



**THE JANNALI  
HIGH SCHOOL**  
CONNECT | THRIVE | ACHIEVE

# PRELIMINARY 2025 HSC 2026

## SUBJECT SELECTION INFORMATION BOOKLET



Geography



Multimedia



Photography, Video & Imaging

# Table of Contents

Message from the Principal	3
The HSC at The Jannali High School	4
Glossary	5
The Australian Tertiary Admission Rank	6
School Based Assessment and the HSC Examination	6
HSC Minimum Standards	7
Career Planning	8
Requirements for Teaching in Schools	9
Subject Choices & Information	10
Vocational Education & Training	67
School Based Apprenticeships	71

# Message from the Principal

Preparing to transition into the senior school is an exciting point in a student's high school career. While it signifies the final stage of education, it is also the platform on which a world beyond school can be built. Therefore, much thought and attention should be paid to the pattern of study you are about to choose to ensure it is the right one for you.

Within the cohort there will be students who already know what path they want to take beyond their HSC while, there will be other students who say that they are unsure of what they want to do. Regardless, it is important that you take on the feedback from your teachers, speak to your parents, take up the opportunity to hear and learn about the different career opportunities that are available and of course, consider what you want.

The following will be a consistent message that you will hear when preparing to select your courses for Year 11:

- *Choose courses based on what you like*
- *Choose courses based on what you are good at*
- *Choose courses that can be relevant to your pathway beyond school*

This information booklet will support you to understand the eligibility requirements for the HSC and make decisions on your pattern of study for next year.



Rick Coleman  
Principal

## The HSC at The Jannali High School

The Higher School Certificate is completed over two years. Year 11 is known as the Preliminary Course and Year 12 is known as the HSC Course.

Students can select a combination of subjects that qualifies them for the HSC only or qualifies them for both the HSC and an ATAR. The ATAR is an Australian Tertiary Admissions Rank and is only required as a direct entry to university.

<p>To be eligible for the <b>HSC only</b> a student's pattern of study must include:</p>	<p><b>Year 11</b></p> <p>At least 12 units (<b>6</b> must be Board Developed units)</p> <p>At least 2 units of English</p> <p>At least 3 courses of 2 unit value or greater</p> <p>At least 4 subjects</p> <p>No more than 1 'IT' subject</p> <p>No more than 6 units of science</p>	<p><b>Year 12</b></p> <p>At least 10 units (<b>6</b> must be Board Developed units)</p> <p>At least 2 units of English</p> <p>At least 3 courses of 2 unit value or greater</p> <p>At least 4 subjects</p> <p>No more than 1 'IT' subject</p> <p>No more than 7 units of science</p>
<p>To be eligible for the <b>HSC and ATAR</b> a student's pattern of study must include:</p>	<p><b>Year 11</b></p> <p>At least 12 units (<b>10</b> must be Board Developed units)</p> <p>At least 2 units of English</p> <p>At least 3 courses of 2 unit value or greater</p> <p>At least 4 subjects</p> <p>No more than 1 'IT' subject</p> <p>No more than 6 units of science</p>	<p><b>Year 12</b></p> <p>At least 10 units (<b>10</b> must be Board Developed units)</p> <p>At least 2 units of English which is included in the calculation of the ATAR</p> <p>At least 3 courses of 2 unit value or greater</p> <p>At least 4 subjects</p> <p>No more than 1 'IT' subject</p> <p>No more than 7 units of science</p>

In addition to be eligible for the award of the HSC, students need to:

1. Complete the requirements for each course, including any necessary practical or project work.
2. Complete assessment tasks in both the Preliminary and HSC Courses.
3. Sit for and make a genuine attempt at all required examinations.
4. Meet the requirements of the HSC Minimum Standard Testing for Numeracy, Reading and Writing.

## Glossary

HSC	Higher School Certificate. Highest level of attainment a student can receive at school
ATAR	Australian Tertiary Admissions Rank a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group
2 unit course	Most courses are 2 units and timetabled 8 periods per cycle in year 11
Extension course	Can be 1 unit or 2 unit courses
Board Developed Courses	Developed by NESA. Used in the calculation of the ATAR. Usually 2 unit courses and extension courses
	Some courses have an optional final HSC written exams which must be undertaken to have units counted towards the ATAR- English Studies, Maths Standard 1 and some VET courses. Usually 2 unit courses Includes Industry Curriculum Framework Vocational Education and Training (VET) courses
Board Endorsed Courses	Non ATAR 2 unit courses endorsed by NESA but do not contribute to an ATAR Some VET Courses
Vocational Education and Training (VET)	Board Developed Industry Curriculum Framework Courses Offer accreditation through a relevant Registered Training Organisation (RTO) + HSC. Include 70 hours work placement Can contribute to an ATAR <b>Or</b> Board Endorsed VET Courses Offer accreditation /partial completion through a relevant Registered Training Organisation (RTO) + HSC. Will not contribute to an ATAR
Board Developed VET in School Courses	Hospitality and Construction Timetabled and delivered onsite at TJHS
EVET Courses	Externally delivered VET courses. Delivered by TAFE or another RTO outside of the school timetable. Note: Students will miss 2-3 school periods weekly requiring catch up.
TVET Launchpad Courses	TAFE delivered online VET courses. Delivered online by TAFE outside of the school timetable. Note: Students will miss 3 school periods weekly requiring catch up.

## The Australian Tertiary Admission Rank (ATAR)

Universities use the ATAR to help them select students for their courses. Students must carefully select their subject pattern in order to be eligible to receive an ATAR. The Australian Tertiary Admission Rank (ATAR), is calculated from a student's results in 10 units of Board Developed Courses including at least 2 units of English.

The index is calculated by the Universities Admissions Centre (UAC) from information supplied to them by NESA and is a rank from 0.00 TO 99.95. ATAR cut offs are used to determine which students gain entrance to which university course.

Only students who intend to go to university after their HSC need an ATAR. The ATAR is a rank (not a mark) that indicates a student's position.

Details of ATAR requirements can be found in the Universities Admissions Centre Handbook or on the UAC website at [www.uac.edu.au](http://www.uac.edu.au).

## School-Based Assessment and the HSC Examination

Students are required to complete school-based assessment tasks for HSC and Preliminary courses. School-based assessment counts for 50% of the overall mark in each course and is reported on the HSC Record of Achievement. School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination.

Assessment tasks may include:

- Tests
- Written Assignments
- Oral Assignments
- Practical Activities/Submissions
- Fieldwork
- Research

In Vocational Education Training courses, students will be assessed on competency in performing work-related tasks. This assessment counts towards the VET qualification but not towards a HSC mark.

Most examinations for the HSC are written examinations that are held in October and November each year. Students may be required to also undertake performance-based examinations or submit a practical piece of work depending on the subject pattern. Examinations are marked by carefully chosen expert markers. Closely supervised procedures are maintained to ensure accuracy and security.

The result of each HSC course satisfactorily completed appears on the HSC Record of Achievement. Results of Board Developed Courses are recorded under the following headings on the Record of Achievement.

- The **Assessment Mark** is the mark awarded for assessment tasks at school.
- The **Examination Mark** is the mark awarded for the external examination.
- The **HSC Mark** is the average of the examination mark and the assessment mark.
- The **Performance Band** shows the level of achievement in the course.

All subjects will have three assessment tasks in the Preliminary course.

The Preliminary course concludes with formal examinations at the end of Term 3. These exams, together with: performance in assessment tasks, classroom performance and diligence in learning, will serve as information for a teacher's judgment as to whether the student has satisfactorily completed the Preliminary course. Students who do not satisfactorily complete a Preliminary course will be unable to commence the Higher School Certificate in that course.

The HSC course commences at the beginning of Term 4, 2025 for students.

## HSC Minimum Standard

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still;

- sit the HSC exams.
- receive an ATAR for University applications
- receive a ROSA
- receive a HSC minimum standard report

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Students will have multiple opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser. At The Jannali High School the minimum standards testing commences in Term 2 of Year 10.

Students with additional learning needs may be eligible for disability provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills Maths will be exempt from the Numeracy minimum standard test.

Further information – NSW Education Standards Authority (NESA)

<https://www.nsw.gov.au/education-and-training/nesa/hsc/minimum-standard>

## Career Planning

<b><i>Are you a student who ...</i></b>	<b><i>Then you should ...</i></b>
<b>Wants to go to university</b> <ul style="list-style-type: none"> <li>needs university training for your chosen career</li> <li>wants to maximise your ATAR</li> <li>knows you can do it if you work hard</li> <li>wants mainly academic subjects</li> </ul>	<ul style="list-style-type: none"> <li>select a program of study which makes you eligible for ATAR</li> <li>select subjects recommended for your university course, consider prerequisites and assumed knowledge</li> <li>select subjects and levels which will maximise your ATAR</li> <li>do extracurricular activities to support scholarship applications</li> <li>apply for university in Term 3 of Year 12</li> </ul>
<b><i>Are you a student who ...</i></b>	<b><i>Then you should ...</i></b>
<b>Wants to gain post HSC qualifications</b> <ul style="list-style-type: none"> <li>wants to go onto further education or training</li> <li>knows you may have the ability to go to university but is not sure you want to</li> <li>wants to keep all your options open</li> <li>wants to also consider TAFE or private providers</li> </ul>	<ul style="list-style-type: none"> <li>select a program of study which makes you eligible for an ATAR</li> <li>select subjects which are recommended for your tertiary training</li> <li>apply for university, TAFE and private training providers in Term 3 of Year 12</li> </ul>
<b><i>Are you a student who ...</i></b>	<b><i>Then you should ...</i></b>
<b>Wants to get a good HSC</b> <ul style="list-style-type: none"> <li>wants to get a job with a career path and good money</li> <li>wants TAFE or work-based training</li> <li>wants a head start on vocational training with a national credential</li> <li>wants a mix of interest and vocational subjects</li> <li>knows you don't want to go to uni</li> </ul>	<ul style="list-style-type: none"> <li>select subjects which are recommended in your career path</li> <li>include some Maths, vocational subjects attracting dual credentialing (VET and/or TAFE / RTO), some interest subjects</li> <li>apply for TAFE and private training providers in Term 3 Year 12</li> <li>apply for traineeships and apprenticeships</li> </ul>
<b><i>Are you a student who ...</i></b>	<b><i>Then you should ...</i></b>
<b>Doesn't know what type of career you want</b> <ul style="list-style-type: none"> <li>doesn't know what you want to do after the HSC</li> <li>knows a good HSC is the key to a better future</li> <li>wants a mix of subjects you like and are good at</li> <li>knows you don't want to go to uni</li> </ul>	<ul style="list-style-type: none"> <li>select subjects you like, have an interest in and are good at</li> <li>include vocational subjects attracting dual credentialing, some TAFE courses, interest subjects</li> <li>keep your options open</li> <li>actively participate in transition, career and exit planning</li> </ul>



## Career and Subject Choice

### How can I choose subjects if I don't know what I want to do after I leave school?

You must be prepared to do some research and to think about what broad areas of interest you already have. For instance, you may like to read scientific magazines or solve mathematical problems. Perhaps you have a passion for writing stories or designing things. You may be interested in the environment or assisting people with their problems by being a good listener. Don't be worried if you don't know exactly what career you want to do. There is plenty of time to choose and you will probably change your mind many times before you find the right career for you.

#### Useful Websites:

- The school's career website at [www.thejannalicareers.com](http://www.thejannalicareers.com)
- [www.myfuture.edu.au](http://www.myfuture.edu.au)
- [uac.edu.au](http://uac.edu.au)

These are all useful career tools to help you investigate possible future careers. See the Careers Adviser for further guidance and advice.

### What should I do if I am not going to do further study after the HSC?

Whether you choose full-time employment, a traineeship or an apprenticeship, you still need to achieve good results, positive comments on your report and a good attendance record to be competitive. Interest, ability and past performance provide a sound basis for selection.

### What levels should I do?

You should do the highest level that you are capable of doing. You must be guided by your teachers as to the level of difficulty that is appropriate for you.

## Requirements for Teaching in NSW schools

If you want to become a teacher in NSW schools, the NSW Education Standards Authority (NESA) requires you to:

- achieve a minimum of three HSC Band 5s, one of which must be in English.
- achieve at least an HSC Band 4 in any mathematics course (for primary school teaching only)
- pass national literacy and numeracy tests before you graduate.

If you don't meet the HSC requirements set by NESA, you can talk to the university about other NESA-approved pathways to teaching.

## Subject Choices & Information

Course	Faculty	Head Teacher	Notes	Units	Fees
Ancient History	HSIE	Mr Carroll	<b>BDC</b>	2	\$50
Biology	Science	Ms MacPherson	<b>BDC</b>	2	\$50
Business Studies	HSIE	Mr Carroll	<b>BDC</b>	2	\$50
Chemistry	Science	Ms MacPherson	<b>BDC</b>	2	\$50
Community & Family Studies	HEc	Ms Smith	<b>BDC</b>	2	Nil
Construction VET	IA	Mr Edgar	<b>BDC</b>	2	\$100
Dance	PDHPE	Ms Peard	<b>BDC</b>	2	\$30
Design & Technology	IA	Mr Edgar	<b>BDC</b>	2	\$75
Drama	CAPA	Ms. Westbrook	<b>BDC</b>	2	\$40
Earth and Environmental Science	Science	Ms MacPherson	<b>BDC</b>	2	\$50
Economics	HSIE	Mr Carroll	<b>BDC</b>	2	\$50
English Advanced	English	Mrs Flower	<b>BDC</b>	2	\$35
English Extension 1	English	Mrs Flower	<b>BDC</b>	1	Nil
English Standard	English	Mrs Flower	<b>BDC</b>	2	\$35
English Studies	English	Mrs Flower	<b>BDC</b>	2	\$35
Entertainment VET	CAPA	Ms. Westbrook	<b>BDC</b>	2	\$50
Exploring Early Childhood	PDHPE	Ms Peard	<b>BEC/ Non ATAR</b>	2	\$30
Food Technology	HEc	Ms Smith	<b>BDC</b>	2	\$80
Geography	HSIE	Mr Carroll	<b>BDC</b>	2	\$80
Health and Movement Science (HMS)	PDHPE	Ms Peard	<b>BDC</b>	2	\$60
Hospitality VET	HEc	Ms Smith	<b>BDC</b>	2	\$160
Industrial Technology – Multimedia	IA	Mr Edgar	<b>BDC</b>	2	\$50
Industrial Technology – Timber Products & Furniture Ind.	IA	Mr Edgar	<b>BDC</b>	2	\$90
Investigating Science	Science	Ms MacPherson	<b>BDC</b>	2	\$50
Japanese Beginners	Languages	Mr Carroll	<b>BDC</b>	2	\$50
Japanese Continuers	Languages	Mr Carroll	<b>BDC</b>	2	\$60
Legal Studies	HSIE	Mr Carroll	<b>BDC</b>	2	\$50
Mathematics Advanced	Maths	HT Maths	<b>BDC</b>	2	\$30
Mathematics Extension 1	Maths	HT Maths	<b>BDC</b>	1	\$15
Mathematics Numeracy Course	Maths	HT Maths	<b>BEC/ Non ATAR</b>	2	Nil
Mathematics Standard 2 / Standard 1 (Yr12 only)	Maths	HT Maths	<b>BDC</b>	2	\$30
Mathematics Standard 2 / Standard 2	Maths	HT Maths	<b>BDC</b>	2	\$30

<b>Course</b>	<b>Faculty</b>	<b>Head Teacher</b>	<b>Notes</b>	<b>Units</b>	<b>Fees</b>
Modern History	HSIE	Mr Carroll	<b>BDC</b>	2	\$50
Music 1	CAPA	Ms. Westbrook	<b>BDC</b>	2	\$50
Photography, Video & Digital Imaging	CAPA	Ms. Westbrook	<b>BEC/Non ATAR</b>	2	\$70
Physics	Science	Ms MacPherson	<b>BDC</b>	2	\$50
Society & Culture	HSIE	Mr Carroll	<b>BDC</b>	2	Nil
Sport, Lifestyle & Recreation	PDHPE	Ms Peard	<b>BEC/Non ATAR</b>	2	Nil
Textiles & Design	HEc	Mrs Smith	<b>BDC</b>	2	\$40
Visual Arts	CAPA	Ms. Westbrook	<b>BDC</b>	2	\$80
Visual Design	CAPA	Ms. Westbrook	<b>BEC/Non ATAR</b>	2	\$80
<i>Please note fees maybe subject to change</i>					

Notes Key:     **BEC** Board Endorsed Course  
                  **BDC** Board Developed Course

## What will I do in this course?

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

In the **Preliminary course** you will study:

- Common Module: Reading to Write (40 hours)
- Module A: Narratives that Shape our World (40 hours)
- Module B: Critical Study of Literature (40 hours)

In the **HSC Course** you will study:

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

## Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. The study of a Shakespearean play is a mandatory component of the Advanced English HSC course.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

**The Year 12 formal school-based assessment program for English Advanced reflects the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material

### **What skills will I gain from this subject?**

You will gain numerous valuable and highly transferable skills, including:

- Effective communication skills, both oral and written
- Ability to communicate for a variety of purposes and audiences
- Ability to analyse how meaning is created in texts
- Independent and group learning techniques
- Critical thinking skills
- Ability to think creatively and reflectively
- Understanding ideas/texts from a range of perspectives
- Researching skills
- Ability to evaluate and use different technologies
- An appreciation of literature and our cultural heritage

### **How much practical/theory work is in this subject?**

The majority of the work undertaken in English is theoretical and involves the close study of ideas and texts in various contexts. Students will apply these ideas to creative and analytical written and oral tasks.

### **What background and skills are recommended for this course?**

Students attempting Advanced English must have achieved to a high level throughout their Year 10 course. In addition, they must have an interest in reading and in the close study of literature and high level expression skills.

### **Are there additional requirements for this course?**

No

### **How will this course help me in the future?**

Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at tertiary level, particularly university. Students who study the Advanced English course will be well prepared for further study of English and related disciplines at university, in particular the study of law, journalism, teaching and communication courses. Some universities recommend Advanced English for a number of their degrees. It can also be advantageous when seeking early university entry.

**What will I do in this course?**

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

In the **Preliminary course** you will study:

- Module: Texts, Culture and Value (40 hours)
- Related research project (20 hours)

In the **HSC course** you will study:

- Common module: Literary Worlds with ONE elective option (60 hours)

**Particular Course Requirements**

Across Stage 6 the selection of texts will give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

**The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements:**

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be a creative response with a maximum weighting of 40%
- at least one task must integrate student selected related material

**What skills will I gain from this course?**

You will gain skills in:

- Independent investigation
- Analytical thinking and understanding of complex ideas
- Sustained composition

**How much practical/theory work is in this course?**

Most of the work is of a theoretical nature. Students will apply concepts and skills in a practical way through their own reading, independent investigation and oral/written presentations.

### **What background and skills are recommended for this course?**

A Grade A or B at the Year 10 RoSA and a strong interest in reading, excellent expression skills and the academic study of literature are essential background for this course.

Extension 2 - great self-discipline, motivation and determination skills, and independent research skills coupled with creative skills and excellent expression skills.

### **Are there additional requirements for this course?**

Must be studying Advanced English.

Preliminary Extension 1 is a prerequisite for HSC Extension 1.

HSC Extension 1 is a co-requisite for HSC Extension 2.

### **Are there any exclusions for this course?**

English Standard

English ESL

Fundamentals of English

English Studies

### **How will this course help me in the future?**

The analytical nature of the course prepares students well for tertiary study, especially for courses in communication, law journalism, media and teaching.

Extension 2 can lead to many creative fields such as writing, scriptwriting film and video production.

## What will I do in this course?

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

In the **Preliminary course** you will study:

- Common Module: Reading to Write (40 hours)
- Module A: Contemporary Possibilities (40 hours)
- Module B: Close Study of Literature (40 hours)

In the **HSC course** you will study:

- Common Module: Texts and Human Experiences (30 hours)
- Module A: Language, Identity and Culture (30 hours)
- Module B: Close Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours)

## Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

**The Year 12 formal school-based assessment program for English Standard reflects the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material



### **What skills will I gain from this course?**

You will gain numerous valuable and highly transferable skills, including:

- Effective communication skills, both oral and written
- Ability to communicate for a variety of purposes and audiences
- Ability to analyse how meaning is created in texts
- Independent and group learning techniques
- Critical thinking skills
- Ability to think creatively and reflectively
- Understanding ideas/texts from a range of perspectives
- Researching skills
- Ability to evaluate and use different technologies

### **How much practical/theory work is in this course?**

The majority of the work undertaken in English is theoretical and involves the close study of ideas and texts in various contexts. Students will apply these ideas to a range of creative and analytical oral and written tasks.

### **What background and skills are recommended for this course?**

English is the only compulsory subject. Achieving solid results in the Year 10 course provides the background required for the study of English at the Higher School Certificate level.

### **Are there additional requirements for this course?**

No

### **Are there any exclusions for this course?**

No

### **How will this course help me in the future?**

Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University. Standard English is sufficient for most university degrees at most universities.

## What will I do in this course?

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

\*Please note – English Studies external examination is **OPTIONAL**, and if completed, **will** contribute to the awarding of an ATAR. The HSC mark reported on student credentials for English Studies is based on the HSC exam only.

In the **Preliminary course** you will study:

- Mandatory module – Achieving through English: English in education, work and community (30-40 hours)
- An additional 2–4 modules (20-30 hours each)

In the **HSC course** you will study:

- Mandatory Common Module: Texts and Human Experiences (30 hours)
- An additional 2–4 modules (20-45 hours each)

## Particular Course Requirements

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

**The Year 12 formal school-based assessment program for English Studies reflects the following requirements:**

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 20%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material

**How much practical or theory work is in this subject?**

Of all the English courses this is by far the most practical. The emphasis is on creating a portfolio of the student's work which showcases their skills in communicating in a variety of situations and mediums.

**What background and skills are recommended for this course?**

Completion of Year 10.

**Are there any other requirements?**

No, except parental permission which acknowledges their appreciation of the fact that this course will not directly lead to an ATAR or university entry, unless the HSC exam is completed.

**How will this course help me in the future?**

This course will be excellent preparation for any TAFE course or for entry directly into the workforce. Its practical focus is designed to prepare students for the world of work and to give them the skills to lead a full personal, social and vocational life.

## What will I do in this course?

Ancient History offers 2U Preliminary and HSC courses with the option of 1U Extension in the HSC course.

The **Preliminary course** is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. It covers:

- **Part I: Investigating Ancient History** (60 indicative hours)
  - The Nature of Ancient History
  - Case Studies – Ancient Human Remains, the Celts and Masada
- **Part II: Features of Ancient Societies** (40 indicative hours)
  - Ancient societies will be chosen from different civilisations which include Greece and Rome
- **Part III: Historical Investigation** (20 indicative hours)
  - Students will investigate an aspect of a case study as an ancient society different from that undertaken in Part 1 and 11.

In the **HSC course**, students use archaeological and written evidence to investigate a core study, a personality from the ancient world, one ancient society and one historical period.

The HSC course requires study from at least two of the following areas: Egypt, Near East, Greece and Rome.

It covers:

- Part I: Core: Cities of Vesuvius- Pompeii and Herculaneum (30 indicative hours)
- Part II: One Ancient Society (30 indicative hours)
- Part III: One Personality in Their Time (30 indicative hours)
- Part IV: One Historical Period (30 indicative hours)

The **HSC History Extension Course** involves the study and evaluation of the ideas and processes used by historians to produce history. Part 1 (40 indicative hours) – students study Constructing History, which focuses on addressing essential questions on what is history and investigating case studies. Part 11 (20 indicative hours) is comprised on the History Project, where students design, undertake and communicate a personal historical inquiry.

## What skills will I gain from this course?

Students will gain the following skills: collect, analyse and organise information, communicate ideas and information in written and oral form, plan and organise activities, teamwork, use appropriate information technologies, understand the influence of the ancient past on the present and future, understand, value and respect different viewpoints, ways of living, beliefs and languages.

## How much practical/theory work is in this course?

Students will spend time collecting, research, particularly in the Preliminary Historical Investigation, using technology.

## What background skills are recommended for this course?

Analytical skills, essay writing skills, researching, wide reading.

**Are there additional requirements for this course?** There are none for this course.

**Are there any exclusions for this course?** There are no exclusions for this subject

## How will this course help me in the future?

Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. Higher order skills and methodologies will be of great value for those undertaking tertiary studies and are transferable between disciplines.

## What will I do in this course?

This course 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.

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

The **Year 11 course** consists of four modules:

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

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

The **Year 12 course** consists of four modules:

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

## What skills will I gain from this course?

This course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

## How much practical/theory work is in this course?

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

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

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

Practical investigations are an essential part of the Year 11 and Year 12 courses and occupy at least 35 hours of course time each year. Fieldwork in Year 11 is an integral part of the learning process.

**What background skills are recommended for this course?**

Students should be confident in explaining how and why scientific phenomena occur. Students need to be able to communicate their understanding using sophisticated scientific terminology. Strong literacy skills are recommended for success in this course.

**Are there additional requirements for this course?**

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

**Are there any exclusions for this course?**

No

**How will this course help me in the future?**

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.

## What will I do in this course?

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business that students encounter throughout their lives. Students learn to plan and run a small business, as well as the management of operations, marketing, finance and human resources in large business.

The **Preliminary course** covers:

- **Nature of Business** (20% course time)
- **Business Management** (40% course time)
- **Business Planning** (40% course time)

The **HSC course** covers:

- **Operations** (25% course time)
- **Marketing** (25% course time)
- **Finance** (25% course time)
- **Human Resources** (25% course time)

## What skills will I gain from this course?

Students will develop general and specific skills, including research analysis, problem solving, decision-making, critical thinking and communicating. Contemporary business issues and case studies are examined so that students develop the skill to assess and evaluate business performance.

These skills will improve the students' ability to participate effectively in the business world as well as dealing with issues that arise from business activity.

## How much practical/theory work is in this course?

This subject is primarily theoretical; however, students are required to conduct a business investigation and prepare a small business plan. Excursions occur where appropriate and students are also encouraged to participate in the Australian Stock Exchange Game and the Business Studies competition.

The Research Business Project is a mandatory part of the Preliminary course.

## What background skills are recommended for this course?

Analytical skills, essay writing skills, critical thinking.

## Are there any exclusions for this course?

There are no exclusions for this subject.

## How will this course help me in the future?

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW such as Commerce, Business and Law, as well as in the workforce and everyday life. There are opportunities for students to gain credit transfers in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens. Career opportunities may include accountancy, business management, marketing, financial administration, teaching, employment relations and communications.

## What will I do in this course?

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

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

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

The **Year 11 course** consists of four modules:

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

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

The **Year 12 course** consists of four modules:

- **Module 5** Equilibrium and Acid Reactions
- **Module 6** Acid/base Reactions
- **Module 7** Organic Chemistry
- **Module 8** Applying Chemical Ideas

## What skills will I gain from this course?

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

## How much practical/theory work is in this course?

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

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



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

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

### **What background skills are recommended for this course?**

Students need to be confident in applying mathematical thinking to solve science related problems. Students should be combining this course with Advanced Maths and/or Extension 1 Mathematics and need to be able to communicate their understanding using sophisticated scientific terminology.

Strong literacy and numeracy skills will enable success in this course.

### **Are there additional requirements for this course?**

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

### **Are there any exclusions for this course?**

No.

### **How will this course help me in the future?**

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

## What will I do in this course?

This is an excellent course for students wishing to combine a range of areas including family studies, sociology, developmental psychology and students' general life experiences. The course focuses on skills in resource management that enables people to function effectively in their everyday lives, in families and communities. Modules covered include resource management, individuals and groups, families and communities, research methodology, parenting and caring, individuals and work.

In the **HSC course** students are required to complete an Independent Research Project (IRP). This will involve students in an in-depth investigation of an area of their choice.

In the **Preliminary course** students will undertake three core topics (100%); Resource Management, Individual and Groups, Family and Communities.

In the **HSC course** students will undertake three core topics (75%); Research Methodology, Groups in Context, Parenting and Caring and an optional component (25%) selected from: Family and Societal Interactions, Social Impact of Technology, Individuals and Work.

## What skills will I gain from this course?

Develop problem solving, researching skills, self-confidence, self-esteem, social, communication and leadership, decision making skills and developing positive attitudes and beliefs.

## How much practical/theory work is in this course?

There is a substantial theory component and very little practical work.

## What background skills are recommended for this course?

A very keen interest in issues surrounding the broad themes of community and family, research and writing.

## Are there additional requirements for this course?

No

## Are there any exclusions for this course?

No

## How will this course help me in the future?

This course will provide foundation studies for community and family studies and issues. The course would be of great benefit to anyone wishing to take up a career in any of the psychology, sociology, teaching in primary or secondary, sport sciences, nursing or coaching.



2025 Construction Course Descriptor	
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)	
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>	
<p><b>Course: Construction</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>	<p><b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)</p>
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> &amp; <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved. <b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> <li>risk management</li> <li>time management</li> <li>basic emergency response</li> </ul>	<ul style="list-style-type: none"> <li>communication</li> <li>problem solving</li> <li>decision making</li> </ul>
Examples of occupations in the construction industry	
<ul style="list-style-type: none"> <li>carpentry</li> <li>joinery</li> </ul>	<ul style="list-style-type: none"> <li>bricklaying</li> <li>builder's labourer</li> </ul>
VET requirements	
<p><b>Competency-Based Assessment</b> 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.</p> <p><b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
HSC requirements	
<p><b>Mandatory course requirements</b> You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>	
<p><b>Consumable costs: Preliminary - \$100</b>      HSC -</p>	<p><b>Refunds</b> Refund arrangements are on a pro-rata basis Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>	
<p><b>Exclusions:</b> Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	

2025 Course Descriptor Construction - CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Version 0.7  
 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

## What will I do in this course?

### Preliminary Course

Students undertake a study of dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of previous dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course, and informs all three components of the course.

Components to be completed are:

- Performance 40%
- Composition 20%
- Appreciation 20%
- An additional 20% to be allocated by the teacher to suit the specific circumstances / context of the class

### HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components: either: Performance, Composition, Appreciation or Dance and Technology.

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology

## How much practical/theory work is in this course?

The course has an equal weighting of both theory and practical components

## What background skills are recommended for this course?

Students studying Dance bring with them a wide range of prior dance experiences and are prepared for physical training and preparation of the body. The study of Dance in Years 9 and 10 is not a prerequisite.

## Are there additional requirements for this course?

No

## Are there any exclusions for this course?

No

## How will this course help me in the future?

Undertaking this course will allow all students to continue to develop a strong foundation of Dance and Dance Appreciation and lead to opportunities in the wide range of performing art vocations.

## What will I do in this course?

The study of Design & Technology is a 21<sup>st</sup> century subject that develops an understanding of the design process and how it can be used to generate creative solutions to design problems. Students are given the opportunity to develop a major design project based on their individual interests or needs, selecting from a range of design fields including architecture, furniture, graphics, electronics, textiles and fashion, interior design, landscaping, product design, engineering, and sport and leisure.

Students design products of their choice, and then make them. The whole process is marked, not just the practical. It is the drawing and folio work, combined with the practical solutions.

Students can work in any medium such as;	Some examples of HSC projects in the past have been;	Possible careers involving design and production include;
Architecture and interior design, graphics, management, plastics, food, electronics, wood, gaming, multimedia, sound and video or paper and metal.	Restaurant design, TV cabinet, a takeaway menu, anima animation, wedding dress, a boat ramp, jewellery, a fitness regime, eco-friendly house, skate ramp, sea wall and a coffin, app design, new sustainable sunglasses range.	Architect, industrial design, engineering, interior design, furniture manufacturing, magazine, computer game and gardening & land scaping, fashion designer, tailor, product designer, architect, software engineer, civil engineer, carpenter and chef.

## Example Product



3D Printed Phone Holding Solution



Laser Cut lighting solution



Flatpack stool design using CNC technology

## Preliminary course

Students get experience in different aspects, skills or designing and of using the whole design process. Practical skills are learnt in one or more areas as well as skills in sketching, management, computer graphics, etc. The first design project in Term 1 will be restricted to one medium, but then it is freed up to any medium you and your teacher are comfortable with using.

## HSC course

Students are given the opportunity to develop a major design project based on their individual interests or needs, selecting from a range of design fields including furniture, graphics, electronics, textiles and fashion, interior design, landscaping, plastics, engineering, and sport and leisure.

The HSC theory course also looks at successful innovation and at trends influencing design choices.

## What skills will I gain from this course?

Design, produce and evaluate quality design projects. Manage time and resources, learn to work independently and market and evaluate one's own work. The biggest skill you will learn and develop is organisation and time management. 10 months is a long time to spend on one project.

**How much practical/theory work is in this course?**

Students participate in both theory and practical work. There are 2 design projects in Year 11 and the Major Design Project (MDP) in Year 12. This MDP is worth 60% of the HSC and much of it completed in class.

**What background skills are recommended for this course?**

A student selecting Design & Technology will:

- have an interest in creative problem-solving, practical subjects, research and ideas generation and be interested in why the man-made products and systems are the way they are.
- be keen to develop their whole designing ability or keen to develop one particular interest and then get an HSC mark for doing it.

**Are there any exclusions for this course?**

No, some people are very successful at this subject who have not been near a practical or drawing room since Year 7. There is a wide range of skills that are assessed - more than any other subject.

**How will this course help me in the future?**

Design and Technology provides pathways to employment and further education including university. It may lead to careers in a range of design fields including industrial design, graphic design, architecture, advertising, marketing and business management. Design and Technology gives advanced standing in a number of certificate and diploma courses at TAFE NSW.

## What will I do in this course?

In Drama you will learn to about theatre through the key practices of Making, Performing and Critically Studying. Students engage with these experiences through both group and individual activities. You will prepare works for public performances and have opportunities to be involved in practical workshops as well as viewing live theatre.

The **Preliminary course** covers improvisation, play building (creating your own plays), acting skills, elements of production, theatrical traditions and performance styles. The emphasis in the Preliminary course is on practical experiences and skills building.

The **HSC course** is comprised of Australian Drama and Theatre, an elective topic (studied as a whole class), the Group Devised project and the Individual project. Australian Drama and Theatre and the elective topic are units of both theoretical and practical study, focussing on key plays and texts. The Group Devised project involves students working in groups of 3 – 6 to create an original piece of theatre, 8 – 12 minutes in length. For the Individual project, students must focus on an area of expertise to produce a substantial final product. They can select options from: Performance, Video, Scriptwriting, Critical Analysis (Director's Folio, Critical Review or Research project), or Design (costume, set, promotion or lighting).

## What skills will I gain from this course?

Performing in different styles of Drama, appreciation and understanding of design concepts, devising original theatre, practical backstage experience, working in groups and independently, problem solving, collecting and analysing information, essay writing, communication and public speaking skills, increased self-confidence, organisation, teamwork and working to a deadline.

## How much practical/theory work is in this course?

The course is 60% making/performing and 40% critically studying.

## What background skills are recommended for this course?

It is not necessary to have studied Drama in Years 9 and 10 but it is advantageous to the understanding of some concepts. Prior experience in performance and/or backstage work are desirable but again, not essential. Students need to have an interest in drama and theatre and be willing to perform in front of peers and audiences. The ability to work cooperatively in a group situation is essential and students will need to be responsible for individual organisation and progress for some subjects. Students with an interest in other Creative Arts (Music, Dance, Art, Digital Media, Photography) often excel in Drama as many of the skill areas in Creative Arts subjects overlap into drama key practises.

## Are there additional requirements for this course?

The HSC Group Performance is a compulsory component of the course. The Preliminary course will also require students to participate in at least one public performance. Students may also be required to attend workshops and theatrical performances as part of their practical studies. The nature of Drama requires that students participate in rehearsals and performances, some of which will inevitably occur outside of regular school hours. Students must understand that the Drama course has a strong emphasis on group work and be prepared to work in a variety of group combinations.

## Are there any exclusions for this course?

Projects developed for assessment in Drama are not to be used in part or in full for assessment in any other subject.

## How will this course help me in the future?

You will develop confidence in communication, teamwork and presentation, which are essential for all career pathways. Drama students build strong organisational and speaking skills. Drama also provides a pathway for students wishing to pursue a career in acting, directing, scriptwriting, television, radio, film, costuming, stage or event management, media, communications, animation, teaching, public speaking, public relations, writing, dance, backstage work, lighting operations and early childhood education.

## What will I do in this course?

This course explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.

The **Year 11 course** consists of four modules:

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

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

The **Year 12 course** consists of four modules:

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

## What skills will I gain from this course?

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with technologies that assist in developing earth and environmental science applications.

## How much practical/theory work is in this course?

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

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

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



Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is an integral part of the learning process in both Year 11 and Year 12.

**What background skills are recommended for this course?**

Students should be confident in explaining how and why scientific phenomena occur. Students need to be able to communicate their understanding using sophisticated scientific terminology. Strong literacy skills are recommended for success in this course.

**Are there additional requirements for this course?**

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

**Are there any exclusions for this course?**

No.

**How will this course help me in the future?**

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.

## What will I do in this course?

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

## Main Topics Covered

### Preliminary Course

- **Introduction to Economics** – the nature of economics and the operation of an economy (10% of course time)
- **Consumers and Business** – the role of consumers and business in the economy (10% of course time)
- **Markets** – the role of markets, demand, supply and competition (20% of course time)
- **Labour Markets** – the workforce and role of labour in the economy (20% of course time)
- **Financial Markets** – the financial market in Australia including the share market (20% of course time)
- **Government in the Economy** – the role of government in the Australian economy (20% of course time)

### HSC Course

- **The Global Economy** – features of the global economy and globalisation (25% of course time)
- **Australia's Place in the Global Economy** – Australia's trade and finance (25% of course time)
- **Economic Issues** – issues including economic growth, unemployment, inflation, income and wealth distribution, external stability and environmental management (25% of course time)
- **Economic Policies and Management** – investigating the range of policies that the Government uses to manage the economy (25% of course time)

## What skills will I gain from this course?

- Understanding of economics and the operation of an economy
- Understanding markets, consumers and the role of business
- How to navigate and understand economic issues such as globalisation and Australia's role in the world
- The role of the Government in managing the economy
- Problem solving and the development of analytical thought in the economic context

## How much practical/theory work is in this course?

General classroom theory work

## What background skills are recommended for this course?

- Ability to think analytically
- Competent at extended response writing
- Interest in economic theory and problems
- Interest in current global issues

## Are there additional requirements for this course?

There are none for this course.

## Are there any exclusions for this course?

There are none for this course.

## How will this course help me in the future?

Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, politics and international relations, tourism, history, geography or environmental studies. The skills developed in Economics form a strong base for any future study at university or TAFE NSW.

## What will I do in this course?

The Entertainment course offers training opportunities to people who are interested in staging, technical operations and organisation of live productions, performances and events. This course is for those interested in working on the technical production operations of the Entertainment Industry. The course is not about performance and entertaining others. The course provides training in a wide range of duties such as lighting and audio-visual operations, staging, front of house, Work Health & Safety, stage management, providing service to customers, working effectively in the entertainment industry, planning a career in the arts industry, and maintaining physical elements of theatre and production.

## What skills will I gain from this course?

The VET Entertainment course is competency based. Students will be provided the opportunity to acquire Australian recognised (AQF) codes:

- CPCCWHS1001 Prepare to work safely in the construction industry
- CUAWHS312 Apply work health and safety practices
- CUASOU331 Undertake live audio operations
- CUALGT311 Operate basic lighting
- CUASTA212 Assist with bump in and bump out of shows
- SITXCCS006 Provide service to customers
- CUASOU306 Operate sound reinforcement systems
- CUAVSS312 Operate vision systems
- CUASTA311 Assist with production operations for live performances
- CUASMT311 Work effectively backstage during performances
- CUAIND311 Work effectively in the creative arts industry
- CUAIND314 Plan a career in the creative arts industry

Students will learn about the production-cycle, acquiring specific skills in audio, customer service, lighting, safety, staging, vision and working in the entertainment industry and workplace. Students will learn about safety, risk assessment, hazard reduction, personal protective equipment and will obtain a Safe Work NSW white card and construction industry code CPCCWHS1001. Students will learn develop skills in organisation, communication, working with others and planning and work readiness.

## What background skills are recommended for this course?

- Student Leadership and teamwork
- Design and planning

## Are there additional requirements for this course?

Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions from their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster-based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours.

Students must complete 35 hours internal and 35 hours external work placement.

## External Assessment (optional HSC examination for ATAR purposes)

The HSC examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, 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.

## How will this course help me in the future?

Students will be provided with industry work experience in roles such as: Event Planner, Box Office Assistant, Stage Manager, Front of House, Lighting Operator, Sound Technician, Cinema Projectionist, Set/Props Designer, Event Organiser, Construction Crew, Stage Mechanic, Technical Assistant, Marketing and Promotions Coordinator, Venue Manager, Sales and Merchandising Officer, to name but a few.



### 2025 Entertainment Industry Course Descriptor

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

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

#### Course: Entertainment Industry

Industry Curriculum Framework (ICF)  
Australian Tertiary Admission Rank (ATAR) eligible course

#### HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

#### Transferrable industry skills gained in this course

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

#### Examples of occupations in the entertainment industry

- assistant sound technician
- assistant lighting technician
- follow spot operator
- front of house assistant
- production crew
- stagehand

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

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

#### Consumable costs: Preliminary - \$50

HSC - \$50

#### Refunds

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

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

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

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

## What will I do in this course?

This course is suitable for students interested in childcare, pre-school teaching, teaching and nursing. Our society acknowledges childhood as a unique and intense period for growth, development and learning. By providing members of society with knowledge about childhood development they will then be able to support and encourage this development when interacting with children.

The Exploring Early Childhood course aims to achieve this by providing students with an overview of development and related issues within an early childhood context. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The studying of Exploring Early Childhood will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post school study at university or TAFE or vocational training in the context of the workplace.

## What skills will I gain from this course?

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

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

## How much practical / theory work is in this course?

This course has a substantial theory component.

## What background skills are recommended for this course?

Students should have a very keen interest in Child Studies. This course is open to all serious students who want to expand their knowledge, skills and understanding in early childhood development and care.

## Are there any additional requirements for this course?

Students will be required to have a computerised baby for one week as part of an assessment in child growth and development.

## Are there any exclusions for this course?

No

## How will this course help me in the future?

The study of Exploring Early Childhood Content Endorsed Course Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of post-school study courses at university and there are opportunities for students to gain recognition in vocational education and training.

## What will I do in this course?

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

The **Preliminary course** covers food availability and selection (30%), food quality (40%), nutrition (30%).

The **HSC course** covers the Australian Food Industry (25%), Food Manufacture (25%), Food Product Development (25%) and Contemporary Food Issues in Nutrition (25%).

## What skills will I gain from this course?

Skills will be developed in researching, communicating and analysing food issues, food and the design, implementation and evaluation of solutions to food situations.

## How much practical/theory work is in this course?

It is mandatory that students undertake practical activities in this course that are related to the theory work. The theory work includes experimental work and merit work. The practical component is 35% - 40% of the work.

## What background skills are recommended for this course?

All skills and knowledge will be developed during the 2 years of this course.

## Are there additional requirements for this course?

A subject fee applies and students must wear apron and closed in shoes.

## Are there any exclusions for this course?

There are none for this course.

## How will this course help me in the future?

This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at TAFE or university. The study of Food Technology will give you credit transfers in some certificate and diploma courses at TAFE NSW. Career options might include dietetics, food technology, teaching and nutrition.

## What will I do in this course?

The HSC Geography course investigates physical and human geography and develops students' knowledge and understanding of the relationship between people and their environment and the effect they have on each other. Students investigate the unique characteristics of our world at a range of scales through case studies, fieldwork and geographical skills.

The **Preliminary course** covers:

- **Earth's Natural Systems** – the processes, cycles and circulations connecting natural systems
- **People, patterns and processes**– the diversity and extent of human activity, population and resource consumption.
- **Human-environment interactions** – the changes to earth's natural systems
- **Geographical Investigation-** *a geographical study on a topic of choice involving fieldwork*

The **HSC course** covers:

- **Global Sustainability**–an investigation into sustainability in the contemporary world and an evaluation of ONE global economic activity such as *Wine Production (Viticulture) OR Cocoa Production*
- **Rural and Urban places**– studies rural and urban settlements and investigations into a rural (*Berry NSW*), urban (*Green Square, Sydney*), and large city outside of Australia (*Singapore*).
- **Ecosystems and Global Biodiversity** - studies ecosystems and biodiversity and investigations of ONE ecosystem in Australia and ONE outside of Australia
- **Fieldwork-** 12 hours in Yr. 11 and 12 hours in Yr. 12. *Potential trips include a possible interstate fieldtrip to the Great Barrier Reef and a Chocolate Farm in the Daintree and day trips to Berry and Green square.*

## What skills will I gain from this course?

Students learn about the complexities of geographical phenomena and develop informed and responsible values and attitudes towards ecological sustainability, active and informed citizenship and responsible, autonomous life-long learning that can benefit in any post school vocation.

## How much practical/theory work is in this course?

Students complete a Geographical Investigation in the Preliminary course and undertake 12 hours of compulsory fieldwork in both the Preliminary and HSC courses, thus, there are plenty of chances to learn outside of the classroom.

## What background skills are recommended for this course?

This subject is recommended for students who have a curiosity about our natural and human world. Students should have a level of understanding about geographical issues. A basic understanding of geographical skills in the mandatory Stage 4&5 Geography course is assumed.

## Are there additional requirements for this course?

The Geography Investigation and 24 hours fieldwork are mandatory components of this course

## Are there any exclusions for this course?

There are no exclusions for this subject.

## How will this course help me in the future?

Geography gives us a broad range of 21 century skills to interpret the world around us. It also helps us to shape our lives so that we maximise our enjoyment of the wonders of nature while minimising our negative impact on the systems that support life on the planet. All careers, including engineering, town planning, architecture, economics, business, science and tourism will benefit from your study of Geography. The 21st Century is a crucial time in which we must learn to work within our planet's ability to support us. The managers of the future must think globally and act locally. Geography gives us a head start.

*Introducing Health and Movement Science in 2025. This new course has replaced the existing PDHPE course in all NSW schools.*

## What will I do in this course?

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

Through the study of this course, students will examine 2 significant components of an individual's health. Students will investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students will then go on to explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime.

The course provides opportunities to explore areas of interest in greater depth and apply health and movement concepts to various contexts and groups. To equip students to navigate the dynamic nature of health and movement, emphasis is given to developing skills of collaboration, analysis, communication, creative thinking, problem-solving and research.

## What skills will I gain from this course?

- Understand personal and community health issues
- Understand basic anatomy and physiology
- Have skills in analysis and in the development of personal health

## In Year 11, students will complete the following 4 components:

- Health for Individuals and Communities
- The Body in Mind and Motion
- Collaborative Investigation
- Depth Studies (minimum of 2)

## When in Year 12, students will then move onto the study of the following 3 components:

- Health in an Australian and Global context
- Trained for Improved Performance
- Depth Studies (minimum of 2)

## How much practical/theory work is in this course?

This course has a substantial theory component, and all practical work directly relates to the theory work in class.

## What background skills are recommended for this course?

Students should have a very keen interest in PDHPE and Human Movement. Students who have a strong sporting background would benefit from doing this course.

## Are there additional requirements for this course?

No

## Are there any exclusions for this course?

No

## How will this course help me in the future?

Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues. The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching, fitness training or PDHPE teaching.





2025 Cookery Course Descriptor SIT20421 Certificate II in Cookery		
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>		
<p><b>Course: Hospitality (Cookery)</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>	<p><b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)</p>	
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery <a href="https://training.gov.au/training/details/SIT20421">https://training.gov.au/training/details/SIT20421</a>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>		
Transferrable industry skills gained in this course		
<ul style="list-style-type: none"> <li>teamwork</li> <li>attention to detail</li> <li>organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>adaptability</li> <li>communication</li> <li>problem solving</li> </ul>	
Examples of occupations in the hospitality industry		
<ul style="list-style-type: none"> <li>assistant cook</li> <li>short order cook</li> </ul>	<ul style="list-style-type: none"> <li>food preparation cook</li> <li>chef</li> </ul>	<ul style="list-style-type: none"> <li>breakfast cook</li> <li>sandwich hand</li> </ul>
VET requirements		
<p><b>Competency-Based Assessment</b> 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.</p> <p><b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>		
HSC requirements		
<p><b>Mandatory course requirements</b> You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>		
<p><b>Consumable costs: Preliminary - \$160</b></p>	<p><b>HSC - \$160</b></p>	<p><b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations">https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations</a></p>		
<p><b>Exclusions:</b> In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>		

## What will I do in this course?

Industrial Technology consists of project work and an Industry Study. This subject includes an introduction to industrial processes and practices as well as the development of a broad range of skills and knowledge related to the multimedia production such as sound, video, animation, web design, game design, etc. (You do not have to have done Multimedia before.)

Both the **Preliminary** and **HSC** courses are organised around four sections:

- Industry study
- Design, Management and Communication
- Production (most of course involves practical work)
- Industry Related Manufacturing Technology

Practical projects will reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia and digital media technologies. These may include:

- Advertising signage and advertising presentations
- Movie trailer design
- Sound capture and development
- Animation and cartoon production
- Desktop publishing and digital photography
- Video and film production, including drones
- Game Design and development
- Multimedia rich web page design and development
- Multimedia authoring 2D and 3D

In the **Preliminary** course, students design and develop a number of projects (at least one of which is a group project). Each project includes a practical component and a design management folio. Students are also required to undertake the study of an individual business within the Multimedia Industry. In the **HSC course**, students design, develop and construct a Major Project worth 60% of the HSC. Much of this is done in class. Students are also required to undertake a multimedia industry study.

## Example Product



Professional filming and video editing



Game design and coding



A range of print designs using software

## What skills will I gain from this course?

Students learn to refine and extend their project management skills largely through the development and completion of their projects. Students will also gain skills in multimedia software, design, research techniques, sound and image manipulation, planning and organisation, and will have the opportunity to work individually and in a team.

## How much practical/theory work is in this course?

Practical and theory are integrated in this course. In the HSC 60% of the marks are given to your major project. This could be a video, website, animation on almost any project of your choice.

## What background skills are recommended for this course?

Previous multimedia and digital photography or Information and Software Technology course is helpful but is not essential. Many have not done any multimedia since Year 7 and still be successful in this subject.

**Are there additional requirements for this course?**

Students must complete a final major work/project which is marked externally and contributes to the final HSC assessment mark.

**Are there any exclusions for this course?**

No.

**How will this course help me in the future?**

This subject will give students the knowledge and skills in the multimedia industry and may lead to a career in a range of occupations within the advertising, television, film and other multimedia industries. Skills and knowledge gained will also give students advanced standing in many multimedia TAFE courses.

## What will I do in this course?

Industrial Technology consists of practical project work, including a portfolio and an Industry Study. This subject includes an introduction to industrial processes and practices as well as the development of a broad range of skills and knowledge related to the timber products and furniture industries. Most of the course is based around practical projects. (You DO NOT have to have completed stage 5 Timber)

Both the **Preliminary** and **HSC** courses are organised around four sections:

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

In the **Preliminary** course, students design, develop and construct several projects focussing in developing the skills needed for them to be able to design and make their own project in the HSC course. Each project includes a practical component and a management folio. Students are also required to undertake the study of an individual business within the Timber Industry.

In the **HSC course**, students design, develop and construct a Major Project with a management folio. Students are also required to undertake the study of the overall industry related to the specific focus area of the Timber Industry.

## Example Products



Cabinets and stands



Jewellery boxes with inlay



Guitars

## What skills will I gain from this course?

Students learn to refine and extend their project management skills largely through the development and completion of their Major Project design management folio. Students will also gain practical carpentry skills, drafting skills, research skills, planning and organisation, and will have the opportunity to work individually and in a team. Students will be able to design and make their own furniture.

## How much practical/theory work is in this course?

Practical and theory are integrated in this course. Student will be marked at around 60% for their practical work and portfolios combined and 40% in an examination on the theory content.

**What background skills are recommended for this course?**

Previous woodwork can help but it is not essential. You may not have been in a woodwork room since Year 7 and still be very successful in this subject.

**Are there additional requirements for this course?**

Students must complete a final major work/project which is marked externally and contributes to the final HSC assessment mark. This is worth 60% of the HSC.

**Are there any exclusions for this course?**

No.

**How will this course help me in the future?**

This subject will give students the knowledge and skills in the timber industry and will lead to a career in a range of occupations within the building, construction and furniture industries. Skills and knowledge gained will also give students advanced standing in many TAFE courses.

## What will I do in this course?

This course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

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

The **Year 11 course** consists of four modules:

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

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

The **Year 12 course** consists of four modules:

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

## What skills will I gain from this course?

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

## How much practical/theory work is in this course?

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

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

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

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

### **What background skills are recommended for this course?**

Students will develop their ability to explain how and why scientific phenomena occur. Students need to be able to communicate their understanding using sophisticated scientific terminology. Good literacy and numeracy skills are recommended for success in this course.

### **Are there additional requirements for this course?**

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

### **Are there any exclusions for this course?**

No

### **How will this course help me in the future?**

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

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

## What will I do in this course?

The **Preliminary course**, students will begin to develop their knowledge and understanding of the Japanese language and culture.

In the **HSC course**, students will continue to develop their knowledge of the Japanese language and culture

## What skills will I gain from this course?

Through the study of seven themes outlined in the syllabus, students will focus on developing listening, speaking, reading and writing skills. Their knowledge of Japanese culture will also develop.

## How much practical/theory work is in this course?

All prescribed topics that are outlined in the syllabus must be studied for the HSC. The topics are quite broad, but give an indication of what students would study over the two year course.

The prescribed topics are:

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

## What background skills are recommended for this course?

A desire to learn a new language and a willingness to practise (converse).

## Are there additional requirements for this course?

The HSC examination includes a practical component (speaking).

## Are there any exclusions for this course?

Students are learning the language as a second (or subsequent) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.

Students have had no more than 100 hours study of the language at the secondary level (or the equivalent). Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.

## How will this course help me in the future?

The study of Japanese language is of particular importance to Australians, both culturally and economically. It will teach students valuable interpersonal and communication skills, greater awareness of English and literacy skills, and greater socio-cultural understanding. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering.



## What will I do in this course?

The Preliminary course (120 indicative hours) has, as its organisational focus, themes and associated topics. Students' skills in and knowledge and understanding of Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.

In the HSC course (120 indicative hours) students focus on the three prescribed themes and associated topics.

## What skills will I gain from this course?

Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and language of Japanese-speaking communities will develop further.

## How much practical/theory work is in this course?

The three themes that are outlined in the syllabus must be studied for the HSC.

The themes and suggested topics are:

- **The Individual** – personal world, family and friends, home and neighbourhood, daily routine, school life, future plans, sport and leisure.
- **The Japanese-Speaking Communities** – travel and transport, shopping and eating out, customs and etiquette, traditional and contemporary culture.
- **The Changing World** – casual work, careers using Japanese, technology, youth issues, social issues.

## What background skills are recommended for this course?

A desire to further their previously acquired skills in learning the Japanese language and a willingness to practise (converse). Prior study of the language in Stage 5 is highly recommended.

## Are there additional requirements for this course?

The HSC exam includes a practical component (speaking)

## Are there any exclusions for this course?

This course is designed for students who are learning the language as a second language, and will typically have studied Japanese for 200-400 hours at the commencement of Stage 6. Students who are enrolled in the Japanese Beginners, Japanese in Context and Japanese Language and Literature courses are excluded.

## How will this course help me in the future?

The study of Japanese language is of particular importance to Australians, both culturally and economically. It will teach students valuable interpersonal and communication skills, greater awareness of English and literacy skills, and greater socio-cultural understanding. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering.

## What will I do in this course?

The Legal Studies course develops knowledge and understanding of the nature and functions of law in our society. It examines the structure and sources of the law from a domestic and international perspective as well as the role of the individual within these complex interplays. The course examines the balance that the law must strike in respect to the rights and responsibilities of the individual vis-à-vis wider society as well as investigating currently legal reforms and conflicts that historically affect special groups within society such as women, Aboriginal and Torres Strait Islanders and so on.

The **Preliminary course** covers:

- The **Legal System** (40% course time) – introduction to basic legal notions.
- The **Individual and the Law** (30% course time) – an examination of how the rights and responsibilities of both the individual and society are represented through the State.
- The **Law in Practice** (30% course time) – opportunity for students to deepen their understanding of law covered in the previous sections.

The **HSC course** covers:

- **Crime** (30% course time) – topics include the nature of crime; the criminal investigation process; sentencing; young offenders and international crime.
- **Human rights** – nature and issues (20% course time)
- Two options (50% course time) chosen from Consumers, Family, Global environmental Protection, Indigenous peoples, Shelter, Workplace, World order.

## What skills will I gain from this course?

The Legal Studies course requires the ability to investigate, analyse & synthesise social & legal information into articulate legal opinions and reports. Students learn to communicate complex legal ideas and language to appropriate audiences and have a significant impact on students' confidence in approaching and accessing the legal system. Legal Studies offers excellent preparation for life skills through an understanding of the legal system, its principles, structures, institutions and processes. Legal Studies further fosters a respect for cultural diversity and promotes tolerance. It allows students to question and evaluate the legal and democratic institutional structures within the domestic and international environment and to undertake a comparative analysis of other political and institutional structures.

## How much practical/theory work is in this course?

Students are required to apply practical contemporary legal structures, media reports and case studies within the wider legal concepts of justice, fairness and equity. This requires a deep understanding of contemporary legal controversies and a development of student-initiated strategies in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level.

## What background skills are recommended for this course?

Essay writing, understanding concepts and terminology.

## Are there additional requirements for this course?

There are none for this course.

## Are there any exclusions for this course?

There are none for this subject.

## How will this course help me in the future?

This course is not designed to prepare you for further study in the law but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social & moral development by empowering students to think critically about the role of the law & legal institutions in society. As a consequence of this, legal studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful in preparation for further study at TAFE NSW or university in a range of areas.

## What will I do in this course?

This course offers students the opportunity to study the following: functions (including trigonometric functions), calculus (differentiation), logarithms and exponentials, statistical analysis, probability, algebra and trigonometric identities.

## What skills will I gain from this course?

The course is designed to give students an understanding of and competence in aspects of Mathematics which are applicable to the real world.

## How much practical/theory work is in this course?

This course is based on theory and mathematical proofs.

## What background skills are recommended for this course?

This course is constructed on the assumption that students have achieved the outcomes of the 5.3 / 5.2 pathway in Mathematics for the RoSA.

Those who have completed the 5.3 / 5.2 pathway would need to achieve high/outstanding results. All candidates for this course will need to have a strong work ethic and commitment to achieve success.

## Are there additional requirements for this course?

Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

## Are there any exclusions for this course?

No

## How will this course help me in the future?

This course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level.

## Assessment

School-based assessment schedule including a research project and formal HSC examination.

## What will I do in this course?

This course includes the entire Mathematics Advanced course and further, in-depth study of each of the topics in that course. Additional topics covered are further work with functions, polynomials, inverse trigonometric functions, trigonometric identities, rates of change, combinations and circle geometry.

## What skills will I gain from this course?

This course includes the entire Mathematics Advanced course and further, in-depth study of each of the topics in that course. Additional topics covered are: Parametric Representation; Permutations and Combinations; Inverse Functions; Mathematical Induction; Polynomials and Binomial Theorem.

## How much practical/theory work is in this course?

This course is heavily based on theory and mathematical proofs.

## What background skills are recommended for this course?

This course is constructed on the assumption that students have achieved the outcomes of the 5.3 pathway in Mathematics for the RoSA and have achieved Band 8, 9 or 10. Students should also have completed the recommended optional topics to strengthen their foundation for the challenges of this course.

## Are there additional requirements for this course?

Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

## Are there any exclusions for this course?

No

## How will this course help me in the future?

This course is a basis for further studies in mathematics as a major discipline at tertiary level.

## Can I do Mathematics Extension 2 at TJHS?

At the end of Term 3 students who have expressed an interest and achieved to an acceptable standard at Extension 1 will be invited to consider Mathematics Extension 2.

## Assessment

School-based assessment schedule including a research project and formal HSC examination.

### What will I do in this course?

This is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.

### What skills will I gain from this course?

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

### How much practical/theory work is in this course?

There is a theory component and a minor hands-on approach. Practical activities are undertaken where appropriate. The subtopics allow students to pursue topics at a level appropriate to their ability.

### What background skills are recommended for this course?

This course is constructed on the assumption that students have had limited success in the 5.1 pathway in Mathematics for the RoSA.

### Are there additional requirements for this course?

Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

### Are there any exclusions for this course?

No exclusions.

### How will this course help me in the future?

This course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy. It may benefit students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.

### Assessment

School based assessment schedule, including a research project.

*NOTE: Students complete a common Preliminary course in Year 11 and then choose Standard 1 for Year 12.*

## What will I do in this course?

Students will learn to use a wide range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations.

The **Preliminary course** is divided into four components:

- Financial Mathematics
- Statistical Analysis
- Measurement
- Algebra

The **HSC Standard 1 course** continues these topics but also introduces Networks. These major topics have several subtopics.

## What skills will I gain from this course?

Throughout the course students are developing the competencies: collecting, organising and analysing data; communicating ideas and information; planning and organising activities and working with others. At all levels of the course students are also developing the key competencies using mathematical ideas and techniques and using technology.

## How much practical/theory work is in this course?

There is a theory component and a minor hands-on approach. Practical activities are undertaken where appropriate. The subtopics allow students to pursue topics at a level appropriate to their ability.

## What background skills are recommended for this course?

This course is constructed on the assumption that students have had some success in the 5.1 pathway in Mathematics for the RoSA. It is preferred that students have completed the recommended options of Further Algebra.

## Are there additional requirements for this course?

Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

## Are there any exclusions for this course?

No exclusions.

## How will this course help me in the future?

The course provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a foundation for study of TAFE and other vocational courses. Employers also value it as solid background for many careers in industry.

## Assessment

School based assessment schedule, including a research project, and students may choose to attempt an optional HSC examination which can then be used in the calculation of an ATAR.

*NOTE: Students complete a common Preliminary course in Year 11 and then choose Standard 2 for Year 12.*

### **What will I do in this course?**

Students will learn to use a wide range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations.

The **Preliminary** and **HSC courses** are divided into four components:

- Financial Mathematics
- Statistical Analysis
- Measurement
- Algebra

The HSC Standard 2 course continues these topics but also introduces Networks. These major topics have several subtopics

### **What skills will I gain from this course?**

Throughout the course students are developing the competencies: collecting, organising and analysing data; communicating ideas and information; planning and organising activities and working with others. At all levels of the course students are also developing the key competencies using mathematical ideas and techniques and using technology. Finally students work towards mastery of the key competency solving problems.

### **How much practical/theory work is in this course?**

There is a major theory component and a minor hands-on approach. Practical activities are undertaken where appropriate.

### **What background skills are recommended for this course?**

This course is constructed on the assumption that students have as a minimum, been successful in the 5.1 pathway in Mathematics for the School Certificate/RoSA. It is preferred that students have completed the recommended options Trigonometry and Further Algebra.

### **Are there additional requirements for this course?**

Students not meeting basic pre requisites for success in this course will be advised. Counselling for more suitable options and alternatives will be made available.

### **Are there any exclusions for this course?**

No mandatory exclusions.

### **How will this course help me in the future?**

The course provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for studying Life Sciences, the Humanities, Business Studies, TAFE courses and other vocational courses. Employers also value it as solid background for many careers in industry.

### **Assessment**

School based assessment schedule, including a research project and formal HSC examination.

## What will I do in this course?

Modern History offers 2U Preliminary and HSC courses with the option of 1U Extension in the HSC course.

The **Preliminary course** will consist of:

- Investigating Modern History (60 indicative hours) – involving exploring the nature of Modern History and case studies
- Historical Investigation (20 indicative hours) – allows for individual or group investigation, research and presentation.
- Shaping of the Modern World (40 indicative hours).

The **HSC course** will cover:

- Core Study: Power and Authority in the Modern World 1919-1946 (30 indicative hours)
- One National Study (30 indicative hours) – a study of a specific period of a nation in the 20th Century
- Peace and Conflict (30 indicative hours) – investigating a significant conflict during the 20th Century
- Change in the Modern World (30 indicative hours)

The HSC History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. Part 1 (60%) – students investigate the question “What is history?” through readings compiled in a source booklet and through case study. Part 11 (40%) – students design, undertake and communicate a personal historical inquiry. To do extension you must be studying Modern or Ancient History 2U.

## What skills will I gain from this course?

Students of Modern History will develop higher order skills in research, investigation and critical analysis and the ability to interpret and use both primary and secondary sources.

## How much practical/theory work is in this course?

The practical comes in the shape of historical investigation and research that continues throughout all courses.

## What background skills are recommended for this course?

Students need to have an interest in Modern History and be well skilled in research, wide-reading and written expression.

## Are there additional requirements for this course?

There are none for this course.

## Are there any exclusions for this course?

There are no exclusions for this subject.

## How will this course help me in the future?

The skills developed in this course will be useful in tertiary education as well as the professional and commercial world. In particular, they are applicable to law, teaching, medicine, communication, social work and journalism.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. The skills and methodologies of this course will be valuable to students in a wide range of disciplines at tertiary level.



## What will I do in this course?

In both the **Preliminary** and **HSC courses**, students will gain widening experience in Performance, Composition, Musicology and Listening through the study of Concepts of Music.

Students study 3 topics, which range from Classical to Pop, Jazz and Rock music, Theatre, Film, Radio, Multimedia and Television. Students are encouraged to broaden their listening experiences as well as specialise in their chosen areas.

In the **HSC course**, in addition to the Core Performance, students must select 3 electives from Performance, Composition and/or Musicology. This accounts for 70% of the final course mark.

## What skills will I gain from this course?

At the end of the course, students should be able to:

- Perform at with high level of musicality and technique on their chosen instrument.
- Analyse and compare different styles of music
- Compose a piece of music in a variety of styles.
- Understand the historic development of various styles of music.

## How much practical/theory work is in this course?

Practical work can range between 10% and 70%.

## What background skills are recommended for this course?

A love of music is essential as well as instrumental / vocal ability and a willingness to develop new skills.

## Are there additional requirements for this course?

A willingness and ability to work independently and in groups. The HSC examination includes a compulsory performance component.

## Are there any exclusions for this course?

Music Course 2, Music Extension (3 unit)

## How will this course help me in the future?

Music 1 provides many of the skills required in the diverse fields of the Music Industry. Students may progress into music courses at TAFE or University with a good foundation of knowledge and practical skills. The study of music provides knowledge and skills to enhance enjoyment of everyday life.

## What will I do in this course?

Students will learn to take successful photographs using both film and digital SLR cameras. This course teaches students photographic techniques including understanding and use of the camera, lenses, green screens and other photographic equipment. The course will address design principles such as composition, space, exposure, light and colour.

They will learn traditional film photographic practices and develop black and white films in the dark room. Students will also learn how to use industry standard photo editing software including Adobe Photoshop, to edit and manipulate images in the creation of a portfolio of self-directed work.

The Preliminary course covers basic camera functions and dark room processes as well as develop students' ability to tell stories through images.

The HSC course develops and extends skills and theoretical views of photographic practice as they work on self-directed projects.

## What skills will I gain from this course?

- Camera functions
- Darkroom processes (developing film and printing images)
- Adobe Photoshop techniques for still and moving images
- Studio photography practices
- Special effects and digital image manipulation
- Video editing
- Stop-motion film making
- Genres of photography and working in the field as a photographer, eg photo journalist

## What background skills are recommended for this course?

Creativity, computer skills and an understanding of design principles are desired skills but not essential. Students must have an interest in photography, video and digital imaging and a willingness to learn.

## Are there additional requirements for this course?

Students must have a willingness to work both independently and in groups. Students will be required to take photographs on school occasions such as carnivals, Showcase, MADD Night and Night of Excellence. Where possible students are encouraged to bring a camera, however, cameras can be provided.

## How will this course help me in the future?

Students who wish to pursue a career in website design, photography, graphic design, film and television, advertising, Visual Arts, fashion and teaching, or those just wanting to become a better photographer, will benefit from this course.

## What will I do in this course?

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

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

The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

The **Year 11 course** consists of four modules:

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

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

The **Year 12 course** consists of four modules:

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

## What skills will I gain from this course?

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary.

## How much practical / theory work is in this course?

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

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

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

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

### **What background skills are recommended for this course?**

Students need to be confident in applying mathematical thinking to solve science related problems. Students should be combining this course with **Advanced Maths and/or Extension 1 Mathematics** and need to be able to communicate their understanding using sophisticated scientific terminology.

**Strong literacy and numeracy skills** will enable success in this course.

### **Are there additional requirements for this course?**

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

### **Are there any exclusions for this course?**

No

### **How will this course help me in the future?**

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

## What will I do in this course?

The Society and Culture course develops student awareness and understanding of basic social and cultural patterns of action and behaviour. The course trains students to think critically and independently about complex social and cultural issues. Students draw on the methods and theories of social science and use them to investigate and report their findings on social-cultural phenomena of the past, present and future. The key aim of the course is to foster and develop; the social and technological literacy of students.

The **Preliminary course** covers:

- The **Social and Cultural World** (30% course time) – an examination of key society and culture concepts, the nature of society and culture and various social and cultural research
- **Personal and Social Identity** (40% course time) – an examination of the process of socialisation and the development of personal and social identity.
- **Intercultural Communication** (30% course time) – a study into the understanding of how people in different social, cultural and environmental settings behave, communicate and perceive the world.

Across these topics, appropriate social and cultural research methods will be employed and fundamental concepts of society, culture, persons, environment, time, power, authority, gender and technology are integrated as well as the additional concepts of power, authority, gender, identity, technology and globalisation.

The **HSC course** covers:

- **Social and Cultural Continuity and Change** (30% course time) – an examination of the nature of social and cultural continuity and change, through the application research methods, social theories and in relation to a selected country.
- **Depth Studies** (40% course time) – an examination of TWO areas to be chosen from: Popular Culture, Belief Systems and Ideologies, Social Inclusion and Exclusion and Social Conformity and Non-Conformity. These Depth Studies involve in-depth investigation of the area, its future directions.
- **Personal Interest Project (PIP)** (30% course time)- a compulsory individual research project

## What skills will I gain from this course?

Students will gain life-long learning skills in their ability to apply and evaluate social and cultural research. They will be able to investigate and engage in effective analysis, synthesis and evaluation of information from a variety of sources and communicate information, ideas and issues in appropriate forms to different audiences in a variety of contexts.

## How much practical/theory work is in this course?

Society and Culture is heavily dependent upon social research. Students are required to apply their own social research on a regular basis to verify, test and engage the fundamental concepts and understandings of the course. The Personal Interest Project (PIP) is a demanding application of this practical requirement and involves a substantial commitment of time, resources and study into the study of a social and cultural topic of the student's own choosing.

## What background skills are recommended for this course?

Critical thinking, application of theory, writing skills of mid to high order, research.

**Are there additional requirements for this course?**

Each student must submit a Personal Interest Project, which includes a log, to the Board of Studies for marking. This mark contributes 40% to the HSC examination mark.

**Are there any exclusions for this course?**

There are no exclusions for this course.

**How will this course help me in the future?**

Society and Culture prepare students for immediate transition to work or tertiary study. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community. Society and Culture would be particularly valuable to students who wish to undertake further study in the humanities, business and law, but would provide useful skills for any student for any university or TAFE NSW course.

### What will I do in this course?

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

The Sport, Lifestyle and Recreation course comprises 15 optional modules. This course caters for a wide range of student needs. It can assist students in developing:

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

It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

### What skills will I gain from this course?

Through the study of Sport, Lifestyle and Recreation, students will develop:

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

### How much practical/theory work is in this course?

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.

### What background skills are recommended for this course?

Students should have a keen interest in PDHPE.

### Are there additional requirements for this course?

Students will be given the opportunity to complete a First Aid Course.

### Are there any exclusions for this course?

No

### How will this course help me in the future?

The areas of sports science, physical education and human movement present viable post-school study and career pathways. The Sport, Lifestyle and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

## What will I do in this course?

The **Preliminary course** involves the study of design, construction techniques, fibre, yarns, fabrics and the Australian textile industry.

Practical experiences include construction of two textile items.

## What skills will I gain from this course?

Design, fashion illustration, practical construction, pattern modification and fitting. Informed decision making in relation to fibres, yarns and fabric.

## How much practical/theory work is in this course?

Practical 50% of course (120 hours)

Theory 50% of course (120 hours)

## What background and skills are recommended for this course?

You do not have to have studied Textiles and Design prior to selecting this course. All skills and knowledge required will be developed during this two year course.

## Are there additional requirements for this course?

All students **design** and **make** a major textile project of their **own choice** in Year 12 (HSC) that is handed in for external marking. The major textile project makes up 50% of the final HSC mark.

The external exam paper makes up the remaining 50% of the final HSC mark. The external practical project allows students to develop and display their practical skills and acquire marks towards their HSC.

A course fee applies.

## Preliminary Course:

- Design – 40%
- Properties and Performance of Textiles – 50%
- The Australian Textiles, Clothing, Footwear and Allied Industries – 10%

## HSC Course:

- Design – 20%
- Properties and Performance of Textiles – 20%
- The Australian Textiles, Clothing, Footwear and Allied Industries – 10%
- Major Textile Project – 50%

## Are there any exclusions for this course?

No

## How will this course help me in the future?

The skills and knowledge acquired are useful for a career in the retail fashion industry, theatrical design, teaching, fibre and fabric research, craftwork, interior design, advertising, marketing, commercial fabric buying and creative textile works. Skills developed also lead to a lifelong recreational skill.



## What will I do in this course?

Visual Arts is about making and studying artworks, artists and the art world. Students develop artworks, culminating in a Body of Work in the HSC using mediums including painting, ceramics, photography, drawing, printmaking, video, animation and mixed media. Students make artworks about personal experiences, places of interest and themes relevant to their lives. They contextualise these artworks using the knowledge and understanding they gain through the study of art history and criticism.

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

## What skills will I gain from this course?

Study of Visual Arts develops skills in critical thinking and problem solving as well as technical skills in a variety of art making processes. You will also develop skills and enhance your own creativity to enable you to express yourself in a visual manner.

## How much practical/theory work is in this course?

Both Preliminary and HSC courses are 50% Artmaking and 50% Critical and Historical Studies .

## What background skills are recommended for this course?

This course is suited to any student who:

- Enjoys Visual Arts, Photography and digital imaging and film making
- Enjoys creative, self-directed projects

## Are there additional requirements for this course?

Students must complete a final Body of Work which contributes to the final assessment mark.

## Are there any exclusions for this course?

Work developed for assessment in any other subject must not be used in full or in part for assessment in Visual Arts.

## How will this course help me in the future?

Study in Visual Arts provides students with strong discipline-based knowledge as well as fundamental skills, creative expertise and a learning mindset recognised as essential for the 21<sup>st</sup> Century. Visual Arts students experience and develop concentration skills, problem solving skills, technical expertise in artmaking as well as strong reading and writing skills.

## What will I do in this course?

Visual Design involves designing and producing design products and studying the work of designers and design practice. Students develop their own unique design projects, culminating in an Independent Project in Year 12. Students make designs in relation to their own personal experiences; client needs and themes relevant to their lives. They contextualise these designs using the knowledge and understanding they gain through case studies and the world around them.

## Students will explore several strands in design:

1. Design for Print (graphic design) e.g. logos, advertising, stationery design, posters, illustration, cartooning, multimedia and web content design
2. Object Design e.g. jewellery, wearables, iconic symbols, ceramics, fashion/ fabric, set design theatre backdrops and props, packaging and containers
3. Space/Time Design e.g. video, animation, sound and light, architecture, interior and exterior design, site specific installation and exhibitions

Both the Preliminary and HSC courses provide for independent and collaborative investigations of the creative design industry.

## What skills will I gain from this course?

Study of Visual Design develops skills in design, critical thinking and problem solving as well as technical skills in a variety of design processes.

## How much practical/theory work is in this course?

Both Preliminary and HSC courses are 30% theory and 70% practical.

## What background skills are recommended for this course?

This course is suited to any student who:

- Enjoy art and design and working with their hands
- Enjoy creative, self-directed projects

## Are there additional requirements for this course?

Students must complete a final Independent Project which contributes to the final assessment mark.

## Are there any exclusions for this course?

Work developed for assessment in any other subject must not be used in full or in part for assessment in Visual Design.

## How will this course help me in the future?

Study in Visual Design provides students with strong problem-solving skills as well as fundamental creative and design processes. Visual Design students experience and develop concentration skills, time management skills, technical expertise in the production of design projects as well as strong reading and writing skills.

# Vocational Education & Training

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport. Visit [usi.gov.au](http://usi.gov.au) for more information.

## Competency Based Assessment

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

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

## VET Course Classification

VET Courses are classified as either Board Developed Industry Curriculum Framework Courses or Board Endorsed VET Courses.

Board Developed VET courses are have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

## Australian Qualifications Framework (AQF)

The Australian Qualification Framework (AQF) covers qualifications issued by secondary schools, vocational education and training (VET) providers and higher education institutions. All qualifications are nationally recognised. Within the framework, there are six vocational education and training qualifications available: Certificates I, II, III and IV; Diploma; Advanced Diploma; Vocational Graduate Certificate and Vocational Graduate Diploma.

Training Packages specify the combination of competency standards required to achieve a particular qualification. Learners who complete some, but not all, standards for a qualification are awarded a statement of attainment. When they are assessed as competent in the remaining standards, they get the qualification.

## Student Work Placement

Work placement (70 Hours) is a mandatory HSC requirement within the Board Developed Industry Curriculum Framework Courses and appropriate hours have been assigned to each course. Learning in the workplace enables students to:

- progress towards the achievement of industry competencies;
- develop appropriate attitudes towards work;
- learn a range of behaviours appropriate to the industry;
- practise skills acquired in the classroom or workshop;
- develop additional skills and knowledge, including the key competencies.

Students successfully completing a VET course will be entitled to credit transfer in other courses in a similar industry after leaving school by providing their qualifications to the Tertiary Institution.

Board Developed Industry Curriculum Framework VET	Board Endorsed VET
<p><b>ATAR</b> Usually count for 4 units of credit across the 2 years 70 hours of mandatory work placement as determined by NESA Optional HSC Exam (must sit HSC exam to ensure course contributes to an ATAR)</p>	<p><b>Non ATAR</b> Based on national industry training packages and endorsed by NESA May count for 2, 3 or 4 units for one year or may count for 4 units across 2 years May include mandatory or recommended industry specific work placement No HSC exam</p>
<p><b>Examples based on 2024 offerings:</b> Automotive Business Services Construction – (VET In School) Electrotechnology * Hospitality (VET In School) Human Services – Nursing ** Information and Digital Technology Retail Services Tourism, Travel &amp; Events</p> <p>* This course may require an aptitude test and interview.</p> <p>** A position in this course is highly competitive. Students must attend an information session, complete a separate application and attend an interview.</p>	<p><b>Examples based on 2024 offerings:</b> Animal Studies Aviation Baking Beauty Services Community Services – Children’s Services/Youth Work Dental Assisting Design Fundamentals – 3D Animation/Digital Design/ Fashion Design/Graphic Design/Interior Design Engineering Pathways Fitness Floristry Hair and Beauty Services Laboratory Skills Make Up Maritime Operations Music Industry Plumbing * Real Estate Practices Salon Assistant Screen &amp; Media</p> <p>* This course may require an aptitude test and interview.</p>

## VET In Schools

Three VET courses are delivered onsite at The Jannali High School. They are delivered by appropriately qualified and trained teachers and require students to have access to industry standard equipment and resources.

- SIT20416 Certificate II in Kitchen Operations
- CPC20211 Certificate II in Construction Pathways
- CUA30420 Certificate III in Entertainment VET

## Externally delivered Vocational Education and Training (EVET)

EVET courses are delivered face to face away from the school grounds by a Registered Training Organisation (RTO).

## TAFENSW Schools Launchpad

TAFE is offering the “TAFENSW Schools Launchpad”. 20 virtual courses developed to address skill shortage areas.

Students access a live weekly online course on their personal device in the school library.

## Delivery patterns of EVET courses

Students should investigate the delivery pattern of the EVET courses they are interested in so they are aware of the commitment and understand how the EVET course will fit in with their total pattern of study. There are several options for the delivery of EVET courses e.g. 120 hours, 2 units and 1 year courses; 180 hours, 3 units x 1 year courses; and 240 hours, 4 unit courses which can be offered over one or two years. A small number of EVET ICF courses also offer specialisation units to complement 240 hour courses. Students who successfully complete all units may be eligible for a full Certificate qualification, rather than a Statement of Attainment.

## Specific Requirements of EVET COURSES

It is important that students understand that enrolment in EVET courses requires a commitment to satisfactory completion. The specific requirements for EVET courses include the following:

- **NESA requirements** for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student’s home school.
- **Student Commitment – Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.**
- **Travel** – Students studying EVET courses are responsible for organising their own transport to the study venue and for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Adviser. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.
- **Proposed timetabling** – students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1.30pm and ending at 5.30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.
- **Online courses** require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements. TVET Launchpad courses will be scheduled from 12.00pm – 3.00pm on different days of the week.
- **Mandatory Work Placement applies to many EVET courses** and gives students the chance to learn new skills and apply the skills they learn from doing the course.
- **Failure to complete mandatory work placement could jeopardise the students’ satisfactory completion of the Preliminary of HSC units and could put their HSC at risk.**

## EVET 2024 Application Process

1. **Research:** Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Adviser. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisers about this.
2. **Submit:** Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Adviser). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form. This can be provided by the Careers Adviser.
3. **Interview:** Students are required to participate in an interview with the Careers Adviser to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.
4. **Apply:** The closing date for 2025 EVET applications is Friday, 6 September, 2024. Offers will be made from mid November.

*Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2025. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled. Students must complete a separate EVET application form; please collect and return to the Careers Adviser, Mrs Kath Hayward, or Transition Adviser, Mrs Natalie Woelms. Forms must be submitted by Friday, 6 September, 2024.*

## EVET Providers

- **NSW TAFE** is the largest provider of EVET courses. The term 'TVET' refers to EVET programs delivered by TAFE NSW.

TAFE NSW delivers EVET courses at a number of locations. Students at TJHS typically select courses from TAFE NSW Sydney Region – Enmore, Gymea, Loftus, Randwick, St George, and Ultimo TAFE campuses for face-to face delivery

Or

## TVET Guide

Please use the QR code below to access the TVET Course Guide for EVET courses offered by TAFE.



## TAFE Launchpad – online delivery

- Taronga Training Institute - courses delivered onsite at Taronga Zoo
- Whitehouse Institute of Design - course delivered as a series of block programs in the school holidays
- AIE- course delivered as a series of block programs in the school holidays
- NSW Health
- Australian Academy of Music
- UOW College
- Other providers, please see the Careers adviser for more information.

## School Based Apprenticeship

A school-based apprenticeship or traineeship combines paid work, training and school. Students spend a minimum of one day a week on-the-job (can be a school day, a Saturday, evening shifts, etc) with an employer, with some additional block periods at work in the holidays. For the remainder of the week, students complete their off-the-job vocational qualification (one day per week) and their other HSC subjects (three days per week).

What's the difference between a school-based traineeships and school-based apprenticeships?

Traineeships are completed at the end of Year 12; apprenticeships continue post school. Apprenticeships are usually in trade areas such as automotive, construction, electrotechnology, hospitality, metal and engineering. Traineeships are available in a range of industries including business administration (Business Services), retail, printing, nursing, transport and logistics, out of school hours care, to name a few of the 62 available.

### What are the benefits?

- Combine your HSC with vocational training within a supportive school environment
- Gain valuable work skills and experience
- Earn while you learn
- Obtain nationally recognised skills to work in industry areas with strong career prospects
- Gain credit towards further study
- Get a head start in the career
- Potentially earn higher wages post school
- Access a pathway to further studies

This is a great opportunity to contribute to the workforce of the future. If you'd like to find out more contact the Careers Adviser.

### **Please note:**

**To become a school-based trainee or apprentice you need to source the appropriate job.**

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>