



Holy Trinity Inverell
Live life to the full

Year 11 and 12

**SENIOR
STUDIES
HANDBOOK**

From the Principal

At Holy Trinity School, we are very excited to publish this document, our second Year 11 and 12 Senior Studies Handbook. At this point in time, it is important for our students to realise that along with selecting the courses they wish to study in their final years of schooling they are also making a commitment to our school for two more years and having the opportunity to realise the vision and mission of the school **“to have life and have it to the full.”**

Therefore, I would like to reiterate what we hold dear for our students and families at Holy Trinity School and our expectations for our senior students. Our Living Well, Learning Well Student Support Framework will continue to underpin the senior years. In choosing Holy Trinity School, parents enter a partnership with the school in which there is shared privilege and responsibility for a student's faith formation, learning and wellbeing. There are shared goals that all young people in our school are safe, valued, respected and cared for, and esteemed and supported as learners.

As senior members of the Holy Trinity team, we will be working with and encouraging our students to:

Own Your Learning: Be a self-starter. Figure out what you need to do, and get it done. Don't wait to be told.

Speak Your Mind (Clearly): Learn to explain your ideas well, whether you're writing an essay or having a chat. And be able to break down big, complex info.

Think Outside the Box: Don't just memorize stuff. Learn to question, analyse, and come up with your own solutions.

Bounce Back and Get Smart: Life throws curveballs. Learn to handle stress, roll with the punches, and find ways to make things work.

Be a Good Human: Do the right thing, be accountable, and treat others with respect. Be a positive force in your community.

Work Well with Others and Lead the Way: Show empathy, build strong relationships, and step up when needed.

Plan Your Future: Set goals, break them down into smaller steps, and get ready for what comes next (college, career, whatever!).

Develop Your Faith: Take time for yourself and God, join in faith opportunities, and model the values of our faith and school for younger students.

Master Adulthood: Learn to balance school, life, and everything in between. Know your limits and take care of yourself.

Stay Connected: Build strong bonds within the school and with the wider community and keep those connections going after graduation.

Be You, But Stronger: Grow into a confident, independent adult who knows what they want and how to get it.

I am looking forward to the next two years with our students and their families. It is an honour to see them finish their educational journey at Holy Trinity School, and as always, I am here to support them in any way I can.

Mrs Jillian Rainger

Information about the Higher School Certificate (HSC)

The Higher School Certificate recognises 13 years of schooling. It is the highest educational award in New South Wales schools. It is recognised internationally and provides students with a foundation to enter tertiary study, vocational training or employment. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

This booklet is your introduction to the HSC and the many options now available.

You can find out more about it by accessing the New South Wales Educational Standards Authority (NESA) website:

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

What types of courses can I select?

There are different types of courses that you can select in Years 11 and 12:

- Board Developed Courses
- Board Endorsed Courses
- Vocational Education and Training (VET)
- Life Skills

Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which contains:

- the course objectives,
- structure,
- content and outcomes specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for VET courses)

All students entered for the HSC who are studying these courses follow these syllabuses.

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR).

Board Endorsed Courses

These courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

There is no external examination for Board Endorsed Courses, but they do involve school-based assessments.

All Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement (ROSA).

However, Board Endorsed Courses do not count in the calculation of the ATAR.

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses each have a specific workplace component, and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

School based part-time traineeships may also be put in place in conjunction with VET courses.

Life Skills Courses as Part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate.

Students with Special Educational Needs who are unable to meet regular course outcomes may be eligible to enrol in the Life Skills component of the course. An individual transition plan must be negotiated for each student attempting Life Skills Courses.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Year 11 course and a 2 unit Year 12 course.

NESA expects that most students would meet the outcomes for a 2 unit Year 11 course and a 2 unit Year 12 course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

There is no ATAR available for students completing Life Skills courses.

Requirements for the Award of the HSC

To be awarded the Higher School Certificate you must:

- study a minimum of 12 units in the Year 11 course;
- study a minimum of 10 units in the Year 12 course;
- include in both the Year 11 course and the Year 12 course:
 - at least six (6) units from Board Developed Courses including at least 2 units of a Board Developed Course in English (including the English Studies course);
 - at least three (3) courses of 2 unit value or greater;
 - at least four (4) subjects; and
 - at most, six (6) units of courses in Science can contribute to Higher School Certificate
 - eligibility.

You must also:

- complete practical, oral and project works required for assessment;
- have sat for or made a serious attempt at the required HSC examinations;
- complete All My Own Work; and
- have achieved minimum standards in Literacy and Numeracy.

If you wish to receive the Australian Tertiary Admissions Rank (ATAR), you must study a minimum of 10 Board Developed units in the Year 12 Course.

If you do not wish to receive an ATAR, you must study at least six (6) units of Board Developed Courses. The rest of your subjects may be made up from Board Endorsed Courses.

Some subjects have an optional external examination i.e. English Studies, Mathematics Standard 1, some VET courses. You can count these subjects towards an ATAR by opting to take the external examination at the end of Year 12.

Some advice on choosing your subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school, and your feelings about school.

It is important that you go about the task of choosing your subjects for the next two years in a calm and logical way. It is a good idea to have a few career ideas in mind as you start to choose your subjects.

If you are uncertain about this at present, that's fine. Select subjects that will keep your options open to you. You will also need to find out about various pathways you can take to obtain qualifications you will need to get a job in the occupation areas in which you are interested.

What you should and should not do

You should:

- Choose subjects you're good at
- Choose subjects you're interested in studying
- Choose subjects that you really want to learn so you can meet your future goals.

You should not:

- Choose subjects based on your friends' choices or on whom you think the teacher might be
- Approach your subject selection with the attitude that you can try subjects and change them if you don't like them
- Choose subjects beyond your ability - listen to your teachers' advice
- Play the scaling game - you will not be scaled up just for choosing a "hard" subject
- Choose subjects based on potential excursions or their 'bludge' factor.

Some Questions to Ask Yourself

1. List the goals you have for after school.

2. Do you need an ATAR? _____

3. What careers have you considered?

4. What subjects do you need for your future career choices?

5. What subjects are you good or better at?

6. What subjects do you enjoy the most?

7. Do you have a support network to help you manage the demands of senior school?

8. Are you aware of the costs and additional time demands such as work placement required for your course choices?

9. Have you considered School-Based Apprenticeships or Traineeships? If yes, in what area?

10. Do you have a back-up plan?

How to choose subjects for the Preliminary HSC Course (Year 11)

To use this course information booklet successfully students should use the following steps as a checklist:

1. Talk to your parents to clarify what you are aiming to do and to help you find information about possible courses and career paths.
2. Identify your career requirements with your teachers.
3. Read this book carefully.
4. Decide the most appropriate course of study ('pathway') for your interests and requirements.
5. Choose the subjects needed to satisfy your needs/interests.
6. Check that your choices satisfy the HSC requirements.
7. Use all your teachers to ensure you have chosen the appropriate subject and level.
8. Check that you meet all the prerequisites for your desired course.
9. Be realistic in considering your study commitments, time availability and other responsibilities.
10. Talk to senior students already studying courses you are considering.

Frequently Asked Questions

What is a Unit?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. Each unit involves class time of approximately 60 hours per year.

In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.
2 units = 120 hours per year = 100 marks

How many units of study do I need to study in order to attain my HSC?

In your Preliminary HSC course - a minimum of 12 units. Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC course.

In your HSC course - a minimum of 10 units.

What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by the University Admissions Centre (UAC). The ATAR is a rank not a mark.

If you wish to receive the Australian Tertiary Admissions Rank (ATAR), you must study a minimum of 10 Board Developed units in the Year 12 Course.

What's the difference between the HSC and an ATAR?

The HSC is awarded by NESAs for the satisfactory completion of Years 11 and 12. The HSC results are a detailed package showing each student the level of knowledge and skills that they have achieved in each course. The HSC mark is a 50:50 combination of a student's examination mark and school-based assessment mark.

The HSC results are used by UAC to calculate a rank order of students known as the Australian Tertiary Admissions Rank. The ATAR is not a mark; it is a ranking system used to allocate university placements.

What if I want to go to university?

- If you want to receive an ATAR so that you can apply for university entry at the end of Year 12 you will need to sit for examinations in at least 10 units of study.
- This means a minimum of five (5) HSC subjects.
- VET courses can be counted towards your ATAR calculation providing you sit the HSC exam.
- In your ATAR you must count 2 units of English.
- If you study more than 10 units, the ATAR calculation will be based on your best 10 units.

What are Minimum Standards?

These are a standard of literacy and numeracy to help students succeed at the HSC. Students need to meet the HSC minimum standard to receive the HSC. To show they meet the standard, students need to:

- achieve Level 3 or 4 in the online reading test, and
- achieve Level 3 or 4 in the online writing test, and
- achieve Level 3 or 4 in the online numeracy test.

What happens if a student doesn't meet the HSC minimum standard?

Only students who meet the HSC minimum standard will receive a Higher School Certificate testamur. Students do not need to meet the HSC minimum standard to:

- study HSC courses,
- sit HSC exams,
- receive HSC assessment and exam results,
- receive an ATAR,
- receive a Record of School Achievement (RoSA).

What constitutes the satisfactory completion of a course?

Students must:

- follow the course developed or endorsed by the NSW Education Standards Authority (NESA),
- apply themselves with diligence and sustained effort,
- achieve some or all the course outcomes,
- complete work placement for VET Board Developed Courses,
- make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for HSC courses.

Is any course compulsory?

- 2 units of English must be studied by every student in Years 11 and Year 12,

Are there any exclusions?

A student may only study:

- one (1) English course (other than Extension English which must be studied in conjunction with Advanced English)
- one (1) Mathematics course (other than Mathematics Extension which must be studied in conjunction with Mathematics Advanced)
- up to seven (7) units of Science in Year 12.

Will all the courses in this booklet be taught at Holy Trinity?

NO. The booklet outlines courses for which our school has the resources to teach. Our subject selection process will determine the actual subjects taught.

What are Extension courses?

- If a student has a special interest or aptitude for a subject the HSC rules allow for students to do extra study in this area.
- In Year 11 students can do Extension in English and Mathematics, while in Year 12 they can specialise in English, Mathematics, Science History and Music.
- Please note that Extension subjects are usually timetabled outside the school timetable – either before or after school. This level of study requires a great deal of motivation and self-reliance as well as extra time commitment.

What is HSC: All My Own Work program?

- The *HSC: All My Own Work* Program is designed to help HSC students follow the principles of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.
- It is compulsory for all students enrolled in Year 11.

FAQs

SUMMARY OF COURSES

Board Developed Courses - Delivered at School

These courses include an external HSC exam and contribute to an ATAR (refer to Page 3).

RELIGIOUS EDUCATION

- Studies of Religions I
- Studies of Religion II

ENGLISH

- English Advanced
- English Standard
- English Extension 1 (Year 11)
- English Extension 1 (Year 12)
- English Extension 2 (Year 12)
- English Studies

MATHEMATICS

- Mathematics Advanced
- Mathematics Standard 2
- Mathematics Standard 1 (Year 12)
- Mathematics Extension 1 (Year 11)
- Mathematics Extension 1 (Year 12)
- Mathematics Extension 2 (Year 12)

SCIENCE

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12)

HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)

- Ancient History
- Business Studies
- Economics
- Geography
- Legal Studies
- Modern History
- Society and Culture

CREATIVE AND PERFORMING ARTS

- Visual Arts

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

- Health and Movement Science

TECHNOLOGIES

- Agriculture
- Design and Technology

Board Endorsed Courses - Delivered at School

These courses have school-based assessments, do not have an external HSC exam, and do not contribute to an ATAR (refer to Page 3).

- Studies in Catholic Thought (SiCT)
- Sport, Lifestyle and Recreation Studies (SLR)
- Work Studies

Vocational Education and Training (VET)

By enrolling in a VET qualification, you are choosing to participate in a programme of study that will provide you the best possible direction towards a nationally recognised qualification.

You must undertake 35 hours of work placement in Year 11 and 12 to successfully complete these courses.

NOTE: Students will not be able to change into these courses any later than four (4) weeks into Term I. However, some VET courses can be commenced in the HSC year.

Board Developed VET Courses - Delivered at School

CONTRIBUTE TO AN ATAR:

- Construction Pathways
(Certificate II in Construction)
- Primary Industries
(Certificate II in Agriculture)

OTHER COURSES

If students wish to study a course the school does not offer, they are to see the Assistant Principal to discuss their options. Students can study courses provided online or by distance education. NSW TAFE offers a selection of VET courses. Students are to see the school's VET Coordinator to discuss their options.

SUMMARY OF COURSES

RELIGIOUS EDUCATION COURSES

Course	Units	ATAR
Studies of Religion I	1	<input checked="" type="checkbox"/>
Studies of Religion II	2	<input checked="" type="checkbox"/>

STUDIES OF RELIGION I

1 unit

Year 11 and Year 12

**Board Developed
Course**

**ATAR
YES**

Hours Studied
60 per year

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Other Relevant Curriculum Information:

All students are required to do either Studies of Religion I or Studies of Religion II if they wish to receive an ATAR.

**Special
Requirements/Equipment**

*What I need for this
course*
NONE

Recommendations

Who should do this course

Students MUST study either Studies of Religion I or Studies of Religion II or Studies in Catholic Thought

Course Content

Year 11

Nature of Religion and Beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Two Religious Traditions Studies – Christianity and Islam Origins; Principal beliefs; Sacred texts and writings; Core ethical teachings; Personal devotion/expression of faith/observance.

Year 12

Religion and Belief Systems in Australia post 1945, Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Two Religious Tradition Depth Studies - Christianity and Islam Significant people and ideas; Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics; Significant practices in the life of adherents

HSC Assessment

External Assessment: A 90 minute written examination

Section I: Religion and Belief Systems in Australia post 1945

Section II: Religious Tradition Depth Studies

Section III: Religious Tradition Depth Studies (extended response).

Exclusions

*What you cannot do with this
course*

Studies of Religion II or Studies in Catholic Thought

This course is often chosen with

Ancient History, Modern History

Career Options

*How will this subject help me
in the future*

Religious leader, community welfare worker, social worker, teacher, journalist.

STUDIES OF RELIGION II

2 unit

Year 11 and Year 12

**Board Developed
Course**

**ATAR
YES**

Hours Studied
120 per year

Course Outline

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

Other Relevant Curriculum Information:

All students are required to do either Studies of Religion I or Studies of Religion II if they wish to receive an ATAR.

Special Requirements/Equipment

What I need for this

course

NONE

Recommendations

Who should do this course

Students should be achieving an A or B Grade in Religious Education.

Course Content

Year 11

Nature of Religion and Beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Three Religious Traditions Studies - Christianity, Hinduism and Islam

Origins: Principal beliefs; Sacred texts and writings; Core ethical teachings and Personal devotion/expression of faith/observance.

Religions of Ancient Origin

The response to the human search for ultimate meaning in two religions of ancient origin from Aztec or Inca or Mayan; Celtic; Nordic; Shinto; Taoism; an Indigenous religion from outside Australia

The arrival, establishment and development of religious traditions in Australia prior to 1945

Year 12

Religion and Belief Systems in Australia post 1945

Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Three Religious Tradition Depth Studies - Christianity, Hinduism and Islam

Significant people and ideas: A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics: Significant practices in the life of adherents

Religion and Peace

The distinctive response of religious traditions to the issue of peace

Religion and Non-Religion

The human search for meaning through new religious expression.

Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

HSC Assessment

External Assessment

A three hour written examination

Section I: Religion and Belief Systems in Australia post 1945

Religion and Non-Religion

Section II: Religious Tradition Depth Studies

Section III: Religious Tradition Depth Studies

Section IV: Religion and Peace (extended response)

Exclusions

What you cannot do with this course

Studies of Religion I or Studies in Catholic Thought

This course is often chosen with

English Advanced, Ancient History, Modern History

Career Options

How will this subject help me in the future

This course prepares students for further study in Arts/Humanities and Social Science Courses at University or other Tertiary Institutions. Social

Career options: Religious leader, community welfare worker, social worker, teacher, journalist.

ENGLISH COURSES

Course	Units	ATAR
English Advanced	2	<input checked="" type="checkbox"/>
English Standard	2	<input checked="" type="checkbox"/>
English Extension 1 (Year 11)	1	<input checked="" type="checkbox"/>
English Extension 1 (Year 12)	1	<input checked="" type="checkbox"/>
English Extension 2 (Year 12)	1	<input checked="" type="checkbox"/>
English Studies *	2	<input type="checkbox"/>
		<input checked="" type="checkbox"/> * with exam

ENGLISH ADVANCED

2 Unit
Year 11 and Year 12

Board Developed Course

ATAR
YES

Hours Studied
120 per year

Course Outline

English Advanced 11–12 provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts. Students develop the knowledge to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

What students learn:

Through the study of English Advanced 11–12, students:

- use clear written and verbal communication skills for a range of purposes and audiences
- seek and evaluate information and arguments to inform their understanding of ideas
- make inferences about the intention and meaning of language based on context
- confidently express personal experiences and opinions and develop knowledge and skills as independent learners.

Special Requirements/Equipment

What I need for this course

Text purchases may be required

Recommendations

Who should do this course

Students who are achieving an A or a B in English

Exclusions

What you cannot do with this course

English Standard, English Studies

Course Content

Year 11

The course has three modules:

- | | |
|--|----------|
| • Reading to Write: Transition to English Advanced | 40 hours |
| • Narratives that Shape our World | 40 hours |
| • Critical Study of Literature | 40 hours |

There are no prescribed texts for Year 11.

Year 12

The course has four modules:

- | | |
|--------------------------------|----------|
| • Texts and Human Experiences | 30 hours |
| • Textual Conversations | 30 hours |
| • Critical Study of Literature | 30 hours |
| • The Craft of Writing | 30 hours |

Students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories: prose fiction, poetry, drama OR film OR media OR nonfiction.

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

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

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

HSC Assessment

External assessment that consists to two written papers worth 100 marks in total.

Paper 1 – 2 sections – 1 hour and 30 minutes plus 10 minutes reading time.

Paper 2 – 3 sections – 2 hours plus 5 minutes reading time.

This course is often chosen with

All students are required to undertake an English Course. Students can also choose English Extension 1 in year 11 and English Extension 12 in Year 12.

Career Options

How will this subject help me in the future

This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.

Career options could include:

Lawyer, psychologist, teacher, journalist, advertising executive, speech and hearing specialist, business manager, researcher, counsellor, editor.

ENGLISH STANDARD

2 Unit
Year 11 and Year 12

Board Developed Course

ATAR
YES

Hours Studied
120 per year

Course Outline

English Standard 11–12 provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.

What students learn:

Through the study of English Standard 11–12, students:

- develop clear communication skills for a range of purposes and audiences
- find information and perspectives to develop their understanding of ideas
- learn to make assumptions about the purpose and meaning of language based on context
- express personal experiences and opinions and reflect on skills as independent learners.

Special Requirements/Equipment

What I need for this course
Text purchases may be required

Recommendations

Who should do this course
Students who are achieving a C or a high D in English Seeking ATAR

Course Content

Year 11

The course has three modules:

- | | |
|--|----------|
| • Reading to Write: Transition to English Standard | 40 hours |
| • Contemporary Possibilities | 40 hours |
| • Close Study of Literature | 40 hours |

There are no prescribed texts for Year 11.

Students are required to study ONE complex multimodal or digital text in contemporary possibilities. This may include the study of film.

Students are required to study ONE substantial literary print text in close study of literature, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.

Year 12

The course has four modules:

- | | |
|----------------------------------|----------|
| • Texts and Human Experiences | 30 hours |
| • Language, Identity and Culture | 30 hours |
| • Close Study of Literature | 30 hours |
| • The Craft of Writing | 30 hours |

Students are required to closely study 3 prescribed texts, with ONE drawn from each of the following categories: prose fiction, poetry, drama OR film OR media OR nonfiction.

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

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

HSC Assessment

External assessment that consists to two written papers worth 100 marks in total.

Paper 1 – 2 sections – 1 hour and 30 minutes plus 10 minutes reading time.

Paper 2 – 3 sections – 2 hours plus 5 minutes reading time.

Exclusions

What you cannot do with this course

English Advanced, English Extension, English Studies

This course is often chosen with

All students are required to undertake an English Course

Career Options

How will this subject help me in the future?

This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.

Career options could include

Advertising executive, human resources officer, teacher, child care worker, marketing officer, clerk, real estate agent, nurse.

ENGLISH EXTENSION 1

1 Unit
Year 11 and Year 12

**Board Developed
Course**

**ATAR
YES**

Hours Studied
60 per year

Course Outline

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

What students learn:

Through the study of English Extension 1:

- learn to use clear written and verbal communication for a range of purposes and audiences
- interpret and evaluate information and arguments for clarity, precision and effectiveness
- make inferences about intention and meaning of language based on contextual clues
- explore using verbal and written language to confidently express personal experiences and opinions, and reflect on development of knowledge and skills as independent learners.

Other Relevant Curriculum Information:

- Extension 1 is a pre-requisite to studying Extension 2 (Year 12 only)

Special Requirements/Equipment

What I need for this course

Text purchases may be required

Recommendations

Who should do this course

Students who are doing Advanced English, are achieving an A or high B in English and have a deep interest in literature and media.

Exclusions

What you cannot do with this course

English Standard, English Studies

This course is often chosen with

Ancient History, Modern History, History Extension, Legal Studies

Career Options

How will this subject help me in the future

This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.

Career could options include

Lawyer, journalist, film and television producer, politician, advertising executive, writer, editor, diplomat, foreign affairs officer, teacher, psychologist.

Course Content

Year 11

The course has two modules:

- Texts, Culture and Value 40 hours
- Related Research Project 20 hours

Teachers prescribe one text from the past and its manifestations in one or more recent contexts.

Students select one text and its manifestations in one or more recent contexts.

They research a range of texts as part of their related research project.

Year 12

The course has one common module, *Literary Worlds*, with five associated electives.

- Literary Worlds 60 hours

Students are required to study THREE prescribed texts in ONE elective.

At least TWO of these texts are required to be extended print texts, which may include poetry.

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

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

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

HSC Assessment

External online assessment worth 50 marks.

Paper 1 – 2 hours plus 10 minutes reading time.

ENGLISH EXTENSION 2

1 Unit
Year 12

Board Developed
Course

ATAR
YES

Hours Studied
60 per year

Course Outline

English Extension 2 provides students with the opportunity to extend their conceptual understanding of the ways literature is read and written by encouraging them to consider their authorial role as they embark on their Major work. The focus areas provide students with a rich knowledge base to develop their skills in crafting language and refining their personal voice in critical and creative ways.

The major work provides students with the opportunity to apply and extend the research skills developed in the English Extension Year 11 course to their own extensive investigation and to develop autonomy and skills as a learner and an author.

The course is designed for students with an interest in literature and a desire to pursue a specialised study of English.

Other Relevant Curriculum Information:

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

- Have studied Year 11 English Extension 1 in the previous year.
- Be undertaking study of the Year 12 English Extension 1 course and English Advanced.

Special Requirements/Equipment

What I need for this course

Must be studying English Advanced and English Extension 1.

Text purchases may be required

Recommendations

Who should do this course

Students who are studying Extension 1 and wish to complete a major work in a particular area of interest

Course Content

Year 12 – Extension 2

The course has two modules:

- Author and authority 20 hours
- Major work 40 hours

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

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

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

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

HSC Assessment

Examination: External online assessment worth 40 marks

Paper 1: 1 hour 30 minutes plus 10 minutes reading time.

Major Work: is an extended work worth 20 marks. The marks for the Major Work will be converted to a mark out of 60, giving a total mark out of 100 for the examination.

Exclusions

What you cannot do with this course

English Standard English Studies

This course is often chosen with

Ancient History, Modern History, History Extension, Legal Studies

Career Options

How will this subject help me in the future

This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.

Career options count include:

Lawyer, journalist, film producer, politician, advertising executive, writer, editor, diplomat, foreign affairs officer, teacher, psychologist.

ENGLISH STUDIES

2 Unit
Year 11 and Year 12

Board Developed Course

ATAR YES*

Hours Studied
120 per year

Course Outline

English Studies 11–12 provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of 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.

What students learn:

Through the study of English Studies 11–12, students:

- develop and use communication skills for a range of purposes and audiences
- find information and perspectives that will inform their understanding of ideas
- make inferences about the meaning of language based on context
- express personal experiences and opinions and develop skills as independent learners.

Other Relevant Curriculum Information:

* Students may elect to sit the external examination for the mandatory module, 'Narrative and Human Experience', and be eligible for an ATAR.

Special Requirements/Equipment

What I need for this course

Text purchases may be required

Recommendations

Who should do this course

Students who received a D or E in English

Students looking for an alternative pathway that does not require an ATAR

Course Content

Year 11

The course has 3-4 modules:

Reading to Write: Transition to English Studies

30-40 hours

An additional 2-3 focus areas

20-40 hours each

There are no prescribed texts for Year 11.

Students are required to study ONE substantial multimodal text, which could be film or media.

Students are required to study ONE substantial print text, which could be prose fiction, poetry or drama.

Year 12

The course has four modules:

- Narrative and Human Experiences 35 hours
- Writing for Purpose 35 hours
- 2 elective focus areas 50 hours

Students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories: print text, which could be prose fiction, nonfiction, poetry or drama and multimodal text, which could be film or media.

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

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

Exclusions

What you cannot do with this course

Any other English course

This course is often chosen with

All students are required to undertake an English course.

Career Options

How will this subject help me in the future

This course provides investigative and analytical skills required for the world of work, as well as post-school training and education.

MATHEMATICS COURSES

Course	Units	ATAR
Mathematics Advanced	2	✓
Mathematics Standard 2	2	✓
Mathematics Standard 1	2	✓
Mathematics Extension 1 (Year 11)	1	✓
Mathematics Extension 1 (Year 12)	1	✓
Mathematics Extension 2 (Year 12)	1	✓

MATHEMATICS ADVANCED

2 unit

Year 11 and Year 12

**Board Developed
Course**

**ATAR
YES**

Hours Studied
120 per year

Course Outline

Course Outline

The course is intended to give students who have demonstrated competence in the skills of the Stage 5 Mathematics Core and Pathways course, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce.

The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students, who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Special Requirements/Equipment

What I need for this course

A NESA approved calculator

Recommendations

Who should do this course

Students who are completing the Year 10 Stage 5 Core and Pathways Mathematics course with an A or B grade

Exclusions

What you cannot do with this course

Mathematics Standard

This course is often chosen with

Physics, Chemistry, Economics, Design and Technology

Career Options

How will this subject help me in the future

This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.

Career options include:
Accountant, engineer, surveyor, pilot, stockbroker, computer programmer, architect, teacher, town planner, medical scientist, psychologist.

Course Content

Year 11

- Functions – algebraic techniques; introduction to functions; linear, quadratics and cubic functions; further functional and rotations
- Trigonometry – ratios, radians, functions and identities
- Calculus – gradient of tangents; difference quotients; derivative function; calculating derivatives
- Exponential and logarithmic functions – logarithmic function; laws and applications; exponential function; graphs and application
- Statistical Analyses – probability and Venn diagrams; discrete probability distributions

Year 12

- Functions – graphing techniques
- Trigonometry – trigonometric functions and graphs
- Differential Calculus – differentiation of trigonometry, exponential and logarithmic functions; rules for differentiation, 1st and 2nd derivatives; application of the derivatives; anti-derivative; areas and definite integrals
- Financial Mathematics – modelling investments and loans; geometrical and arithmetic sequence and series; financial applications of sequences and series
- Statistical Analysis – data (grouped and ungrouped) and summary statistics; continuous random variables; the normal distribution; bivariate data analysis

HSC Assessment

External Assessment

A single examination paper of three hours duration, including some multiple choice items.

Year 11 coursework will be assumed knowledge for the HSC exam. There will be common items across the Mathematics Standard and Mathematics Advanced HSC examinations.

A reference sheet will be provided.

NESA approved calculators may be used.

MATHEMATICS STANDARD

2 unit

Year 11 and Year 12

Board Developed
Course

ATAR
YES

Hours Studied
120 per year

Course Outline

The Mathematics Standard Year 11 course and the Mathematics Standard 1 Year 12 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity.

Students undertaking the Year 11 Mathematics Standard course will nominate at the conclusion of Year 11 which course they will undertake in Year 12 year: Mathematics Standard 1 or Mathematics Standard 2. Students of the Mathematics Standard courses study a common Year 11 course, Mathematics Standard Year 11.

The **Mathematics Standard 2 Year 12** pathway has an HSC exam.

The **Mathematics Standard 1 Year 12** pathway provides students with the opportunity to develop an understanding of, and competence in, further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and / or undertaking further training.

Note: *Students studying Mathematics Standard 1 Year 12 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the Student's Australian Tertiary Admission Rank (ATAR).*

Special Requirements/Equipment

What I need for this course
NESA Approved Calculator

Recommendations

Who should do this course
Students that have confidently completed the Year 10 Stage 5 Core content

Exclusions

What you cannot do with this course
Any other Stage 6 Maths

This course is often chosen with
Senior science, business studies, Drama, Geography, Visual arts

Career Options

How will this subject help me in the future

This course prepares students for further study in health, education and business courses at university and other tertiary institutions. Career options include: Nurse, police officer, primary school teacher, retail, defence forces.

Course Content

Year 11

- Algebra – simplifying algebraic expressions, solving equations
- Measurement – right-angles trigonometry, Pythagoras' theorem, rates, scale diagrams
- Financial Mathematics – investments, depreciation and loans
- Statistical Analysis – measures of central tendency and measures of speed

Year 12

- Algebra – linear relationships, solving equations, non-linear relationships
- Measurement – non-right angle trigonometry, rates and ratios
- Financial Mathematics – investments and loans, annuities
- Statistical Analysis – bivariate data analysis, the normal distribution
- Networks – networks and paths, network concepts, critical path analysis

HSC Assessment

External Assessment

A single examination paper of 2 hours duration.

Year 11 coursework will be assumed knowledge for the HSC exam. There will be common items across the Mathematics Standard and Mathematics Advanced HSC examinations.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided.

NESA approved calculators may be used.

MATHEMATICS EXTENSION 1

1 unit

Year 11 and Year 12

Board Developed
Course

ATAR
YES

Hours Studied
60 per year

Course Outline

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of the Stage 5 Mathematics Core and Pathways course and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.

The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Special Requirements/Equipment

What I need for this course

Must be completed with the Mathematics Advanced course

Recommendations

Who should do this course

Students who are completing the Year 10 Stage 5 Core and Pathways Mathematics course with an A or B grade

Course Content

Year 11

- Functions – graphical relationships; inequalities; inverse functions; parametric functions; remainder and factor theorems, sums and products of roots
- Trigonometry – inverse trigonometric functions; further trig identities
- Calculus – rates of change; exponential growth and decay; related rates of change
- Combinatorics - ${}^n P_r$ and ${}^n C_r$; binomial expansion and Pascal's triangle

Year 12

- Proof – mathematical induction
- Vectors – 2D vectors; operations; projectile motion
- Trigonometric functions - equations
- Calculus – further calculus; area and volume; differential equations
- Statistical Analyses – Bernoulli and binomial distributions; normal approximation for sample proportion

HSC Assessment External Assessment

Two examination papers:

The Mathematics course three-hour examination paper.

The Mathematics Extension 1 course two-hour examination paper.

The examination will be based on the Mathematics Extension 1 Year 12 course and will focus on the objectives of the Year 12 outcomes. The Mathematics Advanced course will be assumed knowledge. The Year 11 Extension 1 course will be assumed knowledge for the HSC exam.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided.

NESA approved calculators may be used.

Exclusions

What you cannot do with this course

Mathematics Standard

This course is often chosen with

Physics, Chemistry, Economics

Career Options

How will this subject help me in the future

This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.

Career options include:
Accountant, architect, chemist, computer programmer, engineer, financial adviser, medical practitioner, teacher, pilot, medical scientist, and psychologist.

MATHEMATICS EXTENSION 2

1 unit

Year 12

Board Developed
Course

ATAR
YES

Hours Studied
60 per year

Course Outline

The course offers a suitable preparation for study of Mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses.

It represents a distinctly high level in school Mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

While undertaking the Extension 2 syllabus students must still study the Advanced syllabus but is not mandatory to be assessed on the content within the syllabus. As stated, below students undertaking Extension 2 **ONLY** do the Extension 1 and 2 HSC examinations.

Course Content

Year 12

- Proof – nature of proof; mathematical induction
- Vectors – 3D vectors; operations in 3D; equation of lines
- Complex Numbers – solving equations; geometrical implications
- Calculus - further integration
- Mechanics – simple harmonic motion; motion without resistance; resisted motion; projectiles and resisted motion

HSC Assessment

External Assessment

Two examination papers:

- The Mathematics Extension 1 course two-hour examination paper
- The Mathematics Extension 2 course three-hour examination paper

The paper will consist of two sections.

Section 1 will be objective-response questions to the value of 10 marks.

Section 2 will contain items with multiple parts. There will be 37–42 items. At least two items will be worth 4 or 5 marks.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided.

NESA approved calculators may be used.

Special Requirements/Equipment

What I need for this course

NESA Approved Calculator

Must be completed with the Advanced and Extension 1 courses

Recommendations

Who should do this course

Students who have completed Yr 11 Extension 1 with high achievement

Exclusions

What you cannot do with this course

Mathematics Standard

This course is often chosen with

Physics, Chemistry

Career Options

How will this subject help me in the future

This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.

Career options include: Accountant, actuarial studies software developer, programmer, architect, chemist, computer programmer, engineer, financial adviser, medical practitioner, teacher, pilot, medical scientist, and psychologist

SCIENCE COURSES

Course	Units	ATAR
Biology	2	<input checked="" type="checkbox"/>
Chemistry	2	<input checked="" type="checkbox"/>
Earth and Environmental Science	2	<input checked="" type="checkbox"/>
Investigating Science	2	<input checked="" type="checkbox"/>
Physics	2	<input checked="" type="checkbox"/>
Science Extension (Year 12)	1	<input checked="" type="checkbox"/>

BIOLOGY

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

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

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills 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.

The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

Special Requirements/Equipment

What I need for this course

Elective and excursion fees apply

Recommendations

Who should do this course

Students who are achieving a grade of C or higher in Year 10 Science

Exclusions

What you cannot do with this course

None

This course is often chosen with

Chemistry, Health & Movement Science, Earth and Environmental Science, Physics, Investigating Science

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of science-based courses at university and other tertiary institutions.

Career options include: medical scientist, nurse, occupational therapist, sports scientist, teacher, optometry, physiotherapist, forestry advisor, medical practitioner, nutritionist, biotechnologist and veterinarian.

Course Content

Year 11

Modules 1 - 4

- Cells as the Basics of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics
- Working Scientifically Skills (including Depth Studies)

Year 12

Modules 5 - 8

- Heredity
- Genetic Change
- Infectious Disease
- Non-Infectious Disease and Disorders
- Working Scientifically Skills (including Depth Studies)

Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including depth studies

HSC Assessment

External Assessment

A three-hour written examination consisting of:

Section I – 20 Marks *Multiple-choice questions*

Section II – 80 Marks *Questions may contain parts. There will be 20 to 25 items.*

At least two items will be worth 7 to 9 marks.

There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.

CHEMISTRY

2 unit

Year 11 and Year 12

**Board Developed
Course**

**ATAR
YES**

Hours Studied
120 per year

Course Outline

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

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 to gain a better understanding of how chemicals interact.

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

Special Requirements/Equipment

What I need for this course

Elective and excursion fees apply

Recommendations

Who should do this course

Students who are achieving an A or B in Year 10 Science and are selecting Mathematics. Students selecting Mathematics Standard will likely struggle with this course

Exclusions

What you cannot do with this course

None

This course is often chosen with

Biology, Earth and Environmental Science, Food Technology, Investigating Science, Health & Movement Science, Physics.

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of science-based courses at university and other tertiary institutions.

Career options include: Physiotherapist, medical practitioner, sports scientist, nurse, occupational therapist, engineer, nutritionist, dietician, nurse, pharmacist, agricultural chemist, scientist, chemical oceanographer, environmental chemist and veterinarian.

Course Content

Year 11

Modules 1 - 4

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions
- Working Scientifically Skills (including Depth Studies)

Year 12

Modules 5 - 8

- Equilibrium and Acid Reactions
- Acid / base Reactions
- Organic Chemistry
- Applying Chemical Ideas
- Working Scientifically Skills (including Depth Studies)

Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including depth studies

HSC Assessment

External Assessment

A three-hour written examination consisting of:

Section I – 20 Marks *Multiple-choice questions*

Section II – 80 Marks *Questions may contain parts. There will be 20 to 25 items.*

At least two items will be worth 7 to 9 marks.

There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.

EARTH AND ENVIRONMENTAL SCIENCE

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of this subject. Students engage with inquiry questions to broaden their knowledge of the Earth and its processes using the skills of Working Scientifically. 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 the Earth and Environmental Science course and involves the analysis, processing and evaluation of qualitative and quantitative data to formulate explanations and solve problems. 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.

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.

Special Requirements/Equipment

What I need for this course

Excursion fees apply

Recommendations

Who should do this course

Students who are achieving a C grade or higher in Year 10 Science

Exclusions

What you cannot do with this course

None

Course Content

Year 11

Modules 1 - 4

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts
- Working Scientifically Skills (including Depth Studies)

Year 12

Modules 5 - 8

- Earth's Processes
- Hazards
- Climate Science
- Resource Management
- Working Scientifically Skills (including Depth Studies)

Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including depth studies.

HSC Assessment

External Assessment

A three-hour written examination consisting of:

- Section I – 20 Marks Multiple-choice questions
- Section II – 80 Marks Questions may contain parts. There will be 20 to 25 items.
At least two items will be worth 7 to 9 marks.

There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.

This course is often chosen with

Biology, Geography, Chemistry, Investigating Science, Physics

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of science-based courses at university and other tertiary institutions.

Career options include:

Geologist, Tourism officer, Agriculturist, Environmental engineer, Environmental manager, Environmental scientist.

INVESTIGATING SCIENCE

2 unit

Year 11 and Year 12

**Board Developed
Course**

**ATAR
YES**

Hours Studied
120 per year

Course Outline

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities to 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. The course promotes active inquiry and explores key concepts, models and phenomena.

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 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.

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.

Special Requirements/Equipment

What I need for this course

NONE

Recommendations

Who should do this course

Students who are achieving a C grade or higher in Year 10 Science.

Exclusions

What you cannot do with this course

None.

This course is often chosen with

Other Sciences, Health & Movement Science.

Career Options

How will this subject help me in the future

This course prepares students for further study of a range of courses at university and other tertiary institutions.

Career options include:

Nurse, midwife, teacher, beauty therapist, fitness instructor, childcare worker, agricultural technician, forestry advisor.

Course Content

Year 11

Modules 1 - 4

- Cause and Effect - Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws
- Working Scientifically Skills (including Depth Studies)

Year 12

Modules 5 - 8

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society
- Working Scientifically Skills (including Depth Studies)

Practical investigations are an essential part of the Year 11 and 12 course must occupy a minimum of 35 hours of course time, including dept studies.

HSC Assessment

External Assessment

A three-hour written examination consisting of:

Section I – 20 Marks *Multiple-choice questions*

Section II – 80 Marks *Questions may contain parts. There will be 20 to 25 items. At least two items will be worth 7 to 9 marks.*

There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.

PHYSICS

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

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

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. A knowledge and understanding of physics, often provides the unifying link between interdisciplinary studies.

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.

Special Requirements/Equipment

What I need for this course

Elective and excursion fees apply

Recommendations

Who should do this course

Students who are achieving an A or B in Year 10 Science and are selecting Mathematics. Students selecting Mathematics Standard will likely struggle with this course

Course Content

Year 11

Modules 1 - 4

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism
- Working Scientifically Skills (including Depth Studies)

Year 12

Modules 5 - 8

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom
- Working Scientifically Skills (including Depth Studies)

Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including depth studies

HSC Assessment

External Assessment

A three-hour written examination consisting of:

Section I – 20 Marks *Multiple-choice questions*

Section II – 80 Marks *Questions may contain parts. There will be 20 to 25 items. At least two items will be worth 7 to 9 marks.*

There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.

Exclusions

What you cannot do with this course

None

This course is often chosen with

Biology, Chemistry, Economics, Investigating Science, Mathematics, Mathematics Extension, Health & Movement Science

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of science and engineering courses at university and other tertiary institutions.

Career options include:

Medical practitioner, physiotherapist, engineer, pilot, medical scientist, exercise and sport scientist, radiographer, dentist, pharmacist, veterinarian, psychologist, chiropractor.

HUMAN SOCIETY & ITS ENVIRONMENT (HSIE) COURSES

Course	Units	ATAR
Ancient History	2	✓
Business Studies	2	✓
Economics	2	✓
Geography	2	✓
Legal Studies	2	✓
Modern History	2	✓
Society and Culture	2	✓

ANCIENT HISTORY

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

The Ancient History course aims to develop knowledge and understanding of the ancient world, historical skills and values and attitudes essential to an understanding of the ancient world, as well as developing a lifelong interest in the study of history and preparing students to be active and informed citizens.

The Year 11 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.

The Year 12 course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and an ancient personality. One task **MUST** be an Historical Analysis, completed individually and be a maximum of 1200 words of six minutes duration or multimodal equivalent.

In the Year 11 course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.

Other Relevant Curriculum Information:

The Year 12 course includes study of the following areas: Egypt, Rome, Greece.

Special Requirements/Equipment

What I need for this course

NONE

Recommendations

Who should do this course

Students who are achieving a C or above in Year 10 History and English

Exclusions

What you cannot do with this course

None

This course is often chosen with

Ancient History, Legal Studies, Advanced English, Studies of Religion 2, Modern History, Society and Culture

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of arts/humanities and social science courses at university and other tertiary institutions. Career options include: Archaeologist, anthropologist, lawyer, journalist, museum curator, politician, researcher, and teacher.

Course Content

Year 11

Part I: Investigating Ancient History

- The Nature of Ancient History (one option)
- Case Studies (at least TWO studies at 10 hours each

One from Egypt, Greece, Rome or Celtic Europe
One from the Near East, Asia, the Americas or Australia

Part II: Features of Ancient Societies

- At least TWO ancient societies

Part III: Historical Investigation

- The investigation can be either integrated into any of the Year 11 course or attempted as one project, individually or as part of a group.

Year 12

Part I: Core Study: Cities of Vesuvius -Pompeii and Herculaneum

Part II: ONE Ancient Society

Part III: ONE Personality in their Times

Part IV: ONE Historical Period

HSC ASSESSMENT External Assessment

A three-hour written examination consisting of:

Section I: Core

Source based short-answer plus 10 – 15 mark response

Section II: Ancient Societies

A question in 3-4 parts, one being up to 15 marks

Section III: Personalities in their Times

A question in 2-3 parts, one being up to 15 marks

Section IV: Historical Periods

Essay response

Hours

60

40

20

30

30

30

30

Weighting

25%

25%

25%

25%

BUSINESS STUDIES

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course.

Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Other Relevant Curriculum Information: Guest speakers may be invited to present on relevant topics.

Special Requirements/Equipment

What I need for this course

NONE

Course Content

Year 11

Nature of Business (20%) - the role and nature of business in a changing business environment.

Business Management (40%) - the nature and responsibilities of management in the business environment.

Business Planning (40%) - the processes of establishing and planning a small to medium enterprise. Includes preparing a Small Business Plan.

Year 12

Operations (25%) - the strategies for effective operations management in large businesses.

Marketing (25%) - the main elements involved in the development and implementation of successful marketing strategies.

Finance (25%) - the role of interpreting financial information in the planning and management of a business

Human Resources (25%) - the contribution of human resource management to business performance

HSC ASSESSMENT

External Assessment: A three hour written examination consisting of:

	Weighting
Section I: Objective response questions,	20%
Section II: Short-answer questions,	40%
Section III: One extended response question in the form of a business report,	20%
Section IV: One extended response question	20%

Recommendations

Who should do this course

Students who have completed Year 9/10 Commerce and/or who have an interest in Business and how to run a Business.

Exclusions

What you cannot do with this course

None

This course is often chosen with

Economics, Legal Studies, Geography, Mathematics and Business Services

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of business courses at university and other tertiary institutions.

Career options include: Business study at tertiary level, advertising, Marketing, human resources, owning /operating a business.

ECONOMICS

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

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, the effects of changes in the stock market, how the taxation system works, and how these changes will impact on individuals in society.

Economics develops students' knowledge and understanding of the operation of the global and Australian economies. It develops the analytical, problem-solving and communication skills of students.

There is a strong emphasis on the problems and issues in the contemporary Australian economy and the policies used to address these issues.

Other Relevant Curriculum Information: Guest speakers may present on specific topics

Special Requirements/Equipment

What I need for this course

NONE

Recommendations

Who should do this course

Students who are completing Year 9 / 10 Commerce and / or have an interest in how economies function, finance and the role of government. Students who are receiving an A or B in Year 10 Mathematics

Exclusions

What you cannot do with this course

None

This course is often chosen with Mathematics, Business Studies, Languages, Legal Studies and Advanced English

Career Options

How will this subject help me in the future

Economist, stockbroker, accountant, investment analyst, actuary, foreign affairs and trade officer, financial planner, business analyst, government jobs, journalism.

Year 11

Introduction to Economics (10%) - the nature of economics and the operation of an economy

Consumers and Business (10%) - the role of consumers and business in the economy

Markets (20%) - the role of markets, demand, supply and competition

Labour Markets (20%) - the workforce and role of labour in the economy

Financial Markets (20%) - the financial market in Australia including the share market

Government in the Economy (20%) - the role of government in the Australian economy

Year 12

The Global Economy (25%) - Features of the global economy and globalisation

Australia's Place in the Global Economy (25%) - Australia's trade and financial flows and agreements

Economic Issues (25%) - issues including economic growth, unemployment, inflation, inequality and the environment

Economic Policies and Management (25%) - the range of policies used to manage the economy

HSC ASSESSMENT

External Assessment

A three hour written examination consisting of:

Section I: Objective response questions 20%

Section II: Short-answer questions 40%

Section III: One extended response question based on stimulus 20%

Section IV: One extended response question 20%

Weighting

GEOGRAPHY

2 unit
Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

Geography involves inquiry into the ways in which people, places and environments are interdependent, and the nature, rate and extent of change that is shaping our world. It integrates knowledge from the natural sciences, social sciences and humanities. It has a critical role to play in proposing options and evaluating responses to contemporary global challenges to inform effective long-term management. Geography provides students with the opportunity to investigate the sustainable environmental management practices of communities, including those of Aboriginal and Torres Strait Islander Peoples and other Indigenous Peoples. Students learn to understand and apply geographical tools and the concepts of place, space, environment, interconnection, scale, sustainability and change, to make sense of their world. Geography values inquiry methods, ethical practices, critical analysis, reasoning, statistical literacy, holistic thinking, consideration of context and spatial awareness. Fieldwork is central to geographical inquiry. Geography encourages students to reflect on their relationship with and responsibility for the world, as active and informed citizens. It explores the role that individuals, communities, organisations, corporations and governments can play, in maintaining the ecological processes on which human wellbeing and all life depend.

Special Requirements/Equipment

What I need for this course

Calculators approved by NESAC, a ruler, a pair of dividers, a pair of compasses, a protractor, a hand-held magnifying glass, and a piece of string or thread for measuring maybe used.

Excursion fees apply.

Recommendations

Who should do this course

Students who have an interest in Geography, environmental issues, ecosystem and environmental protection, global inequalities, urban planning and ecological sustainability.

Exclusions

What you cannot do with this course

None

This course is often chosen with

Business Studies, Earth and Environmental Science, Biology, Economics

Career Options

How will this subject help me in the future

This course prepares students for further study in arts, environment, social science and tourism courses at university and other tertiary institutions.

Career options include: Town planner, environmental scientist, property manager, zoologist, park ranger, travel consultant, landscape architect, geophysicist, surveyor.

Course Content

Year 11

- | | |
|--|----------|
| • Earth's natural systems | 40 hours |
| • People, patterns and processes | 40 hours |
| • Human – environment interactions | 20 hours |
| • Geographical Investigation | 20 hours |
| • 12 hours mandatory, integrated fieldwork | |

Year 12

- | | |
|--|----------|
| • Global sustainability | 30 hours |
| • Rural and urban places | 45 hours |
| • Ecosystems and global biodiversity | 45 hours |
| • 12 hours mandatory, integrated fieldwork | |

HSC Assessment

External Assessment

The paper will include a stimulus booklet, which may contain maps, graphs, statistics, diagrams, images / photographs and text-based information.

A three-hour written examination including:

Weightings

- | | |
|--|----------|
| Section I: Objective response questions | 15 marks |
| Section II: Short-answer questions | 45 marks |
| Section III: Candidates answer two extended response questions (one structured and unstructured) | 40 marks |

LEGAL STUDIES

2 unit

Year 11 and Year 12

Board Developed Course

**ATAR
YES**

Hours Studied
120 per year

Course Outline

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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 course investigates the key areas of crime and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Other Relevant Curriculum Information: An excursion to Inverell Court House and Guest presentations.

Special Requirements/Equipment

What I need for this course

NONE

Recommendations

Who should do this course

Students who are completing Year 9/10 Commerce and/or have an interest in the legal system

Exclusions

What you cannot do with this course

None

This course is often chosen with Economics, Legal Studies, Geography, Mathematics and Business Services

Career Options

How will this subject help me in the future

Solicitor, Police Officer, Diplomat, International relations, mediator, researcher and business manager.

Course Content

Year 11

The Legal System (40%) - the nature and functions of law through the examination of law-making processes and institutions

The Individual and the Law (30%) - the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports

The Law in practice (30%) - students investigate contemporary issues that illustrate how the law operates

Year 12

Part I Core: Crime (30%) - the use of a range of contemporary examples to investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms

Part II Core: Human rights (20%) - the use of a range of contemporary examples, to investigate the notion of human rights and assess the extent to which legal systems embody and promote them

Part III Options - Students must study TWO of the following Options (25% each): Consumers, Global environmental protection, Family, Indigenous peoples, Shelter, Workplace, World order

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.

HSC ASSESSMENT

External Assessment: A three-hour written examination: **Weighting**

Section I: Crime and Human Rights 20%

Section II: Crime and Human Rights 30%

Section III: Focus Studies: Two essays 50%

MODERN HISTORY

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. The Year 11 course is structured to provide students with opportunities to investigate the role of key features, individuals, groups, events, concepts, and historiographical issues from the 18th century to the present, in a range of historical contexts as background for their HSC studies.

The Year 12 course provides the opportunity for students to investigate power and authority 1919 – 1946, key features and issues in the history of ONE country during the C20th, ONE international study in peace and conflict and ONE study in the Modern World.

Other Relevant Curriculum Information:

In the Year 11 course, ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/ South America and the other from Europe, North America or Australia. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the Year 12 Modern History or History Extension courses.

Special Requirements/Equipment

What I need for this course

NONE

Recommendations

Who should do this course

Students who are achieving a C or above in Year 10 History and English

Course Content

	Hours
Year 11	
Part I: Core:	
• The Nature of History	
• Case Studies (at least TWO to be undertaken)	60
Part II: Historical Investigation)	
The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group.	20
Part III: Core:	
• The Shaping of the Modern World	
A source-based approach is to be used	40
Year 12	
Part I: Core Study:	
• Power and Authority in the Modern World	30
Part II: ONE National Study topic	30
Part III: Peace and Conflict	30
Part IV: Change in the Modern World	30
At least ONE non-European / Western topic	

HSC ASSESSMENT

External Assessment

A three-hour written examination consisting of:

	Weighting
Section I: Core – Power and Authority 3 – 4 source analysis questions. One question worth 10 – 15 marks	25%
Section II: National Studies essay response	25%
Section III: Peace and Conflict One essay response	25%
Section IV: Change in the Modern World One question containing 3-4 parts	25%

Exclusions

What you cannot do with this course

None

This course is often chosen with

Ancient History, Legal Studies, Advanced English, Studies of Religion 2

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of arts/ humanities and social science courses at university and other tertiary institutions.

Career options include:
Journalist, lawyer, teacher, politician, author, editor, criminologist, researcher.

SOCIETY AND CULTURE

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

Particular Course Requirements:

Completion of Personal Interest Project, which is externally marked, 40%.

Other Relevant Curriculum Information:

Possible excursions to experience alternative culture frameworks.

Special Requirements/Equipment

What I need for this course

NONE

Recommendations

Who should do this course

Students who have an interest in History, Sociology, Psychology or Cultural Studies

Course Content

Year 11

- The Social and Cultural World (30%) - the interaction between aspects of society and cultures
- Personal and Social Identity (40%) - socialisation and the coming of age in a variety of social and cultural settings
- Intercultural Communication (30%) - how people in different cultures interact with each other and their world

Year 12

Core

- Social and Cultural Continuity and Change (30%) - a focus on continuity and change in a selected country via social and cultural research methodologies
- The Personal Interest Project (30%) - an individual research project

Depth Studies (40%)

Two to be chosen from:

- Popular Culture - the interconnection between individuals and popular culture
- Belief Systems and Ideologies - role of belief systems in societies, cultures, environments and personal life
- Social Inclusion and Exclusion - the nature of inclusive and difference in societies and cultures
- Social Conformity and Non-conformity - formation and influences on groups and responses to conformity and non-conformity

HSC Assessment

External Assessment

	Weighting
1. A two-hour written examination	60%
Section I: Short answer and extended response questions	
Section II: Depth Study	
2. Personal Interest Project (External submission)	40%

Exclusions

What you cannot do with this course

None

This course is often chosen with

Ancient History, Modern History, Studies of Religion II

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of arts/ humanities and social science courses at university and other tertiary institutions.

Career options include: Community welfare worker, social worker, human resource manager, international aid worker, sociologist, teacher, counsellor, researcher, journalist, anthropologist, psychologist, mediator, and sociologist.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE) COURSES

Course	Units	ATAR
Health and Movement Science	2	<input checked="" type="checkbox"/>

HEALTH AND MOVEMENT SCIENCE

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

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.

The Year 11 course is organised into 2 focus areas and analyses factors affecting individual and community health, including youth health challenges. Students will explore body systems in motion, energy systems for training, and skill acquisition methods. Learn about performance psychology and examine the United Nations role in global health through Sustainable Development Goals.

The Year 12 course is also organised into 2 focus areas and analyses health inequities within Australia and globally. Students will compare population health and explore major chronic diseases, injuries, and their healthcare system impact. Develop strategies for improved health, including personalised exercise prescription and training methods for optimal physiological adaptations. Explore training plan design, biomechanics, injury prevention, and performance analysis tools. Students will also investigate nutrition and analyse dietary plans for a variety of athletes.

Special Requirements/Equipment

What I need for this course

NONE

Recommendations

Who should do this course

Students who have completed Year 9/10 PASS and/or have an interest in theory and practical PDHPE

Course Content

Year 11 Course

- Focus Area – Health for Individuals and Communities
- Focus Area – The Body and Mind in Motion
- Collaborative Investigation
- Depth Studies – a minimum of 2

Year 12 Course

- Focus Area – Health in an Australian and Global Context
- Focus Area – Training for Improved Performance
- Depth Studies – a minimum of 2

HSC ASSESSMENT

External Assessment Weighting

A three hour written examination –

Section 1 - objective response questions 20%

Section 2 - short and extended response questions 56%

Section 3 – extended response questions 24%

Exclusions

What you cannot do with this course

None

This course is often chosen with

Biology, CAFS, SLR, Chemistry, Dance, Fitness, Food Technology

Career Options

How will this subject help me in the future

This course prepares students for further study in health science and human movement courses at university and other tertiary institutions.

Career options include:

Ambulance officer, police officer, fitness instructor, health promotion officer, sports psychologist, teacher, exercise and sports scientist, physiotherapist, nurse, medical practitioner, sports journalist.

CREATIVE & PERFORMING ARTS COURSES

Course	Units	ATAR
Visual Arts	2	<input checked="" type="checkbox"/>

VISUAL ARTS

2 unit

Year 11 and Year 12

Board Developed Course

ATAR YES

Hours Studied
120 per year

Course Outline

Visual Arts involves students developing skills in Artmaking, Critical and Historical Studies. 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. In Visual Arts students use creative learning processes which stimulate imagination, expression and develop technical fluency with materials. Visual Arts encourages students to express themselves as unique personalities. This helps students develop a positive self-concept and to participate more fully in the cultural life of the community and to extend themselves into the workforce, or further education.

Other Relevant Curriculum Information:

Year 11 Course:

Artworks in at least two expressive forms and use of a Visual Arts Process Diary. A broad investigation of ideas in Artmaking, Art Criticism and Art History

Year 12 Course:

Development of a Body of Work and use of a Visual Arts Process Diary. A minimum of five Case Studies (4-10 hours each) Deeper and more complex investigations in Artmaking, Art Criticism and Art History

Special Requirements/Equipment

What I need for this course

Visual Arts Processing Diary, Theory Folder, Individual material cost for the HSC Body of Work

Recommendations

Who should do this course

If you are interested in Visual Arts. Although not a requirement, students completing the Stage 5 VA, Photography, Design or Technology course would benefit.

Course Content

Year 11

Learning opportunities focus on:

- 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 as Agencies of 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
- producing artworks and investigating relevant artists' art movement, cultural values, social meanings that embody art and its relationship to the world
- the student's Visual Arts Process Diary is important in the recording of their creative process

Year 12

Learning opportunities focus on:

- building on the knowledge and understanding, skills, values and attitudes of the Year 11 course and provides opportunities for students to extend and enhance their understanding of the Visual Arts by a sustained engagement in the practices and content in increasingly independent ways
- 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 artwork

HSC Assessment

External Assessment

Artmaking – **Body of Work**

Art Criticism and Art History – **1½ hour written examination**

Weighting

50%

50%

Exclusions

What you cannot do with this course

Artworks or parts of should not be used for any other subject

This course is often chosen with Photography, Drama, Music, Ancient History, Modern History, English Standard, Advanced and/or Extension

Career Options

How will this subject help me in the future

This course prepares students with critical thinking for further study in design and creative arts courses at university and other tertiary institutions.

Career options include: Teacher, film set designer, gallery / museum curator, art critic, interior designer, industrial designer, artist, graphic designer, visual merchandiser, architect, photographer, jeweller, illustrator, fashion designer, architect, engineer or varied careers in technology.

TECHNOLOGIES COURSES

Course	Units	ATAR
Agriculture	2	<input checked="" type="checkbox"/>
Design and Technology	2	<input checked="" type="checkbox"/>

AGRICULTURE

2 unit

Year 11 and Year 12

**Board Developed
Course**

**ATAR
YES**

Hours Studied
120 per year

Course Outline

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on farm', environment-oriented course.

The HSC course examines the complexity and scientific principles of the components of agricultural production, with an emphasis on the place of the farm in the wider economic, environmental and social environment. The form of a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from a national and international perspective. This is achieved through the farm product study.

Other Relevant Curriculum Information:

Approximately 30% of the course time involves practical work, including plant and livestock husbandry, research projects using the school farm and a farm case study of a local property.

Special Requirements/Equipment

What I need for this course

None

Recommendations

Who should do this course

Students who have completed Year 9/10 Agriculture and/or who have an interest in Agriculture.

Course Content

Year 11

- Overview of Australian Agriculture (15% of indicative hours)
- Farm Case Study (25% of indicative hours)
- Plant Production (30% of indicative hours)
- Animal Production (30% of indicative hours)

Year 12

Core Topics (80% of indicative hours)

- Farm product study (30% of indicative hours)
- Plant and Animal production (50% of indicative hours)

Elective (20% of indicative hours each) ONE of the following:

- Agrifood, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

HSC ASSESSMENT

Internal Assessment

- Farm / Product Study (30%)
- Plant / Animal Study (50%)
- Elective (20%)

External Assessment

- A three-hour written examination (100%)

Exclusions

What you cannot do with this course

None

This course is often chosen with

Primary Industries, Investigating Science, Geography, Mathematics.

Career Options

How will this subject help me in the future

This course prepares students for further study in Agricultural Science, Agribusiness, and Veterinary Science (University) Horticulture, Land Management, or Animal Studies (TAFE or apprenticeships)

Career options include: Farming, Stock and Station, Forestry

DESIGN AND TECHNOLOGY

2 unit

Year 11 and Year 12

Board Developed Course

**ATAR
YES**

Hours Studied
120 per year

Course Outline

Students study design processes, design theory and factors in relation to design projects. In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

Other Relevant Curriculum Information:

In the Year 11 course, students must participate in hands-on practical activities. In the HSC course the comprehensive study of designing and producing that were studied in the Year 11 course is synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

Special Requirements/Equipment

What I need for this course

Students need to fund their own project works. Experimental, sample materials and specialist items are supplied.

Fees apply

Recommendations

Who should do this course

Students who are completing Year 9 / 10 Industrial Technology Timber or Metal, and / or students interested in developing skills working with a variety of materials.

Exclusions

What you cannot do with this course

None

This course is often chosen with

Agriculture, Primary Industries, Investigating Science, Earth and Environmental Science.

Career Options

How will this subject help me in the future

This course prepares students for further study in design and visual communication courses at university and other tertiary institutions.

Career options include Industrial Design, Landscape and Structural Architecture, Civil, Construction, Electrical and Resources Engineering, Urban and Regional Planning, Avionics Technology, and the Automotive Industry.

Course Content

Year 11

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

Year 12

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

HSC ASSESSMENT

Internal Assessment

- Innovation and Emerging Technologies, including a compulsory case study of an innovation (40%).
- Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally 60%).

External Assessment

- **Examination:** The examination consists of: Written Paper. Questions based on Innovation & Emerging Technologies, Designing and Producing (40%).
- Major Design Project This will include submission of (60%):
 - (i) A folio documenting the project proposal and project management, project development and realisation and project evaluation.
 - (ii) A product system or environment.

BOARD ENDORSED COURSES (BEC)

Course	Units	ATAR
Studies in Catholic Thought	1	☒
Sport, Lifestyle and Recreation Studies (SLR)	1	☒
Work Studies	1	☒

STUDIES IN CATHOLIC THOUGHT

1 unit

Year 11 and Year 12

Board Endorsed
Course

ATAR
NO

Hours Studied
60 per year

Course Outline

Studies in Catholic Thought (SiCT) is available for study as a 1 unit, 60 hour course for students in Year 11 and Year 12. The 1 unit course requires students to complete three core modules at 20 indicative hours in Year 11 and another three core modules at 20 indicative hours in Year 12.

Studies in Catholic Thought is structured around the study of two themes central to the Catholic tradition; Who is a Human Person? and The Good Life. It is through the exploration of these themes that students come to a deeper understanding of the richness of Catholic belief, thinking and tradition.

This is a non-ATAR course.

Special Requirements/Equipment
What I need for this course
NONE

Recommendations
Who should do this course
Students who wish to deepen their understanding of the Catholic Faith through study and service

Exclusions
What you cannot do with this course
Studies of Religion I or Studies of Religion II

This course is often chosen with
English Studies, Work Studies, VET Courses.

Career Options
How will this subject help me in the future
Social work, Youth ministry, TAFE studies.

Course Content

Year 11

In the Year 11 course, students will begin by developing an understanding of humankind and personhood as understood by the Catholic tradition and appreciate that every human is a person. The human person is a foundational concept of the Catholic Church, founded in Scripture and informed by theology, philosophy and science.

Year 12

Throughout the Year 12 course, students will explore and develop an understanding of how a moral and ethical life naturally flows from the Catholic Church's understanding of what it is to be human.

The Good Life begins with students developing an understanding of humanity's place in creation, the idea of freedom and opening the concept of an ordered creation and the introduction of sin through biblical examples. Drawing on this knowledge, students will explore the key ethical understandings that underpin the Catholic approach to living a good life, beginning with philosophy and the works of the great thinkers in the Catholic tradition.

SPORT, LIFESTYLE AND RECREATION STUDIES

1 unit

Year 11 and Year 12

**Board Endorsed
Course**

**ATAR
NO**

Hours Studied
60 per year

Course Outline

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of, and competence in, a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Other Relevant Curriculum Information:

An excursion is held to a:

Recreational facility e.g. sporting venues, pool, gymnasium.

Special Requirements/Equipment

What I need for this course

Due to the practical focus of this course, fees may apply for visits to local community sporting and leisure venues, guest instructors and gaining qualifications.

Recommendations

Who should do this course

Students who have completed Year 9/10 PASS and/or have an interest in theory and practical Sport Lifestyle and Recreation

Course Content

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Exclusions

What you cannot do with this course

None

This course is often chosen with

Health & Movement Science, Studies of Religion 1, Studies in Catholic Thought (SiCT).

Career Options

How will this subject help me in the future

This course prepares students for further study in sport and fitness related courses.

Career options include: Sports coach, fitness instructor, health care worker, professional athlete, sports administrator, exercise physiologist, recreational camp officer, youth sport officer.

WORK STUDIES

1 unit

Year 11 and Year 12

**Board Endorsed
Course**

**ATAR
NO**

Hours Studied
60 hours per year

Course Outline

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 practice these skills in appropriate work contexts.

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.

Special Requirements/Equipment

What I need for this course

NONE

Recommendations

Who should do this course

Students who are following a non-ATAR pathway

Exclusions

What you cannot do with this course

None

This course is often chosen with

VET courses, English Studies, Studies in Catholic Thought (SiCT).

Career Options

How will this subject help me in the future

This course prepares students for work.

Course Content

Year 11 and Year 12

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues (the prerequisite module is In the Workplace) **
- Self-Employment (the prerequisite module is Managing Work and Life Commitments) **
- Team Enterprise Project (the prerequisite module is Teamwork and Enterprise Skills) **
- Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)
- School-Developed Module – Optional (one or two of these modules may be undertaken, provided that they do not exceed 25% of course time)
- ** Modules indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning **
- HSC Assessment: Internal Assessment
- There are a range of tasks. The assessment components consist of knowledge and understanding outcomes, course content, and skills outcomes.

HSC Assessment

Internal Assessment: There are a range of tasks The assessment components consist of knowledge and understanding outcomes, course content, and skills outcomes.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

HSC VET Industry Curriculum Framework

Industry Curriculum Framework (ICF) courses

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning (RPL). All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

- 2 Unit x 1 year course: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year course: 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation Studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

'N' Determinations

Where a student has not met NESA course completion criteria (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than two 'N' Awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification Changes and Updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Employability Skills

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course. To express an interest or obtain further information go to <http://www.sbatjobs.info/>

Frequently Asked Questions

What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 – Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC. Learning and assessment focuses on skills and is competency based. In some VET courses work placement is compulsory.

What is recorded on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NESA Teaching & Educational Standards.

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. In order for a VET course to count towards an ATAR, a student must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations (RTO's) – Diocese of Lismore Catholic Schools.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

What are Industry Curriculum Frameworks?

The NESA Teaching & Educational Standards has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course or 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement but does not have an HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However, a Board Endorsed Course (VET BEC) does not contribute to the ATAR.

What are Specialisation Courses?

Specialisation Courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Year 11 course and one week during the Year 12 course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency. They are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

FAQs

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Course	Units	ATAR
Construction Pathways	2	<input checked="" type="checkbox"/>
Primary Industries	2	<input checked="" type="checkbox"/>

CONSTRUCTION – Stage 6

CPC20220 Certificate II in Construction Pathways

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a Construction Industry Australian Apprenticeship.

This course is competency based and the student's performance is assessed against prescribed industry standards.

Unit Value	2 unit Preliminary 2 unit HSC	240 hrs	Work Placement	Mandatory 70 hours
Specialisation	SBATs Only - must be employed as School Based Apprentice		SBAT	Opportunity to complete a School Based Apprenticeship or a Traineeship and gain credit towards the HSC
HSC Exam	Yes	ATAR	Yes	Recognition
				National AQF and HSC Qualification

Example of Competencies.

Unit Code	Unit Title	Unit Code	Unit Title
CPCCOM1012	Work effectively and sustainably in the Construction Industry	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials
CPCCOM1013	Plan and organise work	CPCCBL2002	Use bricklaying and blocklaying tools and equipment
CPCCOM1015	Carry out measurements and calculations	CPCCCA2011	Handle carpentry materials
CPCCVE1011	Undertake a basic construction project	CPCCCO2013	Carry out concreting to simple forms
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	CPCCCM2006	Apply basic levelling procedures
CPCCOM2001	Read and interpret plans and specifications	CPCCOM1014	Conduct workplace communication
CPCCCA2002	Use carpentry tools and equipment		

PERSONAL ATTRIBUTES

- Enjoy practical work
- Able to cope with the physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good health and eyesight
- Able to work as part of a team

LEARNING OUTCOMES

- Work with hand and power tools
- Follow supervisors direction
- Complete a basic construction project
- Understand plans and take measurements
- Apply safety principles

STUDY PATHWAYS

- Certificate III in Carpentry
- Certificate III in Wall and Floor Tiling
- Certificate III in Shopfitting
- Certificate IV in Building and Construction (Building)
- Diploma of Building and Construction (Building)

CAREER PATHWAYS

Job roles and titles vary across different industry sectors.

Possible job titles relevant to this qualification include:

Apprenticeship, for example in

- Carpentry
- Bricklaying and Blocklaying
- Wall and Floor Tiling
- Solid Plastering
- Builder

SKILLS FOR SUCCESS



SKILLS FOR LIFE

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PRIMARY INDUSTRIES – Stage 6

AHC20122 Certificate II in Agriculture

This qualification provides a general vocational outcome in Agriculture. The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock. Individuals with this qualification carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This course is competency based and the student's performance is assessed against prescribed industry standards.

Unit Value	2 unit Preliminary 2 unit HSC	240 hrs	Work Placement	Mandatory 70 hours
Specialisation	No		SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
HSC Exam	Yes	ATAR	Yes	Recognition
				National AQF and HSC Qualification

Example of Competencies.

Unit Code	Unit Title	Unit Code	Unit Title
AHCWRK211	Participate in environmentally sustainable work practices	AHCWRK210	Observe and report on weather
AHCWHS202	Participate in workplace health and safety processes	AHCCHM201	Apply chemicals under supervision
AHCWRK212	Work effectively in industry	AHCPMG201	Treat weeds
AHCLSK204	Carry out regular livestock observation	AHCLSK211	Provide feed for livestock
AHCMOM203	Operate basic machinery and equipment	AHCLSK205	Handle livestock using basic techniques
AHCMOM202	Operate tractors	AHCLSK210	Muster and move livestock
AHCINF206	Install, maintain and repair farm fencing	AHCLSK209	Monitor water supplies
AHCINF205	Carry out basic electric fencing operations	AHCLSK202	Care for health and welfare of livestock
AHCWRK213	Participate in workplace communications		

PERSONAL ATTRIBUTES

- Enjoy practical work
- Good at science
- Able to analyse and solve problems
- Enjoy agriculture and the environment
- Able to make accurate observations and recordings
- Able to work as part of a team

LEARNING OUTCOMES

- Handle Livestock
- Build conventional and electric fences
- Operate machinery and equipment
- Establish crops and pastures
- Install farm water systems
- Implement safe and sustainable work practices

STUDY PATHWAYS

- Certificate II and III in Agriculture
- Certificate II and III in Conservation and Ecosystem Management

CAREER PATHWAYS

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Assistant animal attendant/stockperson
- Assistant farm hand
- Assistant farm or station worker
- Assistant farm or station labourer
- Jackaroo and jillaroo.

SKILLS FOR SUCCESS



SKILLS FOR LIFE

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