



Kandos
HIGH SCHOOL

Stage 6



Elective Courses 2025-2026

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INTRODUCTION

Dear Student,

Congratulations on your commitment to continuing your studies towards your Higher School Certificate. This commitment is an important one and requires a great deal of thought, preparation and research. Please read this booklet carefully before making your final course selections.

Where a decision has been made to return to school, course choice becomes extremely important. Your choice of courses will significantly determine your options after you leave school.

Students and parents/caregivers must read this information carefully as it forms the basis for making choices about subjects and courses for 2025/2026. It gives you information on the courses available. The detail provided for each course ensures that you understand the commitment required to complete each course successfully.

Please note: It is recommended that students spend 18 hours per week on homework and study for Preliminary courses and up to 24 hours per week for HSC courses.

Remember: All courses in the senior school require considerable effort and commitment.

There are no easy courses. The courses in this handbook have been selected to support the ambitions of a wide variety of students.

IMPORTANT INFORMATION

What are Units?

- All courses offered for the HSC have a 1 or 2 unit value
- 1 unit courses are worth 50 marks
- 2 unit courses are worth 100 marks
- Each unit equals approximately 60 hours of class time per year
- Extension courses build on the content of 2 unit courses and carry an additional value of 1 unit (you must study a Year 11 extension course to proceed to extension courses in Year 12)

What are your Study Requirements?

- English is the only compulsory Higher School Certificate subject
- To be eligible for your Higher School Certificate you must satisfactorily complete at least 12 units in Year 11 and 10 units in Year 12

Study in both Year 11 and Year 12 require:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of 2 unit value or greater
- at least four subjects

COURSE CATEGORIES

BOARD DEVELOPED COURSES (BDC)

- HSC exam
- Contribute to an ATAR
- Vet frameworks courses have an optional HSC exam

The New South Wales Education Standards Authority (NESAS) has developed the syllabus, assessment requirements and performance scales for these courses

BOARD ENDORSED COURSES (BEC)

- Count towards the HSC
- No HSC exam
- Do not contribute to an ATAR
- Content Endorsed Courses (CECs) are run by the school and TAFE
- Vet Endorsed Courses

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

- Optional HSC exam – VET Frameworks courses only
- Count towards the HSC
- Contribute towards an ATAR (if you sit for the HSC exam)
- Enable you to gain advanced standing in several TAFE courses

Give you Australian Qualifications Framework (AQF) VET accreditation which are recognised by industry and employers throughout Australia

LIFE SKILLS COURSES

Years 11–12 Life Skills courses provide options for students with an intellectual disability who cannot access the regular course outcomes. The appropriate timing of the decision to access one or more of these courses is guided by the needs of the student and the collaborative curriculum planning process. Students accessing Life skills Stage 6 will, in general, have completed at least four Generic Life Skills courses in Stage 5 (Years 9 and 10). The completion of an individual education plan for each student is a condition of access to Stage 6 Life Skills courses. The planning process must involve the student and other significant individuals in the student's life (including parents, carers, teachers, advocates).

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 of a 2-unit Year 11 course and a 2-unit Year 12 course. The Board 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). As with the study of all Board Developed Courses, exclusions apply to the study of Life Skills courses such that students may not study more than one 240-hour course in the same subject area (e.g. Industrial Technology Timber Life Skills and Industrial Technology Metal Life Skills).

For students wishing to complete 2 or more subjects in a given Key Learning Area (KLA), they will be enrolled in the broader course i.e. Technology Life Skills.

FEES

Fees apply to some subject areas, as indicated in the subject description tables that follow. Please note that some courses involve compulsory excursions.

HSC RULES AND PROCEDURES

Meeting HSC eligibility requirements

Know the eligibility basics

To be eligible for the HSC, you must:

- have completed Year 10 or equivalent that is recognised by NESA
- attend a NSW government school, an accredited non-government school, TAFE or a NESA-recognised school outside NSW
- complete All My Own Work (or its equivalent) (nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work) unless entered in a pattern of study comprising only Life Skills courses for Years 11 and 12
- satisfactorily complete courses in a Year 11 and Year 12 pattern of study required by NESA (detailed below)
- demonstrate a minimum standard of literacy and numeracy (www.nsw.gov.au/educationand-training/nesa/hsc/minimum-standard/skills-needed) of at least Level 3, by sitting for the online tests in reading, writing and numeracy
- sit for and make a serious attempt at the required HSC exams.

Certain patterns of study and course requirements apply

You must satisfactorily complete:

- a preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Some courses have certain rules and prerequisites, for example:

- you can enrol in an extension course, only if you are enrolled in the corresponding 2-unit course
- where courses have an optional exam, you can only enrol in the optional exam, if you have enrolled in the corresponding course (or in the case of Vocational education and training (VET) the 240-hour or 360-hour course where applicable)
- you cannot do more than one non-extension course from a subject (eg you can't do Mathematics Standard and Mathematics Advanced).

There are specific eligibility rules (educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility) for some Languages courses including all Beginners courses and some Continuers and in Context courses, for example Chinese.

Additional rules apply if you want an ATAR. The ATAR eligibility rules (uac.edu.au/futureapplicants/atar/atar-eligibility) are determined by UAC.

NESA advises students of their ATAR eligibility on behalf of UAC (uac.edu.au/futureapplicants/atar). For example, the HSC pattern of study must include 10 units of examinable courses including English.

Completion of All My Own Work program

All students (except those entered only for Stage 6 Life Skills courses) are required to have satisfactorily completed: All My Own Work or its equivalent before any Year 11 or Year 12 course entries can be submitted.

Important things to know:

- The ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admission Centre (UAC)
- The Higher School Certificate (HSC) is awarded by NESA an independent Statutory Board
- The HSC serves many purposes but the ATAR serves only one – to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way across 50,000 – 60,000 students. The ATAR should not be used for any other purpose.
- The ranking of students depends solely on their performance in both school based assessment and HSC exams in Year 12 only.
- The ATAR is a rank. It is not a mark.

Completing your school-based assessments

For most Board Developed Courses with HSC exams, school-based assessment makes up 50% of your HSC mark and is shown on your RoSA (see 6.1 Getting your HSC results (nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/2024-guide/results))

If you study English Studies, Mathematics Standard 1 or Numeracy, your final result will be a grade (A to E) submitted by your school. If you do the optional HSC exam for English Studies or Mathematics Standard 1 course, your final result will be an exam mark and an HSC Performance band. Your final HSC mark will be the same as your exam mark.

Schools prepare and run an assessment program for each course, in line with NESAs requirements. NESAs determine which course components are assessed, and how they are weighted in the assessment and reporting documents for each syllabus (educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z). Schools set individual assessment tasks and decide due dates and weightings for each. These tasks measure knowledge, skills and understanding for a wide range of outcomes. They may include:

- tests
- written assignments
- practical activities
- fieldwork
- projects

When you start your HSC courses, your school must give you details of your assessment schedule, including weightings and due dates. All work that you present in any HSC school-based assessment task or exam must be your own. Malpractice, including plagiarism, could mean that you receive zero marks for that task or exam (see 2.1 Maintaining honesty and integrity) (nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/2025-guide/before-you-start-your-hsc) and (2.2 Understanding malpractice) (nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/2025-guide/before-you-start-your-hsc).

NESA moderates your final school-based assessment mark in calculating your final results for courses that have HSC exams

Your school uses your performance in assessment tasks to calculate your school-based assessment mark for each course. If you study a course at an institution outside your home school, that institution provides your assessment mark.

At the end of the assessment program, your school (or other institution delivering the course) sends your assessment marks to NESAs. NESAs then moderate these marks to calculate the assessment marks that appear on your results (see 6.1 Getting your HSC results) (nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/2025-guide/results).

Moderating means adjusting the school assessment marks so they are on the same scale as the school exam marks for that course. Each school group's assessment marks are adjusted based on how it performs in the HSC exam. We do not change your rank order (your position in the school group for each course) that your school submits.

The estimated mark your school provides for the following courses is only used if you have an upheld illness or misadventure application:

- exam mark for English Studies, Mathematics Standard 1 and VET Industry Curriculum Framework courses
- assessment mark for courses with an outside tutor.

Assessment marks for courses without external exams are not moderated. These marks are reported as submitted by your school.

Completing your courses and work placements

Your principal certifies that you have completed a course

Your principal will certify that you have completed a Board Developed or Board Endorsed Course if, in your principal's view, there is enough evidence that you have met the following criteria:

1. followed the course
2. applied yourself with diligence and sustained effort to the set tasks and experiences that the school provided in the course
3. achieved some or all the course outcomes.

For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute more than 50% of the available marks.

For most VET Industry Curriculum Framework courses and some VET Board Endorsed courses, you must undertake set work placement hours to develop industry competencies and practise learned skills. You must complete any required work placement to complete these courses. If mandatory work placements are not completed, your school will issue you with a non-completion of course determination.

You will receive a warning if your performance is unsatisfactory

If you are in danger of not completing a course, your school will give you a written warning in time for you to meet criteria 1 to 3 above. If you do not complete a course:

- you will receive no result in that course
- the course will not appear on your NESA record
- the course will not count towards your HSC pattern of study.

Your school will tell you, in writing, if your principal determines you did not complete a course. You will then have the right to appeal to the school against this determination. If your appeal is unsuccessful, you can appeal to NESA. Your principal will explain this to you and tell you how to appeal.

6.1 Getting your HSC results

In December, your HSC results will be available in Students Online and sent to you by email and SMS. Your RoA or RoSA will list each HSC course you completed and the corresponding results. For Board Developed Courses with an external HSC exam, the results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding.

VET courses will refer to 'Vocational documentation'. Life Skills courses will refer to 'Profile of Student Achievement'.

NESA will provide your full credentials and VET qualifications as free PDF documents in Students Online in the Certificates/eRecord section until 30 June the year after you leave school. You can print your credentials and VET qualifications directly from these PDFs or apply for a printed copy from NESA for a small fee: see HSC results services for students, in Students Online. If you are eligible for the HSC, you will receive a hard copy testamur by mail in January.

VET qualifications (Certificate and Transcript, or Statement of Attainment) will only be available through Students Online for VET courses delivered by a school system RTO. Where a VET course has been delivered by TAFE NSW or another provider, the VET qualification will be available from that RTO.

University admission

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their Year 12 Confirmation of Entry. The Board passes this information to UAC. For further information, visit the UAC website at <https://www.uac.edu.au/> or call 02 9752 0200.

For further information, you should contact:

The Head Teacher of the Subject

Miss Thommeny - Principal

Mrs Johnston - Deputy Principal

Mrs Parsons - Careers Advisor

Year 10 Advisor

New South Wales Education Standards Authority (NESA)

FREQUENTLY ASKED QUESTIONS

HOW SHOULD I SELECT MY COURSES?

Students should take great care in selecting their courses and base their decision on the following:

- **Ability:**
It should be obvious to all students that to do well in a HSC course you have to have some ability in the subject. If you have shown ability and skill in a certain subject in Years 7 to 10 it is reasonable to assume that you will be able to do well in that subject or related subjects for the HSC.
- **Balance:**
In order to ensure a balanced education and a degree of variety in your studies it may be wise to vary your subjects, e.g. include a creative or expressive subject or a more practical VET course with other theoretical courses.
- **Type of Assessment:**
In some subjects a large component of the HSC requirement is completed and submitted well before the HSC examination. For some students this is attractive in that at least some work is out of the way before the final exams begin. Also, unless students want to count VET courses to the ATAR, they do not have to do a HSC exam in the course.
- **Future Plans:**
Some Tertiary courses at University and TAFE suggest that certain requirements be met as part of the HSC. If you are in any doubt check with Mrs. Parsons, the Careers Advisor.

DO NOT CHOOSE COURSES BECAUSE:

- **The subject is supposed to score well for University entry:**
All subjects are scaled on the basis of the results of the students who sat for the subject. The student who does well in a subject generally scores high marks towards their ATAR. It is easier to place near the top of a subject if you have an interest in the subject and show some ability in the area.
- **Your friends are doing it:**
Preparing for the HSC is a serious business and no longer just endless school days spent with friends. There is time available every day to be with friends - class time is reserved for concentrated work and independent learning at an individual level.
- **Particular Teacher:**
With the complex process of timetabling not even the teaching staff know all of the classes that they will teach until the end of each year. In addition, teachers work in faculty teams and are always available to work and consult with senior students regardless of their class.
- **The subject is 'easy':**
While some subjects may have more emphasis on skills rather than theory, it is naive to regard any HSC course as easy. Each subject has a predetermined syllabus, a range of selected skills, a set of assessment tasks and a number of formal examinations. If you are a serious student each subject will receive an equal amount of effort.



WHO CAN HELP & HOW?

- Your **CAREERS ADVISOR** - They can tell you what subjects (if any) are required for particular careers.
- Your **HEAD TEACHER** - They can tell you course requirements, course content and your suitability for a subject.
- Your **YEAR ADVISOR** - They can help you by talking over your ideas.
- Your **SUBJECT TEACHERS** - They can advise about whether the course is appropriate for you.
- Your **PARENTS** - You can discuss choices with your parents. Encourage them to make an appointment or telephone any of the above people if you have differing ideas or if they need more information.

AND FINALLY

- **YOU**
 - Do your own research.
 - Get help from the right people.
 - Be confident about the decisions you make.

PARENTS - HOW TO HELP

Many parents ask, "How can I help? It is so different from my senior school and there are so many choices." Below are just a few suggestions.

If you have questions, ring the Careers Advisor.

- Be interested, supportive, encouraging and positive towards your children and their needs.
- Help promote realistic aspirations and goals.
- Don't apply too much pressure to achieve. It can be counterproductive.
- Help them explore career areas which interest them
- Encourage them to be responsible for their actions.
- Try not to impose your wishes. Understand that their needs and desires may not be the same as your own.
- Encourage them to think broadly.
- Seek professional advice on what would suit their particular needs, interests and abilities.
- Encourage them not to make their choices based on what their friends are choosing.

Any questions you may like to ask:

PROPOSED COURSES FOR YEAR 11 – 2025

AGRICULTURE: PRIMARY INDUSTRIES - 2 UNIT

VET - Board Developed Course

HSC Exam

Category A

ATAR

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

Australia remains a world leader in rural and related industries. These industries are key drivers of our state's economy, and primary industries provide many social, environmental, cultural and economic benefits to the people of NSW. Sustainability of the country's natural resources is the subject of regular debate in the Australian community. Natural resources and primary products are crucial to our lives. The various sectors of primary industries supply us with many products and services essential to life including food, fibre, timber and energy, as well as the basic materials used in other industries. Primary Industries includes agriculture, horticulture and aspects of animal care. Primary Industries provide products and services in response to the demand for food and fibre but also for leisure and recreation activities.

WHS Uniform requirements:

- Hat
- Leather footwear

Course Content

Please Note: This is a **VET** Course.

AHC20122 **Certificate II in Agriculture Primary Industries,**

VET pages are further on in this booklet.

Assessment Components

Competency Based

(Acting Head Teacher: Mr Vaughan)

BIOLOGY - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: \$30.00 YEAR 12: \$30.00		

Course Description
<p>Biology provides a broad and in-depth background into living organisms and their environments. Students will carry out practical and secondary (research based) investigations using a range of scientific methods to observe and analyse everything from the structure of a cell to the spread of pandemics across the globe. Students will also complete a series of depth studies (project-style course work) throughout the course. To progress well in this course, students must be prepared to develop their memorisation and written skills and undertake the significant workload demanded by such a complex subject.</p>

Course Content
<p>YEAR 11</p> <p>The Year 11 course investigates cellular structure and the way in which multicellular organisms are structured to obtain and use required substances. This allows further investigation into how the environment effects living things and how this, in turn, leads to the biodiversity and ecosystems we utilise and enjoy in Australia and globally.</p> <p>Topics studied in the Year 11 course include:</p> <ul style="list-style-type: none"> • Cells • Organisation of Living Things • Biological diversity • Ecosystem Dynamics <p>YEAR 12</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p> <p>Topics studied in the Year 12 course include:</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-infectious disease

Assessment Components	Weight
Knowledge	40%
Skills	60%

(Head Teacher: Ms Simpson)

COMMUNITY AND FAMILY STUDIES (CAFS) - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>Students have the opportunity to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships within their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication. Students also examine how the wellbeing of individuals, families and communities are affected by broader societal influences.</p> <p>There is a large focus on inquiry and investigation with students completing an Independent Research Project (IRP) during the Year 12 course.</p>

Course Content	
<p>Year 11 course modules</p> <ul style="list-style-type: none"> • Resource Management • Individuals and Groups • Families and Communities 	<p>Year 12 course modules</p> <ul style="list-style-type: none"> • Core • Research Methodology • Groups in Context • Parenting and Caring • Options • Family and Societal Interactions • Social Impact of Technology • Individuals and Work

Assessment Components	Weight
Knowledge and understanding of course content	40%
Skills in critical thinking, research methodology, analysing and communicating	60%

(Head Teacher: Ms Simpson)

ENGLISH STUDIES - 2 UNIT

Board Developed Course		
Optional HSC Exam	Category B	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

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

Course Content
Mandatory Module: Achieving Through English: (English in education, work and community)
Elective Module 1
Elective Module 2

Assessment Components	Weight
Knowledge	50%
Skills	50%

(Head Teacher: Mr San Martin)

ENGLISH STANDARD - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

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

Course Content
<p>Common Module: Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Text</p>

Assessment Components	Weight
Knowledge	50%
Skills	50%

(Head Teacher: Mr San Martin)

ENGLISH ADVANCED - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas. Students evaluate, emulate and employ powerful, creative and sophisticated ways of using language to make meaning, and to find enjoyment in literature.</p> <p>The English Advanced course is designed for students who have a particular interest and ability in the subject. English Advanced students desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts. These texts are drawn from a range of contexts, including literature from the past and present, and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>

Course Content
<p>Common Module: Reading to Write</p> <p>Module A: Narratives That Shape Our World</p> <p>Module B: Critical Study of Text</p>

Assessment Components	Weight
Knowledge	50%
Skills	50%

(Head Teacher: Mr San Martin)

HISTORY: ANCIENT - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>In Ancient History, students develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students investigate aspects of the ancient world, including historical sites, people, societies, events and developments. They investigate through a range of archaeological and written sources, including coins, inscriptions, art, architecture, literary works and human remains.</p> <p>The course focuses on an introduction to the skills that archaeologists and historians use and case studies in Ancient History. Students will also study at least one ancient society or site and be given the opportunity to undertake a historical investigation of their own choice.</p> <p>Students who complete the Year 11 Ancient History course are eligible to enrol in the History Extension course in Year 12. In History Extension, students learn about the construction of history and undertake an investigative project of their own choice.</p>

Course Content
<ul style="list-style-type: none"> • Investigating Ancient History <ul style="list-style-type: none"> - The Nature of Ancient History - Case Studies • Features of Ancient Societies • Historical Investigation

Assessment Components	Weight
Historical and Understanding	40%
Historical	20%
Historical and Research	20%
Communication	20%

(Head Teacher: Mr San Martin)

HOSPITALITY - 2 UNIT

VET - Board Developed Course

Optional HSC Exam

Category A

ATAR

Contribution: YEAR 11: \$100 YEAR 12: \$100

Course Description

Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

HSC courses within industry curriculum frameworks count as Board Developed unit credit for the HSC. Frameworks include an optional HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR). The hospitality industry is one of the largest in Australia, predominately made up of small to medium businesses that provide a range of accommodation, food and beverage services.

Services industries are a major employer, supporting the skill development of younger workers who are central to Australia's economic and social development.

Training needs to keep up with current practice, responding to changing technologies, emerging new markets and different business models. Currency of skills and knowledge provided to students is crucial to the success of the hospitality industry.

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each HSC VET course.

Work placement is to be undertaken in an appropriate hospitality work environment.

WHS Uniform requirements:

- black leather fully enclosed shoes
- long black pants - Certificate II in Hospitality
- chefs uniform - provided - Certificate II in Kitchen Operations

Course Content

Please Note: This is a **VET** Course.

SIT20421 **Certificate II in Cookery,**

VET pages are further on in this booklet.

Assessment Components

Competency Based

(VET Coordinator: Mrs Parsons)

INDUSTRIAL TECHNOLOGY TIMBER & FURNITURE PRODUCTS - 2 UNIT

Board Developed Course			
HSC Exam	Major Project	Category A	ATAR
Contribution: YEAR 11: \$80 YEAR 12: \$20 plus own timber required for Major Design Project.			
NOTE: Year 12 Major Projects can cost \$100 to \$800 depending on the project that is selected by the student.			

Course Description
<p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.</p>

Course Content
<p>In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio and each project may emphasise different areas of the Year 11 Course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the Year 12 course, students' design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p> <p>The Major Project and Portfolio combination provide 60% of their overall HSC mark. Their HSC Examination contributes 40% to their final HSC mark.</p>

Assessment Components	Weight
YEAR 11	
Industry Study	15%
Design	10%
Management and Communication	20%
Production	40%
Industry Related Manufacturing Technology	15%
YEAR 12	
Industry Study	15%
Major Project	60%
Industry Related Manufacturing Technology	25%

(Acting Head Teacher: Mr Vaughan)

MATHEMATICS STANDARD - 2 UNIT

Board Developed Course		
HSC Exam	Category A	ATAR
Contribution: YEAR 11: N/A YEAR 12: N/A		

Course Description
<p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students will study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).</p> <p>Year 11, Mathematics Standard course is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications.</p>

Course Content
Algebra Measurement Financial Mathematics Statistical Analysis Networks

Assessment Components	Weight
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

(Head Teacher: Mrs Mooney)

MATHEMATICS ADVANCED - 2 UNIT

Board Developed Course

HSC Exam

Category A

ATAR

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

The Mathematics Advanced course gives an understanding of and competence in further aspects of mathematics and enhances those mathematical skills required for further studies at a Tertiary level. This course is heavily algebra / calculus based and useful for concurrent studies with sciences, commerce and engineering.

The content and depth of treatment of this course indicates that it is intended for students who have demonstrated competence in the Core & Path outcomes of the 7-10 Mathematics Syllabus.

Course Content

Functions

Trigonometric Functions

Calculus

Exponential and Logarithmic Functions

Statistical Analysis

The Year 11 course is considered assumed knowledge for the HSC course.

Assessment Components

Weight

Understanding, fluency and communication

50%

Problem-solving, reasoning and justification

50%

(Head Teacher: Mrs Mooney)

MUSIC 1 - 2 UNIT

Board Developed Course		
HSC Aural Exam, Practical Exam, 3 Electives	Category A	ATAR
Contribution: YEAR 11: \$30 YEAR 12: \$30		

Course Description
<p>Music 1 provides students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourages the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music. For many, it will serve as a pathway for training and employment in the music industry or contemporary music fields, or simply as a source of enjoyment in their lives.</p>

Course Content
<p>Course Structure: Students will study the concepts of music through the learning experience of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Concepts of Music: The context of the syllabus is set out according to the musical concepts of duration, dynamics, pitch, tone colour, expressive techniques, structure and texture.</p>

Assessment Components	Weight
Year 11: Performance	25%
Composition	25%
Musicology	25%
Aural	25%

Year 12: Cores	55%
3 Electives	45%

(Acting Head Teacher: Mr Vaughan)

SPORT, LIFESTYLE AND RECREATION (SLR) - 2 UNIT

Content Endorsed Course

No HSC Exam

Category B

Non-ATAR

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

SLR offers students the chance to develop practical skills associated with participation in physical activity. Develops the knowledge, understanding and skills needed to adopt active and health promoting lifestyles. Students have the opportunity to study a vast range of modules with an emphasis on reinforcing the importance of being active and developing a repertoire of skills.

Course Content

- | | |
|---|---|
| <ul style="list-style-type: none"> • Aquatics • Athletics • Dance • First Aid and Sports Injuries • Fitness • Games and Sports Applications I • Games and Sports Applications II • Gymnastics | <ul style="list-style-type: none"> • Healthy Lifestyle • Individual Games and Sport Applications • Outdoor Recreation • Resistance Training • Social Perspectives of Games and Sports • Sports Administration • Sports Coaching and Training |
|---|---|

Assessment Components

Weight

Knowledge and understanding of course content

50%

Skills

50%

(Head Teacher: Ms Simpson)

VISUAL DESIGN - 2 UNIT

Content Endorsed Course

No HSC Exam OR Major Works

Category B

Non-ATAR

Contribution: YEAR 11: \$40 YEAR 12: \$40

Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.

What students learn

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

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design

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

Course Content

In the preliminary & HSC Course, you will study:

- Artist and designers and their work, Including stage designers, costume designers, graphic designers and more
- Use the scaffolds used in Visual Arts- the Conceptual Framework and the Frames to analyse the links and relationships between artists, their world and the work.

(Acting Head Teacher: Mr Vaughan)

INFORMATION FOR STUDENTS UNDERTAKING SCHOOL DELIVERED VET COURSES



Information for Students Undertaking School Delivered VET Courses

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

Refer to the NSW Education Standards Authority website (NESA) for VET, any exclusions, rules and procedures.

Optional External HSC Examination

Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments include those practical in nature and reflect the type of tasks that would be required to be performed in the workplace and written tasks that assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations. Students are deemed either competent or not competent following an assessment.

No grades or marks are awarded through competency based assessments. The school will provide an assessment scope and sequence for each VET course.

Student Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in Years 11 and 12 upon the completion of a RTO VET Enrolment Form with a validated Unique Student Identifier (USI). Year 9 do NOT undertake “early commencement/acceleration” of Stage 6 VET courses. Your school will seek RTO advice in regards to individual student learning plans.

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO’s Student Guide for VET process and procedure information.

Fees and charges

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction and on the course information sheet.

VET Enrolment

All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated in the pre-enrolment process.

Freedom of Information and Privacy

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department's Privacy Code of Practice.

Credit Transfer and Recognition of Prior Learning (RPL)

Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

School Based Apprenticeships and Traineeships (SBATs)

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Students wanting to find out more information regarding SBATs should contact the school's careers advisor. The following website is also a key source of information regarding SBATs: www.sbatinnsw.info

Unique Student Identifier

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment.

The USI provides easy access through an online account to all VET training records and results throughout life.

2025 Primary Industries Course Descriptor**AHC20122 Certificate II in Agriculture**

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

Course: Primary Industries

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the agriculture industry

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

VET requirements**Competency-Based Assessment**

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

Appeals and Complaints

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

HSC requirements**Mandatory course requirements**

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - N/A HSC - N/A

WHS Uniform Requirements:

- Hat
- Leather footwear

Refunds

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

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

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

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

2025 Cookery Course Descriptor**SIT20421 Certificate II in Cookery**

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

Course: [Hospitality \(Cookery\)](#)

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery <https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

Examples of occupations in the hospitality industry

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich hand

VET requirements**Competency-Based Assessment**

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

Appeals and Complaints

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

HSC requirements**Mandatory course requirements**

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$100 HSC - \$100

WHS Uniform requirements:

- Black leather fully enclosed shoes
- Chefs uniform- provided

Refunds

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

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations>

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

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

2025 Course Descriptor Cookery - SIT20421 Certificate II in Cookery

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

YEAR 11 COURSE SELECTION 2025

Name: _____

Please use this sheet as a guide to record your selection.

Each Student has been given a **Student Code** with this booklet to select their subjects online.

***Subject choices Open Friday 25th October and Close Friday 1st November 2024.**

- Please **select nine subjects in total** from the lists below including **English** as Number **1** (your one mandatory subject) by numbering them in order of preference, 2,3,4,5,6,7,8,9.
(your choices 7,8,9 may be used as backup).

Remember:

Place **1** in the box for your **English** choice **(your one mandatory subject)**.

PLEASE make sure you have spoken to the relevant Head Teacher before you make your choices.

PLEASE ask the Head Teachers of the subjects to SIGN your selection.

Preference	Course	HT	Type	Units	Category	HT Signature
	English Studies	RSM	BDC	2	A	
	English Standard	RSM	BDC	2	A	
	English Advanced	RSM	BDC	2	A	
Preference	Course	HT	Type	Units	Category	
	Ag - Primary Industries - VET	MV	BDC	2	A	
	Biology	KS	BDC	2	A	
	Community and Family Studies	KS	BDC	2	A	
	History Ancient	RSM	BDC	2	A	
	Hospitality - VET	JP	BDC	2	A	
	Industrial Technology Timber	MV	BDC	2	A	
	Mathematics Standard	JM	BDC	2	A	
	Mathematics Advanced	JM	BDC	2	A	
	Music 1	MV	BDC	2	A	
	Sport, Lifestyle & Recreation	KS	CEC	2	B	
	Visual Design	MV	CEC	2	B	

Please Note: This is your chance to have a say about the subjects that are on offer for next year. If you fail to select your subjects in time, you may be left with limited choices. **HAVE YOUR SAY!**

***Please Return this completed sheet to Front Office by Friday 1st November 2024.**

Signature of Student: _____ Signature of Parent: _____