



COFFS HARBOUR
SENIOR COLLEGE

CURRICULUM HANDBOOK

YEAR 11 2026

YEAR 12 2027

CONTENTS

Section 1: Attendance	3
Section 2: A Guide to the Terms Used in this handbook.	4
Section 3: Course Selection Guidelines	5
The HSC.....	5
Course Patterns.....	6
Extension courses and University Courses for talented students	6
Distance Education.....	7
School Delivered (SVET) and VET TAFE Delivered VET (TVET) Courses	7
Selection Scenarios to consider when choosing courses for your pathway.....	8
Section 4: Assessment and Reporting	13
Section 5: Checklists.....	14
Year 11 Studies and Year 12 Studies Checklist	14
Section 6: Courses of Study Delivered by the College.....	15
Section 7: Subject Course Descriptions (alphabetical order).....	16

Section 1: Attendance

Above 95% is our expected student attendance at the Coffs Harbour Senior College.

Consequences of school non-attendance impact academic, socio-economic and health outcomes

Lower scores and poorer academic outcomes¹



1 AITSL (2019). Attendance matters. Spotlight. Melbourne: Australian Institute for Teaching and School Leadership

Increased likelihood of dropping out of school earlier²



2 Smerillo et al., 2018; Featherston, 2010; Lamb et al., 2004; Suh & Suh, 2007

Decreased likelihood of engaging in vocational education³



3 Hancock, K. J., Gottfried, M. A., & Zubrick, S. R. (2018). Does the reason matter? How student-reported reasons for school absence contribute to differences in achievement outcomes among 14–15 year olds. *British Educational Research Journal*, 44 (1), 141-174.

Poorer long-term mental health and social outcomes⁴



4 Kearney, C. A., Graczyk, P. A. (2014). A Response to Intervention model to promote school attendance and decrease school absenteeism. *Child and Youth Care Forum*, 43(1), 1-25.

Increased likelihood of involvement with criminal activity⁵



5 Tanner-Smith & Wilson, 2013 as cited in Kearney, C. A., Graczyk, P. A. (2014). A Response to Intervention model to promote school attendance and decrease school absenteeism. *Child and Youth Care Forum*, 43(1), 1-25.

Increased likelihood of requiring social assistance⁶



6 Christenson & Thurlow, 2004 as cited in Kearney, C. A., Graczyk, P. A. (2014). A Response to Intervention model to promote school attendance and decrease school absenteeism. *Child and Youth Care Forum*, 43(1), 1-25.

Every Day Counts

- At Coffs Harbour Senior College we have a strong attendance focus with targets.
- Quality relationships and positive first contact positively influence student attendance and demonstrates that every student is known, valued and cared for.

Section 2: A Guide to the Terms Used in this handbook.

The following terms are used throughout this handbook:

Assessments are tasks completed by the students. These tasks are designed to measure achievement at points throughout the course. Assessments are conducted within the college. Assessments are carried out during both the Year 11 and Year 12 courses, however, only those completed during the Year 12 course are counted towards the HSC. The college assessments from Year 12 contribute up to 50% of the final HSC mark for each course.

NSW Education Standards Authority (NESA): the body responsible for overseeing the HSC. It sets courses of study, examines these courses and issues the certificate.

NESA Developed Courses (NDC) are designed by NESA. **It is these courses that count towards a student's ATAR (Australian Tertiary Admissions Rank).** They have an external examination.

NESA Endorsed Courses (NEC) have their content endorsed by NESA. **They do not count towards an ATAR.**

Major Works— some courses have a major work requirement. It is recommended students do not choose more than one of these courses in their pattern due to workload.

Higher School Certificate (HSC) is awarded to students who have satisfied NESA requirements.

Pathway is the way each individual student elects to meet the requirements of the HSC.

RoSA is the student record of academic achievement up until the date they leave school.

Vocational Stage 6 Pathway: This is a non-HSC pathway that results in the completion of a TAFE Certificate II and the award of a Record of School Achievement (ROSA) that includes the courses studied. This program allows students, not wishing to complete an HSC, to meet NSW Government education and training requirements.

These requirements are that after Year 10 and until the age of 17, students must be:

- a) in school, or registered for home schooling OR
- b) in approved education or training OR
- c) in full-time, paid employment (average 25 hours/week) OR
- d) in a combination of these

Students enrol in a combination of NESA Developed/Content Endorsed courses, TVET courses and may participate in a combination work experience, part time work and other vocational courses.

TAFE Delivered VET (TVET) courses are studied at TAFE and may be taken as part of the Year 11 or Year 12 course.

School Delivered VET (SVET) course are delivered by the College and may be taken as part of the Year 11 or Year 12 course.

Australian Tertiary Admissions Rank (ATAR): Students may choose to receive an ATAR with their HSC. It is an index used by the universities to enable them to rank students to whom university places may be offered.

Units: Each course is given a unit value by NESA. It indicates the amount of time typically allocated in the timetable to that course. 1 unit = 60 hours.

Section 3: Course Selection Guidelines

The choice of subjects and courses for students to complete to achieve their Higher School Certificate (HSC) is serious, challenging and sometimes confusing. Suddenly students and parents/carers are presented with a myriad of terms and rules that have not been encountered before. Everyone would like to be sure that the choice that they have made is the one that gives them the best chance of success in the HSC.

This booklet is designed to help you make the right choice. It is best not to see it as an end in itself but as an aid in your decision-making. After reading the book, talk with your family, contact staff and seek advice. If you have doubts ... call us at the college!

The HSC program at the college provides you with many options to attain your goals. A lot of the decision rests with your goals, for example ask yourself these questions:

- Do you want to go to university?
- Do you want to gain a TAFE Certificate while doing your HSC?
- Does your career path require that you study particular courses in the HSC?
- Do you want to achieve your HSC in two years?

The possibilities are numerous. You may also be able to study a course that is not offered at the Senior College via Distance Education.

The HSC

The Higher School Certificate is based on a STANDARDS REFERENCED system. Student performance will be assessed and reported against standards of achievement established for each course.

The HSC is issued by NESA to students who have satisfactorily completed a program of study.

At Coffs Harbour Senior College, students will have the opportunity to select from a variety of pathways and options leading to the award of an HSC. Some options to consider are:

- most students complete the HSC over two years;
- a full ATAR program;
- a non ATAR program; and
- mixing TAFE and university courses into the program.

It is important to understand that in order to be eligible for the Higher School Certificate you must successfully complete 12 units of study in the Year 11 course and 10 units of study in Year 12.

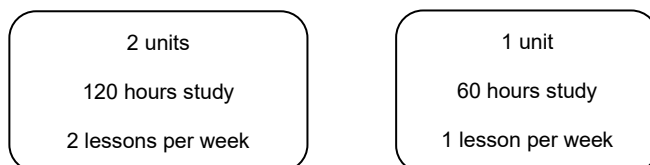
To achieve an HSC, students must sit the HSC minimum standards online tests in reading, writing and numeracy. Each of the three tests are of 45 minutes duration. Students must achieve a level 3 in each test in order to meet the HSC minimum standard. This aligns with level 3 of the Australian Core Skills Framework (ACSF) which is considered the level required to function in everyday life, for work and further study beyond school. The Minimum Standards tests are normally completed when students are in Year 10. The College provides students with the opportunity and support to complete the tests.

Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC.

For advice, talk to staff, especially the Careers Adviser on 6659 3258 or email rachel.fraser@det.nsw.edu.au

Course Patterns

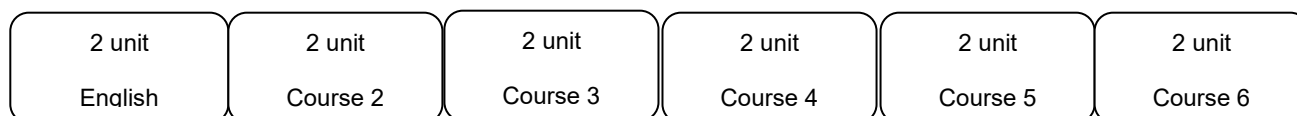
Courses are described in terms of “units”. 1 unit is equivalent to 60 hours of study; 2 unit is equivalent to 120 hours of study. A unit refers to a period of class work totalling about two hours per week. Most courses are “2 unit”, i.e. about four hours per week. College lessons are two hours in length. A 2 unit course has two lessons per week. A 1 unit course has one lesson per week:



For most courses, you must satisfactorily complete Year 11 to be eligible to commence Year 12 course work.

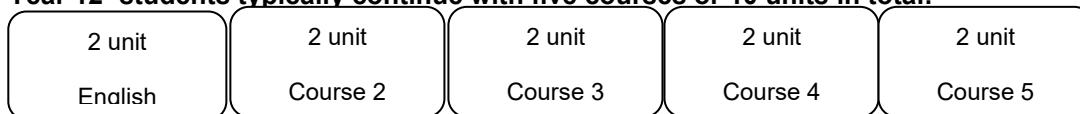
To meet the requirements of the HSC, students must study a minimum of 12 units in Year 11 and 10 units in Year 12- a total of 22 units over the 2 years including English. This can be a mixture of school courses, school VET courses and TAFE TVET courses.

Year 11- students typically choose six courses for a total of 12 units:



At the end of term 3 in Year 11, students can drop a course to have five courses or 10 units as their Year 12 pattern of study.

Year 12- students typically continue with five courses or 10 units in total:



See Section 4 for more detail on Patterns of Study.

Extension courses and University Courses for talented students

Extension Courses (NESA Developed)

Extension courses build on the content of the corresponding 2 unit course. Extension courses are not available in all subjects.

- Both English and Mathematics have Year 11 Extension courses.
- In each of English and Mathematics you may choose one or two Year 12 Extension courses if the Year 11 Extension course has been studied.
- There is only one History Extension course. It can be studied in Year 12 if you are enrolled in either the Ancient History course or the Modern History course.
- There is a Music Extension course if you study Music 2 in Year 11 and Year 12.
- There is an extension course for Science that is only available to Year 12 students, it is worth 1 Unit and must be taken alongside at least one 2 Unit Science Subject
- There are also Extension courses available for some Vocational courses.

University Courses

Eligible students may study university units or courses concurrently with their HSC program. This is in addition to their school subjects and the courses do not count towards the HSC. It is an opportunity for high attaining students to extend their knowledge and prepare for university study.

For further information contact the Careers Adviser on 6659 3258 or rachel.fraser@det.nsw.edu.au

Distance Education

Specialist areas of study are available through the Camden Haven School of Distance Education or NSW School of Languages in Sydney. The college has a limited quota of new students each year making it critical for prospective students to complete applications early if you are seeking specialist languages or other courses not available within the college.

Applications should be completed this year to allow processing and for work sets to be forwarded early next year. Students are required to pay a fee when the Distance Education application is submitted (see advice regarding fees).

Studying via Distance Education can be challenging as you are required to work independently. Students should consider if distance education is suitable for them before making their application.

School Delivered (SVET) and VET TAFE Delivered VET (TVET) Courses

VET vocational courses are designed to enable students to acquire a range of technical, personal and organisational skills valued both within and beyond the work place. Students will acquire underpinning skills and knowledge related to functional areas within any industry context that can be used in making informed career choices and attain a nationally recognised Australian Qualifications Framework (AQF) accreditation on successful completion of a course.

VET courses can be delivered by both the school (VET) and TAFE (TVET)

See the flyer for the Proposed TVET courses in the enrolment package. Students must complete a separate Expression of Interest form for TVET courses and return it school before the 31st August. It is not possible to enrol in a TVET course if this deadline is missed.

Assessment

Competency Based Assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry, to be assessed as competent.

External Assessment

- The Higher School Certificate (HSC) examination for Industry Curriculum Framework courses (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items.
- The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the NESA syllabus.
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

The HSC examination is optional, but must be completed if the student is on an ATAR pathway.

Work placement

Most NESA-developed VET courses require mandatory work placement of 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses at the rate of 35 hours for 120 hours of HSC credit. The school supports students in arranging these work placements. However, if a student does not complete the required placement, they will not meet the course requirements and therefore may not be eligible for the HSC.

What other costs are involved?

School-delivered vocational courses may require a subject contribution to cover costs of consumables. The TAFE charges for students at government schools are paid by the Department of Education.

A School-based Part-time Traineeship/Apprenticeship (SBAT)

- is a combination of paid work and training;
- is completed part-time as part of the HSC or ROSA qualification; and
- prepares young adults for a career in a particular industry

The trainee receives:

- a job;
- free training;
- ongoing advice and support;
- a training wage;
- credit towards their HSC;
- a nationally recognised Vocational Education and Training qualification; and
- a certificate of proficiency on satisfactory completion of the traineeship/apprenticeship.

It is recommended that SBAT's are arranged prior to the start of Year 11. It is not possible to set up an SBAT after Term 1 of Year 11. For further information contact Rachel Fraser on 66593258 or Rachel.fraser@det.nsw.edu.au

Recognition of Prior Learning

All schools and TAFE, as Registered Training Organisations (RTOs), have processes to enable students to apply for Recognition of Prior Learning (RPL) in a course. Please speak to your course coordinator if you think you may be able to claim RPL for some of the skills in a course.

All vocational education qualifications or training completed as part of your HSC are recognised by TAFE and other VET providers. Students are not required to repeat training completed at school.

HSC/TAFE Credit Transfer

TAFE NSW recognises skills and knowledge gained through previous studies. Recognition may allow students to complete TAFE NSW qualifications faster and is based on formal arrangements between educational institutions.

Contact the Careers Adviser, Rachel Fraser on 6659 3258 for further information.

SUMMARY

Things to consider:

- For Vocational courses, you may also be awarded a Certificate I, II or III under the Australian Qualifications Framework.
- Completing a Vocational NESA Endorsed Course means you will receive credit towards completion of a TAFE NSW Credential in the related industry area.
- You may be able to do be a part-time traineeship/apprenticeship and be paid while you are studying for your HSC. However, this requires a significant commitment to complete the required work hours and to meet the requirements of your HSC courses.
- You could save time in your future apprenticeship or other TAFE courses through doing VET courses at school.

What's in it for me?

- Most students find they are more independent and confident as a result of doing a vocational course. It can give you an insight into the kind of career you might like and help you make better decisions to avoid getting into a program of tertiary study in an area you're not sure about.
- A vocational course will equip you with knowledge and skills to seek and gain employment. It certainly makes you more job-ready and attractive to employers.

Selection Scenarios to consider when choosing courses for your pathway.

University/Academic HSC (ATAR)

To receive the HSC credential at the completion of Year 12, students must have achieved HSC Minimum Standards. For more information refer the following website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

The University/Academic HSC is for students who are committed to study (at school and at home) and want to continue on to University. It is suggested that students include at least one course that provides background knowledge for their intended University course. We recommend choosing 6 Board Developed Courses you enjoy and are good at (based on Year 10 results).

Scenario 1: Students who are proficient at writing (extended responses and essay-based) and would like to study a degree in Communication, Law, Teaching, Business or Social Sciences.

English Advanced (Possibly Ext. 1 English)	2 Units
Ancient History (or) Modern History	2 Units
Society and Culture (or) Economics (or) Aboriginal Studies	2 Units
Legal Studies (or) Business Studies (or) Community and Family Studies	2 Units
Mathematics Standard (or) Investigating Science	2 Units
Community and Family Studies (or) Health and Movement Science (HAMS)	2 Units

Scenario 2: Students who are proficient at Mathematics (Year 10 Grade B or higher) and enjoy Science and are interested in degrees in Engineering, Science (computing, medical and health), Economics or Information Processes and Technology. Students are encouraged to select Investigating Science if they are considering one or more science courses or studying Science Extension in Year 12.

English Standard	2 Units	Select two Science courses from this list: Physics Chemistry Biology Earth and Environmental Science Investigating Science
Mathematics Advanced (Possibly Ext. 1 Mathematics)	2 Units	
Science course #1 (from list)	2 Units	
Science course #2 (from list)	2 Units	
Business Studies (or) Engineering Studies	2 Units	
Geography (or) Information Processes and Technology (or) Design and Technology (or) Health and Movement Science	2 Units	

Scenario 3: Students who have proficient literacy skills, are creative in nature and have previous training in a practical course and are interested in pursuing further study in the creative and performing arts.

English Advanced (or) English Standard	2 Units	Select two Creative courses from this list: Music, Dance Drama Visual Arts Textiles and Design Industrial Technology - Multimedia Industrial Technology - Timber
Creative course #1 (from list)	2 Units	
Creative course #2 (from list)	2 Units	
Ancient History (or) Modern History	2 Units	
Legal Studies (or) Business Studies (or) Economics (or) Geography	2 Units	
Community and Family Studies (or) Photography	2 Units	

Scenario 4: Students who are interested in applying for undergraduate Medicine/Dentistry/Vet Science

English Advanced/or Eng Ext	2 Units	Select 2 from list: Physics Investigating Science Legal Studies Ancient History Society and Culture Modern History
Maths Advanced/or Maths Ext	2 Units	
Chemistry	2 Units	
Biology	2 Units	
Science/HSIE course from list	2 Units	

Science/HSIE course from list	2 units	Geography Health and Movement Science
-------------------------------	---------	--

Scenario 5: Students who have proficient literacy skills, are well organised and enjoy project based learning which requires them to think systematically and maintain a folio of their ideas and processes and interested in exploring a career in creative writing, media and communications or marketing.

English Advanced (or) English Standard	2 Units
Mathematics Standard 2 (or) Investigating Science	2 Units
Design and Technology (or) Textiles and Design	2 Units
Industrial Technology (or) Aboriginal Studies (or) Society and Culture	2 Units
Legal Studies (or) Business Studies (or) HAMS (or) Community and Family Studies	2 Units
Ancient History (or) Modern History (or) Aboriginal Studies	2 Units

Scenario 6: Students who want an ATAR and want to keep their university course options open but would like to study one course for enjoyment in year 11 only -such as Photography.

English Standard	2 Units
Mathematics Standard 2	2 Units
Biology (or) Investigating Science (or) HAMS	2 Units
Ancient History (or) Modern History (or) Aboriginal Studies	2 Units
Legal Studies (or) Geography (or) Business Studies (or) Community and Family Studies	2 Units
Photography (or) Sports Coaching or a VET Course – Hospitality (or) Construction (or) Retail Services (or) Business Services (or) Entertainment Industry	2 Units

Scenario 7: Students with an interest in Computer Technology Courses and may wish to pursue further studies in Computer Science, Cyber Security or Computer Programming.

English Standard	2 Units	IT Courses: Software Engineering Industrial Technology – Multimedia Enterprise Computing
Mathematics Advanced or Mathematics Standard 2	2 Units	
Information Technology Course 1 (From List)	2 Units	
Information Technology Course 1 (From List)	2 Units	
Physics (or) Chemistry (or) Investigating Science (or) Legal Studies		
Design and Technology (or) TVET Information Technology Course		

Vocational or Job Preparation HSC

The main purpose of this pathway is for students to gain an educational credential from courses they enjoy and will do well in. The attainment of a quality HSC that reflects a student's capability will maximise post school options for employment or further training.

The focus of this HSC package is vocational skills training with the attainment of a credential that can provide credit and/or an easy transition into further technical training at TAFE. The Vocational HSC will also improve employment prospects for students after Year 12.

Scenario 1: Students who are unsure of their career direction but would like to keep their employment or further study options open and enjoy courses that are practical in nature.

English Studies	2 Units
Mathematics Standard 2 / Standard 1	2 Units
Construction or Retail Services	2 Units
Entertainment Industry or Hospitality	2 Units
Sports Coaching (or) Skills for Work	2 Units
TVET Course e.g. if offered, child care, animal studies, automotive	2 Units

Scenario 2: Students who are unsure of career direction but would like to keep their employment options open and gain some general workplace skills.

English Studies	2 Units	Select two VET courses from the list : Retail Services Business Services Entertainment Hospitality Operations
VET course #1 (from list)	2 Units	
VET course #2 (from list)	2 Units	
Community and Family Studies (or) Investigating Science (or) Mathematics Standard	2 Units	
Photography	2 Units	
Skills for Work	2 Units	

Scenario 3: Students who are interested in many course areas and want to ensure that they include courses for employability or progression onto TAFE.

English Studies	2 Units	VET Courses: Business Service Hospitality Operations Retail Services Construction Entertainment Industry
Mathematics Standard 2 / Standard 1	2 Units	
VET Course – from the list	2 Units	
HAMS (or) Music (or) Investigating Science	2 Units	
Photography (or) Visual Arts (or) Visual Arts (or) Design and Technology (or) Textiles and Design	2 Units	
Sports Coaching (or) Skills for Work (or) TVET course	2 Units	

Scenario 4: Students who require guidance with English and Mathematics and would like to pursue a trade in Building, Construction or the Manufacturing and Engineering Industry after Year 12. This pathway is also suitable for students interested in pursuing an apprenticeship.

English Studies	2 Units
Mathematics Standard 1	2 Units
Construction	2 Units
Industrial Technology - Timber (or) Design and Technology	2 Units
Skills for Work	2 Units
Photography (or) TVET course	2 Units

Scenario 5: Students who are confident with English and Mathematics and would like to secure work in the area of Customer Service. Examples include: Business Administration, Hospitality, Tourism, Event Management and Property Services.

English Studies	2 Units
Mathematics Standard 2 / Standard 1	2 Units
Business Services (or) Retail Services	2 Units
Community and Family Studies	2 Units
Hospitality Operations	2 Units
Photography (or) Sports Coaching (or) Skills for Work (or) TVET Course	2 Units

Scenario 6: Students who are confident with English, have good people skills and would like to pursue employment in Children's Services or Community Services.

English Studies	2 Units
Community and Family Studies (or) Society and Culture	2 Units
Business Services (or) Retail Services	2 Units
Hospitality Operations	2 Units
TVET: Early Childhood	2 Units
Photography (or) Entertainment Industry	2 Units

Scenario 7: Students who are creative and enjoy doing art/music projects without the formal study of theorists and musicians and may want to pursue a career in the creative industries.

English Standard / English Studies	2 Units	Creative Courses Photography Visual Arts Design and Technology
Entertainment Industry	2 Units	
Music 1 (or) Visual Arts (or) Textile and Design	2 Units	
Mathematics Standard 2 / Standard 1 (or) Investigating Science	2 Units	
Course #1 (from list)	2 Units	
Course #2 (from list)	2 Units	Other Course: Skills for Work

Program of study for students interested in an Apprenticeship when they finish school.

Many employers now expect potential apprentices to have completed Year 12, including English, and, in many industries, Mathematics. You should also choose to study a TVET TAFE and/or school VET course that is related to your area of interest e.g. TVET Electro-technology course if you want to be an Electrician or TVET Automotive if you are interested in being a mechanic.

Section 4: Assessment and Reporting

During Year 11 and Year 12 courses in the college students will receive college reports based on course work and examinations. These reports indicate achievement and provide comments to assist students' progress.

At the conclusion of the HSC, NESA provides final information to students. Samples of these are included for your information.

- The Year 12 reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- School-based assessment tasks will contribute 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark reported by NESA 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 you achieve the minimum standard expected in a course you 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.

Section 5: Checklists

Year 11 Studies and Year 12 Studies Checklist

Note: All requirements apply to BOTH Year 11 and Year 12 Course patterns Higher School Certificate.

Does your Pattern of Study meet the following requirements?

	12 Units of courses in Year 11 Studies, 10 Units of courses in Year 12 studies
	At least 2 Units of a NESA Developed Course in English
	At least 6 Units of NESA Developed Courses
	At least three courses of 2 Units value or greater (either NESA Developed or NESA Endorsed Courses)
	At least four subjects
	2 Unit Beginner Language course only if minimal previous study or knowledge of the language.

Reminder:

1. Students seeking an ATAR must have 10 units of NESA Developed HSC courses to meet university requirements. HSC examinations must be completed to be eligible for the ATAR.
2. The college will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.
3. Department of Education curriculum directives (e.g. 25 hours of Life Ready etc) are implemented by the college and are requirements of enrolment rather than NESA determinations. This is delivered via the connections program in terms 1 and 2 of year 11.
4. When you select your courses we suggest that you consider electing 6 x 2 unit NDCs. Selection of NDCs will provide you with greater flexibility in post school options.
5. If you have completed *All My Own Work*, evidence must be provided for exemption in Year 11.

Note: The College will check this on enrolment and assist you if you have made any errors.

Section 6: Courses of Study Delivered by the College

NESA DEVELOPED COURSES		NESA ENDORSED COURSES	
	examinable subjects that count towards an ATAR	examination is optional	Non HSC Examinable and No ATAR Status
Compulsory 2 Unit Course	<ul style="list-style-type: none"> English Advanced English Standard 	<ul style="list-style-type: none"> English Studies an optional HSC Examination, which is reported on a common scale with Standard and Advanced courses. 	
Elective 2 Unit Course	<ul style="list-style-type: none"> Aboriginal Studies Ancient History Biology Business Studies Chemistry Community and Family Studies Dance Design and Technology Drama Earth and Environmental Science Economics Engineering Studies Enterprise Computing Food Technology French Beginners Geography Health & Movement Science Industrial Technology – Multimedia Industrial Technology - Timber Investigating Science Legal Studies Mathematics Standard Mathematics Advanced Modern History Music 1 Music 2 Physics Society and Culture Software Engineering Textiles and Design Visual Arts 	<p>School Delivered VET Framework Courses (SVET)</p> <p>Optional Examination</p> <ul style="list-style-type: none"> Business Services Construction Hospitality Operations Retail Services Entertainment Industry <p>External (TAFE) Delivered VET Framework Courses (EVET)</p> <p>SEE SEPARATE TAFE BOOKLET</p>	<p>School Delivered</p> <ul style="list-style-type: none"> Photography, Video & Digital Imaging Skills for Work Sports Coaching <p>TAFE Delivered</p> <p>SEE SEPARATE TAFE BOOKLET</p>
Elective 1 Unit Course	<ul style="list-style-type: none"> English Extension 1 Mathematics Extension 1 Marine Studies Studies of Religion 1 	<p>Year 12 Electives</p> <ul style="list-style-type: none"> English Extension 1 English Extension 2 History Extension Mathematics Extension Science Extension 	

Section 7: Subject Course Descriptions (alphabetical order)

ABORIGINAL STUDIES - 2 Unit

NESA Developed Course

What will I be doing in this course?

Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples. It enables students to be active and informed citizens in promoting a just society for all Australians.

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

Main topics covered:

- Aboriginality and the Land - 20%
- Heritage and Identity - 30%
- International Indigenous Community: Comparative Study - 25%
- Research and Inquiry Methods: Local Community Case Study - 25%

The Year 12 course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study a variety of national and international indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Main topics covered:

- Social Justice and Human Rights Issues Global Perspective – 20%, AND Comparative Study - 30%
- Heritage and Identity or Aboriginality and the Land - 20%
- Research and Inquiry Methods – Major Project - 30%

What should I be able to do at the end of the course?

Students should be able to demonstrate an understanding of social justice and human rights issues and how they impact on Aboriginal people. They will acquire the skills necessary to investigate issues and communicate information from a variety of perspectives. Students should be able to respond to the challenge of new ideas and empathise with differing experiences and views.

How will this course help me in the future?

Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments. The skills and knowledge gained through Aboriginal Studies would benefit students interested in pursuing careers in Anthropology, Archaeology, Foreign Affairs, Historian, Journalism, Teaching, Law, Social Work and Police.

How will I be assessed?

Assessment consists of a combination of research tasks, in-class tasks and examinations. Research tasks include the preparation of a Major Project in Year 12 worth 40% of internal assessment. In-class tests and examinations include responding to stimulus material, short answer questions and extended responses.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

ANCIENT HISTORY - 2 Unit

NESA Developed Course

What will I be doing in this course?

The study of Ancient History provides students with opportunities to investigate past people, groups, events, institutions, societies and historical sites through archaeological and written evidence by applying the methods used by historians and archaeologists.

The course comprises a study of:

Part I: Investigating Ancient History

- The Nature of Ancient History
- Case Studies (Persepolis, Palmyra and the Silk Road, Troy, Ancient Australia)

Part II: Features of Ancient Societies e.g., Women in the Ancient World; Weapons and Warfare

Part III: Historical Investigation of student's own choosing

The **Year 12** course comprises a study of:

Core: Cities of Vesuvius - Pompeii and Herculaneum (25% course time)

Part II: ONE Personality in their Time – e.g., Agrippina, Alexander the Great, Xerxes (25% course time)

Part III: ONE Ancient Society – e.g., Minoan Society or Spartan Society (25% course time)

Part IV: ONE Historical Period – e.g. The Augustan Age, Julio-Claudians in Rome or The Greek World 500-440BC (25% course time)

History Extension: This course caters for students from both the Ancient and Modern History courses. It will be available in Year 12.

What should I be able to do at the end of the course?

You should be able to:

- understand how past civilisations have influenced the ideas, beliefs and values of modern societies;
- critically evaluate written and archaeological sources and make judgements based on the evidence;
- communicate logical arguments in both written and oral form;
- acquire skills in historical enquiry, values and attitudes essential to appreciating the ancient world.

How will this course help me in the future?

Ancient History develops excellent communication skills and teaches you to research and analyse material. This is a valuable background for Law, Journalism, Advertising and Marketing, Travel and Tourism, Personnel Management, the Diplomatic Service, Public Service, Education, and Archaeology.

How will I be assessed?

Assessment will consist of a range of tasks, including oral and research tasks, source analysis and examinations.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

BIOLOGY - 2 Unit

NESA Developed Course

Biology is an academically rigorous course and is primarily designed for those students intending to undertake tertiary studies in the Sciences.

Aims of the Course

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

What will I be doing in this course?

Students will undertake four modules:

Year 11

- Cells as the Basis of life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

Year 12

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

What should I be able to do at the end of the course?

The study of Biology involves students working individually and with others in practical, field and interactive activities that are related to the theoretical concepts considered in the course. It is expected that students studying Biology will apply investigative and problem-solving skills, effectively communicate biological information and understanding and appreciate the contribution that a study of Biology makes to their understanding of the world.

Biology develops student's understanding of Science as a continually developing body of knowledge, the role of experimentation in deciding between competing theories, the nature of scientific explanations, the interdisciplinary nature of Science, the complex relationships between evidence and ideas and the impact of Science on society.

How will this course help me in the future?

Biology prepares students for a career in Medicine, Health, Science, Forestry, Ecology, Nursing, Food Technology, family Studies and Teaching.

How will I be assessed?

Assessment of Biology in Year 11 and Year 12 will consist of;

- An Investigation/ Research Assessment task- This may be a practical skills test, a research assignment, a presentation, a poster presentation, digital media presentation.
- A Depth Study report- In Year 11 this will be a write up of a class group depth study and in Year 12 it will be an individual depth study project, executed and reported upon individually.
- One two hour Examination in Year 11, and a three hour exam in Year 12

Please note that it is currently only permissible for a student to study up to 7 Units of Science. (3 subjects from Biology /Chemistry/Physics/Earth and Environmental Science/ Investigating Science)

For further information contact Kellie Sedunary on 6659 3639 or kellie.sedunary2@det.nsw.edu.au

2026 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 - \$0 HSC - \$0

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>

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90333 you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

BUSINESS STUDIES - 2 Unit

NESA Developed Course

What will I be doing in this course?

As a course, Business Studies is unique because it encompasses the theoretical and practical aspects of business using case study contexts that students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students solve problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance.

Course Structure:

Year 11 Course

- The Nature of Business – 20% of course time
- Business Management – 40% in course time
- Business Planning – 40% of course time

Year 12 Course

- Operations – 25% of course time
- Marketing – 25% of course time
- Finance – 25% of course time
- Human Resources – 25% of course time

What should I be able to do at the end of this course?

Upon the completion of this course, students will have a sound knowledge of how many businesses operate, and the role of management in helping to facilitate their smooth running. The course will aid students to bridge the gap between school and work, as well as preparing them to make informed, responsible and ethical decisions when they enter the world of business management or small business ownership.

How will this course help me in the future?

The course is designed for students who intend to pursue business studies at university and TAFE. It is also relevant to students who wish to enter the business world as employees/employers. A significant feature of Business Studies is its relevance to the full range of Year 12 students, as it provides useful knowledge and skills for life and employment. Business Studies provides links to the following courses – marketing, human resources, finance accounting, business IT and general management.

How will I be assessed?

Assessment consists of a combination of research tasks, in-class tasks, stimulus-based skills and an examination.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

CHEMISTRY - 2 Unit

NESA Developed Course

Chemistry is an academically rigorous course and is primarily designed for students intending to undertake tertiary studies. The Study of Chemistry requires that students have a thorough understanding of algebra. It is strongly recommended that students undertaking Chemistry also study Mathematics in Year 11 and 12.

Aims of the Course

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions between all elements, compounds and mixtures that exist in the Universe. Chemistry aims to examine how the discovery and synthesis of new compounds, the monitoring and management of chemicals in the environment, and an understanding of natural and industrial chemical processes are central to sustainable human progress.

What will I be doing in this course?

Year 11

- Properties and structure of matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

Year 12

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

What should I be able to do at the end of the course?

By the end of the course, a student of Chemistry will have developed an appreciation and understanding of materials and their properties, structures, interactions and related applications.

Through applying Working Scientifically skills, Chemistry students will have developed the ability to apply chemical theories, models and practices.

In order to achieve this they will:

- design and conduct investigations to collect and analyse data
- use critical thinking skills and scientific processes to evaluate data and information
- solve scientific problems using critical thinking skills and scientific processes.
- communicate their scientific understanding using suitable language and terminology.

How will this course help me in the future?

Chemistry a fundamental science that advances our understanding of the natural world and is studied in all Science based Degrees at university.

As society looks to the future and the challenges it will face, chemistry will be instrumental in helping to meet these challenges by providing new products and greener energy and meeting the growing demands for clean water, food and raw materials.

Chemistry prepares students for a career in Medicine, Nursing, Dietetics, Veterinarian Science, Rural Science and Agriculture, Marine Science, Chemical Engineering, Pharmacy, Forestry, Environmental Science, Nursing, Food Technology, and Teaching.

How will I be assessed?

Assessment of Chemistry in Year 11 and Year 12 will consist of;

	Year 11	Year 12
Task 1	An in Lab Practical Investigation and Chemistry Skills task based on the Properties and Structure of Matter Module	A Research Task and in class validation exercise based on the Drivers of Reactions and Equilibrium and Acid Reactions Modules.
Task 2	A Depth Study Report based on the Introduction to Quantitative Chemistry Module	A Practical Investigation derived from the Acid/ Base reactions Module
Task 3	One Yearly Examination in Term 3	A Depth Study report, analysing data collected in class and historical data. The Depth Study is derived from the Organic Chemistry Module and is reported on individually.
Task 4		A three hour Trial Examination

Please note that it is currently only permissible for a student to study up to 7 Units of Science. (3 subjects from Biology /Chemistry/Physics/Earth and Environmental Science/ Investigating Science)

For further information contact Kellie Sedunary on 6659 3639 or kellie.sedunary2@det.nsw.edu.au

COMMUNITY & FAMILY STUDIES - 2 Unit

NESA Developed Course

Students selecting this subject will be equipped to better participate effectively in a society that is characterised by rapid social, economic, technological, legal, political and environmental change. This course is popular because it is so relevant to real life and living today.

What will I be doing in this course?

Year 11 Course Modules

Resource Management
Individuals and Groups
Families and Communities

Year 12 Course Modules

Research Methodology including Major Work – Independent Research Project (25%)
Groups in Context
Parenting and Caring
Select one option from: Family & Societal Interactions
Social Impact of Technology
Individuals and Work

What should I be able to do at the end of the course?

Students should have an understanding of:

- basic management concepts and their relevance of the individual in areas of communities, families and work;
- issues surrounding parenting;
- the development and growth of individuals and families;
- the development and maintenance of positive relationships;
- the characteristics and needs of specific groups in our community;
- the social impact of technology.

Students will have the opportunity to develop skills in communication, interacting, problem solving, practical reasoning, valuing, decision making, researching, analysing, thinking critically about personal and community lifestyle issues.

Complementary subjects – Legal Studies and Society & Culture.

How will this course help me in the future?

This course would have vocational application in career paths such as business management, human resource management, teaching, social work, counselling and marketing.

How will I be assessed?

Student progress will be assessed via an examination, presentation of the IRP in Year 12 (an Independent Report Project valued at 25%) and set assessment tasks.

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

2026 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction

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 & Statement of Attainment towards CPC20120 Certificate II in Construction <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- | | |
|--|---|
| <ul style="list-style-type: none"> • carpentry • joinery | <ul style="list-style-type: none"> • bricklaying • builder's labourer |
|--|---|

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 optional, 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 - \$0 HSC - \$0 There is also a mandatory White Card course - \$28.50	Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy
---	--

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

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

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90333 you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

DANCE - 2 Unit

NESA Developed Course

What will I be doing in this course?

This course involves 3 core areas being performance, composition and appreciation. The student is then given the opportunity to study further in depth one of those areas or choose to study Technology in Dance. The performance component is based on modern contemporary technique. Composition involves learning the process of creating dances and the students will gain experience in choreographing for individuals and groups. Appreciation involves the study of various choreographers, their styles and their influence on the development of dance.

What should I be able to do at the end of the course?

Students should be able to perform a 3 minute solo technical contemporary dance and discuss biomechanics (worth 20% of final mark) and create a 3 - 5 minute dance composition and discuss dance principles (worth 20% of final mark). Additionally, in exam conditions students should be able to write appreciation essays on choreographers and dance works (worth 20% of final mark) as well as choose the strongest area out of performance, composition, appreciation essays or dance film and make this the major work (worth 40% of the final mark). All can be in their own chosen style.

How will this course help me in the future?

This course is ideal for anyone wishing to further their career in dance or anyone interested in movement related areas. Bachelor in Dance Education courses run in many universities qualifying the student to teach dance as a subject in schools. This 2 unit dance course is a great background for this degree.

Dance also assists with developing ones self-esteem, confidence, presentation, creativity, visio-spatial and communication skills and anatomical and physiological knowledge. It develops ones self-expression, memory, co-ordination and physical wellbeing.

How will I be assessed?

Assessment takes the form of performing, demonstrating your ability to create movements in your own individual style, research and discussions.

Special Requirements

Students attempting this course should have had some form of movement training and be willing to experiment with different styles of dance.

For further information contact Michael Major on 6659 3764 or michael.major@det.nsw.edu.au

DESIGN & TECHNOLOGY - 2 Unit

NESA Developed Course

What will I be doing in this course?

Students will be learning how to design innovative and creative products that meet the challenging needs of today's and tomorrow's societies.

The course requires students to complete a number of design projects. Design Projects include the making of projects and the production of a folio that describes the management, development and evaluation of the project. These projects are open in nature and allow students to experience working with a range of tools and materials.

Year 11 Course

Students will be undertaking projects which require them to apply learned skills in; design theory, design processes, creativity, collaborative design, research, management, use of resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

Year 12 Course

The Year 12 course focuses around the development of a major project, identifying an opportunity to identify and solve a problem of their choice. Students will also be studying emerging technologies and completing a case study of an innovation.

What should I be able to do at the end of the course?

Students should have an understanding of:

- design, production, innovation and marketing;
- design processes and systems.

Students will have the opportunity to develop skills in designing, producing, evaluating, researching, communicating and managing projects.

Students should have an appreciation of:

- design and quality production;
- the role and creativity, enterprise and innovation in design and technology activities.

How will this course help me in the future?

This course is designed to allow students to study and practically apply analytical, problem solving and managerial skills. These skills are very desirable in today's workplace. The course also provides pathways to employment and further education, e.g. Industrial Design, Advertising and Marketing.

How will I be assessed?

Student progress will be assessed via a series of design and research projects.

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

DRAMA - 2 Unit

NESA Developed Course

What will I be doing in this course?

The course is a practical study in which students learn through experience and develop the confidence to participate in creative study. Students will study five content areas.

The **Year 11** course in Year 11 will be a study of:

- improvisation, play building, acting;
- elements of production in performance;
- theatrical traditions and performance styles.

The **Year 12** course begins in Term 4 of Year 11 and involves the study of:

- Australian Drama and Theatre (core content);
- Studies in Drama and Theatre;
- Group Performance (core content);
- Individual project (one of the following)
 - Individual Performance
 - Director's Folio
 - Costume Design
 - Promotion Design
 - Scriptwriting
 - Portfolio of Theatre Criticism
 - Applied Research Project
 - Lighting Design
 - Set Design
 - Video Drama

What should I be able to do at the end of the course?

In this course the practices of devising, performing, and critically studying interrelate.

Students should have:

- an appreciation of the processes involved in drama and theatre;
- an appreciation of the contribution made by drama and theatre to societies;
- an appreciation of theatrical traditions and performance styles;
- a range of dramatic and theatrical skills;
- self-discipline and confidence;
- awareness of working with and contributing to a group;
- increased ability to communicate in a variety of creative modes.

How will I be assessed in the course?

- School Assessment Program:
 - Workshop activities, written and oral reflection
 - Development work in Individual Project and Group Devised Presentation
- External exam:
 - 1 1/2 hour written exam
 - an Individual Project
 - a group devised performance

How will this course help me in the future?

The collaborative and individual skills developed in this course will benefit students in any future group endeavours. It will give them confidence in expressing themselves. It will help them gain employment in the creative arts industries. It will greatly enhance their ability to communicate and relax in social and employment situations.

For further information contact Michael Major on 6659 3764 or michael.major@det.nsw.edu.au

EARTH & ENVIRONMENTAL SCIENCE - 2 Unit

NESA Developed Course

What will I be doing in this course?

Year 11

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

Year 12

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

What should I be able to do at the end of the course?

On completing the course, students will have developed skills in:

- planning and conducting scientific investigations;
- communicating scientific information and understanding;
- developing scientific thinking and problem-solving techniques; and
- working individually and in teams.

In addition, students will be able to describe in scientific terms the fundamental geological process that have shaped, and continue to shape, the Earth. They will be aware of the effects of human activity on the environment and steps that can be taken to address these issues.

How will this course help me in the future?

Apart from providing you with a good general knowledge of planet Earth's environment and tectonic processes, earth and environmental scientists will be able to continue their tertiary education in Environmental Science with a solid foundation and access careers such as environmental consultancy, environmental planning and management, environmental law, and many other geology based careers.

How will I be assessed?

Assessment of Earth and Environmental Science in Year 11 and Year 12 will consist of;

- i) An Investigation/ Research Assessment task- This may be a practical skills test, a research assignment, a presentation, a poster presentation, digital media presentation
- ii) A Depth Study report- In Year 11 this will be a write up of a class group depth study and in Year 12 it will be a field study report with an individual research component
- iii) One two hour Examination

Please note that it is currently only permissible for a student to study up to 7 Units of Science. (3 2 unit subjects from Biology /Chemistry/Physics/Earth and Environmental Science/ Investigating Science)

For further information contact Kellie Sedunary on 6659 3639 or kellie.sedunary2@det.nsw.edu.au

ECONOMICS - 2 Unit

NESA Developed Course

What will I be doing in this course?

The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling.

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

The **Year 11** course gives a general overview of Economics and consists of 6 topics:

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

The **Year 12** course investigates the impact of the global economy on the management of the Australian economy. It consists of 4 topics:

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

This course is designed for students who are prepared to take an interest in current economic events and it is necessary to remain abreast of contemporary domestic and global issues. ***The study of a Maths course is strongly recommended to support your selection of Economics as a senior subject.***

What should I be able to do at the end of the course?

Students completing Economics should be able to:

- comprehend the background and implications of contemporary economic issues.
- discuss appropriate policies to solve economic problems and issues
- understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy
- identify fluctuations in the global and Australian economies and their likely effect on businesses
- understand reasons for changes in employment patterns
- identify, using economic thinking, appropriate strategies to protect the natural environment.

How will this course help me in the future?

Students will benefit from the study of economics through the development of understanding, skills, attitudes and values. It will enable them to make informed judgements about issues and policies and participate responsibly as citizens in the economy.

Economics will benefit any person contemplating a career in accounting, finance, media, law, marketing, banking, share and commodities markets, resource management, government, politics, foreign affairs, economic forecasting, business and employment relations.

How will I be assessed?

Assessment will consist of a range of tasks including research tasks, in-class tasks and an examination.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

ENGINEERING STUDIES - 2 Unit

NESA Developed Course

What will I be doing in this course?

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

Year 11 Course

Students are introduced to the world of engineering through the study of four modules, each module having 30 hours indicative time, as follows:

- two (2) Application modules to introduce Engineering Fundamentals and Engineering Products;
- one (1) Application module in the study of Braking Systems; and
- one (1) Focus module relating to the field of Biomedical Engineering.

Engineering reports will be introduced during the last two modules.

Year 12 Course

This course builds on the knowledge, understanding and skills developed in the Year 11 course through the study of four modules:

- two (2) Application modules – Civil Structures, and Personal & Public Transport;
- two (2) Focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Students will produce two engineering reports – one in an Application module and one in a Focus module.

At least one report in each of the Year 11 and the Year 12 courses must be the result of collaborative work.

How will I be assessed?

Both Year 11 and Year 12 engineering drawing activities and engineering reports based on experiments and / or research. A formal written examination will also be included at the conclusion of the course.

How will this course help me in the future?

This course is designed for those who are interested in careers such as Engineering, Building, Architecture, Applied Science, Metallurgy and Metal trades. It will have advanced standing for some TAFE courses.

Special requirements

Students will need calculators.

Note:

It is advised that students undertaking this course also be studying a Mathematics course.

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

ENGLISH STUDIES – 2 Unit

NESA Developed Course

Students may elect to undertake an optional HSC examination in this course. The examination mark will be used by the UAC to contribute to the student's ATAR. Students who do not sit for the English Studies HSC examination **WILL NOT BE** eligible for the calculation of an ATAR. However, if a student is aspiring for an ATAR, this course is not recommended.

What will I be doing in this course?

Year 11 Course (120 indicative hours):

The module 'Reading to Write: Transition to English Studies' is mandatory (30 - 40 hours). Students will study an additional 2- 3 elective modules, 20 - 40 indicative hours per module.

Year 12 Course (120 indicative hours):

The Module 'Narratives and Human Experiences' (35 hours) and Writing for Purpose (35 hours) are mandatory. Students will study a total of 2 elective modules, 25 hours indicative hours per module.

Text requirements

Students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories:

- print text, which could be prose fiction, nonfiction, poetry or drama
- multimodal text, which could be film or media.

For 'Narrative and Human Experiences', students are required to study:

- ONE text from the prescribed text list.

For 'Writing for Purpose', students are required to study:

- At least FOUR short texts from the prescribed text list

Across Stage 6, the selection of texts must give students experience of:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

What should I be able to do at the end of the course?

Students should become more flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. They should also continue the development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

How should this course help me in the future?

English Studies is designed for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

How will I be assessed?

Students will be assessed through a variety of internal assessments that enables them to demonstrate knowledge and understanding of content outcomes and skills in comprehending texts, communicating ideas and using language appropriately and effectively.

For further information contact Kate Sharwood on 6659 3960 or catherine.sharwood@det.nsw.edu.au

ENGLISH STANDARD- 2 UNIT

NESA Developed Course

Students with proficiency in English can become confident in both verbal and written communications by gaining important skills in literacy and in writing. Students who have achieved above the minimum literacy level (level 3 of the Australian Core Skills Framework is the minimal level) would be suited to this course.

What will I be doing in this course?

Year 11 Course (120 indicative hours)

Students are to complete the 'Reading to Write: Transition to Senior English' (40 hours) first, followed by 'Contemporary Possibilities' (40 hours) and 'Close Study of a Text' (40 hours)

Students are required to:

- Study ONE complex multimodal or digital text in 'Contemporary Possibilities' AND
- ONE substantial literary print text in 'Close Study of Literature', for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.

Year 12 Course (120 hours)

Students are to complete the 'Texts and Human Experiences' module (30 hours) first, followed by 'Language, Identity and Culture' (30 hours), 'Close Study of Literature' (30 hours) and 'The Craft of Writing' (30 hours) (which may be studied concurrently with other modules)

Text Requirements

Students are required to closely study 3 prescribed texts, with ONE drawn from each of the following categories:

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

Across Stage 6, the selection of texts must give students experience of:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

What should I be able to do at the end of the course?

This course is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. This course provides students with the opportunity to become confident and effective communicators and to enjoy the breadth and variety of English texts. The students learn to respond to and compose a wide variety of texts in a range of situations.

How will this course help me in the future?

Universities will accept this course as an entry requirement.

How will I be assessed?

Students will be assessed on their reading, writing, listening, speaking and viewing and representing skills in a range of analytical, imaginative and interpretative tasks in formal and informal assessment tasks.

Additional Items

Students will be required to bring their own device.

For further information contact Kate Sharwood on 6659 3960 or catherine.sharwood@det.nsw.edu.au

ENGLISH ADVANCED - 2 Unit

NESA Developed Course

Only students with a mark over 80% (A-B RoSA grade) should consider this course.

Extension courses are available to students studying English Advanced in both Year 11 and Year 12.

What will I be doing in this course?

Year 11 Course (120 indicative hours)

Students are to complete the 'Reading to Write: Transition to English Advanced' (40 hours) first, followed by 'Narratives that Shape our World' (40 hours) and 'Critical Study of Literature' (40 hours)

Year 12 Course (120 indicative hours)

Students are to complete the module 'Texts and Human Experiences' (30 hours) first, followed by 'Textual Conversations' (30 hours), 'Critical Study of Literature' (30 hours) and 'The Craft of Writing' (30 hours) (which may be studied concurrently with other modules)

Text Requirements

Students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories:

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

At least ONE of the texts selected must be authored by Shakespeare.

Across Stage 6, the selection of texts must give students experience of:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

What should I be able to do by the end of the course?

This course is designed for students to become critical and sophisticated users of English in order to enhance their personal, social and vocational lives. This course provides students, who have a particular interest and ability in the subject, with challenging learning experiences and opportunities to enjoy the breadth and variety of English texts through the integration of listening, speaking, reading and writing.

How will this course help me in the future?

This course would suit students planning to study English and other humanities at tertiary level. Students who do well in this course will find that their results will be an advantage for in careers in journalism, advertising, public relations and broadcasting. Future teachers of English should also study this course.

How will I be assessed?

Students will be assessed on their reading, writing, listening, speaking and viewing and representing skills in a range of analytical, imaginative and interpretative tasks in formal and informal assessments.

Additional Items

Students should bring their own device.

For further information contact Kate Sharwood on 6659 3960 or catherine.sharwood@det.nsw.edu.au

ENGLISH EXTENSION - 1 UNIT

NESA Developed Course

Students must study English Extension in Year 11 to be eligible to study English Extension 1 and English Extension 2 in Year 12.

What will I be doing in this course?

English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.

Year 11 Extension (60 indicative hours) students must complete the 'Texts, Culture and Value' (40 hours) and a related research project (20 hours).

Text requirements

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

Across Stage 6, the selection of texts should give students experience of:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts that includes prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

What will I be able to do at the end of this course?

- Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts.
- Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions.
- Students engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

How will this course help me in the future?

Students who anticipate a tertiary education in Arts, Education, Law or Media will find this in-depth analytical study of considerable advantage. Or university courses that require wholistic thinking about a project, researching and independent goal setting.

How will I be assessed?

Students will be assessed on their knowledge and understanding of complex texts and how and why they are valued. They will also be assessed on their skills in complex analysis, creative writing, sustained composition and independent investigation.

For further information contact Kate Sharwood on 6659 3960 or catherine.sharwood@det.nsw.edu.au

ENGLISH – Year 12 Extension 1 - 1 Unit ENGLISH – Year 12 Extension 2 - 1 Unit

NESA Developed Course

You must be studying the English Advanced course to do these extension courses.

You must have studied Year 11 Extension to study either Year 12 Extension 1 or 2.

You must be studying Year 12 Extension 1 in order to study Year 12 Extension 2.

What will I be doing in these courses?

These courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire to pursue a specialised study of English.

English Extension 2 extends students' conceptual understanding of the ways literature is read and written through their consideration of authorship and their authorial role. Students develop their understanding of the composition process to create a substantial and original Major work.

Year 12 Extension 1 (60 indicative hours) students complete:

- Module - 'Literary Worlds' with ONE elective option

Text requirements

Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry.

Students are also required to study ONE related text for the elective.

Year 12 Extension 2 (60 indicative hours)

Students are required to:

- be undertaking the study of the English Extension 1 Year 12 course
- undertake 'Author and Authority' concurrently (20 hours), including ONE author study
- complete a 'Major Work' (40 hours)
- document coursework in a major work journal.

Text requirements

As part of 'Author and Authority' and the associated author study, students undertake an extensive, independent investigation involving a range of complex texts.

For the 'Major Work' component, the selection of texts will depend on the form of the major work and be appropriate to the purpose, audience and context of the composition.

What will I be able to do at the end of this course?

Students will develop **understanding** of how and why texts are valued, develop **skills** in extensive independent investigation; theorising about texts and values based on analysis and understanding of complex ideas; sustained composition. Students will develop **skills** in extended compositions and **skills** in working independently and collaboratively to plan, implement and complete a project.

How will this course help me in the future?

Students who anticipate a tertiary education in Arts, Education, Law or Media will find this in-depth analytical study of considerable advantage. Or university courses that require wholistic thinking about a project, researching and independent goal setting.

How will I be assessed?

Students will be assessed on their skills in extensive independent research and skills in sustained composition.

For further information contact Kate Sharwood on 6659 3960 or catherine.sharwood@det.nsw.edu.au

ENTERPRISE COMPUTING - 2 Unit

NESA Developed Course

What will I be doing in this course?

The study of HSC Enterprise Computing 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.

The Year 11 Course

- Interactive media and the user experience including the ubiquity of interactive media; capturing, storing and integrating data; and creating interactive media systems.
- Networking systems and social computing including introduction to human-centric computing; storage and workflow in enterprise networks; network architecture and infrastructure; and creating a network.
- Principles of cybersecurity including understanding privacy and security; security awareness; and cyber law and ethics.

The Year 12 Course

- Data science including collecting, storing and analysing data; data quality; and processing and presenting data.
- Data visualisation including using data to tell a story; interpreting data visualisations, designing for user experience; and creating data visualisations.
- Intelligent systems including systems and their applications; data and intelligent systems; and creating intelligent systems.
- Enterprise project.

What should I be able to do at the end of this course?

At the conclusion of the Year 12 course, students should be able to:

- Progress into university, TAFE and other tertiary computing courses with a good foundation for further study of software development, computer science user, interface design or engineering.
- Progress into TAFE with credit in some courses.
- Write software solutions in various settings, e.g. business.
- Teach themselves about new software and hardware systems as they evolve in the future.
- Reflect on the social and ethical implications of software development and implementation.
- Communicate in collaborative and creative problem-solving environments in the workforce.

How will this course help me in the future?

The use of information technologies is now ubiquitous in all businesses; hence the course is recommended study for most students.

How will I be assessed?

- In Year 11 there will be 3 assessment tasks: a research assignment, a major project and a formal written examination.
- In Year 12 there will be 4 assessment tasks: a research assignment, a major enterprise project, a written examination and the trial HSC examination.
- The HSC examination will be 2 hours and 30 minutes undertaken using a computer.

Special Requirements

There are no special requirements that are mandatory for this course, but an interest in Computing and a strong Mathematical background is of benefit.

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

2026 Entertainment Industry Course Descriptor

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 plus 1 unit for the specialisation study
(2 units x 2 years) plus (1 unit x 1 year)
Board Developed Course (240 hour) plus (60 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 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. 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

- Customer (client) service skills
- technical production of lighting, sound and vision
- Communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the entertainment industry

- assistant sound technician
- assistant lighting technician
- follow spot operator
- front of house assistant
- 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 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 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 – Approximately \$80 (resource booklet and White Card Course fee)

HSC – Approximately \$50 (Resource booklet)

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 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>

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90333, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

For more information, visit: <http://apprenticeship.det.nsw.edu.au> or contact Melissa Croucher on 6659 3648 or Melissa.benn3@det.nsw.edu.au

FOOD TECHNOLOGY - 2 Unit

NESA Developed Course

What will I be doing in this course?

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food products.

The Year 11 course covers topics such as Food Availability and Selection, Food Quality and Nutrition. The Year 12 course covers the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues.

What should I be able to do by the end of this course?

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

How will this course help me in the future?

This course will provide students with the knowledge, skills and attitudes to contribute positively to their own pathways to employment in the food and related industries and further education in the workplace, TAFE and universities. Potential career paths include nutrition, food science, food product development, marketing and chef assessment.

How will I be assessed?

Student progress will be assessed via final examinations, as well as set tasks that can be theory or practical work.

Special requirements

It is compulsory for students to wear the correct uniform in the mandatory practical lessons to comply with WH&S regulations on campus. Laboratory coats are provided by the college that the students can purchase through the office. As well as these the students need **enclosed** leather shoes, black chef jacket, two tea towels, and a folder for their recipes. Jewellery is **not** to be worn in practical cooking lessons.

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

FRENCH BEGINNERS - 2 Unit

NESA Developed Course

What will I be doing in this course?

In this course students are able to begin the study of the language, developing knowledge and understanding through the integrated use of listening, speaking, reading and writing.

Main topics covered:

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

What should I be able to do at the end of the course?

Students should:

- be able to converse with a native speaker of the language at an elementary level;
- have an understanding of a foreign culture and society;
- understand different ways of life at home and abroad;
- have a better understanding of how language works.

How will this course help me in the future?

The ability to communicate in another language will enhance a student's vocational opportunities in the spheres of trade, business, communication technologies, education, scientific and technological research and cultural exchange.

How will I be assessed?

Assessment in languages may involve written papers, oral and aural examinations.

Special Requirements

This course is designed for students who have little or no previous knowledge of the language.

For further information contact Vanessa Faynes on 6659 3127 or vanessa.faynes@det.nsw.edu.au

GEOGRAPHY - 2 Unit

NESA Developed Course

What will I be doing in this course?

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

Year 11 Course (120 hours)

The course comprises 4 focus areas and students are required to study all four.

Focus areas	Indicative hours
Earth's natural systems	40
People, patterns and processes	40
Human-environment interactions	20
Geographical Investigation	20 – with 12 hours of fieldwork

Fieldwork: Twelve (12) hours of fieldwork are mandatory for the Year 11 course. Fieldwork may be integrated within one or more of the following focus areas – Earth's natural systems; People, patterns and processes; Human-environment interactions, as appropriate.

Focus areas	Indicative hours
Global sustainability	30
Rural and urban places	45
Ecosystems and global biodiversity	45

Fieldwork: Twelve (12) 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.

What should I be able to do at the end of the course?

Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world. Students should reach a deeper understanding of the variable character of life on our planet. They should also develop geographic skills such as map reading and photograph interpretation and improve their oral and written communication.

How will this course help me in the future?

Geography prepares students for post school studies and future employment, and for active participation as informed citizens in a changing world. A study of geography is useful in most careers but particularly in environmental management, urban and town planning, resource management, business, commerce and tourism.

How will I be assessed?

Assessment consists of a combination of research tasks, fieldwork reports, in-class tasks, multimodal presentations and an examination. Research tasks include the preparation of a geographical investigation in Year 11. In-class tasks and examinations will assess both knowledge and skills and can be based on a stimulus booklet. They include multiple choice type questions, short answer questions and extended responses.

Course Costs: there are no formal cost to the course, however there are mandatory fieldwork requirements of 12 hours in Year 11 and 12 hours in Year 12. The cost of field trips is kept to a minimum but should be considered when choosing the subject.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

HEALTH AND MOVEMENT SCIENCE - 2 Unit

NESA Developed Course

What will I be doing in this course?

Year 11 is organised into 2 focus areas:

Health for individuals and communities; and The body and mind in motion.

Year 12 is organised into 2 focus areas:

Health in an Australian and global context; and Training for improved performance.

Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content.

Main topics covered:

Year 11 Course

Health for individuals and communities 40hrs

The body and mind in motion 40hrs

Collaborative Investigation 20hrs

Depth Studies (minimum of 2) 20hrs

Year 12 Course

Health in an Australian and global context 45hrs

Training for improved performance 45hrs

Depth Studies (minimum of 2) 30hrs

What should I be able to do at the end of this course?

Students will develop:

- values and attitudes that promote healthy and active lifestyles and communities;
- knowledge and understanding of the factors that affect health;
- a capacity to exercise influence over personal and community health outcomes;
- knowledge and understanding about the way the body moves;
- an ability to take action to improve participation and performance in physical activity;
- an ability to apply the skills of critical thinking, research and analysis.

How will this course help me in the future?

This course will be very beneficial to anyone interested in a career in any aspect of the health or fitness industry, e.g. nursing, physiotherapy, health research, sport and recreation officer, sport coaching or management, sports medicine.

How will I be assessed?

Written reports, research assignments, class tests, exams and collaborative investigation (Year 11 only).

Special requirements

An interest in human movement and individual and community health issues. The course is theory based and is academically demanding.

For further information contact Wade Newton on 6659 3185 or wade.newton@det.nsw.edu.au

HISTORY – Year 12 Extension - 1 Unit

NESA Developed Course

What will I be doing in this course?

Year 12 History Extension further develops students' understanding of how historians work. The course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.

All students study Year 12 History Extension concurrently with, or following completion of, the Year 12 course in *Ancient History and/or Modern History*. **The course assumes that students have achieved the outcomes of the Year 11 course in one or both courses at a high standard.**

There are *two parts* to the History Extension Course:

Part 1: Constructing History [60% of Course time]

Students use historical debates from one case study (*currently* Cleopatra VII) and historical readings to investigate 'What is History'? There are four key questions: Who are the Historians? What are the aims and purposes of History? How has history been constructed and recorded over time? Why have approaches to history changed over time?

Part 2: History Project [40% of Course Time]

Students learn historical skills and how to apply them by designing and conducting their own historical investigation on a topic of their own choice.

What will I be able to do at the end of this course?

Students will develop knowledge and understanding about significant historiographical ideas and processes. Students will develop skills in designing, undertaking and communicating historical inquiry.

How will this course help me in the future?

Year 12 History Extension is designed to enhance the development of critical and reflective thinking skills and is of particular value to those students intending to undertake tertiary study, particularly in the fields of Arts, Law, Communications, Education, Foreign Affairs and Media.

How will I be assessed?

The History Project, including the Proposal, Process Log, essay, annotated sources and bibliography, accounts for the internal assessment. Examinations make up the remainder of assessment.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

Note – this course commences in October 2025 (Term 4)

2026 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

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 - \$ 0

HSC - \$ 0

Students are required to purchase a Hospitality Uniform, approx. cost \$90

Refunds

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

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

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

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

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

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90333, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

For more information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

INDUSTRIAL TECHNOLOGY - Multimedia Technologies - 2 Unit

NESA Developed Course

What will I be doing in this course?

This course can be studied alongside other technology and creative subjects offered, i.e. Design & Technology, Visual Arts, and complements many computing subjects. Students cannot be enrolled in two Industrial Technology subjects such as Timber, Automotive, Electronics or Metals & Engineering Technologies.

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment. Students achieve this by applying practical experiences to the study of the technology, management, legislation and organisation of the multimedia industry.

In the Year 11 course, students are introduced to a variety of multimedia technologies including audio, video, graphics. Students develop and demonstrate their skills and knowledge in these multimedia mediums through a variety of design challenges and case studies with a focus on emerging technologies in the rapidly changing multimedia industry.

The Year 12 course requires students to specialise in multimedia mediums of their choice on which they must complete an in-depth case study of the multimedia industry. Students develop an individual multimedia major project that contributes to 60% of the HSC examination mark for the course.

Both the Year 11 and Year 12 courses consist of the compulsory topics – Industry Study, Design Management & Communication, Production, and Industry Related Manufacturing Technology (multimedia).

Throughout the course, students will have access to the campuses network computers in modern, well supported labs. The hardware and software is industry current and maintained by CHECiT. Software and hardware specific to the course is readily made available to support the students in their studies.

What should I be able to do at the end of the course?

At the conclusion of the Year 12 course, students should be able to:

- Progress into university, TAFE, traineeships or other tertiary institution courses in the design, computing, media or communication fields with a good foundation for further skill development in designing and producing.
- Progress into TAFE with credit in some courses.
- Consider the social, ethical and safety considerations in industrial development situations.
- Manage resources and communication responsibly in team and individual project-based employment.
- Apply creative and design skills and knowledge to a variety of existing and emerging strands of employment and study.

How will this course help me in the future?

This course encourages you to build industry-level skills in designing, production and project management that are relevant to a large number of industries outside of the creative fields. By the end of the course you will be equipped with a portfolio of your own multimedia works that you can present for specialist course entry and prospective employers.

How will I be assessed?

Student progress will be assessed via formal end-of-course examinations, industry reports, case studies and practical design projects.

Special Requirements

There are no special requirements that are mandatory for this course, but confidence and the ability to independently source and learn new skills in the use of multimedia software packages is advantageous.

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

INDUSTRIAL TECHNOLOGY-Timber Products & Furniture Technologies - 2 Unit

NESA Developed Course

What will I be doing in this course?

This course can be studied alongside other technology and creative subjects offered, i.e. Design & Technology, Visual Arts. Students cannot enrol in two Industrial Technology subjects, therefore they are not able to study both Timber Products & Furniture Technologies and Multimedia.

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment. Students achieve this by applying practical experiences to the study of the technology, management, legislation and organisation of the Timber industry.

In the Year 11 course, Industrial Technology Timber seeks to raise students' awareness of the interaction between technology, industry, society and the environment. Students achieve this by applying practical experiences to the study of the technology, management, legislation and organisation of the timber products and furniture industry.

The Year 12 course requires students to develop an individual major project that contributes to 60% of the HSC examination mark for the course. The project should showcase both the project management skills as well as the practical skills and knowledge developed by the student.

Both the Year 11 and Year 12 courses consist of the compulsory topics – Industry Study, Design Management & Communication, Production, and Industry Related Manufacturing Technology.

Throughout the course, students will have access to the campus timber and design workshop and machine bay.

Particular Course Requirements

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

In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

How will this course help me in the future?

This course encourages you to build industry-level skills in managing a project through to completion, as well as designing and producing a piece of timber based furniture. By the end of the course you will be equipped with a portfolio detailing the project as well as the item itself. This can be presented for specialist course entry and to prospective employers.

How will I be assessed?

Student progress will be assessed via formal end-of-course examinations, industry reports, case studies and practical design projects.

Special Requirements

There are no special requirements that are mandatory for this course, but confidence and the ability to learn new skills in design and the practical use of a wide range of tools and machinery.

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

INVESTIGATING SCIENCE - 2 Unit

NESA Developed Course

What will I be doing in this course?

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.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Topics Include:

Year 11

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

Year 12

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

What should I be able to do at the end of the course?

Students will develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, students will enhance their analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

How will this course help me in the future?

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

How will I be assessed?

Students will be assessed using a variety of assessment formats, including:

- Formal written exams
- Scientific investigation reports
- Research tasks
- Depth studies

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

A depth study may be, but is not limited to:

- a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- presentations, research assignments or fieldwork reports
- the extension of concepts found within the course, either qualitatively and/or quantitatively.

The depth study will make up a major component (30-40%) of the assessment each year.

Please note that it is currently only permissible for a student to study up to 7 Units of Science. (3x 2 unit subjects from Biology /Chemistry/Physics/Earth and Environmental Science/ Investigating Science)

For further information contact Kellie Sedunary on 6659 3639 or kellie.sedunary2@det.nsw.edu.au

LEGAL STUDIES - 2 Unit

NESA Developed Course

What will I be doing in this course?

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

The **Year 11** course is divided into 3 parts:

- The Legal System - 40% of course time;
- The Individual and the Law - 30% of course time;
- Law in Practice - 30% of course time.

The **Year 12** course main topics are:

- Part 1 (Core): Crime - 30% of course time;
- Part 2 (Core): Human Rights - 20% of course time;
- Part 3 (Options) - 50% of course time: Two chosen from Consumers, Family, Global Environmental Protection, Indigenous People, Shelter, Workplace, World Order.

What should I be able to do at the end of the course?

Legal Studies will have a significant impact on students' confidence in approaching and accessing the legal system and provides them with a better appreciation and understanding of the relationship between social and legal structures in society. The subject offers excellent preparation for life skills through an understanding of the legal system, its principles, structures, institution and processes.

How will this course help me in the future?

Legal Studies allows students to acquire skills in analysis, independent research and the development of coherent arguments. All of this helps to prepare students for further education, training and employment, particularly in the fields of law, politics, social work and journalism. It allows for full and active participation as citizens.

How will I be assessed?

Assessment consists of a combination of research tasks, in-class tasks and examinations.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

MARINE STUDIES - 1 Unit

NESA Endorsed Course

What will I be doing in this course?

Marine studies offers students the chance to learn about and appreciate marine ecosystems, equipping them with the knowledge and skills to protect them. This course promotes an ethical approach to using marine resources. It combines practical and theoretical learning, helping students develop skills to address real-world problems. The Marine Studies Syllabus offers a broad range of options related to Marine Science and Technology. A major component of the course is SCUBA diving. Competence in SCUBA diving increases awareness and appreciation of the marine environment, a useful attribute for students who wish to undertake further study in marine science. SCUBA allows students to spend time identifying marine species and investigating marine ecologies.

What should I be able to do at the end of the course?

By the end of the course, a student of Marine Studies will have developed an appreciation of the marine environment and its workings. They will have become skilled in operating in this environment.

In order to achieve this, they will undertake the following:

- Open Water and/or Advanced SCUBA accreditation with Jetty Dive
- Recreational Boat Licence (optional)
- Radio Operators Licence (optional)
- Bronze Medallion (Cert II public water safety) (optional)

How will this course help me in the future?

The oceans cover 70 per cent of the surface of the earth and offer a range of career and lifestyle options related to the marine sciences and maritime operations. The oceans are some of the most poorly understood ecosystems on the planet and offer some of the greatest opportunities for recreation, study, work and travel. This massive natural resource is also under constant pressures of our modern society. With complex matters such as fishing, aquaculture, tourism, resource extraction, waste management and global climate change, the need for highly trained marine science and maritime operations professionals continues to grow.

How will I be assessed?

Marine Studies students will be assessed using a variety of assessment formats, including:

- Formal written exam
-
- Research task

Special requirements

Due to the fact that many of the areas of study are facilitated by outside educational providers, there are costs and extensive time commitments required as part of this course.

In order to complete the SCUBA component of the course, significant practical components need to be undertaken. This entails a number of part and whole day excursions onto and under the ocean.

As a special requirement, a Maritime Operations course is offered through TAFE and will have its own requirements. Students will need to complete a separate application through TAFE to enrol in this course.

For further information contact Kellie Sedunary on 6659 3639 or kellie.sedunary2@det.nsw.edu.au

MATHEMATICS STANDARD - 2 Unit

NESA Developed Course

What will I be doing in this course?

Year 11 Course Content/Areas of Study:

Financial mathematics, Measurement, Algebra, Statistical Analysis and Networks.

At the end of the Year 11 course students can choose to study either Mathematics Standard 2 or Mathematics Standard 1 which has an optional HSC exam.

Year 12 Course Content/Areas of Study:

Mathematics Standard 2 – Financial Mathematics, Statistics, Measurement, Algebra and Networks.

Mathematics Standard 1 – Financial Mathematics, Statistics, Measurement, Algebra and Networks.

What should I be able to do at the end of the course?

Students should:

- appreciate the relevance of mathematics;
- be able to apply mathematical skills and techniques to interpret practical situations;
- be able to communicate mathematics in written and/or verbal forms;
- acquire skills, knowledge and understanding in the areas of study above.

How will this course help me in the future?

This course is an alternative to the more formal and abstract Mathematics Advanced course. It is designed to prepare students to use a range of mathematical techniques and tools successfully and appropriately in everyday situations, and to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences. Please note that it does NOT prepare students for further studies in mathematical courses beyond the HSC. Students intending to undertake tertiary studies should check pre-requisites for specific courses.

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments.

What will I need for this course?

A scientific calculator and basic geometrical instruments are necessary for this Mathematics Standard course.

It is important that students choose the correct Mathematics course from the start of Year 11. It would be difficult to change Year 11 course levels after the end of term 1.

For further information contact Tony Bone on 6659 3112 or anthony.bone@det.nsw.edu.au

MATHEMATICS ADVANCED - 2 Unit

NESA Developed Course

What will I be doing in this course?

Year 11 Course Content:

Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions, Statistical Analysis

Year 12 Course Content:

Functions, Sequences and Series, Calculus, Financial Mathematics, Statistical Analysis

What should I be able to do at the end of the course?

Students should:

- deal successfully and confidently with situations involving mathematics, demonstrating an independent and positive approach to mathematics;
- develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society;
- use appropriate logic, problem-solving and reasoning skills to analyse and solve problems.

How will this course help me in the future?

This course prepares students for further study of mathematics or mathematics-related courses at tertiary institutions. Students intending to undertake tertiary studies should check pre-requisites for specific courses. A high level of competence in Mathematics over Years 9-10 is required for this course.

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments.

What will I need for this course?

A scientific calculator and basic geometrical instruments are necessary for this Mathematics Advanced course.

It is important that students choose the correct Mathematics course from the start of Year 11. It would be difficult to change Year 11 course levels after the end of term 1.

Extension courses are available for students studying Mathematics Advanced.

For further information contact Tony Bone on 6659 3112 or anthony.bone@det.nsw.edu.au

MATHEMATICS EXTENSION - 1 Unit

NESA Developed Course

What will I be doing in this course?

Year 11 Extension Content:

- Functions, Trigonometric Functions, Combinatorics

Year 12 Extension 1 Content:

- Proof, Vectors, Trigonometric Functions, Calculus, Statistical Analysis

What should I be able to do at the end of the course?

Students should:

- have confidence in their ability to do mathematics and enjoy seeing mathematics in the world around them;
- approach mathematics problems with a confident and positive attitude;
- develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society.

How will this course help me in the future?

This course offers sound preparation for the student who wishes to engage in tertiary study in mathematics/science based courses and is highly recommended for such students. Students intending to undertake tertiary studies should check pre-requisites for specific courses. This course is designed for students who have acquired a high level of competence in the mathematics over Years 9-10.

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments.

What will I need for this course?

A scientific calculator and basic geometrical instruments are necessary for this Mathematics Extension course.

It is important that students choose the correct Mathematics course from the start of Year 11. It would be difficult to change Year 11 course levels after the end of term 1.

For further information contact Tony Bone on 6659 3112 or anthony.bone@det.nsw.edu.au

Mathematics – Year 12 EXTENSION 2 - 1 Unit

NESA Developed Course

This fourth unit of study is a one-year course available only to students in year 12 who are undertaking, or who have completed, the year 12 Mathematics Extension 1 course.

What will I be doing in this course?

This course is a 1 Unit Additional HSC course that builds on the Mathematics Extension 1 course as well as treating several other major topics.

Year 12 Mathematics Extension 2 Content

- Proof, Vectors, Complex Numbers, Calculus, Mechanics

What should I be able to do at the end of the course?

Students should:

- develop an appreciation of the intellectually challenging nature of mathematics and experience success in solving difficult problems;
- approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude;
- apply complex mathematical techniques to a wide variety of challenging problems.

How will this course help me in the future?

This course offers a very sound preparation for the student who wishes to engage in tertiary study in mathematics/science-based courses. This course is very demanding and is intended for outstanding Extension 1 students. It represents a distinctly high level in school mathematics, involving the development of considerable manipulative skills and a high degree of understanding of the fundamental ideas of algebra and calculus.

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments.

What will I need for this course?

A scientific calculator and basic geometrical instruments are advisable for this Mathematics course.

For further information contact Tony Bone on 6659 3112 or anthony.bone@det.nsw.edu.au

MODERN HISTORY - 2 Unit

NESA Developed Course

What will I be doing in this course?

Modern History is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the subject. Students will investigate various aspects of the modern world, including people, ideas, movements, events and developments.

Historical concepts and skills content are integrated throughout the course through various contexts of the topics investigated. Students will be encouraged to develop historical analysis and argument in a variety of oral and written forms.

Year 11 Course

The course comprises of three sections.

- **Part 1 – Investigating Modern History** - 60% of course time.

This unit will allow students to examine the **Nature of Modern History** and undertake at least ONE option from:

1. The investigation of Historic Sites and sources
2. The Contestability of the Past
3. The Construction of Modern Histories
4. History and Memory
5. The Representation and Commemoration of the Past

Students will study **TWO Case Studies** such as *The Transatlantic Slave Trade*, *The Boxer Rebellion*, *The Decline and Fall of the Romanovs* and some teacher developed studies. e.g.: the Decolonisation of Indochina

- **Part 2 – Historical Investigation** - 20% of course time.

This allows students to further develop relevant investigative research and presentation skills. This will involve a research project.

- **Part 3 – The Shaping of the Modern World** - 40% of course time.

Students will investigate how forces and ideas have shaped the Modern World through the study of **ONE of more** of the following topics:

1. The Enlightenment
2. The French Revolution
3. The Age of Imperialism
4. The Industrial Age
5. World War One
6. The End of Empire

MODERN HISTORY - 2 Unit continued.

NESA Developed Course

Year 12 Course

- **Part 1 – Core Study: Power and Authority in the Modern World 1919-1946** 25% of course time.
The rise of dictatorships after World War One; The Nazi Regime to 1939 and the search for peace and security in the world up to 1946.
- **Part 2 – National Studies:** 25% of course time. E.g.: China 1927-1949 or Japan 1904-1937 or Russia 1917-1941.
- **Part 3 – Peace and Conflict:** 25% of course time. E.g.: The Cold War 1945-1991 or Conflict in Indochina 1954-1979.
- **Part 4 – Change in the Modern World:** 25% of course time. E.g.: Civil Rights in the USA 1945-1968 or The Nuclear Age 1945-2011.

Extension Course: This course caters for students from both the Ancient and Modern History courses. It is available in Year 12.

What should I be able to do at the end of the course?

You should be able to:

- understand the process of continuity and change.
- evaluate various types of sources.
- think critically and communicate logical arguments.
- understand and appreciate other societies and cultures.
- better understand the strengths and weaknesses of your own society.

How will this course help me in the future?

A study of Modern History will prepare you to play an active role in society. It will provide you with the knowledge with which to tackle many of the issues and problems presented by a complex and changing world. It will give you a sense of historical perspective and the ability to influence society for the better. The study of Modern History is particularly useful in professions such as law, politics, journalism, banking, tourism, business and administration, teaching.

How will I be assessed?

Assessment will consist of a combination of research tasks, source analysis and examinations.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

MUSIC Course 1 – 2 Unit

NESA Developed Course

This course cannot be studied in conjunction with Music Course 2

What will I be doing in this course?

Skills in performance (individual or group), musicology (researching musical styles), composition (writing music) and Aural (listening skills), will all be developed throughout the 2 years in an interesting and varied course.

The emphasis is on practical studies, progressing at the student's own pace with many opportunities to perform in and out of school. This course is designed for students wanting to specialise in the contemporary and popular field of music. Students are expected to be competent on their instrument and have a basic understanding of music theory. **You will be required to demonstrate your commencing level of skill before final subject choice can be determined.**

All candidates will be subject to a minimum performance standard to elect this course. Students must have prior experience in solo performance and small ensemble performance to cope with the assessments in this course.

What should I be able to do at the end of the course?

Students will be expected to perform regularly, both in and out of class, and have a broad knowledge of 6 specialised areas/topics in music, both in terms of Performance, Musicology, Composition and Aural. These topics may include Methods of Notation, Australian Music, Rock Music, Theatre Music, Film, TV and Radio Music, Jazz etc.

How will I be assessed?

Where possible, students will be required to perform at public performances as part of their practical assessment. Composition and aural skills, along with knowledge of styles in music will also be examined. Grade 1 and 2 Music Theory activities will form part of the class work assessment each week.

How will this course help me in the future?

Career options for students completing this course are in the areas of popular music and contemporary music performance, composition or industry work. This is a good option for students with confident performance skills seeking a creative option in their HSC.

For further information contact Melissa Croucher or Tina Hyson at melissa.benn3@det.nsw.edu.au / Tina.hyson@det.nsw.edu.au

MUSIC Course 2 – 2 Unit

NESA Developed Course

This course cannot be studied in conjunction with Music Course 1

What will I be doing in this course?

Skills in performance (individual or group), musicology (researching musical styles), composition (writing music) and aural (listening skills) will all be developed throughout the two years with an emphasis on the following two mandatory topics:

- Western Tonal Tradition 1600-1900
- Music of the last 25 years (Australian Focus)

You will select two electives from one of the following topics:

- | | |
|---|---|
| • Australian Music | • Music 1945-to Music 25 years ago |
| • Music of a Culture | • Popular Music |
| • Medieval Music | • Music in radio, film, TV and multimedia |
| • Renaissance Music | • Jazz |
| • Music 1900-1945 | • Music for Theatre |
| • Baroque Music | |
| • Classical Music | |
| • Music in the 19 th Century | |

The course is designed for students who are focussed on an academic pathway, with a passion for music, or with a view toward a future career in music, either in the contemporary music industry, the classical tradition, teaching, composition and/or music research. Students are expected to be at least 5th Grade or equivalent on their instrument and have a sound knowledge of music theory.

What should I be able to do at the end of the course?

Students will have a broad theoretical and practical knowledge of the topics mentioned above. Students will be competent in music software computer-based programs.

How will I be assessed?

Assessment is based on performance, composition, aural and musicology tasks set throughout the course.

How will the course help me in the future?

Music 2 provides students with the opportunities to develop knowledge. Skills and understanding in a wide range of musical styles and contexts, and a structure in which they can pursue an area of specialisation like performing, composing, producing, conducting, pedagogical research, teaching, specialist instrumentalist, studio performer, gig performer, film or tv score composer, academic, sound engineer or the entertainment industry.

The study of Music 2 combines the development of cognitive, psychomotor and affective domains in such a way that all domains contribute equally to the act of music making.

The Music Extension Course will be available to students in Year 12 who have chosen the Music 2 pathway.

For further information contact Michael Major on 6659 3764 or michael.major@det.nsw.edu.au

PHOTOGRAPHY - 2 Unit

NESA Endorsed Course

What will I be doing in this course?

Students learn about selected areas of photography, video and digital imaging through the study of a combination of modules across specific fields of the course.

The specific fields are:

Digital Imaging – this field provides an understanding of photography, cameras, input devices, software applications and output options for creating digital still images. Video may be studied as part of the Individual Project module.

Pattern of Study:

2 unit for 1 year (Year 11 or Year 12) –120 hour course

2 unit for both Year 11 and Year 12 – 240 hour course

What should I be able to do by the end of the course?

Students will develop knowledge, skills and understanding through the making of photographs and/or digital images that lead to and demonstrate conceptual and technical accomplishment.

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography, video and/or digital imaging.

How will this course help me in the future?

The study of Photography provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Photography assists students to prepare for employment and full and active participation as citizens. There are opportunities for students to gain recognition in vocational education and training. Students should be aware of these opportunities.

How will I be assessed?

Students will be assessed by the submission of photographic and video art works as well as supporting written information on critical and historical studies.

Additional Items

Students are required to provide their own SD card if they are intending to borrow the school digital cameras.

Students are encouraged, (where possible) to purchase their own digital camera and card reader to allow for independent digital photography development.

It is advisable that laptops purchased have the capability to run Adobe Creative Cloud software applications.

For further information contact Michael Major on 6659 3764 or michael.major@det.nsw.edu.au

PHYSICS - 2 Unit

NESA Developed Course

What will I be doing in this course?

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.

Year 11

Kinematics
Dynamics
Waves and Thermodynamics
Electricity and Magnetism

Year 12

Advanced Mechanics
Electromagnetism
The Nature of Light
From the Universe to the Atom

What should I be able to do at the end of the course?

By the end of the course, students should have developed an extensive knowledge and understanding of physics concepts. In addition to this they will have developed their ability to:

- Communicate scientific understanding succinctly, logically, and consistently
- Plan effective experiments and modify them in response to new evidence
- Design solutions to scientific problems
- Process and interpret primary and secondary data, and use this data to derive trends, show patterns and relationships, explain phenomena and make predictions.

To summarise, a successful Physics student will have developed skills and experience that enables them to solve problems. They will be able to work scientifically to support their ideas with evidence and be able to effectively communicate their ideas to others.

How will this course help me in the future?

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

How will I be assessed?

Students will be assessed using a variety of assessment formats, including:

- Formal written exams
- Topic Tests
- Scientific investigation reports
- Research tasks
- Depth study tasks

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

A depth study may be, but is not limited to:

- a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- presentations, research assignments or fieldwork reports
- the extension of concepts found within the course, either qualitatively and/or quantitatively.

The depth study will make up a significant component (20-40%) of the assessment each year.

Students may study:

- up to 6 units of science in Year 11, and
- up to 7 units of science in Year 12

For further information contact Kellie Sedunary on 6659 3364 or kellie.sedunary2@det.nsw.edu.au

2026 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 | • customer service skills |
| • using technology to organise information | • teamwork |
| • meeting organisational expectations | • problem solving |

Examples of occupations in the retail services industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$0 HSC - \$0

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>

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90333, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

Science Extension Year 12 - 1 Unit

NESA Developed Course

Science Extension is an academically rigorous course and is primarily designed for students intending to undertake tertiary studies. The Study of Science Extension requires that students have a thorough understanding of statistics. It is strongly recommended that students undertaking Chemistry also study of Mathematics Advanced or Mathematics Extension.

Aims of the Course

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

What will I be doing in this course?

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

Course modules:

- The Foundations of Scientific Thinking
- The Scientific Research Proposal
- The Data, Evidence and Decisions
- The Scientific Research Report

What should I be able to do at the end of the course?

By the end of the course, a student of Science Extension will have developed an appreciation and understanding of the purposes and methodologies of scientific research and will be able to:

- apply the Working Scientifically processes as they are practised by the scientific community
- develop extensive knowledge and understanding about the development of scientific inquiry and research
- develop extensive understanding of the nature of, and the application and processes involved in, modern scientific research
- develop and apply comprehensive knowledge, understanding and skills, to a specific area of science informed by researching, manipulating and analysing primary and secondary-sourced data in relation to relevant publicly available data sets
- develop and apply extensive knowledge, understanding and skills in regard to the current methods of communicating scientific ideas through scientific research
-

How will this course help me in the future?

Science Extension is designed for students intending to undertake tertiary studies in any of the Sciences. Science Extension prepares students for careers in university and private research in Medicine and Health Services, Veterinarian Science, Rural Science and Agriculture, Marine Science, Environmental Science and Political and Social Science.

How will I be assessed?

Assessment of Science Extension in Year 12 will consist of;

- Task 1 An annotated bibliography, critiquing current research papers related to the student's research question.
- Task 2 An online working Scientifically Skills Investigation.
- Task 3 The Scientific Research Report which is supported by a Scientific Research Portfolio.

Please note that it is currently only permissible for a student to study up to 7 Units of Science. (Three 2 Unit subjects from Biology /Chemistry/Physics/Earth and Environmental Science/ Investigating Science and 1 Unit of Science Extension)

For further information contact Kellie Sedunary on 6659 3364 or kellie.sedunary2@det.nsw.edu.au

2026 Skills for Work and Vocational Pathways Course Descriptor

FSK20119 Certificate II in Skills for Work and Vocational Pathways

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

Course: Skills for Work and Vocational Pathways

Board Endorsed Course (120 hour)
(2 units x 1 year)

HSC credit - 2 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) toward a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of FSK20119 Certificate II in Skills for Work and Vocational Pathways <https://training.gov.au/training/details/FSK20119>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. The 120-hour Skills for Work and Vocational Pathways course offers 11 units of competency. A statement of attainment will be achieved for all units of competency where you have met the assessment requirements.

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

Transferrable industry skills gained in this course

- Entry level digital literacy
- Vocational training and employment plan
- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3

Pathways to further employment or vocational training

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 120 indicative hours of course work.

Not meeting these requirements will incur an 'N' determined as required by NESA.

Work placement may be undertaken in this course but is not mandatory.

External Assessment

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

Course Cost: There are no costs associated with this course.

Refunds

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

A school-based traineeship is not available in this course

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

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90333, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

SOCIETY AND CULTURE - 2 Unit

NESA Developed Course

What will I be doing in this course?

The central concern of this course is the interaction of persons, societies, cultures, environments and time. The course is cross-disciplinary and exciting in that it draws upon social psychology, anthropology, communication, cultural studies, media studies, philosophy and sociology. Each student becomes the starting point in the study of culture and from there the study expands to discover the macro-world.

The **Year 11** course consists of **three** compulsory sections: *The Social and Cultural World*; *Personal and Social Identity*; and *Intercultural Communication*.

The **Year 12** course consists of **two** compulsory sections: *The Personal Interest Project* (PIP); and *Social and Cultural Continuity and Change* **AND two** depth studies from the following list:

- Popular Culture
- Belief Systems and Ideologies
- Social Conformity and non-Conformity
- Social Inclusion and Exclusion

The *Personal Interest Project* is an integral part of the course and provides the opportunity for students to select and pursue an area of interest related to the fundamental concepts of the course. The Personal Interest Project is an opportunity for students to utilise the skills developed during Year 11 to research an issue of personal interest. Students are guided through a series of workshops at the start of the Year 12 course and their progress is monitored up to the date of submission. The completed Project is submitted to NESA for assessment and counts for 40% of the total external examination mark for the course. The time and assessment allocated indicate the importance to be placed on this Project.

What should I be able to do at the end of the course?

Students should be able to demonstrate an understanding of social and cultural concepts. Students should understand and be able to use a range of methodologies to collect and analyse qualitative (e.g., interviews) and quantitative (e.g., questionnaires) information. Students should have knowledge about cross-cultural comparisons and have skills to undertake their own research.

How will this course help me in the future?

Society and Culture prepares students for immediate transition to work or for study at TAFE/university. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community. The course is relevant for students now and in their future, especially for those interested in pursuing careers in counselling, social work, teaching, journalism and foreign affairs.

How will I be assessed?

Assessment consists of application of research methods, secondary research and an examination.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

SOFTWARE ENGINEERING - 2 Unit

NESA Developed Course

What will I be doing in this course?

The study of HSC Software Engineering enables students to develop an understanding of the fundamentals of computer science using a range of technologies including the Python programming language. Students will develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs.

The Year 11 Course

- Programming fundamentals including software development; designing algorithms; data for software engineering; and developing solutions with code.
- The object-oriented paradigm (OOP) including Understanding OOP; and programming in OOP.
- Programming mechatronics including understanding mechatronic hardware and software; designing control algorithms; and programming and building mechatronic systems.

The Year 12 Course

- Secure software architecture including designing software; developing secure code; and the impact of safe and secure software development.
- Programming for the web including data transmission using the web; and designing web applications.
- Software automation including algorithms in machine learning (ML); programming for automation; and the significance and impact of ML and AI.
- Software engineering project.

What should I be able to do at the end of this course?

At the conclusion of the Year 12 course, students should be able to:

- Progress into university, TAFE and other tertiary computing courses with a good foundation for further study of software development, computer science user, interface design or engineering.
- Progress into TAFE with credit in some courses.
- Write software solutions in various settings, e.g. business.
- Teach themselves about new software and hardware systems as they evolve in the future.
- Reflect on the social and ethical implications of software development and implementation.
- Communicate in collaborative and creative problem-solving environments in the workforce.

How will this course help me in the future?

The course is recommended for students looking to pursue further study in computer science and related fields.

How will I be assessed?

- In Year 11 there will be 3 assessment tasks: a research assignment, a major project and a formal written examination.
- In Year 12 there will be 4 assessment tasks: a research assignment, a major project, a written examination and the trial HSC examination.
- The HSC examination will be 2 hours and 30 minutes undertaken online.
An understanding of the Python programming language will be assumed.

Special Requirements

There are no special requirements that are mandatory for this course, but an interest in Computing and a strong Mathematical background is of benefit.

For further information contact Chris Webb on 6659 3649 or christopher.webb@det.nsw.edu.au

2026 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 - \$ 0

HSC - \$ 0

Refunds

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

A school-based apprenticeship or traineeship is not available for this qualification.

Exclusions: Sport Coaching - Certificate II. Students undertaking both this Sport Coaching course and another course based on the SIS Sport, Fitness and Recreation 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>

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90333, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

For further information contact Wade Newton on 6659 3185 or wade.newton@det.nsw.edu.au

STUDIES OF RELIGION I – 1 Unit

NESA Developed Course

What will I be doing in this course?

Studies of Religion I allows students to critically examine the role religion plays in enabling adherents to make sense of human existence. It is designed as a 1-unit course to be conducted over the Year 11 and Year 12.

Studies of Religion I is designed for students in all schools and does ***not seek to promote one religious tradition to the exclusion of others***. A study of Buddhism and Islam is a feature of the Year 11 and Year 12 course. A range of skills are taught in this course including cultural literacy, critical thinking, and self-reflection techniques.

The **Year 11** course consists of THREE parts: The Nature of Religion and Beliefs AND TWO Introductory Studies – Buddhism and Islam.

The **Year 12** course is divided into THREE parts: Religion and Belief Systems in Australia post 1945 AND TWO Depth Studies – Buddhism and Islam.

What should I be able to do at the end of this course?

Students will develop a broader understanding and critical awareness of the nature of religion as a belief system, tradition and aspect of society. At the end of this course students should be able to demonstrate skills in investigation, analysis and evaluation of the influence of these religions across the world.

How will this course help me in the future?

Studies of Religion I assist students to prepare for further education and training, employment and full active participation as citizens. It enables students to foster an informed view of the diversity of religious practices and their place in our multicultural society.

This course is relevant for students now and in the future, especially for those interested in pursuing careers in counselling, law, social work, teaching, journalism and foreign affairs.

How will I be assessed?

A range of assessment tasks are used in both the Year 11 and the Year 12 course, including: exams, tests, presentations, extended responses and research assignments.

For further information contact Helen Rook on 6659 3371 or helen.rook@det.nsw.edu.au

TEXTILES & DESIGN - 2 Unit

NESA Developed Course

What will I be doing in this course?

The Year 11 course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The Year 12 course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a **Major Textile Project** that is marked externally. This project is specific to a selected focus area and which includes supporting documentation and textile item/s.

The HSC examination for Textiles & Design will involve a written examination made up of multiple choice, short answer questions and extended response questions.

What should I be able to do by the end of this course?

This course will enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

How will this course help me in the future?

This course will provide students with the knowledge and skills to contribute positively to their own pathways to employment in design, textiles and related industries and could involve either on-the-job training as well as formal training at TAFE or university.

How will I be assessed?

Student progress will be assessed through a number of practical projects and other set tasks. A formal written examination will also be included at the conclusion of the course.

Special requirements

It is compulsory for students to wear enclosed shoes in practical lessons. Protective clothing would be advantageous when carrying out fabric decoration techniques.

For further information contact Jasmine Lyle on 6659 3335 or jasmine.lyle3@det.nsw.edu.au

VISUAL ARTS - 2 Unit

NESA Developed Course

What will I be doing in this course?

The Visual Arts syllabus explores both artmaking and art criticism and art history. In artmaking, students develop creative skills in a range of materials and techniques with an emphasis on students developing their own independent artmaking practice in consultation with their teacher. In art criticism and art history, students develop analytical and writing skills, researching and learning about art history and a range of contemporary and traditional artmaking practices and artists.

The Year 11 course provides a foundation of skills, knowledge and understanding in both artmaking and art criticism and art history. Prior engagement with the Stage 5 syllabus is not required.

The Year 12 course requires students to develop a Body of Work in consultation with their teacher and engage with case studies in art history and art criticism.

What should I be able to do by the end of the course?

Students should have:

- understanding and knowledge of practice, the conceptual framework and frames,
- understanding and knowledge of significant histories and discourses in art,
- experimented and developed skills in two-dimensional artmaking practices,
- technical proficiency in a student-selected expressive form which could include painting, drawing, documented forms, photomedia, printmaking, textiles and fibre, designed objects, sculpture, ceramics, time-based forms, collection of works.

How will this course help me in the future

Visual Arts builds a desire in students to continue learning after school in further education and training, employment, in informal and formal settings and as informed citizens. Many courses are available in art, craft and design and related fields in the university sector and the TAFE sector. Art related vocations include advertising, animation, architecture, art conservation, design, fine arts, graphics, fashion, film and television, and theatrical design.

How will I be assessed?

Stage 6 Visual Arts students are assessed on artmaking (50% weighting) and art criticism and art history (50% weighting). Utilising assessment as learning, students create two collections of artworks in the preliminary course and a Body of Work in the HSC course. In art criticism and art history, students demonstrate learning with written short answer responses, extended responses and examinations.

Additional Items

Students are required to document their artmaking practice in A4 process diaries. Students are required to contribute to materials and the cost of any excursions necessary for the development of their Body of Works.

For further information contact Michael Major on 6659 3764 or michael.major@det.nsw.edu.au



363 Hogbin Drive, Coffs Harbour 2450
Phone: 02 6659 3054
Email: coffsharbs-h.school@det.nsw.edu.au
<https://coffsharbs-h.school.nsw.gov.au>