.

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages Courses Eligibility Criteria.

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

JAPANESE CONTINUERS

2 Units

Board Developed Course

ATAR Eligible

Course Description

This course provides students with the opportunity to develop their ability to communicate in Japanese, understand and appreciate culture, understand language as a system, make connections between Japanese and English and develop cognitive learning and social skills.

Main Topics Covered in Year 11 and Year 12

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

There are three prescribed themes:

- the individual (personal world, daily life, leisure, future plans)
- the Japanese-speaking communities (travelling in Japan, living in Japan, cultural life)
- the changing world (the world of work, current issues)

Suitability

Students must have studied Japanese in Stage 4 and Stage 5.

Exclusions

Japanese Beginners; Japanese in Context.

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.

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

KOREAN BEGINNERS

2 Units

Board Developed Course

ATAR Eligible

Course Description

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Korean. Topics covered provide contexts in which students develop their communication skills in Korean and their knowledge and understanding of language and culture. Topics studied through two interdependent perspectives, the personal world and the Korean communities, provide contexts in which students develop their communication skills in Korean and their knowledge and understanding of language and culture. Students' skills in, and knowledge of Korean 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 through the study of a range of texts.

Main Topics Covered in Year 11 and Year 12

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

Suitability

The Korean Beginners course is designed for students who wish to begin their study of Korean at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Korean language, either spoken or written or whose experience is derived solely from, or is equivalent to, the study of 100 hours or less in Stage 4 or Stage 5.

Exclusions

Korean Continuers; Korean in Context; Korean and Literature.

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages Courses Eligibility Criteria.

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

LEGAL STUDIES

2 Units

Board Developed Course

ATAR Eligible

Course Description

This course provides students with opportunities to develop their 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. Students investigate the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Main Topics Covered in Year 11

- Core Part I: The legal system
- Core Part II: The individual and the law
- Core Part III: Law in practice

Main Topics Covered in Year 12

- Core Part I: Crime
- Core Part II: Human rights
- Part III: Two options chosen from the following:
 - Consumers
 - Global environmental protection
 - Family
 - Indigenous peoples
 - Shelter
 - Workplace
 - World order

Suitability

Students who have an interest in studying how law governs society and the way we live.
Students who have consistently achieved in Year 9-10 English.

Exclusions

NIL

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

MARINE STUDIES

2 Units

Content Endorsed Course

NON-ATAR

Course Description

Students studying Marine Studies will be offered the opportunity to gain recognised qualifications required for the workforce in the marine industry. Qualifications include First Aid and CPR, receiving licences to drive boats, communicate with vessels using marine radios, diving certificates and experience fishing in several aquatic environments. These courses will be offered over the Year 11 and Year 12 course to assist with the cost of completing each module.

Main Topics Covered in Year 11 and Year 12

- Marine Life
- Commercial and Recreational Fishing – Students over the age of 18 can purchase a fishing licence online (\$7 for 3 days, \$14 for one month, \$35 for one year, \$85 for 3 years)
- Aquariums
- Navigation
- Oceanography
- Marine and Maritime Employment
- Marine Archaeology
- Seafood Handling and Preparation

Other optional components of this course may include:

- **Resuscitation Certificate and First Aid Certificate:** The price for this module is approx. \$70.
- **Skin Diving and Diving Science:** Students learn how to dive safely and snorkel in local pools and the open ocean. This course will be completed through Dive Centre Manly, who have tailored a course specifically for high school students.
- **Boating and seamanship:** Students complete a full day private boat licence course with the Australian Boating College, Sydney. This excursion will include practical boating experience, boat theory and the boat knowledge test. The cost for this module is approx. \$290 per student.
- **Marine communication:** Students receive the Short-range and Long-range Radio Operators Certificate. This will consist of completing an online training course, followed by an examination and invigilation. The cost of this module is approx. \$259 per student.

Suitability

A genuine interest in marine life and underwater activities is required. Students will develop an appreciation of challenges in sustainability and managing people's interactions with the world's oceans. This course would suit interested students studying a NON-ATAR pathway.

Exclusions: NIL

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

MATHEMATICS ADVANCED

2 Units

Board Developed Course

ATAR Eligible

Course Description

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

Main Topics Covered in Year 11

- **Functions** - Working with Functions
- **Trigonometric Functions** - Trigonometry and Measure of Angles; Trigonometric Functions and Identities
- **Calculus** - Introduction to Differentiation
- **Exponential and Logarithmic Functions** - Logarithms and Exponentials
- **Statistical Analysis** - Probability and Discrete Probability Distributions

Main Topics Covered in Year 12

- **Functions** - Graphing Techniques
- **Trigonometric Functions** - Trigonometric Functions and Graphs
- **Calculus** - Differential Calculus; The Second Derivative; Integral Calculus
- **Financial Mathematics** – Modelling Financial Solutions
- **Statistical Analysis** - Descriptive Statistics and Bivariate Data Analysis; Random Variables

Suitability

Students who consistently achieved at a high level in Year 9 and 10 in 5.3 Maths or 5.2 Maths. It is assumed that students have successfully completed the following Stage 5 topics:

- Non-linear relationships (5.3 Course)
- Properties of Geometrical Shapes (5.3 Course)

Students need to be prepared for a significant amount of learning to be conducted at home on a weekly basis to support classroom learning.

Exclusions

Mathematics Standard

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

MATHEMATICS EXTENSION 1

2 Units

Board Developed Course

ATAR Eligible

Course Description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

The Mathematics Advanced Year 11 course should be taught prior to or concurrently with this course.

Main Topics Covered in Year 11

- **Functions** – Further work with Functions; Polynomials
- **Trigonometric Functions** - Inverse Trigonometric Functions; Further Trigonometric Identities
- **Calculus** – Rates of Change
- **Combinations** - Working with Combinatorics

The Mathematics Advanced Year 11 course should be taught prior to or concurrently with this course.

Main Topics Covered in Year 12

- **Proof** - Proof by Mathematical Induction
- **Vectors** - Introduction to Vectors
- **Trigonometric Functions** - Trigonometric Equations
- **Calculus** - Further Calculus Skills; Applications of Calculus
- **Statistical Analysis** - The Binomial Distribution

The Mathematics Advanced Year 12 course should be taught prior to or concurrently with this course.

Suitability

Students who have consistently achieved at a high level in Year 9 and 10 in 5.3 Maths.

Students need to be prepared for a significant amount of learning to be conducted at home on a weekly basis to support classroom learning.

Exclusions

Mathematics Standard

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

MATHEMATICS EXTENSION 2 (Year 12 Course)

2 Units

Board Developed Course

ATAR Eligible

Course Description

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

Main Topics Covered in Year 12

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

The Mathematics Advanced Year 12 course should be taught prior to or concurrently with this course.

Eligibility Requirements

For the Mathematics Extension 2 Year 12 course students are required to be undertaking study of both Year 12 Mathematics Advanced and Year 12 Mathematics Extension 1 course

The Extension 1 Year 12 course should be taught prior to or concurrently with this course.

Exclusions

Mathematics Standard

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

MATHEMATICS STANDARD

2 Units

Board Developed Course

ATAR Eligible

Course Description

Mathematics is the study of order, relation, pattern, uncertainty and generality and is underpinned by observation, logical reasoning and deduction. 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.

Main Topics Covered in Year 11

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

The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Mathematics Standard 2 - Main Topics Covered in Year 12

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

Mathematics Standard 1 - Main Topics Covered in Year 12

- **Algebra** - Types of Relationships
- **Measurement** - Right-angled Triangles; Rates; Scale drawings
- **Financial Mathematics** – Investment; Depreciation and Loans
- **Statistical Analysis** – Further Statistical Analysis
- **Networks** - Networks and Paths

Suitability

Students who have consistently achieved in Year 9 and 10 in 5.3 Maths or 5.2 Maths.

Students need to be prepared for a significant amount of learning to be conducted at home on a weekly basis to support classroom learning.

Exclusions: Mathematics Advanced; Mathematics Extension 1

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

MODERN HISTORY

2 Units

Board Developed Course

ATAR Eligible

Course Description

The study of Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. Students develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument including critical literacy skills, synthesising evidence from a variety of sources and developing reasoned and evidence-based arguments.

Main Topics Covered in Year 11

- Investigating Modern History
 - The Nature of Modern History
 - Case Studies
- Historical Investigation
- The Shaping of the Modern World

Main Topics Covered in Year 12

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

Suitability

This course would suit students who have consistently achieved in Year 9-10 History and Year 9-10 English and have an interest in investigating the past. Students should be prepared to further their analytical skills, essay writing skills, researching skills and wide reading.

Exclusions

NIL

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

MUSIC 1

2 Units

Board Developed Course

ATAR Eligible

Course Description

In both the Year 11 and Year 12 courses, students will gain widening experience in Performance, Composition, Musicology and Listening through the study of the various concepts of music. Students study 3 topics each year which range from Classical to Popular Music, Jazz and Rock Music. Students are encouraged to broaden their listening experiences as well as specialise in their chosen areas. At the end of the course, students should be able to perform at a high level of musicality and technique on their chosen instrument, analyse and compare different styles of music, compose a piece in a variety of genres and understand the historic development of a range of styles from contemporary music to jazz, modern pop and rock.

Main Topics Covered in Year 11 and Year 12

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. Students will study THREE topics in Year 11 and THREE topics in Year 12 from the list below:

An instrument and its repertoire	Music of a culture
Australian music	Music of the 18th century
Baroque music	Music of the 19th century
Jazz	Music of the 20th and 21st centuries
Methods of notating music	Popular music
Music for large ensembles	Rock music
Music for radio, film, television and multimedia	Technology and its influence on music
Music for small ensembles	Theatre music

Suitability

Students who like to work collaboratively and independently; are creative, organised and prepared to engage in sustained instrumental practise on their chosen instrument outside of school hours.

Exclusions

NIL

NESA:

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

NSW SCHOOL OF LANGUAGES

SECONDARY COLLEGE OF LANGUAGES

2 Units

Board Developed Course

ATAR Eligible

Languages – for Chinese, Japanese, Korean and Punjabi please see the individual pages in this booklet. For all other languages you can either choose NSW School of Languages or Secondary College of Languages. If you wish to study a language through one of these two schools, you will need to discuss this with your Careers Advisor or the Collegiate Deputy Principal before or at the time of your Subject Selection Interview.

NSW School of Languages

NSW School of Languages is a Department of Education (DoE) secondary distance education school offering language courses. The school works in partnership with students, parents and home schools. The purpose of NSW School of Languages is to provide quality language learning and equitable access for secondary students through distance education. NSW School of Languages enables students to enhance their communication skills, develop intercultural understanding, and strengthen connections to heritage and culture.

What languages can you study?

Chinese, French, German, Indonesian, Italian, Japanese, Korean, Latin, Modern Greek, Portuguese, Russian, Spanish.

Secondary College of Languages (SCL)

The Secondary College of Languages gives students the opportunity to study the language they speak at home, if a course in that language is not offered at their own school or college. The school is a public secondary school which operates only on Saturdays. Approximately 3500 students in Years 7-12 are enrolled. Saturday School students follow NESA syllabuses in **24 languages**. These languages are assessable as part of their Higher School Certificate studies.

What languages can you study?

Arabic, Armenian, Bengali (Bangla), Chinese (Mandarin), Croatian, Filipino, Hindi, Hungarian, Italian, Japanese, Khmer, Korean, Macedonian, Modern Greek, Maltese, Persian, Polish, Portuguese, Punjabi, Serbian, Spanish, Turkish, Ukrainian, Vietnamese.

Suitability

Students interested in learning a language or study a language spoken at home.

Exclusions

NIL

NESA:

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

NUMERACY CEC

2 Units

Content Endorsed Course

NON-ATAR

Course Description

The Numeracy course supports students to develop the functional numeracy skills required to become active and successful participants in society. It is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking (NRMT) are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are creating opportunities to generalise, challenge, find connections and think critically and creatively. Numeracy provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes.

Main Topics Covered in Year 11

Module 1

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

Module 2

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

Main Topics Covered in Year 12

Module 1

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

Module 2

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

Suitability

Studying Numeracy gives students the opportunity to prepare for post-school options of employment or further training. It develops and improves student capabilities to interpret and use numerical information, solve problems using visual, spatial, financial and statistical literacy skills and think mathematically in practical situations.

This course would suit interested students studying a NON-ATAR pathway.

Exclusions: NIL

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

PHILOSOPHY (Year 11 Only Course)

1 Unit

Board Endorsed Course

NON-ATAR

Course Description

This course aims to develop students' understanding of themselves in their world. It confronts students with authentic ethical, social and political dilemmas and challenges them to formulate consistent and rational solutions. The course explicitly teaches the skills of critical thinking, logic, reasoning, and thesis construction. In grappling with these problems, the students will develop deeper understanding of the way that ethical and philosophical commitments shape personal, social and political decisions.

Main Topics Covered in Year 11

- Module 1: Logic
- Module 2: Epistemology
- Module 3: Ethics
- Module 4: Metaphysics

There is no Year 12 course. This is a ONE Unit subject.

Suitability

Students interested in this course need an interest in developing abstract thinking through deep reading and discussion. The subject is predominantly a theoretical course with deep reading and writing. Some key parts of the course require regular mandatory discussions as an assessed practical component.

Exclusions

NIL

NESA: https://www.philosophyinschoolsnsw.org/?page_id=724

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

2 Units

Content Endorsed Course

NON-ATAR

Course Description

This course provides students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Critical and historical investigations of the work of artists/photographers/filmmakers are considered and used to inform student photographic and digital artmaking practices.

Main Topics Covered in Year 11 and Year 12

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

- Wet Photography
- Video
- Digital Imaging

Modules include:

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

Suitability

Students who demonstrate creative ability and have a desire to work with technology.

This course would suit interested students studying a NON-ATAR pathway.

Exclusions

Photography, Video & Digital Imaging (Film Studies) cannot be studied alongside this course.

Projects developed for assessment in this course cannot be used for major projects in any other course.

NESA:

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

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING - (FILM STUDIES)

2 Units

Content Endorsed Course

NON-ATAR

Course Description

This course introduces students to the fundamentals of film making, exploring history, cinematography, editing, lighting, digital software, location sound recording, sound design, screen writing and production management. Students investigate the techniques and aesthetics of cinema screen language and storytelling, while working on a range of film making projects and short films.

Please note: both the Photography and Film, Video & Digital Imaging courses delivered by Wyndham College will cover different modules within the one syllabus. This is not the case at the other Collegiate schools that offer Photography.

Main Topics Covered in Year 11 and Year 12

The practical components introduce students to the importance of working collaboratively in a range of crew roles. Students are also required to express their individual creativity and voice through more complex production exercises including the completion of a short film. In this course, students will:

- collaborate with others to create original works
- utilise technical elements and digital technology to your advantage
- create storyboards and frame shots
- edit scenes using current software programs
- create films using a range of cinematic techniques
- an appreciation of cinematic history and filmmakers

Suitability

Students who demonstrate creative ability and have a desire to work with technology.

This course would suit interested students studying a NON-ATAR pathway.

Exclusions

Photography, Video & Digital Imaging cannot be studied alongside this course.

Projects developed for assessment in this course cannot be used for major projects in any other course.

NESA:

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

PHYSICS

2 Units

Board Developed Course

ATAR Eligible

Course Description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

Scientific investigations are an essential part of the course and include both practical investigations and secondary-sourced investigations. Practical investigations include undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork. Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information, using and reorganising secondary data and/or information.

Main Topics Covered in Year 11

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

Main Topics Covered in Year 12

- Module 1: Advanced Mechanics
- Module 2: Electromagnetism
- Module 3: The Nature of Light
- Module 4: From the Universe to the Atom

Suitability

Interested students who have consistently achieved at a high level in Year 9 and 10 Science. It is essential that students have strong mathematical skills e.g. 5.3 Mathematics. Students need to be prepared for a significant amount of learning to be conducted at home on a weekly basis to support classroom learning.

Exclusions

Students can study up to a maximum of six units from courses in Science.

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

PUNJABI CONTINUERS

2 Units

Board Developed Course

ATAR Eligible

Course Description

This course provides opportunities for students to develop their language skills, knowledge and understanding of Punjabi. The course explores the interrelationship between language and culture and encourages students to consider a range of concepts and topics from different perspectives within the Australian context for learning. Students deepen their insight into the culture and language of Punjabi-speaking communities through tasks associated with a range of texts and text types.

Main Topics Covered in Year 11 and Year 12

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Punjabi.

There are three prescribed themes:

- the individual
- the Punjabi-speaking communities
- the changing world

Students study:

- literary features
- context
- historical, religious and cultural references
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts

Students develop skills in translating unseen texts and analysing language features.

Suitability

Students who have experience with the Punjabi language should consider this course.

Exclusions

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages Courses Eligibility Criteria.

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

SCIENCE EXTENSION (Year 12 Course)

2 Units

Board Developed Course

ATAR Eligible

Course Description

Science Extension focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Science Extension is designed for students with an interest in scientific research where they are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines.

Main Topics Covered in Year 12

Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the disciplines of Science.

- Module 1: The Foundations of Scientific Thinking
- Module 2: The Scientific Research Proposal
- Module 3: The Data, Evidence and Decisions
- Module 4: The Scientific Research Report

Suitability

This course is suited to students who have a passion for science to explore the development of the scientific process over time, undertake high-level authentic scientific research, communicate findings and propose further research.

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

Eligibility Requirements

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

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

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

SOCIETY & CULTURE

2 Units

Board Developed Course

ATAR Eligible

Course Description

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

Main Topics Covered in Year 11

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

Main Topics Covered in Year 12

- Personal Interest Project
- Social and Cultural Continuity and Change
- Depth studies - Two to be chosen from the following:
 - Popular Culture
 - Belief Systems and Ideologies
 - Social Inclusion and Exclusion
 - Social Conformity and Nonconformity

Suitability

Students who enjoyed learning about different cultures and societies in Year 7-10 History and Geography and are willing to use and develop high level reading, writing and critical thinking skills.

Personal Interest Project – Students will need to allocate significant time in Year 12 to their Personal Interest Project. An ability to work independently, be organised and maintain a continuous level of commitment over a long period is necessary to successfully complete this project.

Exclusions

NIL

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

SOFTWARE ENGINEERING

2 Units

Board Developed Course

ATAR Eligible

Course Description

Software Engineering enables students to develop an understanding of software engineering as a facet of computer science. Students develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They will develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills and encourage them to explore the impact of innovations in computing technology on society and the environment.

Main Topics Covered in Year 11

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

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

Main Topics Covered in Year 12

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

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

Suitability

Students considering this course should have an interest in computing, software engineering and computer science. Students will be required to have access to a computer and the internet for extended periods of time outside of the classroom.

Exclusions

NIL

NESA: <https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022/overview>

SPORT, LIFESTYLE & RECREATION

2 Units

Content Endorsed Course

NON-ATAR

Course Description

Students will 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.

Main Topics Covered in Year 11 and Year 12

Students will study topics from the list below:

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

Suitability

Students should demonstrate a genuine interest in physical sporting activities and be prepared to be actively involved at all times. Undertaking this course will provide foundation studies for those students with a vocational interest in human movement, and individual and community health issues. It would be of value for students seeking to pursue careers in sports coaching or the sports recreation industry. This course would suit interested students studying a NON-ATAR pathway.

Exclusions

NIL

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

STUDIES OF RELIGION II

2 Units

Board Developed Course

ATAR Eligible

Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and society with an emphasis on the Australian context.

Main Topics Covered in Year 11

- Nature of Religion and Beliefs
- Religious Tradition Study 1
- Religious Tradition Study 2
- Religious Tradition Study 3
- Religions of Ancient Origin
- Religion in Australia pre-1945

Main Topics Covered in Year 12

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Depth Study 1
- Religious Tradition Depth Study 2
- Religious Tradition Depth Study 3
- Religion and Peace
- Religion and Non-Religion

Suitability

Students who have consistently achieved Year 9 and 10 English.

Studies of Religion is suited to students who want to explore the diversity of religious expression and to critically examine the role that religion has had in influencing everyday life.

The course teaches students a range of skills, such as independent research, collecting, analysing and organising information and communicating ideas and information. Students will develop analytical skills to evaluate information for its usefulness, validity and bias, present findings and be willing to use and develop high level reading, writing and critical thinking skills.

Exclusions

NIL

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

TEXTILES & DESIGN

2 Units

Board Developed Course

ATAR Eligible

Course Description

This course provides students with the opportunity to learn about design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability, current issues and the Australian Textile Industry.

Main Topics Covered in Year 11

- Design
- Properties and Performance of Textiles
- Australian Textile, Clothing, Footwear and Allied Industries
- Two practical projects and folios are completed in Year 11

Main Topics Covered in Year 12

- Design
- Properties and Performance of Textiles
- Australian Textile, Clothing, Footwear and Allied Industries
- Major Textiles Project

Suitability

Students who are creative problem solvers, who are organised, self-motivated and can maintain a continuous level of commitment over long periods for project work.

Exclusions

NIL

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

VISUAL ARTS

2 Units

Board Developed Course

ATAR Eligible

Course Description

This course provides students with the opportunity to develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students engage in critical and historical study of the artworld to investigate artists, artworks, worlds and audiences from a range of cultural, political, historical and social perspectives and use these to inform their own artmaking practices.

Main Topics Covered in Year 11

A focus on the key components and concepts that need to be known in the visual arts through:

- the content of practice, conceptual framework, frames
- making artworks in at least two forms
- use of a process diary
- broad investigation of ideas in art criticism and art history

Main Topics Covered in Year 12

A focus on more interpretive investigations and relationships through:

- the content of practice, conceptual framework, frames
- the development of a body of work
- use of a process diary
- investigation of content through at least 5 case studies in art criticism and art history

Suitability

Students who are creative, imaginative and enjoy representing, discussing and writing about ideas presented in visual forms. Students must be organised, independent problem solvers who are willing to engage with artmaking and can maintain a continuous level of commitment over long periods for project work.

Exclusions

NIL

NESA:

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

VISUAL DESIGN

2 Units

Content Endorsed Course

NON-ATAR

Course Description

This course provides students with opportunities to explore 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. Students learn to inform their own design work through critical and historical study of designed images and objects made by others.

The course enables students to:

- Produce artworks and design in a studio setting
- Understand how designed images are created, interpreted, valued and used in our society
- Use computer and digital technology to develop illustration and web based works
- Make works which fulfil a range of functions and communicate their own ideas and feelings
- Exhibit work via online galleries
- Understand and value the contribution which designers make to our society

Main Topics Covered in Year 11 and Year 12

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design
- Individual/Collaborative Design Project
- Work Health and Safety

Suitability

Students who demonstrate creative ability and have an interest in design.

This course would suit interested students studying a NON-ATAR pathway.

Exclusions

NIL

NESA:

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

WORK STUDIES

2 Units

Content Endorsed Course

NON-ATAR

Course Description

The aim of the Work Studies course is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. It 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.

Main Topics Covered in Year 11 and Year 12

- CORE: My Working Life

Schools will select topics to study from the following modules:

- Module 1: In the Workplace
- Module 2: Preparing Job Applications
- Module 3: Workplace Communication
- Module 4: Teamwork and Enterprise Skills
- Module 5: Managing Work and Life Commitments
- Module 6: Personal Finance
- Module 7: Workplace Issues
- Module 8: * Self-Employment
- Module 9: Team Enterprise Project
- Module 10: Experiencing Work
- Module 11: School-Developed Module

Suitability

This course suits students considering a school to work pathway and will assist students to gain skills to effectively transition into their choice of employment.

This course would suit interested students studying a NON-ATAR pathway.

Exclusions

NIL

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



School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

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

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

Work Placement

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

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

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

School Based Apprenticeships and Traineeships (SBAT)

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

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
- office administration
- information desk operator
- clerical worker
- receptionist
- 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

Current March 2024 – subject to change

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>

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 - \$110.00 HSC - \$100.00

Current March 2024 – subject to change

Other associated requirements - White card course.

Refunds

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

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

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

2025 Entertainment Industry Course Descriptor

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

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

Course: Entertainment Industry Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- | | |
|--|--|
| <ul style="list-style-type: none"> • customer (client) service skills • technical production of lighting, sound and vision • communication skills | <ul style="list-style-type: none"> • creativity • critical thinking • problem solving |
|--|--|

Examples of occupations in the entertainment industry

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • assistant sound technician • assistant lighting technician | <ul style="list-style-type: none"> • follow spot operator • front of house assistant | <ul style="list-style-type: none"> • production crew • stagehand |
|---|--|--|

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$75.00 HSC - \$75.00

Current March 2024 – subject to change

Other associated requirements - White card course.

Refunds

Refund arrangements are on a pro-rata basis.

Please refer to your school refund policy

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

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

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

2025 Financial Services–Financial Services Stream Course Descriptor

FNS30122 Certificate III in Financial Services

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

Course: Financial 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 FNS30122 Certificate III in Financial Services <https://training.gov.au/training/details/FNS30122>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- customer (client) service skills
- using technology to organise information
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the financial services industry

- investment advisors
- banking
- financial planners
- insurance services
- wealth management
- superannuation services

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 Financial 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 - \$xxxx HSC - \$xxxx
Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information)

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 Financial Services (120 indicative hours) course or the Financial 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>

2025 Fitness Course Descriptor

SIS30321 Certificate III in Fitness

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: Fitness

Board endorsed course (BEC) 300 hours
(2 units x 2 years and 1 unit x 1 year)

HSC credit – 5 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30321 Certificate III in Fitness <https://training.gov.au/training/details/SIS30321> You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 15 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

- organisational skills
- teamwork
- communication
- adaptability
- problem solving
- time management

Examples of occupations in the fitness industry

- group fitness instructor
- personal trainer
- aqua fitness instructor
- gym fitness instructor

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 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

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

Consumable costs: Preliminary - \$20.00

Current March 2024 – subject to change

HSC - \$20.00

Other associated requirements – Uniform

Refunds

Refund arrangements are on a pro-rata basis.

Please refer to your school refund policy

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

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

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

2025 Cookery Course Descriptor

SIT20421 Certificate II in Cookery

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

Course: Hospitality (Cookery)

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 SIT20421 Certificate II in Cookery <https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

Examples of occupations in the hospitality industry

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich 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 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 - \$170.00

HSC - \$170

Current March 2024 – subject to change

Other associated requirements - uniform

Refunds

Refund arrangements are on a pro-rata basis.

Please refer to your school refund policy

A school-based traineeship is available in this course. For more information:

<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations>

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>

2025 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality (Food and Beverage)

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

- customer service skills
- teamwork
- organisational skills
- adaptability
- critical thinking
- problem solving

Examples of occupations in the hospitality industry

- food and beverage attendant
- espresso coffee machine operator
- restaurant host/hostess
- receptionist
- function attendant
- barista and café service

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 - \$150.00

Current March 2024 – subject to change

HSC - \$150.00

Refunds

Refund arrangements are on a pro-rata basis.

Please refer to your school refund policy

Other associated requirements – uniform

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>

2025 Information and Digital Technology Course Descriptor ICT30120 Certificate III in Information Technology

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: Information and Digital Technology
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 ICT30120 Certificate III in Information Technology <https://training.gov.au/training/details/ICT30120>. You will be expected to complete all the requirements for 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

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- teamwork

Examples of occupations in the information and digital technology industry

- Analyst programmer
- Web Developer
- IT Manager
- Network professional
- Motion Graphics Designer
- Systems Analyst

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 requirement

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 Information and Digital Technology 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 - \$30.00 HSC - \$30.00
Current March 2024 – subject to change

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-iii-information-technology>

Exclusions: In this Framework, students can only undertake the Information and Digital Technology (120 indicative hours) course or the Information and Digital Technology (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>

2025 Manufacturing and Engineering Introduction Course Descriptor

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

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

Course: Manufacturing and Engineering - Introduction
Board Endorsed Course (240 hour)
(2 units x 2 years or 4 units x 1 year)

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

<https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the manufacturing and engineering industry

- fitter 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 - \$100.00 HSC - \$100.00

Current March 2024 – subject to change

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>

2025 Music Industry Course Descriptor

CUA30920 Certificate III in Music

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: Music Industry

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30920 Certificate III in Music <https://training.gov.au/training/details/cua30920>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 11 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- customer (client) service skills
- performing, writing and creating music
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the music industry

- musical performer
- recording technician
- song writer / composer
- music therapy
- session musician
- music publishing

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment

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

Consumable costs: Preliminary - \$75.00 HSC - \$75.00

Current March 2024 – subject to change

Other associated requirements - White card course.

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: Students undertaking both this Music Industry course and another course based on the CUA Creative Arts and Culture Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. Students can only undertake the Music Industry (120 indicative hours) course or the Music Industry (180 indicative hours) course or the Music Industry (240 indicative hours) course.

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

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 - \$100.00

Current March 2024 – subject to change

HSC - \$100.00

Other associated requirements – NIL

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>

2025 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

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

Course: Retail Services

Industry Curriculum Framework (ICF)
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 SIR30216 Certificate III in Retail <https://training.gov.au/Training/Details/SIR30216>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- maintain store operations
- using technology to organise information
- meeting organisational expectations
- customer service skills
- teamwork
- problem solving

Examples of occupations in the retail services industry

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- team leader
- senior sales assistant

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$20.00

Current March 2024 – subject to change

HSC - \$20.00

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 Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

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

2025 Screen and Media Course Descriptor
CUA31020 Certificate III in Screen and Media

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: Screen and Media

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA31020 Certificate III in Screen and Media <https://training.gov.au/training/details/cua31020>. You will be expected to complete all requirements of the Registered Training Organisation and NESA requirements. To gain the full qualification you must achieve 11 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- | | |
|---|---------------------|
| • customer (client) service skills | • creativity |
| • technical production and digital technologies | • critical thinking |
| • communication | • problem solving |

Examples of occupations in the screen and media industry

- | | | |
|-------------------------------------|-------------------------------|------------------------|
| • camera / lighting assistant | • interactive media assistant | • production assistant |
| • assistant audio-visual technician | • community radio presenter | • editing assistant |

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment

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

Consumable costs: Preliminary - \$100

HSC - \$100

Refunds

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

A school-based traineeship is available for this course. For more information:

Exclusions: Students undertaking both this Screen and Media course and another course based on the CUA Creative Arts and Culture Training Package should choose different units of competency to meet the requirements of each HSC course and qualification.

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

2025 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching

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

Course: Sport Coaching

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

- | | |
|------------------------------------|-------------------|
| • organisational skills | • time management |
| • teamwork | • problem solving |
| • using technology to collate data | • communication |

Examples of occupations in the sport coaching industry

- | | | |
|--------------------------------------|-----------------------------------|--------------------------------|
| • sport coaching development officer | • sports club administrator | • sport journalism |
| • sports therapist | • strength and conditioning coach | • sport performance researcher |

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment

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

Consumable costs: Preliminary - \$20.00

Current March 2024 – subject to change

HSC - \$20.00

Refunds

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

Other associated requirements – Uniform

A school-based traineeship is available in this course. For more information:

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

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

Get ahead with TVET

Seven Hills High School - Vocational Schools Initiative.
In collaboration with the NSW Department of Education and the Nirimba Collegiate.



tafensw.edu.au/tvet



Department of Education





The Department of Education has partnered with TAFE NSW to provide a range of TVET courses at a new purpose-built facility at Seven Hills High School. Students from the Nirimba Collegiate high schools will have the opportunity to study one of these exciting courses as part of their HSC.

Each course emphasises in-demand skills relevant to Western Sydney industries, ensuring that students receive high-quality training in practical skills sought after by local businesses. Completing these courses can lead to employment opportunities after high school, and can also lead to other career pathways such as apprenticeships, and stepping stones to further education.

Why TVET?

All TVET courses help you build practical skills and industry-specific knowledge, and count toward your school outcome, with some courses contributing toward and Australian Tertiary Admission Rank (ATAR).

Why TAFE NSW?

TAFE NSW has been evolving and adapting to the training and education needs of NSW for over 130 years. We exist to create outstanding learner experiences and provide quality and personalised services that allow you to achieve your goals.

With our diverse range of courses, strong industry connections, and approaches to learning that suit everyone's needs, we can help our students to get jobs that they'll love.

Please speak to your school careers adviser for more information.



Get the job you want

- We offer a diverse range of courses at a level to suit your interests and strengths.
- We have strong industry connections.
- We offer both theoretical and practical based learning.



You come first

For over 130 years, we have been evolving and adapting to training needs, to create outstanding learner experiences.



Excellent reputation

Our teachers are experts. They have worked in their industry and are passionate about their field. We know they are the best at what they do, because that's what our graduates tell us. Teachers combine their expertise with a friendly, relaxed and supportive approach, so you can enjoy a comprehensive learning experience.



You are an individual

With our small class sizes, support services, and social facilities all creating an incredibly strong support network, you're never just a number at TAFE NSW.



Quality education

We partner with employers to provide you with real-world learning that develops current, practical skills, by utilising both real and simulated work environments.



Strong industry connections

Our ambition is to help you with your career goals. We have connections to more than 25,000* employers, helping you develop relationships with industry.

* Source: TAFE NSW Annual Report 2019-20.



Spark an interest in an electrical trade

UEE22020 Certificate II in Electrotechnology (Career Start)

Electrical trades and electronics influence almost every aspect of daily life. The digital age continues to create an unprecedented demand for electricians specialising in telecommunications, instrumentation, security and electronic control systems, and information technology. The UEE22020 Certificate II in Electrotechnology (Career Start) is a great introduction to the fundamental electrical principles, fusing theory with practical hands-on skills.

Tap into the tradie elite as a plumber

Statement of Attainment towards CPC20720 Certificate II in Drainage

If you enjoy technical activities, interpreting plans and working with your hands, the CPC20720 Certificate II in Drainage is a great introduction to the plumbing trade. With the current skills shortage of qualified tradespeople throughout Australia, there's never been a better time to get yourself a trade. You'll gain skills, knowledge, and techniques needed to carry out core plumbing competencies in a safe and efficient manner, and to the standard of quality and finish expected of the industry.

Stock up on skills that deliver

TLI20421 Certificate II in Supply Chain Operations

Become an integral part of Australia's supply chain and get the skills needed to join this crucial link industry. Storage, transportation and exchange of goods is in just about every organisation. Whether you're looking for a hands-on career managing supply chain, or just ensuring the right shipments arrive at the right destination, the TLI20421 Certificate II in Supply Chain Operations is a great introduction. You'll learn a range of skills, like how to manage and coordinate goods, process orders and perform necessary documentation, distribute goods to customers, and perform a range of functions involving inventory systems and stock control.



Nurture a career in aged care

Statement of Attainment towards CHC33021 Certificate III in Individual Support (Ageing)

If you've got a compassionate nature and are thinking of a career in nursing or health, the CHC33021 Certificate III in Individual Support (Ageing) course is a great introduction to one of Australia's most secure and rewarding careers. Through class learning and real world experience, you'll develop the interpersonal skills needed to work with the elderly and people living with disability, including discretion and judgement in relation to individual support.

Nurture a career in disability support

CHC33021 Certificate III in Individual Support (Disability)

If you've got a compassionate nature and are thinking of a career in nursing or health, the CHC33021 Certificate III in Individual Support (Disability) is a great introduction to one of Australia's most secure and rewarding careers. Through class learning and real world experience, you'll develop the interpersonal skills needed to work with people living with disability, including discretion and judgement in relation to individual support.

Help others live a healthier life

HLT33021 Certificate III in Allied Health Assistance

Understand the role of an allied health assistant in the healthcare industry and work under allied health professionals. Provide assistance with therapeutic and program-related support to clients in aged care, disability and other health settings. You'll learn specialist skills that prepare you to assist allied health professionals and the ability to comply with infection prevention and control requirements. You'll develop the confidence to assist with the delivery of allied health programs to clients under supervision.

Help others live a fuller life

HLT33115 Certificate III in Health Services Assistance (Assistance in Nursing Work in Acute Care)

Help make a difference in the lives of others and gain the skills and knowledge to support nurses in caring for patients with various needs. Provide personal support to a diverse range of people and learn how to respond to emergency health situations. You'll learn specialist skills that prepare you to interpret and apply medical technology and the ability to comply with infection prevention and control requirements. You'll develop the confidence to provide care in accordance to local policies and procedures.

Shape the lives of the next generation

CHC30221 Certificate III in School Based Education Support

Kickstart a rewarding career and build the skills needed to work as a learning support officer or teacher's aide. Support students with varying and additional needs so they get the most out of study, while you make a difference in the lives of children and young people. You'll learn specialist skills that prepare you to contribute to the preparation and implementation of education programs. You'll develop the confidence to contribute to the health, safety and wellbeing of students.

 tafensw.edu.au/tvet





Help others live a healthier life

Certificate III Allied Health Assistance

Course code: HLT33021

Understand the role of an allied health assistant in the healthcare industry and work under allied health professionals. Provide assistance with therapeutic and program-related support to clients in aged care, disability and other health settings. You'll learn specialist skills that prepare you to assist allied health professionals and the ability to comply with infection prevention and control requirements. You'll develop the confidence to assist with the delivery of allied health programs to clients under supervision. Please speak to your school careers adviser for more information.

Why you'll love this course

- Develop a strong foundational knowledge of how the allied health industry operates
- Assist allied health professionals to provide therapy to meet client goals
- Hands-on work placement in a health care setting, offering great networking opportunities (120hours)#
- Teaches in demand skills that employers want
- Contributes towards your HSC*
- Provides credit towards further study at TAFE NSW*

Potential career pathways

- Allied health assistant
- Healthcare support worker
- Therapy aide
- Health administration assistant

Delivery pattern

- 2 units x 2 years (240 hours)

Example of possible course pathways



Department of Education



* Students will require vaccinations, National Police Checks and may require a Working with Children Check to complete mandatory work placement. * Upon successful course completion.
 © TAFE NSW 2024 Correct at time of printing (April 2024). RTO 90003 | CRICOS 00591E | HEP PRV12049. Units: BSBMED301 Interpret and apply medical terminology appropriately; CHCCOM005 Communicate and work in health or community services; CHCDIV001 Work with diverse people; HLTAHA027 Assist with an allied health program; HLTAHA049 Recognise impact of health conditions; HLTINF006 Apply basic principles and practices of infection prevention and control; HLTWHS001 Participate in workplace health and safety; CHCAGE007 Recognise and report risk of falls; CHCCS002 Assist with movement; CHCCS020 Respond effectively to behaviours of concern; HLTAAP001 Recognise healthy body systems; HLTALD011 Provide First Aid



Tap into the tradie elite as a plumber

Statement of Attainment towards Certificate II in Drainage

Course code: CPC20720

If you enjoy technical activities, interpreting plans and working with your hands, the CPC20720 Certificate II in Drainage is a great introduction to the plumbing trade. With the current skills shortage of qualified tradespeople throughout Australia, there's never been a better time to get yourself a trade. You'll gain skills, knowledge, and techniques needed to carry out core plumbing competencies in a safe and efficient manner, and to the standard of quality and finish expected of the industry. Please speak to your school careers adviser for more information.

Why you'll love this course

- Develop good organisation and multi-tasking role skills
- The chance to work both indoors and outdoors on a wide variety of large-scale and innovative projects
- Provides credit towards further study at TAFE NSW*
- Hands-on work placement with a suitable business, offering great networking opportunities (35 hours)
- Play a part in one of Australia's biggest growth industries
- You'll learn in-demand skills that employers want
- Contributes towards your HSC*

Potential career pathways

- Apprentice plumber, drainer, and gasfitter
- Apprentice roof plumber

Delivery pattern

- 2 units x 2 years (240 hours)

Example of possible course pathways



Department of Education



* Source: Construction Industry Insights, AISC (nationalindustryinsights.aisc.net.au/industries/construction). * Upon successful course completion. © TAFE NSW 2024 Correct at time of printing (April 2024). RTO 90003 | CRICOS 00591E | HEP PRV12049. Units: CPCPCM2039 Carry out interactive workplace communication; CPCPCM2047 Carry out levelling; CPCPDR2026 Install prefabricated inspection openings and inspection chambers; CPCPDR2025 Install stormwater and sub-soil drainage systems and drain work site; CPCPCM3024 Prepare simple drawings; CPCWHS1001 Prepare to work safely in the construction industry; CPCPCM2040 Read plans, calculate quantities and mark out materials; CPCPCM2054 Carry out simple concreting and rendering; CPCPRF2023 Collect and store roof water; CPCPDR2021 Locate and clear blockages; HLTAID011 Provide First Aid; CPCPCM2046 Use plumbing hand and power tools; CPCPCM2045 Handle and store plumbing materials



Shape the lives of the next generation

Certificate III in School Based Education Support

Course code: CHC30221

Kickstart a rewarding career and build the skills needed to work as a learning support officer or teacher's aide. Support students with varying and additional needs so they get the most out of study, while you make a difference in the lives of children and young people. You'll learn specialist skills that prepare you to contribute to the preparation and implementation of education programs. You'll develop the confidence to contribute to the health, safety and wellbeing of students. Please speak to your school careers adviser for more information.

Why you'll love this course

- Develop a strong foundational knowledge of how to help students to develop literacy and numeracy skills
- Learn how to work with young people with diverse needs
- Hands-on work placement in a school setting, offering great networking opportunities (120 hours)#
- Teaches in demand skills that employers want
- Contributes towards your HSC*
- Provides credit towards further study at TAFE NSW*

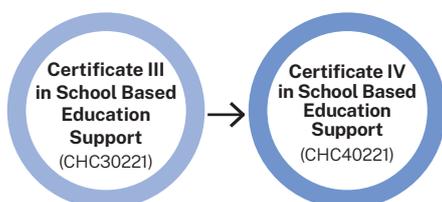
Potential career pathways

- Teachers aide
- School learning support officer in public and private schools
- Education support worker in community education services
- Home tutor
- Nanny
- Support worker

Delivery pattern

- 3 units x 2 years (360 hours)

Example of possible course pathways



Department of Education



* Students are required to complete National Police Checks and Working with Children Check, and may require vaccinations to complete mandatory work placement. * Upon successful course completion. © TAFE NSW 2024 Correct at time of printing (April 2024). RTO 90003 | CRICOS 00591E | HEP PRV12049. Units: BSBPEF401 Manage personal health and wellbeing; CHCDIV001 Work with diverse people; CHCEDS033 Meet legal and ethical obligations in an education support environment; CHCEDS034 Contribute to the planning and implementation of educational programs; CHCEDS035 Contribute to student education in all developmental domains; CHCEDS036 Support the development of literacy and oral language skills; CHCEDS037 Support the development of numeracy skills; CHCEDS041 Set up and sustain learning areas; CHCEDS057 Support students with additional needs in the classroom; CHCEDS059 Contribute to the health, safety and wellbeing of students; CHCEDS060 Work effectively with students and colleagues; CHCEDS061 Support responsible student behaviour; CHCPR001 Identify and respond to children and young people at risk; HLTAID012 Provide First Aid in an education and care setting; HLTWHS001 Participate in workplace health and safety



Spark an interest in an electrical trade

Certificate II in Electrotechnology (Career Start)

Course code: UEE22020

Electrical trades and electronics influence almost every aspect of daily life. The digital age continues to create an unprecedented demand for electricians specialising in telecommunications, instrumentation, security, electronic control systems, and information technology. The UEE22020 Certificate II in Electrotechnology (Career Start) is a great introduction to the fundamental electrical principles, fusing theory with practical hands-on skills. Please speak to your school careers adviser for more information.

Why you'll love this course

- Learn about sustainable energy solutions
- A first step to becoming an electrician or working in fields such as electronics, robotics or systems engineering
- Hands-on work placement offering networking opportunities (70 hours).
- Join one of Australia's fastest growing industries
- Teaches in-demand skills that employers want
- Contributes towards your HSC and ATAR*
- Provides you with credit towards further study at TAFE NSW*

Potential career pathways

- Strong foundation to start an apprenticeship at Certificate III level
- Electrician
- Electrical engineer

Delivery pattern

- 2 units x 2 years (240 hours)

Example of possible course pathways



Department of Education



*Upon successful course completion. © TAFE NSW 2024 Correct at time of printing (April 2024). RTO 90003 | CRICOS 00591E | HEP PRV12049. Units: UEECD0007 Apply Work health and safety regulations, codes and practices in the workplace; UEECD0009 Carry out routine work activities in an energy sector environment; UEECD0019 Fabricate, assemble and dismantle utilities industry components; UEECD0021 Identify and select components, accessories and materials for energy sector work activities; UEECD0027 Participate in development and follow a personal competency development plan; CPCWHS1001 Prepare to work safely in the construction industry; UEERE0021 Provide basic sustainable energy solutions for energy reduction in residential premises; UEECD0038 Provide solutions and report on routine electrotechnology problems; UEEEC0060 Repairs basic electronic apparatus faults by replacement of components; UEECD0046 Solve problems in single path circuits; UEECD0051 Use drawings, diagrams, schedules, standards, codes and specifications; UEECD0052 Use routine equipment/plant/technologies in an energy sector environment



Nurture a career in aged care

Certificate III in Individual Support (Ageing)

Course code: CHC33021

If you've got a compassionate nature and are thinking of a career in nursing or health, the CHC33021 Certificate III in Individual Support (Ageing) course is a great introduction to one of Australia's most secure and rewarding careers. Through class learning and real world experience, you'll develop the interpersonal skills needed to work with the elderly and people living with disability, including discretion and judgement in relation to individual support. Please speak to your school careers adviser for more information.

Why you'll love this course

- Australia's ageing population makes this a booming industry
- Develop discretion and judgement in relation to individual support
- Hands-on work placement in an Aged Care facility, offering great networking opportunities (120 hours)#
- Make a real difference to the lives of the elderly and people living with disability
- Teaches in-demand skills that employers want
- Contributes towards your HSC and ATAR*
- Provides you with credit towards further study at TAFE NSW*

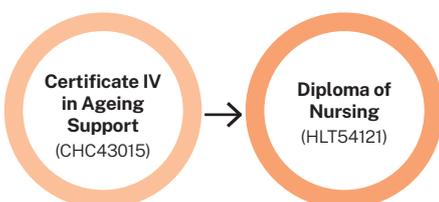
Potential career pathways

- Accommodation support work
- Care or client assistant
- Residential care or support roles
- Case work

Delivery pattern

- 3 units x 2 years and 1 unit x 1 year, including specialisation unit (420 hours)

Example of possible course pathways



Department of Education



Students will require vaccinations, National Police Checks and may require a Working with Children Check to complete mandatory work placement. * Upon successful course completion.
 © TAFE NSW 2024 Correct at time of printing (April 2024). RTO 90003 | CRICOS 00591E | HEP PRV12049.Units: HLTAID011 Provide First Aid; CHCAGE011 Provide support to people living with dementia; CHCCOM005 Communicate and work in health or community services; CHCAGE013 Work effectively in aged care; CHCCCS031 Provide individualised support; CHCCCS036 Support relationships with carer and family; CHCCCS038 Facilitate the empowerment of people receiving support; CHCCCS040 Support independence and wellbeing; CHCCCS041 Recognise healthy body systems; CHCDIV001 Work with diverse people; CHCLEG001 Work legally and ethically; CHCPAL003 Deliver care services using a palliative approach; HLTINF006 Apply basic principles and practices of infection prevention and control; HLTWHS002 Follow safe work practices for direct client care; CHCCCS017 Provide loss and grief support



Nurture a career in disability support

Certificate III in Individual Support (Disability)

Course code: CHC33021

If you've got a compassionate nature and are thinking of a career in nursing or health, the CHC33021 Certificate III in Individual Support (Disability) is a great introduction to one of Australia's most secure and rewarding careers. Through class learning and real world experience, you'll develop the interpersonal skills needed to work with people living with disability, including discretion and judgement in relation to individual support. Please speak to your school careers adviser for more information.

Why you'll love this course

- Rewarding career that makes a meaningful difference in the lives of others
- Develop discretion and judgement in relation to individual support
- Hands-on work placement with a suitable industry employer, offering great networking opportunities (120 hours)#
- Teaches in-demand skills that employers want
- Contributes towards your HSC and ATAR*
- Provides you with credit towards further study at TAFE NSW*

Potential career pathways

- Disability support worker or services officer
- Residential or accommodation support worker
- Disability school support officer
- Personal care assistant
- Community care or respite worker

Delivery pattern

- 3 units x 2 years and 1 unit x 1 year, including specialisation unit (420 hours)

Example of possible course pathways



Department of Education





Help others live a fuller life

Certificate III in Health Services Assistance (Assistance in Nursing Work in Acute Care)

Course code: HLT33115

Help make a difference in the lives of others and gain the skills and knowledge to support nurses in caring for patients with various needs. Provide personal support to a diverse range of people and learn how to respond to emergency health situations. You'll learn specialist skills that prepare you to interpret and apply medical technology and the ability to comply with infection prevention and control requirements. You'll develop the confidence to provide care in accordance to local policies and procedures. Please speak to your school careers adviser for more information.

Why you'll love this course

- Develop a strong foundational knowledge of how to recognise health body systems
- Learn how to work independently and in a team
- Hands-on work placement in a health care setting, offering great networking opportunities (80 hours)#
- Teaches in demand skills that employers want
- Contributes towards HSC and ATAR*
- Provides credit towards further study at TAFE NSW*

Potential career pathways

- Health service assistant
- Personal care assistant
- Nursing assistant
- Patient support assistant

Delivery pattern

- 2 units x 2 years and 1 unit x 1 year, including specialisation unit (300 hours)

Example of possible course pathways



Department of Education



* Students will require vaccinations, National Police Checks and may require a Working with Children Check to complete mandatory work placement. * Upon successful course completion.
© TAFE NSW 2024 Correct at time of printing (March 2024). RTO 90003 | CRICOS 00591E | HEP PRV12049. Units: BSBMED301 Interpret and apply medical terminology appropriately; BSBWOR301 Organise personal work priorities and development; CHCCOM005 Communicate and work in health or community services; CHCDIV001 Work with diverse people; HLTAAP001 Recognise healthy body systems; HLTINF006 Apply basic principles and practices of infection prevention and control; HLTWHS001 Participate in Workplace Health and Safety; CHCAGE005 Provide support to people living with dementia; CHCCCS002 Assist with movement; CHCCS015 Provide individualised support; CHCCCS020 Respond effectively to behaviours of concern; CHCCCS026 Transport individuals; HLTAID011 Provide first aid; HLTAIN001 Assist with nursing care in an acute care environment; HLTAIN002 - Provide non-client contact support in an acute care environment



Stock up on skills that deliver

Certificate II in Supply Chain Operations

Course code: TLI20421

Become an integral part of Australia's supply chain and get the skills needed to join this crucial link industry. Storage, transportation and exchange of goods is in just about every organisation. Whether you're looking for a hands-on career managing supply chain, or just ensuring the right shipments arrive at the right destination, the TLI20421 Certificate II in Supply Chain Operations is a great introduction. You'll learn a range of operational skill sets including communication and documentation skills, receiving, handling and despatching of goods into and out of warehouses and logistic centres, as well as how to perform a range of functions involving inventory systems and stock control at an operational level. Please speak to your school careers adviser for more information.

Why you'll love this course

- Develop good communication and multi-tasking role skills
- Discover a love of systems and processes and learn about supply and demand
- Teaches in-demand skills that employers want
- Contributes towards your HSC*
- Provides credit towards further study at TAFE NSW*
- Work placement in a suitable setting is recommended, offering great networking opportunities (70 hours)

Potential career pathways

- Warehouse operator
- Despatch or inventory clerk
- Truck or forklift driver
- Stores or yard person

Delivery pattern

- 2 units x 2 years (240 hours)

Example of possible course pathways



Department of Education



* Upon successful course completion. © TAFE NSW 2024 Correct at time of printing (April 2024). RTO 90003 | CRICOS 00591E | HEP PRV12049. Units: TLIF0025 Follow work health and safety procedures; TLIL0007 Complete workplace induction procedures; TLIE1003 Participate in basic workplace communication; TLIF0009 Ensure the safety of transport activities (Chain of Responsibility); TLID0020 Shift materials safely using manual handling methods; TLIX0023 Identify the roles and functions of the supply chain industry; TLIA2014 Use product knowledge to complete work operations; BSBOPS203 Deliver a service to customers; TLIA0023 Receive goods; TLIA0010 Identify goods and store to specifications; TLIA0022 Pick and process orders; TLIJ2001 Apply quality procedures; TLIA0020 Package goods; TLIA0019 Despatch stock

NIRIMBA COLLEGIATE COURSE SELECTION YEAR 11 2025

QHHS (Q)

RHS (R)

SHHS (S)

WCN (W)

Nirimba Collegiate
Travel Line (TR)

ATAR ELIGIBLE COURSES IN BLACK

NON- ATAR COURSES IN RED*

ONLY CHOOSE ONE COURSE:

INDUSTRIAL TECHNOLOGY**

VET HOSPITALITY/COOKERY ***

Mandatory English - Choose 1 course:		English Advanced	English Standard	English Ext. 1	English Studies	EAL/D
		Q R S W	Q R S W	Q R W	Q R S W	Q W
Aboriginal Studies Q R S W	Agriculture R	Ancient History Q R S W	Biology Q R S W	Business Studies Q R S W	Ceramics* Q	Chemistry Q R S W
Chinese Beginners S TR	CAFS Q R S W	Computer Applications* W	Dance Q R S W TR	Design & Technology Q S W TR	Drama Q R W TR	Earth & Environmental Science R S TR
Economics Q S W TR	Engineering Studies W TR	Enterprise Computing Q W	Exploring Early Childhood* Q S W	Food Technology Q R S W	Geography Q R S W	Health & Movement Science Q R S W
Industrial Technology** (Graphics) W TR	Industrial Technology** (Multimedia) W TR	Industrial Technology** (Timber) Q R S W	Investigating Science Q R S W	Japanese Beginners Q W	Japanese Continuers Q W TR	Korean Beginners R TR
Legal Studies Q R W TR	Marine Studies* R W	Mathematics Advanced Q R S W	Mathematics Extension 1 Q R W	Mathematics Standard Q R S W	Modern History Q R S W	Music 1 Q R S W
Numeracy CEC* Q R S W	Philosophy* W	PVD - Film Studies* W	PVD - Photography* Q R S W	Physics Q R S W	Punjabi Continuers Q TR	Society & Culture Q R S W
Software Engineering Q W	SLR* Q R S W	Studies Of Religion II Q W TR	Textiles & Design W	Visual Arts Q R S W	Visual Design* Q R S W	Work Studies* Q R S W
VET Business Services S W TR	VET Construction Q R W TR	VET Entertainment Q R S W	VET Financial Services S TR	VET Fitness* R S W TR	VET Hospitality Kitchen Operations & Cookery*** W TR	VET Hospitality Food & Beverage*** Q W TR
VET Hospitality Trade*** at Tradewynds Cafe W TR	VET Information & Digital Technology W	VET Manufacturing & Engineering* S W TR	VET Music Industry* R S W	VET Primary Industries Agriculture R TR	VET Retail Services R W TR	VET Screen and Media* S TR
VET Sport Coaching* R W	TVET Allied Health Assistance at the VIC* S TR	TVET Drainage at the VIC* S TR	TVET Education Support at the VIC* S TR	TVET Electrotechnology at the VIC S TR	TVET Individual Support (Ageing) at the VIC S TR	TVET Individual Support (Disability) at the VIC S TR
TVET Health Services Assistance at the VIC* S TR	TVET Supply Chain Operations at the VIC* S TR					



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