

HSC Course Descriptors

Tomaree High School

Year 11 2025

HSC 2026

2025-2026



Requirements for the award of the HSC

All courses offered for the Higher School Certificate have a unit value.

Most subjects are 2-unit courses. Extension courses are 1-unit courses. Each unit involves class time of approximately 2 hours per week (60 hours per year).

For students to meet the requirements of the HSC award:

- All students must study 2 units of English of any level
- Students study a minimum of 12 units in Year 11
- Students study a minimum of 10 units in Year 12
- Students must study at least 4 subjects in Year 12
- Students must study a minimum of 6 units of Board Developed Courses
- At least 3 courses of 2 units value or greater
- Students can only study at most 7 units of courses in Science
- Students must have passed the Minimum Standards tests

Record of School Achievement

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC) or have not met the requirements for a HSC Award.

- The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12s
- The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses
- The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning
- The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC

HSC Course Types

There are different types of courses that can be selected in Years 11 and 12. From 2025, all courses with an HSC examination will be eligible for inclusion in the ATAR calculation.

Board Developed Courses (BDC)

NSW Education Standards Authority (NESA) develops these courses and the following information is available on their website.

- objectives, structure, contents and outcomes
- specific course and assessment requirements
- the performance scale (except for Vocational Education and Training Courses)
- These courses can count towards the calculation of the Australian Tertiary Admission Rank (ATAR)

Board Endorsed Courses (BEC)

- there are two types of Board Endorsed Courses - Content Endorsed Courses and School Designed Courses
- all Board Endorsed Courses count towards the required 10 or 12 units
- All courses with an HSC examination will be eligible for inclusion in the ATAR
- all Board Endorsed Courses will appear on students' Record of School Achievement (RoSA)

Content Endorsed Courses (CEC)

- have syllabuses endorsed by NESA to cater for areas of special interest

School Designed Courses (SDC)

- Schools may also design courses to meet local student needs
- These syllabuses are approved by NESA

Vocational Education and Training (VET) Courses - Either Board Developed or Board Endorsed

- VET courses contribute to the HSC qualification and enable students to study courses relevant to industry needs with clear links to post-school destinations.
- All VET courses can contribute 2 units towards the ATAR calculation if students elect to sit the optional HSC examination
- Students also gain industry accredited qualifications as part of the Australian Qualifications Framework (AQF). This framework is recognised across Australia
- Some VET courses have a specific workplace component
- Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

High School Certificate Course Guideline Summary

| Course | Course Type | Contributes to ATAR | Project/Work or Work Placement | Year 11 Costs |
|--|-------------|---------------------|--------------------------------|---------------|
| ENGLISH | | | | |
| English Extension | BDC | Yes | | nil |
| English Advanced | BDC | Yes | | nil |
| English Standard | BDC | Yes | | nil |
| English Studies | BDC | Optional | | nil |
| MATHEMATICS | | | | |
| Mathematics Standard 2 | BDC | Yes | | nil |
| Mathematics Advanced | BDC | Yes | | nil |
| Mathematics Extension 1 | BDC | Yes | | nil |
| Mathematics Extension 2 | BDC | Yes | | nil |
| Numeracy Stage 6 | CEC | Optional | | nil |
| HUMAN SOCIETY and ITS ENVIRONMENT - HSIE | | | | |
| Ancient History | BDC | Yes | | nil |
| Business Studies | BDC | Yes | | nil |
| Geography | BDC | Yes | Project | nil |
| Legal Studies | BDC | Yes | | nil |
| Modern History | BDC | Yes | | nil |
| Society and Culture | BDC | Yes | Project | nil |
| Economics | BDC | Yes | | nil |
| History Extension | BDC | Yes | | nil |
| SCIENCE | | | | |
| AGRICULTURE | | | | |
| Biology | BDC | Yes | | \$30 |
| Chemistry | BDC | Yes | | \$30 |
| Earth and Environmental Science | BDC | Yes | | \$30 |
| Investigating Science | BDC | Yes | | \$30 |
| Physics | BDC | Yes | | \$30 |
| Marine Studies | CEC | No | | \$30 |
| CREATIVE AND PERFORMING ARTS | | | | |
| Drama | BDC | Yes | Major Work | nil |
| Music 1 | BDC | Yes | Major Work | \$40 |
| Visual Arts | BDC | Yes | Major Work | \$70 |
| Photography, Video and Digital Imaging | BEC | No | | \$60 |
| PDHPE | | | | |
| Health and Movement Science | BDC | Yes | | nil |
| TAS – HOME ECONOMICS | | | | |
| Food Technology | BDC | Yes | | \$65 |
| Community and Family Studies | BDC | Yes | | nil |
| Textiles & Design | BDC | Yes | | \$60 |
| TAS – INDUSTRIAL ARTS | | | | |
| Engineering Studies | BDC | Yes | | nil |
| Industrial Technology – Timber | BDC | Yes | Project | \$70 |
| Design & Technology | BDC | Yes | Project | \$60 |
| Software Engineering | BDC | Yes | | nil |
| LANGUAGES | | | | |
| French | BDC | Yes | | nil |

| Course | Course Type | Contributes to ATAR | Project/Work or Work Placement | Year 11 Costs |
|--|---------------------|---------------------|--------------------------------|---------------|
| BOARD ENDORSED COURSES | | | | |
| Sport Lifestyle & Recreation Studies | BEC | No | | |
| VOCATIONAL EDUCATION & TRAINING (VET) | | | | |
| Construction | BDC | Optional | Work Placements | \$55 |
| Hospitality | BDC | Optional | Work Placements | \$120 |
| Manufacturing and Engineering | BEC | No | Work Placements | \$65 |
| Primary Industries | BDC | Optional | Work Placements | \$65 |
| Sport Coaching | BEC | No | | \$70 |
| TAFE DELIVERED (TVET) | | | | |
| See Careers Advisor for TAFE options | See Careers Advisor | | | |

**Courses: Year 11 English Extension 2025
Year 12 English Extension 1 2026
Year 12 English Extension 2 2026**

1 unit of study for each of Year 11 and Year 12

Prerequisites: (a) English (Advanced) course
(b) Year 11 English Extension Course is prerequisite for Extension Course 1.
(c) Extension Course 1 is prerequisite for Extension Course 2.
Exclusions: English (Standard) Course; Fundamentals of English; ESL

Cost: nil

Course Description:

- In the Year 11 English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant (valued).
- In the Year 12 English Extension Course 1 students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the Year 12 English Extension Course 2, students develop an independent project, and document their progress and reflect on this process.

Main Topics Covered:

Year 11 Course Structure and Requirements

| | English Extension | Indicative hours |
|--------------------------------------|--|-------------------------|
| Year 11 course (60 hours) | Module: Texts, Culture and Value | 40 |
| | Related research project This project may be undertaken concurrently with the module | 20 |
| Text requirements | <ul style="list-style-type: none"> • Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures • Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project | |

Assessment: Year 12 English Extension Course 1

| Component | Weighting% |
|---|-------------------|
| Knowledge and understanding of complex texts and of how and why they are valued | 50 |
| Skills in complex analysis, sustained composition and independent investigation | 50 |
| | 100 |

Assessment: Year 12 English Extension Course 2

| Component | Weighting% |
|--|-------------------|
| Skills in extensive independent research | 50 |
| Skills in sustained composition | 50 |
| | 100 |

Note:

Students must choose both Extension 1 and Extension 2 in Year 12 if they are to undertake Extension 2. Year 12 English Extension 1 can be studied as a stand alone subject. Both courses have been developed for students who may wish to undertake further study at University after the completion of the HSC

**Course: Year 11 English Advanced 2025
Year 12 English Advanced 2026**

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: English Standard; Fundamentals of English; ESL

Cost: nil

Course Description:

In the Year 11 English Advanced course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the Year 12 English Advanced course students analyse and evaluate texts and the ways they are valued in their contexts.

Main Topics Covered:

Year 11 Course Structure and Requirements

| | English Advanced | Indicative hours |
|---------------------------------------|---|-------------------------|
| Year 11 course (120 hours) | Common module: Reading to Write | 40 |
| | Module A: Narratives that Shape our World | 40 |
| | Module B: Critical Study of Literature | 40 |
| | English Advanced | Indicative hours |
| Year 12 course (120 hours) | Common module: Texts and Human Experiences | 30 |
| | Module A: Textual Conversations | 30 |
| | Module B: Critical Study of Literature | 30 |
| | Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B | 30 |

Particular Course Requirements:

Year 11 English Advanced course text requirements

| | |
|--------------------------|--|
| Text requirements | <ul style="list-style-type: none"> • There are no prescribed texts for Year 11. • Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. • The Year 11 course requires students to support their study of texts with their own wide reading. |
|--------------------------|--|

Year 12 English Advanced course text requirements

| | |
|--------------------------|---|
| Text requirements | <p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Shakespearean drama • prose fiction • poetry OR drama <p>The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course. Students must study ONE related text in the common module: Texts and Human Experiences.</p> |
|--------------------------|---|

Assessment: HSC Course only

| Component | Weighting% |
|--|-------------------|
| Knowledge and understanding of course content | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules | 50 |
| | 100 |

Note: This course has been developed for students who may wish to undertake further study at University after the completion of the HSC.

**Course: Year 11 English Standard 2025
Year 12 English Standard 2026**

2 units for each of Preliminary and HSC Exclusions: English Advanced; English as a Second Language; Extension
Board Developed Course

Cost: nil

Course Description:

- In the Year 11 English Standard course students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.
- In the Year 12 English Standard course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Main Topics Covered:

Year 11 Course Structure and Requirements

| | English Standard | Indicative hours |
|-------------------------------|--|------------------|
| Year 11 course (120 hours) | Common module – Reading to Write: Transition to Senior English | 40 |
| | Module A: Contemporary Possibilities | 40 |
| | Module B: Close Study of Literature | 40 |

Year 12 Course Structure and Requirements

| | English Standard | Indicative hours |
|-------------------------------|---|------------------|
| Year 12 course (120 hours) | Common module – Texts and Human Experiences | 30 |
| | Module A: Language, Identity and Culture | 30 |
| | Module B: Close Study of Literature | 30 |
| | Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B | 30 |

Particular Course Requirements:

Year 11 English Standard course text requirements

- There are no prescribed texts for Year 11.
- Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.)
- Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Year 12 English Standard course texts requirements

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

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

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

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

Assessment: Year 12 course only

| Component | Weighting% |
|--|------------|
| Knowledge and understanding of course content | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules | 50 |
| | 100 |

**Courses: Year 11 English Studies 2025
Year 12 English Studies 2026**

Cost: nil

2 units for each of Year 11 and Year 12 Content Endorsed Course

Exclusions: English (Advanced), English (Standard), ESL

Main Topics Covered:

Year 11 Course Structure and Requirements

| | English Studies | Indicative hours |
|-----------------------------------|---|-------------------------|
| Year 11 course (120 hours) | Mandatory module – Achieving through English: English in education, work and community | 30–40 hours |
| | An additional 2–4 modules to be studied | 20–30 hours each |
| Text requirements | In Year 11 students are required to: <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series). | |

Year 12 Course Structure and Requirements

| | English Studies | Indicative hours |
|-----------------------------------|--|-------------------------|
| Year 12 course (120 hours) | Mandatory common module – Texts and Human Experiences | 30 hours |
| | An additional 2–4 modules to be studied | 20–45 hours each |
| Text requirements | In both Year 11 and Year 12 students are required to: <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series). | |

Assessment: Year 12 course only

| Component | Weighting% |
|--|-------------------|
| Knowledge and understanding of course content | 50 |
| Skills in: | 50 |
| <ul style="list-style-type: none"> • Comprehending texts • Communicate ideas • Using language accurately, appropriately and effectively | 100 |

Note: Students now have the opportunity to attempt the HSC examination

Course: Mathematics Standard 1 2025

2 units Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and the content and outcomes of all substrands of Stage 5.1 and some substrands of Stage 5.2.

Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Cost: nil

Course Description:

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

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

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

Main Topics Covered:

| | Mathematics Standard | |
|---------------------------------------|-----------------------|--|
| | Topics | Subtopics |
| Year 11 course (120 hours) | Algebra | MS-A1 Formulae and Equations MS-A2 Linear Relationships |
| | Measurement | MS-M1 Applications of Measurement MS-M2 Working with Time |
| | Financial Mathematics | MS-F1 Money Matters |
| | Statistical Analysis | MS-S1 Data Analysis |
| | | MS-S2 Relative Frequency and Probability |

Assessment: Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used to contribute to the student's Australian Tertiary Admission Rank (ATAR).

Assessment: Formal school-based assessment in this course should focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

External Assessment (Optional)

The examination will consist of a written paper worth 80 marks. The time allowed is 2 hours plus 10 minutes reading time.

A reference sheet will be provided.

Students may bring NESA approved calculators for use during the examination.

Internal Assessment

A variety of assessment tasks across all the content will be used to determine a students' school-based assessment.

The aims and objectives are grouped into two components for the purpose of assessment:
Component A 50% Understanding, Fluency and Communication
Component B 50% Problem Solving, Reasoning and Justification

100

100

| | | |
|--|---|--|
| Course: Mathematics Standard 2 2025 | | |
| 2 units Year 11 (Preliminary) and Year 12 (HSC). | | |
| Board Developed Course. | | |
| Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and the content and outcomes of all substrands of Stage 5.1 and some substrands of Stage 5.2. | | |
| Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course. | | |
| Cost: nil | | |
| Course Description: The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). In Year 12, Mathematics Standard 2 is a BDC which qualifies for the HSC and an ATAR. Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. | | |
| Main Topics Covered: | | |
| Year 11 course (120 hours) | Mathematics Standard | |
| | Topics | |
| | Subtopics | |
| | Algebra | MS-A1 Formulae and Equations MS-A2 Linear Relationships |
| | Measurement | MS-M1 Applications of Measurement MS-M2 Working with Time |
| | Financial Mathematics | MS-F1 Money Matters |
| Statistical Analysis | MS-S1 Data Analysis MS-S2 Relative Frequency and Probability | |
| Assessment: Formal school-based assessment in this course should focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed. | | |
| External Assessment | Internal Assessment | |
| The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time. A reference sheet will be provided. Students may bring NESAs approved calculators for use during the examination. | A variety of assessment tasks across all the content will be used to determine a students' school-based assessment. The aims and objectives are grouped into two components for the purpose of assessment: Component A 50% Understanding, Fluency and Communication Component B 50% Problem Solving, Reasoning and Justification | |
| 100 | 100 | |

| | | |
|--|---|--|
| Course: Mathematics Advanced 2025 | | |
| 2 units Year 11 (Preliminary) and Year 12 (HSC). | | |
| Board Developed Course. | | |
| Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and some substrands of Stage 5.3. | | |
| Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course. | | |
| Cost: nil | | |
| Course Description: The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. | | |
| Main Topics Covered: | | |
| Year 11 course (120 hours) | Mathematics Advanced | |
| | Topics | |
| | Subtopics | |
| | Functions | MA-F1 Working with Functions |
| | Trigonometric Functions | MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities |
| | Calculus | MA-C1 Introduction to Differentiation |
| | Exponential and Logarithmic Functions | MA-E1 Logarithms and Exponentials |
| Statistical Analysis | MA-S1 Probability and Discrete Probability Distributions | |
| Assessment: Formal school-based assessment in this course should focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed. | | |
| External Assessment | Internal Assessment | |
| This examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time. The Mathematics Advanced Reference Sheet will be provided at the back of the examination paper. Students may bring NESAs approved calculators for use during the examination. | A variety of assessment tasks across all the content will be used to determine a students' school-based assessment. The aims and objectives are grouped into two components for the purpose of assessment: Component A 50% Understanding, Fluency and Communication Component B 50% Problem Solving, Reasoning and Justification | |
| 100 | 100 | |

Course: Mathematics Extension 1 2025

1 unit for each of Year 11 and Year 12

Board Developed Course

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3, including some of the optional sub strands.

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

Cost: nil

Course Description:

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

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

Main Topics Covered:

| | Mathematics Extension | |
|------------------------------|-------------------------|---|
| | Topics | Subtopics |
| Year 11 course (60 hours) | Functions | ME-F1 Further Work with Functions ME-F2 Polynomials |
| | Trigonometric Functions | ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities |
| | Calculus | ME-C1 Rates of Change |
| | Combinatorics | ME-A1 Working with Combinatorics |
| | | |

Assessment: Formal school-based assessment in this course should focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

External Assessment

This examination will consist of a written paper worth 70 marks.
The time allowed is 2 hours plus 10 minutes reading time.

The Mathematics Extension 1 Reference Sheet will be provided at the back of the examination paper.

Students may bring NESAs approved calculators for use during the examination.

100

Internal Assessment

A variety of assessment tasks across all the content will be used to determine a students' school-based assessment.

The aims and objectives are grouped into two components for the purpose of assessment:

Component A 50% Understanding, Fluency and Communication

Component B 50% Problem Solving, Reasoning and Justification

100

Course: Mathematics Extension 2 20261 unit additional course for **Year 12 ONLY**

Board Developed Course

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

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

Cost: nil**Course Description:**

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

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

Main Topics Covered:

| Year 12 course (60 hours) | Mathematics Extension 2 | |
|--------------------------------------|--------------------------------|--|
| | Topics | Subtopics |
| | Proof | MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction |
| | Vectors | MEX-V1 Further Work with Vectors |
| | Complex Numbers | MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers |
| | Calculus | MEX-C1 Further Integration |
| | Mechanics | MEX-M1 Applications of Calculus to Mechanics |

Assessment: HSC course only**External Assessment**

This examination will consist of a written paper worth 100 marks.
The time allowed is 3 hours plus 10 minutes reading time.

The Mathematics Extension 2 Reference Sheet will be provided at the back of the examination paper.

Students may bring NESAs approved calculators for use during the examination.

Internal Assessment

A variety of assessment tasks across all the content will be used to determine a students' school-based assessment.

The aims and objectives are grouped into two components for the purpose of assessment:

Component A 50% Understanding, Fluency and Communication
Component B 50% Problem Solving, Reasoning and Justification

100

100

| | | |
|---|--|---------------------------|
| Course: Numeracy (CEC) 2025 | | |
| 2 units Year 11 (Preliminary) and Year 12 (HSC). | | |
| Content Endorsed Course. | | |
| Prerequisites: Nil | | |
| Exclusions: The Numeracy course may be studied as a standalone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development. | | |
| Cost: nil | | |
| Course Description: The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society. The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively. The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities. | | |
| Main Topics Covered: | | |
| Year 11 course (120 hours) | Numeracy | |
| | Module 1 | Module 2 |
| | Operations with Whole Numbers | Fractions and Decimals |
| | Distance, area and volume | Metric relationships |
| | Time | Length, mass and capacity |
| | Data, graphs and tables | Chance |
| Assessment: NESA requires schools to submit a grade based on student achievement for each Year 11 candidate in a course. | | |
| External Assessment | Internal Assessment | |
| There is no external examination for the Numeracy Stage 6 CEC. All students studying the Numeracy Stage 6 CEC for the HSC will have their school-based assessment reported on NESA credentials as a grade (A to E). | A variety of assessment tasks across all the content will be used to determine a students' school-based assessment. The aims and objectives are grouped into two components for the purpose of assessment: Component A 50% Knowledge and Understanding Component B 50% Skills | |
| 100 | 100 | |

Course: Ancient History 2025

2 units for each of Preliminary and HSC

Possible Excursions:

- Chau Chak Museum Visit
- HSC Study Days
- Museums

Board Developed Course

Cost: nil

Course Description:

Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.

The Preliminary course is structured for students to investigate:

- people, groups, events, institutions, societies and historical sites;
- archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students' more specialised HSC studies.

In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

Course Topics Covered:

Preliminary Course

Investigating Ancient History (50%)

(a) The Nature of Ancient History

(b) Case Studies – at least two will be studied (Bog Bodies and Persepolis)

Features of Ancient Societies (30%)

Students study at least two ancient societies through an investigation of:

- a different key feature for each society, OR
- one key feature across the societies selected.

Historical Investigation (20%)

- the investigation should extend a particular area of individual student interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project.

HSC Course

Core Study: Cities of Vesuvius – Pompeii and Herculaneum, a Roman study – 25%

Ancient Societies – one 'Ancient Societies' topic to be studied from the Ancient Societies options offered in the syllabus – 25%

Personalities in their Times – one 'Personalities in their Times' to be studied from the Personality options offered in the syllabus – 25%

Historical Periods – one 'Historical Periods' topic to be studied from the Historical Periods options offered in the syllabus – 25%

Topic selections for the HSC course will be from at least **two** of the following areas: Egypt, Near East, China, Greece and Rome.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|-----------|---|-----------|
| Section I: Core | 25% | Knowledge & understanding | 40% |
| Section II: Ancient Societies | 25% | Historical skills | 20% |
| Section III: Personalities in their Times | 25% | Communication of historical understanding | 20% |
| Section IV: Historical Periods | 25% | Historical inquiry & research | 20% |
| | 100% | | 100% |

Course: Business Studies 2025

2 units for each of Preliminary and HSC

Excursion: - Taronga Zoo

Board Developed Course

- HSC Study Days

Cost: nil**Course Description:**

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which 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. Through the analysis of contemporary business strategies, the course also provides depth and lays an excellent foundation for students either in tertiary study or in future employment.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

Course Topics Covered:**Preliminary Course**

- Nature of Business
- Business Management
- Business Planning

HSC Course

- Operations
- Marketing
- Finance
- Human Resources

| External Assessment | Weighting% | Internal Assessment | Weighting% |
|---|-------------------|--|-------------------|
| A three-hour written examination in four sections | 100% | Knowledge & Understanding of course content | 40% |
| | | Inquiry & Research | 20% |
| | | Stimulus-Based Skills | 20% |
| | | Communication of business information & ideas in appropriate forms | 20% |
| | | | |
| | 100% | | 100% |

Course: Economics 2025**Possible Excursions:**

- HSC Study Days

Cost: Nil**Course Description:**

Economic decisions have a crucial influence on quality of life for people around the world. Economics is the study of aspects of the economy such as inflation, the value of the Australian \$, unemployment, trade with other nations, interest rates, the government's budget and how these impact on individuals and businesses. All of these examples form part of the news reported daily in the Australian media and much of the course content is based on these developments.

Economics students, especially in the HSC course, will develop an understanding of the increasingly important relationship with the broader world economy. The government's attempt to control change in the economy is basic to the course.

Economics is very much a contemporary and dynamic subject that develops the analytical, problem solving and communications skills of students. Economics provides an excellent basis for further tertiary study or in future employment in areas such as: business, banking, shares, finance and commodities, resource management, property development and management, government.

Course Topics Covered:**Preliminary Course**

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

HSC Course

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

Assessment: HSC course only

| External Assessment | Weighting |
|---|------------------|
| A three-hour written examination in four sections | 40% |
| | 20% |
| | 20% |
| | 20% |
| 100% | 100% |

Course: Geography 2025

2 units for each of Preliminary and HSC

Excursions: Mandatory Fieldwork

Board Developed Course

Cost: nil**Course Description:**

The Preliminary Course in Geography seeks to expand on the students prior learning from the mandatory courses in Years 7 – 10. In a similar way to Year 10, Year 11 is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The HSC Course enables students to understand and appreciate different viewpoints about the world they live in via three in-depth and relevant units. Each unit in the HSC Course is dynamic and requires a current understanding of the big issues happening in the world of today. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

Course Topics Covered:**Preliminary Course**

| | |
|--------------------------------|--------------------|
| Earth's natural systems | 40% of course time |
| People, patterns and processes | 40% of course time |
| Human-environment interactions | 20% of course time |
| Geographical Investigation | 20% of course time |

HSC Course

| | |
|------------------------------------|--------------------|
| Global sustainability | 30% of course time |
| Rural and Urban places | 45% of course time |
| Ecosystems and global biodiversity | 45% of course time |

Particular Course Requirements:

Students complete a Geographical Investigation in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Assessment: HSC course only

| External Assessment | Internal Assessment | Weighting% |
|---|--|------------|
| A three-hour written examination in four sections | Knowledge & Understanding Geographical | 40% |
| | Tools & Skills | 20% |
| | Geographical Inquiry & Research, including fieldwork | 20% |
| | Communication of geographical information | 20% |
| 100% | | 100% |

| | | | |
|--|-------------|---|--------------------|
| Course: Legal Studies 2025 | | | |
| 2 units for each of Preliminary and HSC | | Excursions: Parliament / Court Visits | |
| Board Developed Course | | Museums | |
| Cost: nil | | | |
| Course Description: | | | |
| Students examine the rights and responsibilities of individuals and groups within society and develop an understanding of how the law influences and is influenced by social, moral, ethical, and political values. Additionally, they are encouraged to critically analyse and evaluate the effectiveness of the legal system in addressing legal issues and achieving justice for individuals and the community. | | | |
| Legal studies offers students an opportunity to: | | | |
| <ul style="list-style-type: none"> • learn about Australian and international law. • the rule of law and how both Australian and international legal systems work. • inquire into and analyse legal issues and communicate in structured arguments. | | | |
| Students investigate the key areas of law, justice, and human rights through a variety of focus studies which consider how changes in societies influence law reform. | | | |
| Preliminary Course | | HSC Course | |
| Core Part I: The legal system <ul style="list-style-type: none"> • Basic legal concepts • Sources of contemporary Australian law • Classification of law • Law reform • Law reform in action | Core 40% | Core Part I: Crime <ul style="list-style-type: none"> • The nature of crime • The criminal investigation process • The criminal trial process • Sentencing and punishment • Young offenders • International crime | Core 30% |
| Core Part II: The individual and the law <ul style="list-style-type: none"> • Your rights and responsibilities • Resolving disputes • Contemporary issue: the individual and technology | Core 30% | Core Part II: Human rights <ul style="list-style-type: none"> • The nature and development of human rights • Promoting and enforcing human rights • Contemporary issue | Core 20% |
| Core Part III: Law in practice <ul style="list-style-type: none"> • The Law in practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and/or Part II. | Core 30% | Part III: Options Choose Two <ul style="list-style-type: none"> • Consumers • Global environmental protection • Family • Indigenous peoples • Shelter • Workplace • World order | Option 25% each |

| | | | |
|---|------------------|-----------------------------|------------------|
| Specific Course Requirements: Nil | | | |
| Assessment: HSC Course only | | | |
| External Examination | Weighting | Internal Examination | Weighting |
| Section I: Core | 20% | Knowledge and Understanding | 40% |
| Section II: Core | 30% | Analysis and Evaluation | 20% |
| Section III: Options • 25% each | 50% | Inquiry and Research | 20% |
| | | Communication | 20% |
| Total | 100% | Total | 100% |

Course: Modern History 2025

2 units for each of Preliminary and HSC

Possible **Excursion:** Sydney Jewish Museum

Board Developed Course

HSC Study Day

Cost: nil**Course Description:**

The study of history is an inquiry into past human experience that helps make the present more intelligible. The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society.

The study of Modern History Stage 6 has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Modern History is especially relevant to the lives of students, as the events and issues that form its content are in many cases still current.

The study of Modern History also contributes to the development of skills that are of great importance in today's workforce. The fluent communication of thoughts and ideas gleaned from the critical analysis of primary and secondary sources is a sought-after skill. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.

The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

In Year 12 students focus on Power and Authority in the Modern World, Conflict in the Pacific, Russia or the USA and the granting of civil rights in the USA. The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century.

Course Topics Covered:**Preliminary Course****Part I: The Nature of Modern History and Case Studies - 50%**

The Contestability of the Past with case studies on: Civil War and Reconstruction in the United States; The Meiji Restoration in Japan; The Downfall of the Romanov Dynasty in Russia.

Part II: Historical Investigation - 20%

Investigative Essay.

Part III: The Shaping of the Modern World - 30%

World War One.

HSC Course

- **Part I: Core Study – 25%**

Power and Authority in the Modern World 1919-1946

- **Part II: National Study - 25%**

Russia 1917-1941

- **Part III: Peace and Conflict – 25%**

Conflict in the Pacific 1933-1951

- **Part IV: Change in the Modern World - 25%**

Civil Rights in the USA 1945-1968

Particular Course Requirements: Nil**Assessment: HSC course only**

| External Assessment | Weighting | Internal Assessment | Weighting |
|-------------------------------------|-----------|---|-----------|
| Part I: Core Study | 25% | Knowledge & understanding | 40% |
| Part II: National Study | 25% | Historical inquiry & research | 20% |
| Part III: Peace and Conflict | 25% | Communication of historical understanding | 20% |
| Part IV: Change in the Modern World | 25% | Historical skills | 20% |
| | 100 | | 100 |

Course: Society and Culture 2025

2 units for each of Preliminary and HSC

Excursion: Mosque and Museum Visit

Board Developed Course

Cost: nil**Course Description:**

- The central goal is the development of social and cultural literacy.
- To give students a greater understanding of the society in which they live.
- To promote student awareness of the cultural continuities and changes within Australian and overseas societies and cultures.
- To provide students with skills to critically analyse social theories about people, societies, cultures and environments across time.
- Provide opportunities for the development of student social research skills that will facilitate positive participation in community life and commitment to lifelong learning.
- Interdisciplinary/cross-discipline in nature e.g draws from a range of subjects e.g anthropology, sociology, communication, media studies, philosophy, cultural studies

Course Topics Covered**Preliminary Course**

- The Social & Cultural World - 20%
- Personal & Social Identity - 40%
- Intercultural Communication - 40%

HSC Course

Core:

- Social and Cultural Continuity and Change - 30%
- The Personal Interest Project - 30%

Depth Studies - 40%

Two to be chosen from:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion & Exclusion
- Social Conformity and Non-Conformity

Particular course Requirements: nil**Assessment: HSC course only**

| External Assessment | Weighting% | Internal Assessment | Weighting% |
|--------------------------------|------------|---------------------------|------------|
| A two-hour written examination | 60 | Knowledge & Understanding | 50 |
| Personal Interest Project | 40 | Research Methodology | 30 |
| | | Communication | 20 |
| | 100 | | 100 |

Course: History Extension 2025

1 unit in HSC (Year 12 Course only)

Possible Excursions:

- Museum Visits (local and in Sydney)
- HSC Study Day

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

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

Board Developed Course

Cost: Nil

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed.

Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue.

Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

The course requires students to undertake:

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

Year 12 Course

Constructing History (40 hours)

Key Questions

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

Constructing History – Case Studies

The case study examines historiography within a specific historical context.

History Project (20 hours)

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

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|------------------------------|-------------|--|-------------|
| Two-hour Written Examination | | Knowledge and understanding of significant historical ideas and processes | 40% |
| Section I: Historiography | 50% | | |
| Section II: Case Studies | 50% | Skills in designing, undertaking and communicating historical inquiry and analysis | 60% |
| | 100% | | 100% |

| | | | |
|--|-------------------|------------------------------------|-------------------|
| Course: Agriculture 2025 | | | |
| 2 units for each of Year 11 and Year 12 | | | |
| Board Developed Course | | Exclusions: Nil | |
| Cost: Refer to Subject Fee Sheet | | | |
| <p>Course Description: The Preliminary course incorporates the study of the connections between the components of agricultural production, including plants, animals, marketing and management, while giving consideration to the issue of long-term use of resources. This is a course with a practical lean.</p> <p>The HSC course builds upon the Preliminary course. It examines the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues from national and international perspectives. This is achieved through the Farm Enterprise/Product Study which focuses on an integrated approach achieved by the aquaculture industry.</p> | | | |
| Main Topics Covered: | | | |
| Preliminary Course | | | |
| <ul style="list-style-type: none"> • Overview of Australian Agriculture • The Farm Case Study • Plant Production • Animal Production | | | |
| HSC Course | | | |
| Core Topics: | | | |
| <ul style="list-style-type: none"> • Plant/Animal Production • Farm Product Study | | | |
| Select 1 Elective: | | | |
| <ul style="list-style-type: none"> • Elective 1 – Agri-food, Fibre and Fuel Technologies • Elective 2 – Climate Challenge • Elective 3 – Farming for the 21st Century | | | |
| Particular Course Requirements: | | | |
| Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process diary must be submitted to NESAs. | | | |
| Assessment: HSC course only | | Year 11 and Year 12 courses | |
| External Assessment | Weighting% | Internal Assessment | Weighting% |
| 3 hour written examination: | 100 | Farm Enterprise/Product Study | 30 |
| | | Plant/Animal Production | 50 |
| | | Electives | 20 |
| | 100 | | 100 |

| | | | |
|---|------------------|---|-------------------|
| Course: Biology 2025 | | | |
| 2 units for each of Year 11 and Year 12 | | | |
| Board Developed Course | | Exclusions: Nil | |
| Cost: Refer to Subject Fee Sheet | | | |
| <p>Course Description: The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p> | | | |
| <p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Cells as the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics <p>HSC Course</p> <ul style="list-style-type: none"> • Heredity • Genetic change • Infectious disease • Non-infectious disease and disorders | | | |
| <p>Particular Course Requirements: The Year 11 course includes a compulsory fieldwork exercise. Practical investigations must occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. Students must complete a Depth Study occupying a minimum of 15 hours of class time in each of the Year 11 and Year 12 courses.</p> | | | |
| Assessment: Year 12 course only | | Year 11 and Year 12 courses | |
| External Assessment | Weighting | Internal Assessment | Weighting% |
| 3 hour written examination: | | Skills in working scientifically | 60% |
| Skills in working scientifically | 60% | Knowledge and understanding of course content | 40% |
| Knowledge and understanding of course content | 40% | Maximum of 4 assessment tasks one of which assesses the depth study | |
| | 100% | | 100% |

Course: Chemistry 2025

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Cost: [Refer to Subject Fee Sheet](#)

Course Description:

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

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

Main Topics Covered:

Year 11 Course

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

Year 12 Course

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

Particular Course Requirements:

Practical investigations must occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. Students must complete a Depth Study occupying a minimum of 15 hours of class time in each of the Year 11 and Year 12 courses.

| Assessment: Year 12 course only | | Year 11 and Year 12 courses | |
|---|-----------|---|-----------|
| External Assessment | Weighting | Internal Assessment | Weighting |
| 3 hour written examination: | | Skills in working scientifically | 60% |
| Skills in working scientifically | 60% | Knowledge and understanding of course content | 40% |
| Knowledge and understanding of course content | 40% | Maximum of 4 assessment tasks one of which assesses the depth study | |
| | 100% | | 100% |

| Course: Earth and Environmental Science 2025 | | | |
|--|------------------|---|------------------|
| 2 units for each of Year 11 and Year 12 | | | |
| Board Developed Course | | Exclusions: Nil | |
| Cost: Refer to Subject Fee Sheet | | | |
| <p>Course Description: The Earth and Environmental Science Stage 6 Syllabus explores the formation of the Earth and the evolution of its continents, oceans, atmosphere and life forms. Students engage in studies of the impacts of human activities on these Earth's systems and develop their skills in measuring and monitoring them. The course provides the foundation knowledge and skills required to study Earth and Environmental Science after completing school, and supports participation in careers in a range of related industries. The application of Earth and Environmental Science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.</p> | | | |
| <p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts <p>Year 12 Course</p> <ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management | | | |
| <p>Particular Course Requirements: The Year 11 course includes a compulsory fieldwork exercise. Practical investigations must occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. Students must complete a Depth Study occupying a minimum of 15 hours of class time in each of the Year 11 and Year 12 courses.</p> | | | |
| Assessment: Year 12 course only | | Year 11 and Year 12 courses | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| 3 hour written examination: | | Skills in working scientifically | 60% |
| Skills in working scientifically | 60% | Knowledge and understanding of course content | 40% |
| Knowledge and understanding of course content | 40% | Maximum of 4 assessment tasks one of which assesses the depth study | |
| | 100% | | 100% |

| | | | |
|--|------------------|---|------------------|
| Course: Investigating Science 2025 | | | |
| 2 units for each of Year 11 and Year 12 | | | |
| Board Developed Course | | Exclusions: Nil | |
| Cost: Refer to Subject Fee Sheet | | | |
| Course Description: The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes. 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 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. | | | |
| Topics: | | | |
| Year 11 Course | | | |
| <ul style="list-style-type: none"> • Cause and Effect - Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws | | | |
| Year 12 Course | | | |
| <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy • Science and Society | | | |
| Particular Course Requirements: Practical investigations must occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. Students must complete a Depth Study occupying a minimum of 30 hours of class time in each of the Year 11 and Year 12 courses. | | | |
| Assessment: Year 12 course only | | Year 11 and Year 12 courses | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| 3 hour written examination: | | Skills in working scientifically | 60% |
| Skills in working scientifically | 60% | Knowledge and understanding of course content | 40% |
| Knowledge and understanding of course content | 40% | Maximum of 4 assessment tasks one of which assesses the depth study | |
| | 100% | | 100% |

Course: Physics 2025

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Cost: [Refer to Subject Fee Sheet](#)**Course Description:**

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena at various scales – 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, develop critical thinking and problem solving skills, and explore the role and influence of physics in society.

Main Topics Covered:**Year 11 Course**

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

Year 12 Course

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

Particular Course Requirements:

Practical investigations must occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. Students must complete a Depth Study occupying a minimum of 15 hours of class time in each of the Year 11 and Year 12 courses.

| Assessment: Year 12 course only | | Year 11 and Year 12 courses | |
|---|------------------|---|------------------|
| External Assessment | Weighting | Internal Assessment | Weighting |
| 3 hour written examination: | | Skills in working scientifically | 60% |
| Skills in working scientifically | 60% | Knowledge and understanding of course content | 40% |
| Knowledge and understanding of course content | 40% | Maximum of 4 assessment tasks one of which assesses the depth study | |
| | 100% | | 100% |

| | | | |
|---|-------------------|----------------------------|-------------------|
| Course: Marine Studies 2025 | | | |
| 2 units for each of Year 11 and Year 12 | | | |
| Content Endorsed Course | | Exclusions: Nil | |
| Cost: Refer to Subject Fee Sheet | | | |
| <p>Course Description: The aim of the Stage 6 Marine Studies course is to develop in each student a capacity to think critically about key issues relating to the marine environment, to utilise and protect the resources it offers, and to develop skills that allow students to participate safely in a wide range of practical experiences. The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources in the twenty-first century. Students undertaking Marine Studies will gain knowledge and skills that will enable them to explore careers and further studies in a wide range of related fields.</p> | | | |
| <p>Topics:</p> <p>This course involves the study of 5 x 6hr Core Modules and a total of 210hrs of Optional Modules over Year 11 & 12.</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Marine Safety and First Aid • The Marine Environment • Life in the Sea • Humans in Water • Marine and Maritime Employment <p>Optional Modules</p> <p>There are a total of 23 different optional modules and an optional Personal Interest Project. After completing the core, schools are able to select from the optional modules to develop programs that respond to student needs and interests. These modules include: Resuscitation Certificate, First Aid Certificate, Dangerous Marine Creatures, Estuarine Studies, Coastal Studies, Oceanography, Local Area Study, Commercial and Recreational Fishing, Aquaculture, Marine Resource Management, Marine Aquarium, Seafood Handling and Processing, and more.</p> | | | |
| <p>Particular Course Requirements:</p> <p>As a Content Endorsed Course, the program of study and assessment are developed by the school to maximise its relevance to the local setting and students. Tomaree High School is uniquely placed with its location in Port Stephens, a renowned region for marine-based industries, including tourism and seafood.</p> | | | |
| Assessment: Year 11 & 12 | | | |
| External Assessment | Weighting% | Internal Assessment | Weighting% |
| No external examination in Year 12 | | Year 12: Core Modules: | 0 |
| Internal Assessment | | Optional Modules: | 100 |
| Year 11: Core Modules: | 25 | | |
| Optional Modules: | 75 | | |
| | 100 | | 100 |

| | | | |
|--|------------------|-----------------------------------|------------------|
| Course: Drama 2025 | | | |
| 2 units for each of Preliminary and HSC | | | |
| Board Developed Course | | Exclusions: Nil | |
| Cost: \$25 | | | |
| Course Description: | | | |
| Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. | | | |
| Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is theoretical and experiential. | | | |
| HSC Course content | | | |
| 'Australian Drama and Theatre' and 'Studies in Drama and Theatre' involves the theoretical study through practical exploration of themes, issues and styles. It also involves the study of traditions of theatre exploring relevant acting techniques, performance styles and spaces. | | | |
| The Group Performance (between 3 and 6 students) involves creating a piece of original theatre through play building which is 8 to 12 minutes duration. | | | |
| For the Individual Project students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama. The individual project is started Term 4 and it is assumed students work on their project outside of class time. | | | |
| Main Topics Covered: | | | |
| Preliminary Course | | | |
| <ul style="list-style-type: none"> • Improvisation, Play building, Acting – Term 1 • Elements of Production in Performance – Term 2 • Theatrical Traditions and Performance Styles – Term 3 | | | |
| HSC Course | | | |
| <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) – Term 4 • Studies in Drama and Theatre – Term 1 • Group Performance (Core content) – Term 2 • Individual Project – Term 4 – Term 2 | | | |
| Particular Course Requirements: | | | |
| <ul style="list-style-type: none"> • Students are required to take part in all practical workshops. • Students are required to work/perform in a group chosen by the teacher as part of the HSC Group performance. • Log Books – students are expected to write an entry after each lesson • "Theatre Blacks" students are required to have black clothing for performance i.e. long black pants, plain black singlet, and plain long sleeved black top. | | | |
| Assessment HSC course only: | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| Group Presentation (Core) | 30% | Australian Drama and Theatre | 30% |
| Individual Project | 30% | Studies in Drama and Theatre | 30% |
| A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre(Core) | 40% | Development of Group Performance | 20% |
| Studies in Drama and Theatre | | Development of Individual Project | 20% |
| | 100% | | 100% |

Course: Music 1 2025

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: Music mandatory course (stage 4 or equivalent)

Exclusions: Music 2

Cost: [Refer to Subject Fee Sheet](#)**Course Description:**

In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Preliminary Course: Assessment in the 4 areas of composition, performance, musicology and aural.

Main Topics Covered:

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

Particular course requirements:**HSC course**

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

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|-------------------------|---------------------|-----------|
| Core Performance (one piece) A 1 hour aural (listening) exam | 20% | Performance | 10% |
| Electives: Three electives from any combination of: | 30% | Composition | 10% |
| • Performance | 20% | Musicology | 10% |
| • Composition | 20% | Aural | 25% |
| • Musicology (viva voce) | 20% | Elective 1 | 15% |
| | | Elective 2 | 15% |
| | | Elective 3 | 15% |
| | 110 converted to 100 | | 100% |

Course: Visual Arts 2025

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:

Various exclusions currently apply in Ceramics, Photography and Visual Design cannot be used as a Body of Work

Cost: \$75.00

Course Description:

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

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

Main Topics Covered:**Preliminary Course learning opportunities focus on:**

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the artworld
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the artworld
- How students may further develop meaning and focus in their work.

Particular Course Requirements:**Preliminary Course**

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course

- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Assessment: HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|------------------------------|-----------|---------------------------------|-----------|
| A written paper | 50% | Development of the body of work | 50% |
| Submission of a body of work | 50% | Art criticism and art history | 50% |
| | 100% | | 100% |

Course: Photography, Video and Digital Imaging 2025

2 Units in Preliminary and/or HSC Course

Content Endorsed Course

Cost: \$80 per annum + access to a digital Camera would be a beneficial but not a necessity.

Course Description:

This course will give students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. The course offers opportunities for students to investigate one or more of these fields and to develop and understanding of current and emerging technologies.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging. Student will have the opportunities to view exhibitions and films and contribute to creative art events within the school setting.

Students undertaking this course will need to be aware that they will be required to complete some of the practical in their own time, e.g. using the darkroom to complete printing.

This course will suit the student who is precise, self-motivated, can work independently and has creative flair

Fields and Modules:

Main Topics Covered:

Preliminary and HSC Course learning opportunities:

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

- Wet Photography
- Video
- Digital Imaging

Modules include:

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

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

Course requirements: Students are required to keep a diary throughout the course

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

- Making 70%
- Critical/Historical/Research 30%

| Course: Health and Movement Science 2025 | | | |
|--|-----------|--|-----------|
| 2 units for each of Year 11 and Year 12 courses | | | |
| Board Developed Course | | Exclusions: Nil | |
| Cost: nil | | | |
| Course Description: | | | |
| <p>The Health and Movement Science course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions 'Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.'</p> | | | |
| Year 11 is organised into 2 focus areas: | | | |
| <ul style="list-style-type: none"> • Health for individuals and communities – explores the meanings of health from different perspectives • The body and mind in motion – investigates how body systems influence and respond to movement, and understand the interrelationships between these systems for efficient movement | | | |
| Year 12 is organised into 2 focus areas: | | | |
| <ul style="list-style-type: none"> • Health in an Australian and global context – explores how healthy Australians are by comparing the health status of Australians within and across population groups • Training for improved performance – recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations | | | |
| Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation is embedded in Year 11. | | | |
| Course Requirements | | | |
| Year 11 | | | |
| The Year 11 course comprises 4 components (120 indicative hours). Students are required to study all 4 components of the course. | | | |
| <ul style="list-style-type: none"> • Focus area: Health for individuals and communities (40 indicative hours) • Focus area: The body and mind in motion (40 indicative hours) • Collaborative Investigation (20 indicative hours) • Depth Studies (a minimum of 2) (20 indicative hours) | | | |
| Year 12 | | | |
| The Year 12 course comprises 3 components (120 indicative hours). Students are required to study all 3 components of the course. | | | |
| <ul style="list-style-type: none"> • Focus area: Health in an Australian and global context (45 indicative hours) • Focus area: Training for improved performance (45 indicative hours) • Depth studies (a minimum of 2) (30 indicative hours) | | | |
| Where appropriate, case studies and practical application are to be integrated throughout student learning. | | | |
| Assessment: HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A three-hour written paper | 100% | Knowledge and understanding of course content. | 40% |
| | | Skills in analysis, communication, creative thinking, problem-solving and research | 60% |
| | 100% | | 100% |

Course: Sport, Lifestyle and Recreation Studies 2025

This may be studied as 2 Units for Year 11 and Year 12 HSC courses

Content Endorsed Course

Exclusions: Students studying PDHPE should not study CEC Modules which duplicate PDHPE modules

Course Description

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

Course Outline

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

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

Assessment

| Internal Assessment | Weightings |
|-----------------------------|------------|
| Knowledge and Understanding | 50% |
| Skills | 50% |
| | 100% |

2025 Sport Coaching Course Descriptor

SIS30521 Certificate III in Sport Coaching

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

Course: Sport Coaching

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

- organisational skills
- teamwork
- using technology to collate data
- time management
- problem solving
- 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 - \$70 HSC - \$70

First Aid

Refunds

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

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

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

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

Course: Food Technology 2025

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Cost: [Refer to Subject Fee Sheet](#)

Course Description:

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 situations.

Main Topics Covered:

Preliminary Course – 3 Core Strands

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC Course – 4 Core Strands

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

Particular Course Requirements:

- There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.
- In order to meet the course requirements students must learn about Food Availability and Selection, Food Quality, Nutrition, the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues.

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

Assessment: HSC course only:

| External Examination | Weighting | Internal Assessment | Weighting |
|--|--------------------------------------|---|---------------------------|
| A three (3) hour written examination plus 5 minutes reading time Section I • Objective response questions Section II • Short-answer questions Section III • One structured extended response question. The question will have two or three parts, with one part worth at least 8 marks. The question will have an expected length of response of around four examination writing booklet pages (approximately 600 words). Section IV • One structured extended response question. The question will have an expected length of response of around four examination writing booklet pages (approximately 600 words). | 20% 50% 15% 15% | <ul style="list-style-type: none">• Knowledge and understanding of course content• Knowledge and skills in designing, researching, analysing and evaluating• Skills in experimenting with and preparing food by applying theoretical concepts | 40% 30% 30% |
| | 100 | | 100 |

| Course: Community and Family Studies 2025 | | | |
|---|-----------|--|-----------|
| 2 units for each of Preliminary and HSC | | | |
| Board Developed Course | | Exclusions: Nil | |
| Cost: nil | | | |
| Course Description: Community and Family Studies is an interdisciplinary course drawing on selected components of developmental psychology, sociology, economics, family studies and the law. It focuses on your general life experiences and encourages you to investigate the unique contributions of individuals, groups and communities. | | | |
| Main Topics Covered: | | | |
| Preliminary Course | | | |
| Resource Management | | | |
| <ul style="list-style-type: none"> Basic concepts of the resource management process. (Indicative course time: 20%) | | | |
| Individuals and Groups | | | |
| <ul style="list-style-type: none"> The individual's roles, relationships and tasks with groups. (Indicative course time: 40%) | | | |
| Families and Communities | | | |
| <ul style="list-style-type: none"> Family structures and functions and the interaction between family and community. (Indicative course time: 40%) | | | |
| HSC Course | | | |
| Research Methodology | | | |
| Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%) | | | |
| Groups in Context | | | |
| <ul style="list-style-type: none"> The needs of specific community groups. (Indicative course time: 25%) | | | |
| Parenting and Caring | | | |
| <ul style="list-style-type: none"> Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%) | | | |
| HSC Option Modules (Select one of the following, Indicative course time: 25%): | | | |
| Family and Societal Interactions | | | |
| <ul style="list-style-type: none"> How government and community structures support and protect family members throughout the lifespan. | | | |
| Social Impact of Technology | | | |
| <ul style="list-style-type: none"> The impact of evolving technologies on individuals, families, work and communities. | | | |
| Individuals and Work | | | |
| <ul style="list-style-type: none"> Contemporary issues confronting families as they manage their roles within both their family and work environments. | | | |
| Particular Course Requirements: | | | |
| As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management | | | |
| Assessment: HSC course only | | | |
| External Examination | Weighting | Internal Assessment | Weighting |
| A 3 hour examination plus 5 minutes reading time Section I Part A | 20% | Knowledge and understanding of course content | 40% |
| <ul style="list-style-type: none"> Objective response questions Part B Short-answer questions Section II | 55% | Skills in critical thinking, research methodology, analysing and communicating | 60% |
| <ul style="list-style-type: none"> There are three options. Students answer the question on the option that they have studied. There are two questions on each option. The first question is worth 10 marks and contains parts. The second question is an extended response question worth 15 marks, with an expected length of response of around four examination writing booklet pages (approximately 600 words) | 25% | | |
| | 100% | | 100% |

| Course:Textiles & Design 2025 | | | |
|--|------------------|--|------------------|
| 2 units for each of Preliminary and HSC | | | |
| Board Developed Course | | Exclusions: Nil | |
| Cost: Refer to Subject Fee Sheet (students provide materials for their Major Works) | | | |
| <p>Course Description: The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibers, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.</p> <p>The HSC course builds upon the Preliminary 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 Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p> | | | |
| Main Topics Covered: | | | |
| <p>Preliminary Course</p> <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%) <p>HSC Course</p> <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%) | | | |
| <p>Particular Course Requirements: In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.</p> | | | |
| Assessment: HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written examination of one and a half hours plus 5 minutes reading time | | Knowledge and understanding of course content | 50% |
| Section I | | Skills and knowledge in the design, manufacture and management of a major textiles project | 50% |
| • Objective response questions | 10% | | |
| Section II | | | |
| • Short-answer questions | 24% | | |
| Section III | | | |
| • There are two questions. One based on the Area of Study: Design and the other bases of the Area of Study: Properties and Performance of Textiles. | 16% | | |
| • Students answer one question. | | | |
| • Each question is a structured extended response, with an expected length of response of around four examination writing booklet pages (approximately 600 words) in total. | | | |
| Major Textile Project | 50% | | |
| | 100% | | 100% |

| | | | | | | | |
|--|------|---|-----|--|-----|-------|------|
| Course: Engineering Studies 2025 | | | | | | | |
| 2 units for each of Preliminary and HSC | | | | | | | |
| Board Developed Course | | | | | | | |
| Cost: Refer to Subject Fee Sheet | | | | | | | |
| <p>Course Description: Both Preliminary and HSC Courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, engineering drawing, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.</p> | | | | | | | |
| <p>Main Topics Covered:</p> <p>Preliminary Course</p> <p>Students undertake the study of 4 compulsory modules: Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: Engineering Fundamentals Engineered Products and Braking Systems One focus module relating to the field of Biomedical Engineering</p> <p>HSC Course</p> <p>Students undertake the study of 4 compulsory modules: Two application modules relating to the fields of: Civil Structures and Personal and Public Transport Two focus modules relating to the fields of: Aeronautical Engineering and Telecommunications Engineering</p> | | | | | | | |
| <p>Particular Course Requirements:</p> <p>Engineering Report</p> <p>In the Preliminary Course students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.</p> <p>In the HSC Course students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.</p> <p>One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.</p> | | | | | | | |
| <p>Assessment: (HSC) course only</p> <p>The components and weighting for Year 12 are mandatory</p> <table border="0"> <tr> <td>Knowledge and understanding of the course content</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Knowledge and skills in designing, managing, producing and evaluating a Major design project</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table> | | Knowledge and understanding of the course content | 40% | Knowledge and skills in designing, managing, producing and evaluating a Major design project | 60% | Total | 100% |
| Knowledge and understanding of the course content | 40% | | | | | | |
| Knowledge and skills in designing, managing, producing and evaluating a Major design project | 60% | | | | | | |
| Total | 100% | | | | | | |

Course: Industrial Technology – Timber Products and Furniture Technologies 2025

2 units for each of Preliminary and HSC

Board Developed Course

Cost: [Refer to Subject Fee Sheet](#)

Course Description:

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

Main Topics Covered:

Preliminary Course

Industry
Design
Management and Communication
Production
Industry Related Manufacturing Technology

HSC Course

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

Particular Course Requirements:

In the Preliminary 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 preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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

Assessment: (HSC) course only

The components and weighting for Year 12 are mandatory

| | |
|--|------|
| Knowledge and understanding of the course content | 40% |
| Knowledge and skills in designing, managing, producing and evaluating a Major design project | 60% |
| Total | 100% |

Course: Design & Technology 2025

2 units for each of Preliminary and HSC

Board Developed Course

Cost: [Refer to Subject Fee Sheet](#)

Course Description:

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered:

Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Assessment: (HSC) course only

The components and weightings for Year 12 are mandatory.

| | |
|--|-----|
| Knowledge and understanding of course content | 40 |
| Knowledge and skills in designing, managing, producing and evaluating a major design project | 60 |
| Total | 100 |

Course: Software Engineering 2025

2 units for each of Preliminary and HSC

Board Developed Course

Cost: nil

Course Description:

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.

Main Topics Covered:

Preliminary 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.

HSC 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.

Particular Course Requirements:

Textbook

Title: Software Engineering. The Year 11 Course

Authors: D. Chantler, S. Davis, F. Downie, S. Pennington, M. Purcell, G. Rainger

Publisher: Parramatta Education Centre Pty. Limited

ISBN: 978-0-9808749-4-5

Title: Software Engineering. The Year 12 Course

Authors: D. Chantler, S. Davis, F. Downie, S. Pennington, M. Purcell, G. Rainger

Publisher: Parramatta Education Centre Pty. Limited

ISBN: 978-0-9808749-5-2

Employment or further education

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

Assessment:

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 using a computer. An understanding of the Python programming language will be assumed.

| | | | |
|--|------------------|--|------------------|
| Course: French Beginners 2025 | | | |
| 2 units for each of Year 11 and Year 12 | | | |
| Board Developed Course | | | |
| Exclusions: Students who studied French in Year 9 and 10 choose French Continuers (via Distance Education in 2024). | | | |
| Cost: nil | | | |
| Course Description: Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Japanese in interpersonal situations. They will interpret and respond to texts, applying their knowledge and understanding of language and culture. They will also create and present texts in Japanese for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills. | | | |
| Main Topics Covered: | | | |
| <ul style="list-style-type: none"> • The Personal World and French – speaking communities • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations | | | |
| Particular Course Requirements: | | | |
| Students will be advised to purchase a dictionary for use in class, assessment tasks and examinations. Information regarding suitable editions will be discussed at the start of the course. | | | |
| Assessment: HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| Oral Examination | 20% | Speaking Skills | 20% |
| Listening Examination | 30% | Listening Skills | 30% |
| Reading Examination | 30% | Reading Skills | 30% |
| Writing Examination (Part A – 10 marks) (Part B – 10 marks) | 20% | Writing Skills (Part A – 10 marks) (Part B – 10 marks) | 20% |
| | 100% | | 100% |



2025 Manufacturing and Engineering Introduction Course Descriptor
MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards
Certificate II in Engineering Pathways
RTO - Department of Education - 90333, 90222, 90072, 90162

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

Course: **Manufacturing and Engineering Introduction**
 Board Endorsed Course **240 hour**

2 or 4 Preliminary and/or HSC units in total

There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in this VET qualification with Public Schools NSW RTOs, 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 VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the MEM10119 Certificate I in Engineering, you must achieve 1 core unit of competency and elective units of competency to a minimum value of fourteen (14) points. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a [manufacturing engineering industry](#). [Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools](#) and be able to use a personal digital device including a personal computer or laptop.

Manufacturing and Engineering (MEM 2.1) & Metal and Engineering (MEM05 11.1) Training Package Units of Competency

Core

MEM13015 Work safely and effectively in manufacturing and engineering
 MEMPE006A Undertake a basic engineering project
 MEMPE005A Develop a career plan for the engineering and manufacturing industry

Elective

MEM16006 Organise and communicate information
 MEM11011 Undertake manual handling
 MEM12024 Perform computations
 MEM18001 Use hand tools
 MEM18002 Use power tools/handheld operations
 MEM16008 Interact with computing technology
 MEM07032 Use workshop machines for basic operations
 MEMPE001A Use engineering workshop machines
 MEMPE002A Use electric welding machines
 MEMPE004A Use fabrication equipment

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification provides a pathway to the primary trades in the manufacturing industry.

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

Examples of occupations in the business services industry:

- Fitter machinist
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter

Mandatory HSC Course Requirements

Students must complete either 120 indicative hours or 180 indicative hours of course work. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

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

Course Cost: Preliminary - \$65 HSC - \$65 – Refer to student fee sheet
School Specific equipment and associated requirements for students

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: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Manufacturing and Engineering (Introduction) Course Descriptor MEM 210119 Certificate I in Engineering + Statement of Attainment towards
MEM20413 Certificate II in Engineering (Pathways)

RTO - Department of Education - 90333, 90222, 90072, 90162

Version 0.10

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



Education

2025 Construction Course Descriptor
CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)
RTO - Department of Education - 90333, 90222, 90072, 90162

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

Course: Construction
Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
Industry Curriculum Framework (ICF) -
Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, 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 VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.

Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency

Core Units

Table with 2 columns: Unit Code, Unit Description. Rows include CPCWHS2001, CPCCOM1012, CPCCOM1013, CPCCVE1011, CPCCOM1015.

Elective Units

Table with 2 columns: Unit Code, Unit Description. Rows include CPCCCM1011, CPCCOM2001, CPCCCA2002, CPCCCA2011, CPCCCM2005, CPCWHS1001.

Classroom teacher will choose one of the following options

Table with 3 columns: Option, Unit Code, Unit Description. Rows include Option 1 (CPCCBL2001, CPCCBL2002), Option 2 (CPCCWF2002, CPCCCM2013), Option 3 (CPCCJN2001, CPCCJN3004).

White Card

CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Table with 2 columns: Description of pathway. Left side: This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Right side: This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

Examples of occupations in the construction industry:

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

External Assessment

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

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

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

Course Cost: Preliminary - \$55 HSC - \$55 – Refer to student fee sheet
School Specific equipment and associated requirements for students

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: VET course exclusions can be checked on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction
RTO - Department of Education - 90333, 90222, 90072, 90162
0.20

Version

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

2025 HOSPITALITY COURSE DESCRIPTOR

SIT20421 Certificate II in Kitchen Operations

Public Schools NSW Tamworth RTO 90162

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

Course: Hospitality

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) <https://training.gov.au/Training/Details/SIT20421>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a kitchen operations environment. They should be able to use a personal digital device including a personal computer or laptop.

Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency

Core

SITXFSA005 Use hygienic practices for food safety
SITXWHS005 Participate in safe work practices
SITHCCC023 Use food preparation equipment
SITHCCC027 Prepare dishes using basic methods of cookery
SITHKOP009 Clean kitchen premises and equipment
SITHCCC034 Work effectively in a commercial kitchen
SITXINV006 receive, store and maintain stock

Electives

SITXFSA006 Participate in safe food handling practices
SITHCCC025 Prepare and present sandwiches
SITHCCC024 Prepare and present simple dishes
SITXCOM007 Show social and cultural sensitivity
SITXCCS001 Interact with customers
SITHCCC026 Package prepared foodstuffs

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

Examples of occupations in the hospitality (kitchen operations) industry:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook
- function cook

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be '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 the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary – see fee schedule HSC – see fee schedule

Students need to provide a full hospitality uniform and fully enclosed leather upper shoes to participate and receive competencies.

Refunds

Refund Arrangements 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: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 Course Descriptor SIT20416 Certificate II in Kitchen Operations Public Schools NSW Tamworth RTO 90162 V1.2 Updated March 2022

Disclaimer: If you require accessible documents, please contact your VET coordinator for support

2025 PRIMARY INDUSTRIES COURSE DESCRIPTOR

AHC20116 Certificate II in Agriculture

Public Schools NSW, Tamworth RTO 90162

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

Course: Primary Industries

2 or 4 Preliminary and/or HSC units in total

Board Developed Course (240 hour)

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture (Release 7) <https://training.gov.au/Training/Details/AHC20116>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in an agricultural environment. They should be able to use a personal digital device including a personal computer or laptop.

Agriculture, Horticulture and Conservation and Land Management Training Package (AHC - 7.1) Units of Competency

Core

AHCWHS201 Participate in work health and safety processes

AHCWRK204 Work effectively in the industry

AHCWRK209 Participate in environmentally sustainable work practices.

Electives

AHCWRK205 Participate in workplace communications

AHCWRK201 Observe and report on weather

AHCPMG201 Treat weeds

AHCCHM201 Apply chemicals under supervision

Healthy Livestock

AHCLSK202 Care for health and welfare of livestock

AHCLSK205 Handle livestock using basic techniques

AHCLSK206 Identify and mark livestock

AHCLSK204 Carry out regular livestock observations

OR

Healthy Plants

AHCPMG202 Treat plant pests, diseases and disorders

AHCNSY202 Care for nursery plants

AHCPCM201 Recognise plants

Optional Clusters

AHCMOM202 Operate tractors

AHCMOM304 Operate machinery and equipment

AHCLSK211 Provide feed for livestock

AHCLSK209 Monitor water supplies

AHCINF202 Install, maintain and repair farm fencing

AHCINF201 Carry out basic electric fencing operations

AHCNSY203 Undertake propagation activities

AHCNSY201 Pot up plants

AHCSOL202 Assist with soil or growing media sampling and testing

AHCLSK316 Prepare livestock for competition

AHCBIO201 Inspect and clean machinery for plant, animal and soil

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.

Examples of occupations in the agricultural industry:

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

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$30 HSC - \$30

School Specific equipment and associate requirements for students

Refunds

Refund Arrangements 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: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 Course Descriptor AHC20116 Certificate II in Agriculture Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022

Disclaimer: If you require accessible documents, please contact your VET coordinator for support