

WEST WYALONG HIGH SCHOOL



SUBJECT SELECTION BOOKLET

Year 11 – 2025
Higher School Certificate - 2026

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Requirements for a Higher School Certificate (HSC)

- You must have completed Year 10 or other similar qualification approved by the NSW Education Standards Authority (NESA);
- You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the mandatory Higher School Certificate examinations.
- You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course. Both the Year 11 course and the HSC course must include the following:
 - At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English.
 - At least three courses of 2 units value or greater.
 - At least four subjects.
- Students in NSW will need a minimum standard of literacy and numeracy to receive the HSC.
- The NSW Education Standards Authority (NESA) publication, **Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 students** contains all the HSC rules and requirements you will need to know.
- You must satisfactorily complete the **HSC: All My Own Work** program in ethical scholarship.

HSC minimum standard

Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Sitting for the tests after the HSC

Students who do not demonstrate the minimum standard before they complete Year 12, can apply to sit for one or more minimum standard online tests after they leave school. To be eligible, you need to have fulfilled all your HSC requirements except for the minimum standard of literacy and/or numeracy. You can sit for the tests up to 5 years after starting your first HSC course. There is no cost to sit for the test(s).

Australian Tertiary Admissions Rank (ATAR) requirements

If you wish to receive the Australian Tertiary Admissions Rank (ATAR), you must study a minimum of 10 Board Developed (ATAR) units in the HSC Course. These courses must include at least:

- 10 units of Board Developed courses;
- 2 units of English
- Three Board Developed courses of 2 units or greater;

- Four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

For details on how the ATAR is calculated, go to uac.edu.au/atar.

NB: To use a subject for an ATAR you MUST sit the examination. An optional HSC written examination is offered to eligible students. Subject to ATAR rules, you must undertake the optional written examination to have the results from this course available for inclusion in the calculation of your ATAR. Check the NESA website at educationstandards.nsw.edu.au for more information.

Board Endorsed courses (eg Sport, Lifestyle & Recreation) are developed by schools, rather than NESA. They do not count towards the calculation of the ATAR but may provide valuable experience and knowledge in a specific subject area.

Please see your Careers Advisor for further information regarding University entry requirements. in Years 11 and 12 in preparation for university entry.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

If you do not choose subjects for an ATAR (University) pathway in Year 11, you cannot change your mind later so it is important to be sure or keep your options open.

Requirements to “satisfactorily complete a course”

The following course completion criteria refer to both Year 11 and HSC courses -

- A student will be considered to have satisfactorily completed a course if in the Principal's view, there is sufficient evidence that the student has:
 - (a) followed the course developed or endorsed by the Board; and
 - (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
 - (c) achieved some or all of the course outcomes.
- Consequently, the Principal may determine, in the event of poor attendance, a student has not satisfied course criteria and may withdraw that student's entry for the Higher School Certificate. Students will receive warning if they are at risk of this happening.

NOTE:

- Year 11 Courses run in Year 11, Terms 1 to 3.
- HSC Courses run thereafter.
- Students must satisfactorily complete the Year 11 Course in a subject to attempt the HSC Course in that subject.

What sort of senior student will you be?

WHAT SORT OF SENIOR STUDENT WILL YOU BE?

- Are you considering University, TAFE or Employment after the HSC?
- Are you wanting to do a highly academic or more vocational HSC?
- Are you considering a Part Time School Based Traineeship accessing TAFE, School and Employment?
- Are you considering a Pathways HSC?

WHICH DESCRIPTION SOUNDS LIKE YOU?

- I need more time at school to...
- I need an ATAR for a career...
- I want TAFE qualifications and my HSC...
- I want to join the defence forces...
- I am going to do the HSC because...
- I have high academic expectations and I want to get the best education I can get...

WHAT SORT OF SENIOR STUDENT WILL YOU BE? ... a 'One'

- I am returning to school because there is now a legal requirement for me to do so.
- If I get offered a job I'd probably leave.
- I definitely do not want an ATAR.
- I am interested in taking up a school-based traineeship or apprenticeship.
- I would prefer my subjects to be practical and career oriented.
- I would like to be in paid work as well doing my HSC.

WHAT SORT OF SENIOR STUDENT WILL YOU BE? ... a 'Two'

- I might return to Year 11 because I'm not sure what I want to do yet.
- I am thinking about taking up a school-based traineeship or apprenticeship.
- If I get offered a job I'd probably leave.
- I have found school generally pretty tough, especially subjects with only a few practical elements.
- I would like my courses to be focused on a career or a job.

WHAT SORT OF SENIOR STUDENT WILL YOU BE? ... a 'Three'

- I want to return to Year 11 and get my HSC.
- I don't know if I want to go to University.
- I want an ATAR just in case.
- I enjoy some subjects but not everything.
- I am thinking about a mixture of vocational and academic courses but only one VET course.

WHAT SORT OF SENIOR STUDENT WILL YOU BE? ... a 'Four'

- I intend on going to university.
- I need a positive ATAR result.
- I want most courses to be academic and challenging.
- I am aware of how much work is required to succeed if I make these choices.
- I need Advanced English.
- I have high academic expectations and I want to get the best education I can get.

WHATEVER YOUR REASON THERE IS A PATTERN OF STUDY THAT WILL BEST SUIT YOUR NEEDS – SO CHOOSE CAREFULLY

The rule is the same.....INFORMED DECISIONS WILL MAKE THE HSC WORK FOR YOU!

CONSIDER...

- The world of work and life after school has already dramatically changed and will undergo even greater change in the future.
- Your education will be lifelong.
- No job is guaranteed for life.
- Most of you will work in a number of different jobs in your working life.
- The rapid changes in technology will continue and it is likely that 50% of the jobs that you will undertake have not been invented yet.

WHEN YOU CONSIDER YOUR SUBJECT CHOICES...

- It is important to examine your options carefully and look at future pathways that give you the best opportunity for success and happiness.
- A thorough knowledge of options available, a realistic sense of your abilities, strengths and weaknesses and sound decision making skills are the key areas to be mastered.

Table of Subjects and options recommended for 1, 2, 3, 4

Board developed courses	1	2	3	4
English Advanced				✓
English Standard	✓	✓	✓	✓
English Studies	✓	✓	✓	✓
Ancient History			✓	✓
Biology			✓	✓
Business Studies		✓	✓	✓
Chemistry				✓
Geography		✓	✓	✓
Investigating Science			✓	✓
Legal Studies			✓	✓
Mathematics Advanced				✓
Mathematics Advanced + Mathematics Extension 1				✓
Mathematics Standard 2	✓	✓	✓	✓
Music 1		✓	✓	✓
Music 2			✓	✓
PDHPE			✓	✓
Physics				✓
Visual Arts		✓	✓	✓
VET Agriculture (Primary Industries)	✓	✓	✓	✓
VET Construction	✓	✓	✓	✓
VET Hospitality	✓	✓	✓	✓
Board/Content endorsed courses	1	2	3	4
Numeracy	✓	✓		
Sport, Lifestyle and Recreation	✓	✓		
Work Studies	✓	✓		
Mathematics Standard 1	✓	✓	✓	
VET Engineering	✓	✓		

Board Developed Courses (ATAR)

English Advanced

Course No: 11140/15140	2 units for Year 11 Course and Year 12 (HSC). Board Developed Course.
Exclusions: English Standard; English Studies; English EAL/D; English Life Skills	
Course Description In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.	
Main Topics Covered Year 11 Course – The course has two sections: <ul style="list-style-type: none">▪ Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.▪ Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. Year 12 Course - The course has two sections: <ul style="list-style-type: none">▪ The HSC Common Content consists of one module <i>Texts and Human Experiences</i> common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.▪ Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.	
Particular Course Requirements Across the English Advanced Stage 6 course students are required to study: <ul style="list-style-type: none">▪ a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts▪ texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia▪ a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples▪ texts with a wide range of cultural, social and gender perspectives. Year 11 course Students are required to study: <ul style="list-style-type: none">▪ a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts▪ a wide range of additional related texts and textual forms. Year 12 course Students are required to study: <ul style="list-style-type: none">▪ at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film or media or a nonfiction text <u>or</u> may be selected from one of the categories already used▪ at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i>▪ at least one related text in the <i>Common module: Texts and Human Experiences</i>.	

English Extension 1

Course No: 11150/15160/15170	1 unit for Year 11 Course and Year 12 (HSC). Board Developed Course.
Exclusions: English Standard; English Studies; English EAL/D.	
1 unit of study for each of Year 11 and HSC Prerequisites: (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12	
Course Description The English Extension 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. The course is designed for students with an interest in literature and a desire to pursue specialised study of English. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.	
Main Topics Covered Year 11 Course In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project. Year 12 Course In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. The course has one common module, <i>Literary Worlds</i> , with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are <ul style="list-style-type: none">▪ Literary Homelands▪ Worlds of Upheaval▪ Reimagined Worlds▪ Literary Mindscapes▪ Intersecting Worlds	
Particular Course Requirements Across Stage 6 the selection of texts should give students experience of the following as appropriate: <ul style="list-style-type: none">▪ texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia▪ a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples▪ a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. Year 11 Course Students are required to: <ul style="list-style-type: none">▪ examine a key text from the past and its manifestations in one or more recent cultures▪ explore, analyse and critically evaluate different examples of such texts in a range of contexts and media▪ undertake a related research project. Year 12 Course Students are required to study: <ul style="list-style-type: none">▪ at least THREE prescribed texts for the elective study which must include two print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)▪ at least TWO related texts.	

English Standard

Course No: 11130/15130	2 units for Year 11 and Year 12 (HSC). Board Developed Course.
Exclusions: English Advanced; English Studies; English EAL/D; English Extension; English Life Skills	
Course Description 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. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.	
Main Topics Covered Year 11 Course – The course has two sections: <ul style="list-style-type: none">▪ Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.▪ Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning. HSC Course – The course has two sections: <ul style="list-style-type: none">▪ The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.▪ Three additional modules emphasise particular aspects of shaping meaning. Student study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.	
Particular Course Requirements Across the English Standard Stage 6 Course students are required to study: <ul style="list-style-type: none">• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples• texts with a wide range of cultural, social and gender perspectives. In the Year 11 English (Standard) Course students are required to study: <ul style="list-style-type: none">• one complex multimodal or digital text in Module A (this may include the study of film)• one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts• a wide range of additional related texts and textual forms. HSC English (Standard) Course are required to study: <ul style="list-style-type: none">• at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i>• at least one related text in the <i>Common module: Texts and Human Experiences</i>.	

English Studies

Course No: 30105/15125 Optional examination: English Studies students who intend to undertake the optional HSC examination must also be enrolled in 15126 English Studies (2 units – Year 12).	2 units for Year 11 and Year 12 (HSC). Board Developed Course.
Exclusions: English Advanced; English Standard; English EAL/D; English Extension, English Life Skills	
Course Description This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.	
Main Topics Covered Year 11 Course <ul style="list-style-type: none">Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.Students study 2–4 additional syllabus modules (selected based on their needs and interests).Students may also study an optional teacher-developed module. Year 12 Course <ul style="list-style-type: none">The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.Students study 2–4 additional syllabus modules (selected based on their needs and interests).Students may also study an optional teacher-developed module.	
Particular Course Requirements Across the English Studies Stage 6 Course students are required to study: <ul style="list-style-type: none">texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asiaa 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 Peoplestexts with a wide range of cultural, social and gender perspectivesa range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. Year 11 Course Students are required to: <ul style="list-style-type: none">read, view, listen to and compose a wide range of texts including print and multimodal textsstudy at least one substantial print text (for example a novel, biography or drama)study at least one substantial multimodal text (for example film or a television series)be involved in planning, research and presentation activities as part of one individual and/or collaborative projectdevelop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the yearengage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. Year 12 Course Students are required to: <ul style="list-style-type: none">read, view, listen to and compose a wide range of texts including print and multimodal textsstudy at least one substantial print text (for example a novel, biography or drama)study at least one substantial multimodal text (for example film or a television series)be involved in planning, research and presentation activities as part of one individual and/or collaborative projectdevelop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the yearengage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. In addition , students in Year 12 only are required to study ONE text from the prescribed text list and one related text for the Common Module – <i>Texts and Human Experiences</i> .	

Ancient History

Course No: 11020/15020	2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.
Exclusions: Ancient History Life Skills; Human Society and its Environment Life Skills	
Course Description The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.	
Main Topics Covered Year 11 Course The Year 11 course comprises three sections. <ul style="list-style-type: none">▪ Investigating Ancient History - students undertake at least one option from 'The Nature of Ancient History', and at least two case studies▪ Features of Ancient Societies - students study at least two ancient societies▪ Historical Investigation Historical concepts and skills are integrated with the studies undertaken in Year 11. Year 12 Course The Year 12 course comprises four sections. <ul style="list-style-type: none">▪ Core Study: Cities of Vesuvius – Pompeii and Herculaneum▪ One 'Ancient Societies' topic▪ One 'Personalities in their Times' topic▪ One 'Historical Periods' topic Historical concepts and skills are integrated with the studies undertaken in Year 12.	
Particular Course Requirements Year 11 Course In the Year 11 course, students undertake at least two case studies. <ul style="list-style-type: none">• One case study must be from Egypt, Greece, Rome or Celtic Europe, and• One case study must be from Australia, Asia, the Near East or the Americas. HSC The course requires study from at least two of the following areas: <ul style="list-style-type: none">• Egypt• Near East• China• Greece• Rome.	

Biology

Course No: 11030/15030	2 units for Year 11 Course and Year 12 (HSC). Board Developed Course.
Exclusions: 16644 Living World Life Skills (Yr 11 & Yr 12)	
Prerequisites: Nil	
Pattern of study: A student may count up to: <ul style="list-style-type: none"> ▪ Year 11 – six (6) units of science, or ▪ Year 12 – seven (7) units of science to satisfy pattern of study requirements for the HSC. 	
Course Description <p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>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.</p> <p>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.</p>	
What students learn: <p>The Year 11 course consists of four modules.</p> <p>Module 1 Cells as the Basis of Life</p> <p>Module 2 Organisation of Living Things</p> <p>Module 3 Biological Diversity</p> <p>Module 4 Ecosystem Dynamics</p>	<p>The Year 12 course consists of four modules.</p> <p>Module 5 Heredity</p> <p>Module 6 Genetic Change</p> <p>Module 7 Infectious Disease</p> <p>Module 8 Non-infectious Disease and Disorders</p>
Course Requirements <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>	

Business Studies

Course No: 11040/15040	2 units for each of the Year 11 Course and HSC Board Developed Course
Exclusions: 16688 & 16699	
Prerequisites: Nil	
Course Description <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
Year 11 Course <p>Nature of business (20%) – the role and nature of business</p> <p>Business management (40%) – the nature and responsibilities of management</p> <p>Business planning (40%) – establishing and planning a small to medium enterprise</p>	
HSC Course <p>Operations (25%) – strategies for effective operations management</p> <p>Marketing (25%) – development and implementation of successful marketing strategies</p> <p>Finance (25%) – financial information in the planning and management of business</p> <p>Human resources (25%) – human resource management and business performance</p>	

Chemistry

Course No: 11050/15050	2 units for Year 11 Course and Year 12 (HSC). Board Developed Course.
Exclusions: 16648 Chemical World Science Life Skills (Yr 11 & Yr 12).	
Prerequisites: Nil	
Pattern of study: A student may count up to: <ul style="list-style-type: none">Year 11 – 6 units of science orYear 12 – 7 units of science to satisfy pattern of study requirements for the HSC.	
Course Description <p>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.</p> <p>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.</p> <p>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.</p>	
What students learn: <p>The Year 11 course consists of four modules.</p> <p>Module 1 Properties and Structure of Matter</p> <p>Module 2 Introduction to Quantitative Chemistry</p> <p>Module 3 Reactive Chemistry</p> <p>Module 4 Drivers of Reactions</p>	<p>The Year 12 course consists of four modules.</p> <p>Module 5 Equilibrium and Acid Reactions</p> <p>Module 6 Acid/base Reactions</p> <p>Module 7 Organic Chemistry</p> <p>Module 8 Applying Chemical Ideas</p>
Course Requirements <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	

Design and Technology

Course No: 11080/15080	2 units for each of the Year 11 Course and Year 12 (HSC). Board Developed Course.
Exclusions: 16682 Design and Technology Life Skills; 16686 Technology Life Skills	
Prerequisites: Nil	
Course Description <p>The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>	
What students learn: <p>Year 11 course involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>HSC Course involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
Course Requirements <p>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	

Geography

Course No: 11190/15190	2 units for each of Year 11 Course and HSC Board Developed Course
Exclusions: 16626; 16699	
Prerequisites: Nil	
Course Description <p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.</p> <p>The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.</p>	
Main Topics Covered <p>Year 11 course Earth's natural systems People, patterns and processes Human-environment interactions Geographical investigations</p> <p>Year 12 course Global sustainability Rural and urban places Ecosystems and global biodiversity</p>	
Particular Course Requirements <p>The geographical inquiry skills and tools content is to be integrated throughout the course. The focus areas and studies provide the contexts for developing and applying inquiry skills and tools.</p> <p>Twelve (12) hours of fieldwork are mandatory for the Year 11 course. Fieldwork may be integrated within one or more of the following focus areas – Earth's natural systems; People, patterns and processes; Human–environment interactions, as appropriate.</p> <p>Twelve (12) hours of fieldwork are mandatory for the Year 12 course. Fieldwork may be integrated within an individual focus area or across focus areas as appropriate.</p>	

Health and Movement Science

Course No: 11300/15320	2 units for each of the Year 11 Course and HSC Board Developed Course
Exclusions: Health & Movement Science Life Skills	
<p>Course Description</p> <p>Rationale Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. While there is tremendous opportunity for good health, there are numerous conflicting influences on lifestyle, which are impacting health outcomes. In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance, and develop the skills to enhance movement for themselves and others throughout their lifetime.</p> <p>The study of health sciences draws on epidemiology, dimensions and determinants of health, and social justice principles. This enables students to think critically about the equity, access and sustainability of health and wellbeing for individuals and communities. Health promotion is explored as a way to improve health for individuals and communities. Students investigate the United Nations Sustainable Development Goals (SDGs), which represent an ambitious vision of a healthier, more prosperous, inclusive and resilient world. The World Health Organization (WHO) views health promotion as a means to achieving the SDGs.</p> <p>Participation in physical activity plays a significant role in improving the health and wellbeing of individuals and communities. Learning in, through and about the movement sciences involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation. Acquiring the knowledge and skills to be physically active can optimise individual and team performance and develop positive movement habits across the lifespan. Health and Movement Science builds on the foundational knowledge, understanding and skills developed in the PDHPE K–10 course. This syllabus is underpinned by the 5 propositions.</p> <p>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.</p> <p>Aim The aim of Health and Movement Science is to develop in each student a capacity to think about and act critically in regard to 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.</p>	
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> ▪ Health of Individuals (40/120) ▪ The Body & Mind in Motion (40/120) ▪ Collaborative Investigation (20/120) ▪ Depth Study (20/120) 	<p>Year 12 Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ▪ Health in Australia & Global context (45/120) ▪ Training for improved performance (45/120) ▪ Depth Studies (30/120)

Investigating Science

Course No: 11215/15215	2 units for Year 11 Course and Year 12 (HSC) Board Developed Course.
Exclusions: 16642 Investigating Science Life Skills (Yr 11 & Yr 12).	
Prerequisites: Nil	
Pattern of study: A student may count up to: <ul style="list-style-type: none"> ▪ Year 11 – six (6) units of science or ▪ Year 12 – seven (7) units of science to satisfy pattern of study requirements for the HSC. 	
Course Description <p>The Investigating Science Stage 6 course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>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.</p> <p>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.</p> <p>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 students and participation in current and emerging STEM-related post-school activities and industries.</p>	
What students learn: <p>The Year 11 course consists of four modules.</p> <p>Module 1 Cause and Effect – Observing</p> <p>Module 2 Cause and Effect – Inferences and Generalisations</p> <p>Module 3 Scientific Models</p> <p>Module 4 Theories and Laws</p>	<p>The Year 12 course consists of four modules.</p> <p>Module 5 Scientific Investigations</p> <p>Module 6 Technologies</p> <p>Module 7 Fact or Fallacy?</p> <p>Module 8 Science and Society</p>
Course Requirements <p>Students are provided with 30 hours of course time for Depth Studies in each of Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	

Legal Studies

Course No: 15220	2 units for each of the Year 11 Course and HSC Board Developed Course
Exclusions: 16689 & 16699	
Course Description <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
Year 11 Course <ul style="list-style-type: none">▪ Part I – The Legal System (40% of course time)▪ Part II – The Individual and the Law (30% of course time)▪ Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>	
HSC Course <ul style="list-style-type: none">▪ Core Part I: Crime (30% of course time)▪ Core Part II: Human Rights (20% of course time)▪ Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none">▪ Consumers▪ Global environment and protection▪ Family▪ Indigenous peoples▪ Shelter▪ Workplace▪ World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p> <p>Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p>	
Particular Course Requirements <p>No special requirements.</p>	

Mathematics Advanced

Course No: 11255/15255	2 units for each of the Year 11 Course and HSC Board Developed Course
Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.	
Prerequisites: The outcomes and content in the Mathematics Advanced Stage 6 syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and Stage 5.2. The following substrands of Stage 5.3 – Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' theorem and Single Variable Data Analysis and at least some of the content from the following substrands of Stage 5.3 – Non-Linear Relationships and Properties of Geometrical Figures should have been covered. Content in the NSW Mathematics K–10 Syllabus up to and including this level is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness. Schools have the opportunity to review other areas of Stage 5 content as appropriate to meet the needs of students.	
<p>Course Description</p> <p>The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.</p> <p>All students studying the Mathematics Advanced course will sit for an HSC examination.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. 	
<p>Main Topics Covered:</p> <p>Year 11</p> <p><i>Topic: Functions</i></p> <ul style="list-style-type: none"> Working with Functions <p><i>Topic: Trigonometric Functions</i></p> <ul style="list-style-type: none"> Trigonometry and Measure of Angles Trigonometric Functions and Identities <p><i>Topic: Calculus</i></p> <ul style="list-style-type: none"> Introduction to Differentiation <p><i>Topic: Exponential and Logarithmic Functions</i></p> <ul style="list-style-type: none"> Logarithms and Exponentials <p><i>Topic: Statistical Analysis</i></p> <ul style="list-style-type: none"> Probability and Discrete Probability Distributions 	<p>Year 12</p> <p><i>Topic: Functions</i></p> <ul style="list-style-type: none"> Graphing Techniques <p><i>Topic: Trigonometric Functions</i></p> <ul style="list-style-type: none"> Trigonometric Functions and Graphs <p><i>Topic: Calculus</i></p> <ul style="list-style-type: none"> Differential Calculus The Second Derivative Integral Calculus <p><i>Topic: Financial Mathematics</i></p> <ul style="list-style-type: none"> Modelling Financial Situations <p><i>Topic: Statistical Analysis</i></p> <ul style="list-style-type: none"> Descriptive Statistics and Bivariate Data Analysis Random Variables

Mathematics Extension 1

Course No: 11250/15250	1 unit Year 11 Course Board Developed Course. 1 unit Year 12 (HSC) Board Developed Course.
Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.	
Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms Functions and Other Graphs and Circle Geometry.	
<p>Course Description</p> <p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for an HSC examination.</p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. 	
<p>Main Topics Covered</p> <p>Year 11</p> <p><i>Topic: Functions</i></p> <ul style="list-style-type: none"> Further Work with Functions Polynomials <p><i>Topic: Trigonometric Functions</i></p> <ul style="list-style-type: none"> Inverse Trigonometric Functions Further Trigonometric Identities <p><i>Topic: Calculus</i></p> <ul style="list-style-type: none"> Rates of Change <p><i>Topic: Combinatorics</i></p> <ul style="list-style-type: none"> Working with Combinatorics 	<p>Year 12</p> <p><i>Topic: Proof</i></p> <ul style="list-style-type: none"> Proof by Mathematical Induction <p><i>Topic: Vectors</i></p> <ul style="list-style-type: none"> Introduction to Vectors <p><i>Topic: Trigonometric Functions</i></p> <ul style="list-style-type: none"> Trigonometric Equations <p><i>Topic: Calculus</i></p> <ul style="list-style-type: none"> Further Calculus Skills Applications of Calculus <p><i>Topic: Statistical Analysis</i></p> <ul style="list-style-type: none"> The Binomial Distribution

Mathematics Standard/Mathematics Standard 2

Course No: 11236: Year 11 Mathematics Standard 15236: Year 12 Mathematics Standard 2	2 units Year 11 Course and 2 units Year 12 (HSC) Board Developed Course
Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.	
Prerequisites: The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes Stage 5.1 and Stage 5.2.	
<p>Course Description</p> <p>Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.</p> <p>In Year 12, students have the option to complete either Standard 2 (Board Developed Course - ATAR) or Standard 1 (Board Endorsed Course – Non ATAR) Mathematics.</p> <p>The Mathematics Standard 2 (Board Developed Course - ATAR) option in year 12 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. All students complete a HSC exam for this course</p> <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. 	
Content The Mathematics Standard Year 11 Course comprises of four topics, with the topics divided into subtopics. The Year 12 Mathematics Standard 2 Course comprises of five topics divided into subtopics. These include:	
<p><u>The Mathematics Standard Year 11</u></p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> Formulae and Equations Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> Applications of Measurement Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 	<p><u>The Mathematics Standard 2 Year 12</u></p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> Types of Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> Non-right-angled Trigonometry Rates and Ratios <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Investments and Loans Annuities <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Bivariate Data Analysis The Normal Distribution <p>Topic: Networks</p> <ul style="list-style-type: none"> Network Concepts Critical Path Analysis

Music 1

Course No: 11280/15290	2 units for each of the Year 11 Course and HSC Board Developed Course
Exclusions: Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course Description While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.	
Main Topics Covered Preliminary course In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. HSC course In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.	
Particular Course Requirements Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.	

Music 2

Course No: 11290/15300	2 units for each of the Year 11 Course and HSC Board Developed Course
Exclusions: Music 1. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course Description While the course builds on the Stages 4 and 5 Music course, it also caters for students with less experience in Music.	
Main Topics Covered Preliminary course In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study one mandatory topic covering a range of content and one additional topic in each year of the course. In the Preliminary course, the mandatory topic is Music 1600–1900. The additional topic is chosen from a list of six topics which covers a broad range of styles, periods and genres. HSC course In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study one mandatory topic of music of the last 25 years (Australian focus) and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.	
Particular Course Requirements In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC. The additional topic studied in the HSC must be different to the topic studied in the Preliminary course. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.	

Physics

Course No: 11310/15330	2 units for the Year 11 course and Year 12 (HSC). Board Developed Course.
Exclusions: 16646 Physical World Science Life Skills (Yr 11 & Yr 12)	
Prerequisites: Nil	
Pattern of study: A student may count up to: <ul style="list-style-type: none"> • Year 11 – six (6) units of science or • Year 12 – seven (7) units of science to satisfy pattern of study requirements for the HSC. 	
Course Description <p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p> <p>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.</p>	
What students learn: <p>The Year 11 course consists of four modules.</p> <p>Module 1 Kinematics</p> <p>Module 2 Dynamics</p> <p>Module 3 Waves and Thermodynamics</p> <p>Module 4 Electricity and Magnetism</p>	<p>The Year 12 course consists of four modules.</p> <p>Module 5 Advanced Mechanics</p> <p>Module 6 Electromagnetism</p> <p>Module 7 The Nature of Light</p> <p>Module 8 From the Universe to the Atom</p>
Course Requirements <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	

Visual Arts

Course No: 11380/15400	2 units for each of the Year 11 Course and HSC Board Developed Course
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course Description Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.	
Topics Covered Year 11 Course learning opportunities focus on: <ul style="list-style-type: none">▪ the nature of practice in artmaking, art criticism and art history through different investigations▪ the role and function of artists, artworks, the world and audiences in the artworld▪ the different ways the visual arts may be interpreted and how students might develop their own informed points of view▪ how students may develop meaning and focus and interest in their work▪ building understandings over time through various investigations and working in different forms. HSC Course learning opportunities focus on: <ul style="list-style-type: none">▪ how students may develop their practice in artmaking, art criticism, and art history▪ how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations▪ how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations▪ how students may further develop meaning and focus in their work.	
Particular Course Requirements Year 11 Course: <ul style="list-style-type: none">▪ Artworks in at least two expressive forms and use of a process diary▪ a broad investigation of ideas in art making, art criticism and art history. HSC Course: <ul style="list-style-type: none">▪ development of a body of work and use of a process diary▪ a minimum of five Case Studies (4–10 hours each)▪ deeper and more complex investigations in art making, art criticism and art history.	

Board endorsed courses (Non ATAR) (offered at West Wyalong High School)

Mathematics Standard/Mathematics Standard 1

Course No: 11236: Year 11 Mathematics Standard 15231: Year 12 Mathematics Standard 1	2 units Year 11 Board Developed Course and 2 units Year 12 (HSC) Board Endorsed Course
Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.	
Prerequisites: The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes Stage 5.1 and Stage 5.2.	
<p>Course Description</p> <p>Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.</p> <p>In Year 12, students have the option to complete either Standard 2 (Board Developed Course - ATAR) or Standard 1 (Board Endorsed Course – Non ATAR) Mathematics.</p> <p>The Mathematics Standard 1 (Board Endorsed Course – Non ATAR) option in year 12 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning. There is an optional HSC exam available for this course.</p> <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 	
<p>Content The Mathematics Standard Year 11 Course comprises of four topics, with the topics divided into subtopics. The Year 12 Mathematics Standard 1 Course comprises of five topics divided into subtopics. These include:</p>	
<p><u>The Mathematics Standard Year 11</u></p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> Formulae and Equations Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> Applications of Measurement Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 	<p><u>The Mathematics Standard 1 Year 12</u></p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> Types of Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> Right-angled Triangles Rates Scale Drawings <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Investment Depreciation and Loans <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Further Statistical Analysis <p>Topic: Networks</p> <ul style="list-style-type: none"> Networks and Paths

Numeracy

Course No: 30130/30140	2 units for each of the Year 11 Course and HSC Board Endorsed Course
Exclusions: Nil.	
Course Description <p>The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.</p> <p>The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.</p> <p>The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.</p>	
Main Topics Covered <p>The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:</p> <ul style="list-style-type: none">▪ interpret and use numerical information▪ solve problems using visual, spatial, financial and statistical literacy skills▪ think mathematically in practical situations▪ represent and communicate information▪ use the context to determine the reasonableness of solutions <p>in order to manage situations and solve problems relating to their present and future needs.</p> Preliminary course <p>The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 1:</p> <ul style="list-style-type: none">▪ 1: Whole numbers▪ 2: Operations with whole numbers▪ 3: Distance, area and volume▪ 4: Time▪ 5: Data, graphs and tables <p>Module 2:</p> <ul style="list-style-type: none">▪ 1: Fractions and decimals▪ 2: Operations with fractions and decimals▪ 3: Metric relationships▪ 4: Length, mass and capacity▪ 5: Chance HSC course <p>The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 3:</p> <ul style="list-style-type: none">▪ 1: Percentages▪ 2: Operations with numbers▪ 3: Finance▪ 4: Location, time and temperature▪ 5: Space and design <p>Module 4:</p> <ul style="list-style-type: none">▪ 1: Rates and ratios▪ 2: Statistics and probability▪ 3: Exploring with NRMT	
Particular Course Requirements: Nil.	

Sport, Lifestyle and Recreation Studies

Course No: 35015/35017	2 units for each of the Year 11 Course and HSC Content Endorsed Course
Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.	
Course Description Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.	
What Students Learn Through the study of Sport, Lifestyle and Recreations course, students learn to develop: <ul style="list-style-type: none">• knowledge and understanding of the factors that influence health and participation in physical activity;• knowledge and understanding of the principles that affect quality of performance;• an ability to analyse and implement strategies to 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. The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as: <ul style="list-style-type: none">• Aquatics• Athletics• Dance• First Aid and Sports Injuries• Fitness• Games and Sports Applications• Gymnastics• Healthy Lifestyle• Individual Games and Sports Applications• Outdoor Recreation• Resistance Training• Social Perspectives of Games and Sport• Sports Administration• Sports Coaching and Training	
Particular Course Requirements The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered. Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.	

Work Studies

Course No: 35201/35203	2 units for each of the Year 11 Course and HSC Content Endorsed Course.
Exclusions: Nil	
Course Description <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p> <p>The Work Studies course assists students to:</p> <ul style="list-style-type: none">▪ recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities▪ develop an understanding of the changing nature of work and the implications for individuals and society▪ undertake work placement to allow for the development of specific job-related skills▪ acquire general work-related knowledge, skills and attitudes, transferable across different occupations▪ develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.	
What students learn <p>The Work Studies CEC syllabus is available for study as a 2-unit 240-hour course.</p> <ul style="list-style-type: none">▪ Core: My Working Life▪ Modules: There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.	

Board Developed & Board Endorsed Vocational Education and Training (VET) Courses

2025 Construction Course Descriptor

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

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

Course: Construction

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs:

Preliminary - \$20 plus costs for White Card course. Discuss payment options with your trainer. HSC - \$20
School Specific equipment and associated requirements for students – Leather enclosed shoes must be worn.

Refunds

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

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

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

2025 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$70 HSC - \$70
Leather enclosed shoes must be worn.

Refunds

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

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

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

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

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

2025 Manufacturing and Engineering Introduction Course Descriptor

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

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

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

HSC credit – 4 units

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

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the manufacturing and engineering industry

- fitter machinist
- refrigeration mechanic
- toolmaker
- maintenance fitter
- Air conditioning mechanic

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment)

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

Consumable costs: Preliminary - \$40 HSC - \$40
Leather enclosed shoes must be worn.

Refunds

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

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

Exclusions: General information about NESA VET course exclusions can be found

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

2025 Primary Industries Course Descriptor

AHC20122 Certificate II in Agriculture

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

Course: Primary Industries

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the agriculture industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs:

Preliminary - \$25 HSC - \$25 plus excursion travel to industry.

School Specific equipment – Leather enclosed shoes must be worn.

Refunds

Refund arrangements are on a pro-rata basis

Please refer to your school refund policy

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

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

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