



Subject Selection Information

GUNNEDAH HIGH SCHOOL

Empowering every student to reach their full potential

EXECUTIVE PRINCIPAL'S MESSAGE

At Gunnedah High School we believe that every child should be given every opportunity to strive for their best "Semper Optime". On behalf of all of the staff here at Gunnedah High School, I would like to take this opportunity to thank our families and community for their continued support of the school and the work that we do each and every day.

Congratulations to all of our students who have successfully met the requirements to begin their studies in Senior School. I am proud of each and every one of you and believe you all can achieve your goals through hard work, sacrifice, and sustained commitment.

As an Executive Principal at Gunnedah High School, I want to emphasise that the Senior School offers you a personalised and unique path tailored to your goals, whether you pursue an academic or vocational education. The completion of Senior Schooling is a significant milestone, with most of you graduating with the Higher School Certificate, the highest educational qualification awarded in New South Wales Schools. This is your first official qualification, setting the foundation for further studies or entry into the workforce.

In addition to academic achievement, it is essential to recognize the importance of cultural connection and everyday matters, including good attendance, which ensures you fully experience all that the Senior School has to offer. Your journey through the Senior School is about more than just achieving academic qualifications; it's about building strong cultural ties, making informed choices, and preparing for your future. Therefore, I strongly encourage you to discuss your subject choices with your family and our dedicated staff to ensure you select subjects in

which you will excel and that align with your aspirations. Your choices now will shape your future, so take this opportunity seriously to make the most of your Senior School experience.

Reflecting on my own High School experience, I can see how much I grew as an individual by seizing every opportunity that came my way, and I strongly encourage you to do the same. Your final years of school are truly what you make of them; share this journey with your family and friends, and create memories that will last a lifetime. At Gunnedah High School, we offer a wide range of support services beyond the classroom to help ensure your success. Stay focused, stay organised, and most importantly, don't hesitate to seek support whenever you need it.

Having already spent 25 years in education I remain inspired by each new generation, and I eagerly anticipate witnessing the rise of tomorrow's leaders. However, I want to remind you that true success in life is not only measured by your achievements but also by your capacity to show compassion and kindness to others and the positive impact you make within your community.

I am excited to embark on this next chapter with you and wish you the very best as you continue your studies in 2025.



Mr Darren Monte
Executive Principal, rel.

Your pathway to success

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to students who successfully complete Years 11 and 12 in New South Wales.

The HSC is an internationally recognised credential that provides a foundation for students entering tertiary study, vocational training or employment. This booklet is your introduction to the HSC and the many options now available. More information is contained on the [New South Wales Education Standards Authority \(NESA\)](#) website

If you wish to be awarded the HSC you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.

Both the Preliminary course and the HSC course must include the following:

- at least six units from Board Developed Courses including at least 2 units of English;
- at least three courses of 2 units value or greater; and
- at least four subjects (including English).

You must also;

- complete the practical, oral or project works required for specific courses and the assessment requirements for each course;
- have sat for, and made a serious attempt at, the required HSC examinations; and
- complete HSC: All My Own Work
- demonstrate a minimum standard of literacy and numeracy; and
- have been granted a RoSA or equivalent

The NESA website contains information about courses and the HSC.

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC. If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

TYPES OF COURSES

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



- Board Developed
- Board Endorsed
- Vocational Education and Training (VET)
- Life Skills Courses as part of a Special Program of Study

BOARD DEVELOPED COURSE

NESA develop these courses. They are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary

Admission Rank (ATAR).

There is a syllabus and support documents for each course which can be found on the NESA website, including:

- the course objectives, structure, content and outcomes;
- specific course requirements;
- assessment requirements; and
- sample examination papers and marking guidelines

BOARD ENDORSED COURSES

These courses have syllabuses endorsed by NESA to provide valuable skills and knowledge for your future. They allow you to pursue your interests as part of your HSC studies.

Introduction to the HSC CONTINUED...

There is no external examination for Board Endorsed Courses – they are assessed within the school.

However, these courses can count towards your HSC and appear on your Record of School Achievement (RoSA). Board Endorsed Courses cannot be used in the calculation of the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

These courses are industry-training courses

- allowing students to gain both HSC 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 various education and training sectors and employment.
- these courses count towards a future traineeship or apprenticeship.

If you apply to sit for an HSC examination in these courses then up to two units of study can count towards the ATAR. If you sit the examination, the mark will be reported on your HSC.

Regardless of whether you sit for the examination or not, the course will be reported on your

HSC and a document will be issued showing the industry recognised training you have successfully completed.

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.

LIFE SKILLS COURSES

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study for the HSC. Participation in a Special Program of Study will be based upon an Individual Learning Support Plan, which will occur for both the Preliminary and HSC years. Enrolment in Life Skills courses is achieved through consultation between parents and specialist teachers. Approval for placement in Life Skills programs is granted by the school's Learning Support Team.

Life Skills courses 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 Preliminary course and a 2 unit HSC course. There is no ATAR available for students completing Life Skills courses.



Golden rules for choosing subjects

In choosing courses for Years 11 and 12, students must ask the following important questions:

What subjects am I good at? What subjects do I enjoy?

Answers to both these questions are good indicators of courses to select for next year.

It is highly unlikely that you will do well in subjects you dislike and/or are currently performing poorly in.

Some general advice around subject selection has been provided by NESA at Advice for Students Choosing HSC Courses.

If I intend going on to tertiary education, which courses will I need to study?

It is important to do your research. Read current information regarding university or college prerequisite courses by accessing the relevant websites and consulting with the Careers Advisor, Mr Rob Mason.

Some sites to help you may include:

- [Universities Admission Centre](#)
- [Top Tips for Choosing HSC Courses](#) – a checklist of what to keep in mind when making decisions about the HSC Year 10 subject selection worksheets a self-assessment process to consider your interests, qualities and skills and consider related study and career options.
- [Subject Compass](#): an online tool to help you find HSC courses that match your interests, abilities and future plans.

[Steps to Uni for Year 10 students](#) (2024 edition) an annual publication that sets out HSC courses universities require you to have studied to be able to start a degree, or recommend you study to set you up for success

What if I want to plan subject selection to a possible career path?

To link subject areas and interests to possible career opportunities, visit the [My Future](#) website and utilise the [Career Bullseyes](#) and other resources available to Students and Parents and Carers.

What if I don't know what I want to do when I leave school?

Make an appointment with your Year Advisor Mrs Anne Torrens, Deputy Principal, Mrs Simone Carlyon or Careers Advisor, Mr Rob Mason to discuss your career aspirations.

Selecting a broad range of subjects will increase your post-school career options and set you up for success.

What other resources are available?

Your teachers, Head Teachers, specialist teachers of the courses you are interested in, and current and past HSC students can provide valuable insights into the courses offered at Gunnedah High School.

Do your research, but ultimately make the decision that will best support your interests and hence encourage good work ethic and your best results.

Frequently asked questions

What is a unit?

A unit of study is approx 60 hours of classes per year and 50 marks in the HSC
Most courses are 2 units, approx 120 hours of classes per year and 100 marks in the HSC

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

Preliminary course – a minimum of 12 units. Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC course.
HSC course – a minimum of 10 units.

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

The HSC is awarded by NESAs for the satisfactory completion of Year 11 and 12. The HSC results are a detailed package showing each student the level of knowledge and skills that they 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 the Universities Admissions Centre (UAC) to calculate a rank order of students known as the Australian Tertiary Admission Rank (ATAR). The ATAR is not a mark, nor is it a summary of the HSC. 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 HSC exams. If you study more than 10 units, your ATAR calculation will be based on your best 10 units.

What constitutes satisfactory completion of a course?

- Students must;
- Follow the course developed or endorsed by the Board.
 - Apply themselves with diligence and sustained effort.
 - Achieve some or all of 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 the HSC courses.

Is any course compulsory?

2 units of English must be studied by every student in Years 11 and 12.

Are there any exclusions?

- A student may only study one English course (other than English Extension which must be studied in conjunction with English Advanced).
- A student may only study one Mathematics course (other than Mathematics Extension which must be studied in conjunction with Mathematics Advanced, not Mathematics Standard).
- A student may only study 6 units of Science in Year 11 and 7 units in Year 12.

What is the HSC: All My Own Work program?

The HSC: All My Own Work program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The HSC: All My Own Work program is compulsory for all students enrolled in the Preliminary course. Gunnedah High School will support all students to complete this requirement at school.

What is the HSC Minimum Standards?

Students need to achieve Level 3 or 4 in short online numeracy, reading and writing tests of skills for everyday life to meet the HSC minimum standard.
This means that students who demonstrate the standard have the skills to do things like follow safety instructions in equipment manuals, understand a mobile phone plan, write a job application, and create a personal weekly budget.

What are some useful websites?

[NESA](#) NSW Education Standards Authority
[Australia's National Career Information Services](#)
[University Admissions Centre](#) Outlines course prerequisites and other information about university study



Which English course should I choose?

Choosing the right English course will ensure that you are able to achieve your best. English is compulsory so it is important to select the course that best suits your pattern of study and what you want to do that after school.

Some English courses share the same units, but differ in complexity. The table below gives you a summary of the different English courses available. You are encouraged to discuss your preferences with your English teacher.
If you wish to achieve an ATAR and choose English Studies you will be unable to choose any other Category B subjects. If you require any further information in relation to this please consult with your Deputy Principal.

Year 11	STUDIES	STANDARD	ADVANCED
	Achieving through English	Common Module: Reading to Write transition to Senior English	
	ELECTIVE 1 TBC	Module A: Contemporary Possibilities	Module A: Narratives That Shape our World
	ELECTIVE 2 TBC	Module B: Close Study of Text	Module B: Critical Study of Text

Year 12	STUDIES	STANDARD	ADVANCED
	Common Module: Texts and Human Experiences		
	ELECTIVE 1 TBC	Module A: Language, Identity and Culture	Module A: Textual Conversations
	ELECTIVE 2 TBC	Module B: Close Study of Literature	Module B: Critical Study of Literature
	ELECTIVE 3 TBC	Module C: The Craft of Writing	

Subject Selection Process

- STEP 1:**
Head Teachers provide students with information during faculty course rounds.
- STEP 2:**
SUBJECT SELECTION INFORMATION EVENING
Explore courses and **discuss all options** with parent/carer/student and faculty staff.
Students provided with Edval webcode or alternatively paper copy provided.
Draft selections to be completed Tuesday, September 3.



- STEP 3:**
Students attend an interview
Monday, September 9, 2024
- STEP 4:**
Week 9 – Students informed of final course allocations for 2025.

Note: SBAT/DE applications to follow for selected students.

Student & Parent support is available on Monday, September 2. Call the Front Office on 6742 0155.

CHECK-IN WITH MR BOULUS
TO GET YOUR WEBCODE



Subjects on offer

COMPULSORY COURSES MUST CHOOSE ONE

English – Advanced
English – Standard
English Studies

BOARD DEVELOPED COURSES ATAR FRIENDLY

Agriculture	Legal Studies	Society and Culture
Ancient History	Mathematics Standard 1	VET Construction
Biology	Mathematics Standard 2	VET Hospitality – Food and Beverage
Community and Family Studies	Mathematics Advanced	VET Primary Industries
Earth & Environmental Science	PDHPE	Visual Arts

CONTENT ENDORSED COURSES NO ATAR

Sport, Lifestyle & Recreation Studies
VET Manufacturing and Engineering
Work Studies

English Studies

Course description

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.



Year 11 – What students learn

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study two to four additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.

Year 12 – What students learn

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study two to four additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Course requirements:

Across the English Studies Stage 6 course students are required to study:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- a range of types of text drawn from prose fiction,

drama, poetry, nonfiction, film, media and digital texts.

Students are required to study:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

In addition, students in Year 12 **only** are required to:

- study ONE text from the prescribed text list and one related text for the Common Module – *Texts and Human Experiences*.

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Media Representative, Service and Hospitality Industry Workers, Public Relations Officer, Teacher, Playwright.

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of courses in their pattern of study.

Number of units: 2

Faculty: English/HSIE

Fees: Nil

Board Developed Course

Contact: Mrs Rebecca Mizzi - Head Teacher English/HSIE

HSC exam: Optional

ATAR: Yes

Prerequisites: Nil

Corequisite: Nil

Exclusions: English Advanced, English EAL/D, English Extension, English Extension 1, English Extension 2, English Standard, English Life Skills

Agriculture

Course description

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 Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Year 11 – What students learn

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

Year 12 – What students learn

Core (80%)

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

Elective (20%)

Choose **ONE** of the following electives to study:

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

Course requirements

Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Wide variety, including fields of plant production such as Agricultural Engineer, Horticulturalist, Wildlife Officer, Fishery Manager, Agricultural Advisor, Researcher, Landscaper, Beekeeper, Farm manager, Arborist, Wildlife Manager, Soil Engineer, Wetlands Biologist, Agricultural advisory and research, Agricultural robotics and GPS innovation.

Number of units: 2

Faculty: Science

Fees: \$20

Board Developed Course

Contact: Mrs Nicole Dwyer – Head Teacher Science

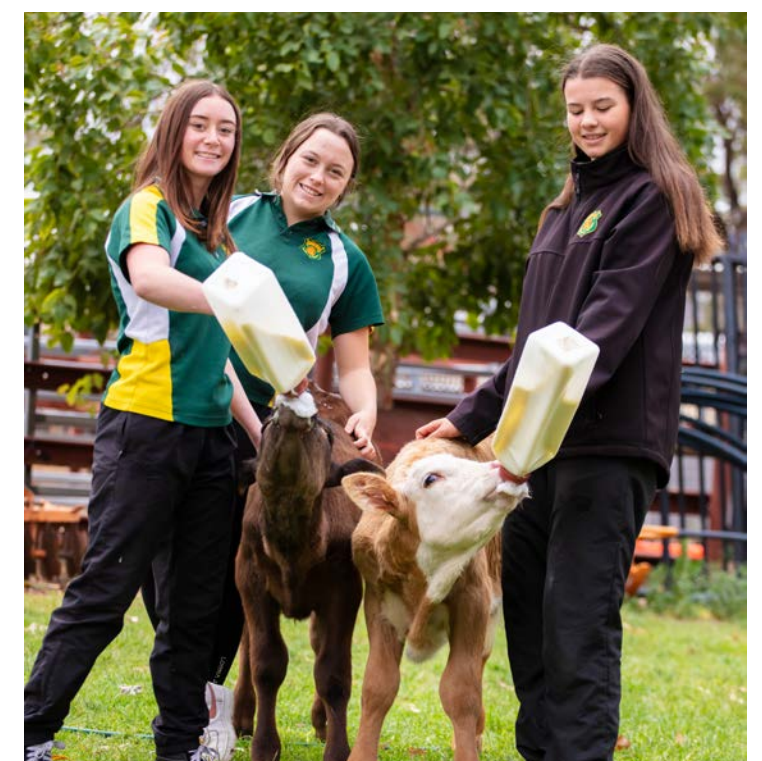
HSC exam: Yes

ATAR: Yes

Prerequisites: Nil

Corequisites: Nil

Exclusions: Agriculture Life Skills, Technology Life Skills (where Agriculture is undertaken within the course)



Ancient History

Course description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to en-gage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and con-servation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Number of units: 2

Faculty: English/HSIE

Fees: Nil

Board Developed Course

Contact: Mrs Rebecca Mizzi - Head Teacher English/HSIE

HSC exam: Yes

ATAR: Yes

Prerequisites: Nil

Corequisite: Nil

Exclusions: Ancient History Life Skills, HSIE Life Skills (where Ancient History is undertaken within the course)

Year 11 – What students learn

The Year 11 course comprises three sections.

- **Investigating Ancient History**

Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.

- **Features of Ancient Societies**

Students study at least two ancient societies.

- **Historical Investigation**

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 – What students learn

The Year 12 course comprises four sections.

- Core Study: **Cities of Vesuvius – Pom-peii and Herculaneum**

- One **‘Ancient Societies’** topic

- One **‘Personalities in their Times’** topic

- One **‘Historical Periods’** topic

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course requirements: In the Year 11 course, students undertake at least two case studies.



- One must be from Egypt, Greece, Rome or Celtic Europe, and
- One must be from Australia, Asia, the Near East or the Americas.

The Year 12 course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Politician, Journalist, Writer, Lawyer, Researcher, Museum Curator or Guide, Art Historian, Teacher, Archaeologist, Archaeologist, Solicitor, Editor, Sociologist, Judge, Intelligence Officer, Criminologist.

Biology

Course description

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

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.

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

Year 11 – What students learn

The Year 11 course consists of four modules:

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

Year 12 – What students learn

The Year 12 course consists of four modules:

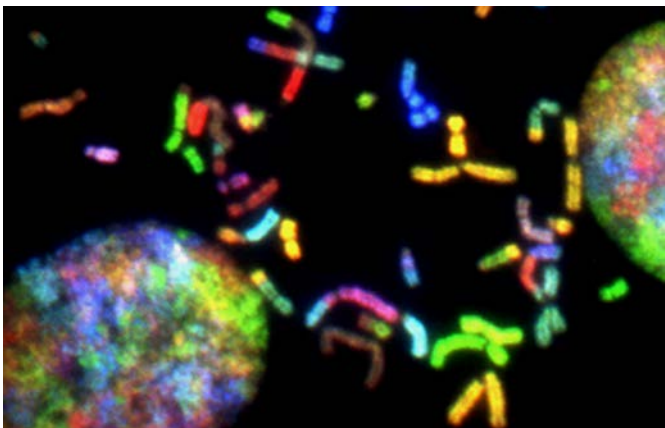
- **Module 5** Heredity
- **Module 6** Genetic Change
- **Module 7** Infectious Disease
- **Module 8** Non-infectious Disease and Disorders

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the Common module: *Texts and Human Experiences*.

Course requirements:

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this



Number of units: 2

Faculty: Science

Fees: \$20

Board Developed Course

Contact: Mrs Nicole Dwyer – Head Teacher Science

HSC exam: Yes

ATAR: Yes

Prerequisites: Nil

Corequisites: Nil

Exclusions: Living World Science Life Skills



time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

Fieldwork is also mandated in Year 11 and is an integral part of the learning process. Excursions may incur an additional cost.

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Wide and varied, including Dentist, Dental Assistant, Environmental Scientist, Doctor, Nurse, Teacher, Microbiologist, Genetics Counsellor, Laboratory Technician, Veterinarian, Veterinary Nurse, Pharmacist, Pathology, Reproductive Medicine, Research Support Officer.

Community and Family Studies

Course description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.



Year 11 and 12 – What students learn

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

Year 11

- Resource Management (20%): Basic concepts of the resource management process
- Individual and Groups (40%): The individual's roles, relationships and tasks within and between groups
- Family and Communities (40%): Family structures and functions, and the interaction between family and community

Year 12

- Research Methodology (25%): Research methodology and skills culminating in the production of an Independent Research Project
- Groups in Context (25%): The characteristics and needs of specific community groups
- Parenting and Caring (25%): Issues facing individuals

and groups who adopt roles of parenting and caring in contemporary society

HSC modules: Select one of the following:

- Family and Societal Interactions (25%): Government and community structures that support and protect family members throughout their lifespan
- Social Impact of Technology (25%): The impact of evolving technologies on individuals and lifestyle
- Individuals and Work (25%): Contemporary issues confronting individuals as they manage roles within both their family and work environments

Course requirements: The Year 11 course consists of three mandatory modules and the indicative course time allocated to their study.

In the Year 12 course students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: : This course would be of great benefit to anyone wishing to pursue a career where working with people and within community. For example, a Psychologist, Sociologist, Researcher, Primary Teacher, Secondary Teacher, Nurse, Childcare worker, Youth/ Social Worker, Counsellor, Aged Care Worker, Foster Carer, Carer or Parent.

Number of units: 2

Faculty: PDHPE

Fees: Nil

Board Developed Course

Contact: Mr Alex Boulus – Rel. Head Teacher PDHPE

HSC exam: Yes

ATAR: Yes

Prerequisites: Nil

Corequisite: Nil

Exclusions: Community and Family Studies Life Skills

Earth and Environmental Science

Course description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic move-ments and energy transformations that occur and includes the study of human impact on the Earth's re-sources and its surface.

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

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

Year 11 – What students learn

The Year 11 course consists of four modules:

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

Year 12 – What students learn

The Year 12 course consists of four modules:

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

Course requirements:

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



Number of units: 2

Faculty: Science

Fees: \$20

Board Developed Course

Contact: Mrs Nicole Dwyer – Head Teacher Science

HSC exam: Yes

ATAR: Yes

Prerequisites: Nil

Corequisites: Nil

Exclusions: Earth and Space Science Life Skills



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

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

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process. Excursions may incur an additional cost.

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Environmental Scientist, Environmental Lawyer, Environmental Architect, Environmental Health Officer, Environmental Engineer, Geologist, Environment-Conscious Citizen, Journalist, Landcare Educator, Soil Analyst, Hydrologist, Surveyor, Palaeontologist.

Mathematics Standard 2

Course description

- Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.
- In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.
- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

The study of Mathematics Standard in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Year 11 – What students learn

The Year 11 course comprises four Topics, with the Topics divided into Subtopics.

The Topics and Subtopics are:

- **Topic: Algebra** - Formulae and Equations
 - Linear Relationships
- **Topic: Measurement** - Applications of Measurement
 - Working with Time
- **Topic: Financial Mathematics** - Money Matters
- **Topic: Statistical Analysis** - Data Analysis
 - Relative Frequency and Probability

Year 12 – What students learn

The Year 12 course includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

- **Topic: Algebra** - Types of Relationships
- **Topic: Measurement** - Non-right-angled Triangles
 - Rates and Ratios
- **Topic: Financial Mathematics** - Investments and Loans - Annuities
- **Topic: Statistical Analysis** - Bivariate Data Analysis
 - The Normal Distribution
- **Topic: Networks** - Network Concepts
 - Critical Path Analysis

Course requirements: This course is best suited to students who have achieved competence at the 5.2 level of the Year 10 mathematics course. This course focuses on developing the skills which have direct

Number of units: 2

Faculty: Mathematics/CAPA

Fees: Nil

Board Developed Course

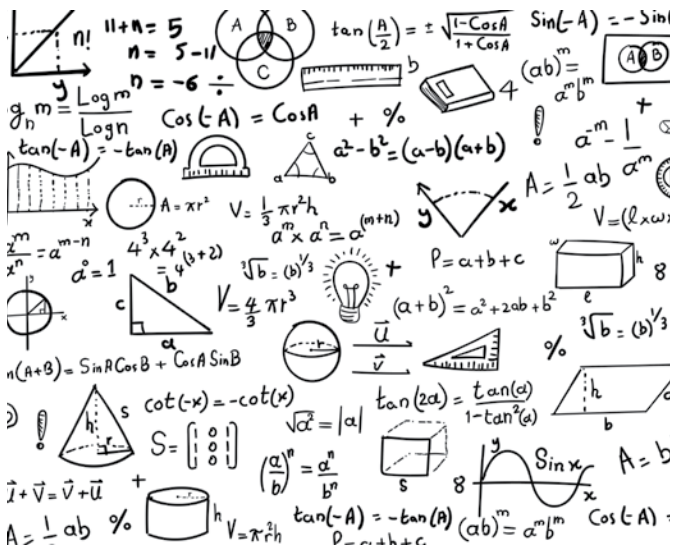
Contact: Mrs Anne Torrens - Head Teacher Mathematics/CAPA

HSC exam: Yes

ATAR: Yes

Prerequisites: The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a level of 5.1/5.2.

Exclusions: Mathematics Standard 1, Mathematics Advanced, Mathematics Extension 1 or 2, Mathematics Life Skills.



application to everyday activities.

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: TAFE, trade and training courses; foundations for the study of business, humanities, nursing and other health sciences; appropriate rigour for students who do not need mathematics for engineering, science and mathematics university level courses.

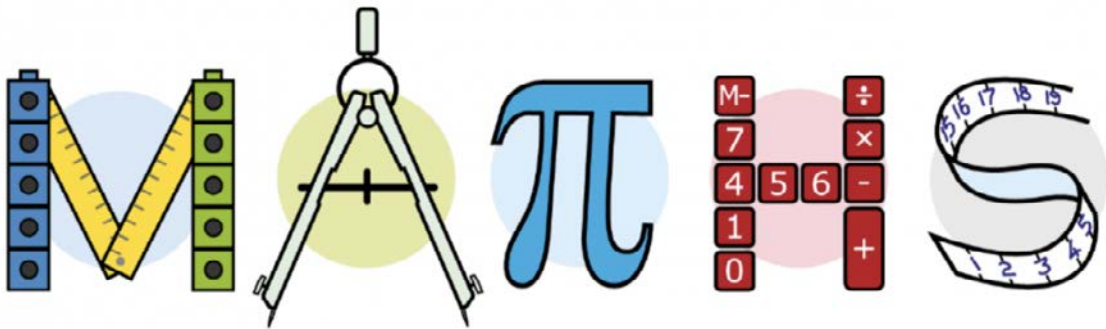
Mathematics Advanced

Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.



Year 11 – What students learn

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

- **Topic: Functions** - Working with Functions
- **Topic: Trigonometric Functions** - Trigonometry and Measure of Angles - Trigonometric Functions and Identities
- **Topic: Calculus** - Introduction to Differentiation
- **Topic: Exponential and Logarithmic Functions** - Logarithms and Exponentials
- **Topic: Statistical Analysis** - Probability and Discrete Probability Distributions

Year 12 – What students learn

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:

- **Topic: Functions** - Graphing Techniques
- **Topic: Trigonometric Functions** - Trigonometric

Number of units: 2

Faculty: Mathematics/CAPA

Fees: Nil

Board Developed Course

Contact: Mrs Anne Torrens - Head Teacher Mathematics/CAPA

HSC exam: Yes

ATAR: Yes

Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a level of 5.3.

Exclusions: Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course, Mathematics Life Skills.

Functions and Graphs

- **Topic: Calculus** - Differential Calculus - The Second Derivative - Integral Calculus
- **Topic: Financial Mathematics** - Modelling Financial Situations
- **Topic: Statistical Analysis** - Descriptive Statistics and Bivariate Data Analysis - Random Variables

Course requirements: This course is best suited for students who have achieved competence at the 5.3 level of the Year 10 mathematics course. Students should be particularly adept at algebra, coordinate geometry and trigonometry.

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Scientist, Engineer, Statistician, Actuary, Mathematician.

Health & Movement Science (PDHPE)

Course description

Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. While there is tremendous opportunity for good health, there are numerous conflicting influences on lifestyle, which are impacting health outcomes. In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime.

The study of health sciences draws on epidemiology, dimensions and determinants of health, and social justice principles. This enables students to think critically about the equity, access and sustainability of health and wellbeing for individuals and communities. Health promotion is explored as a way to improve health for individuals and communities. Students investigate the United Nations Sustainable Development Goals (SDGs), which represent an ambitious vision of a healthier, more prosperous, inclusive and resilient world. The World Health Organization (WHO) views health promotion as a means to achieving the SDGs.

Participation in physical activity plays a significant role in improving the health and wellbeing of individuals and communities. Learning in, through and about the movement sciences involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation. Acquiring the knowledge and skills to be physically active can optimise individual and team performance and develop positive movement habits across the lifespan.

Year 11 – What students learn

Focus areas

- Health for Individuals and Communities (40 Hours)
- The Body and Mind in Motion (40 hours)
- Collaborative Investigation (20 Hours)
- Depth Studies (Minimum of two) (20 Hours)

Year 12 – What students learn

Focus areas

- Health in a Global Context (45 hours)
- Training for improved Performance (45 hours)
- Depth Studies (Minimum of two) (30 Hours)

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Physiotherapist, Health Care Worker, PDHPE Teacher, Doctor/General Practitioner, Paramedic, Nurse, Sports Psychologist, Nutritionist, Sports Journalist, Exercise Physiologist, Sports Scientist, Fitness Trainer, Child Care Worker, Primary School Teacher.

Number of units: 2

Faculty: PDHPE

Fees: Nil

Board Developed Course

Contact: Mr Alex Boulus – rel. Head Teacher PDHPE

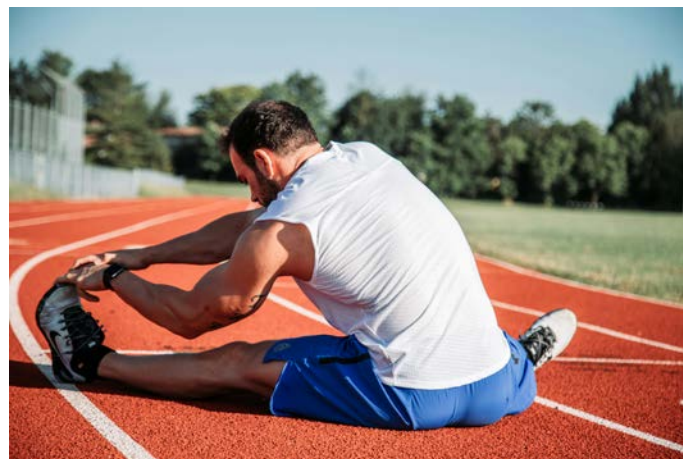
HSC exam: Yes

ATAR: Yes

Prerequisites: Nil

Corequisites: Nil

Exclusions: Personal Development, Health and Physical Education Life Skills



Society and Culture

Course description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).



Year 11 – What students learn

- The Social and Cultural World: The interactions between persons and groups within societies
- Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

Course requirements Nil

Year 12 – What students learn

Core

- Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – an individual research project

Depth Studies

Two to be chosen from:

- Popular Culture: The interconnection between popular culture, society and the individual
- Belief Systems and Ideologies: The relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion: The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity: The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Course requirements: Completion of Personal Interest Project. See the [Society and Culture Stage 6 syllabus](#) for further information regarding course requirements.

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the

Number of units: 2

Faculty: English/HSIE

Fees: \$20

Board Developed Course

Contact: Mrs Rebecca Mizzi - Head Teacher English/HSIE

HSC exam: Yes

ATAR: Yes

Prerequisites: Nil

Corequisites: Nil

Exclusions: Society and Culture Life Skills, HSIE Life Skills (where Society and Culture is undertaken within the course).

course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Psychologist, Anthropologist, Sociologist, Political Scientist, Tertiary Law Student, Minister of Religion, Nurse, Journalist, Advertising Specialist, Criminologist, Economist, Environmental Health Officer, Market Research, Novelist, Consultant, University Lecturer, Urban/Regional Planner.



Sport, Lifestyle & Recreation Studies

Course description

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.

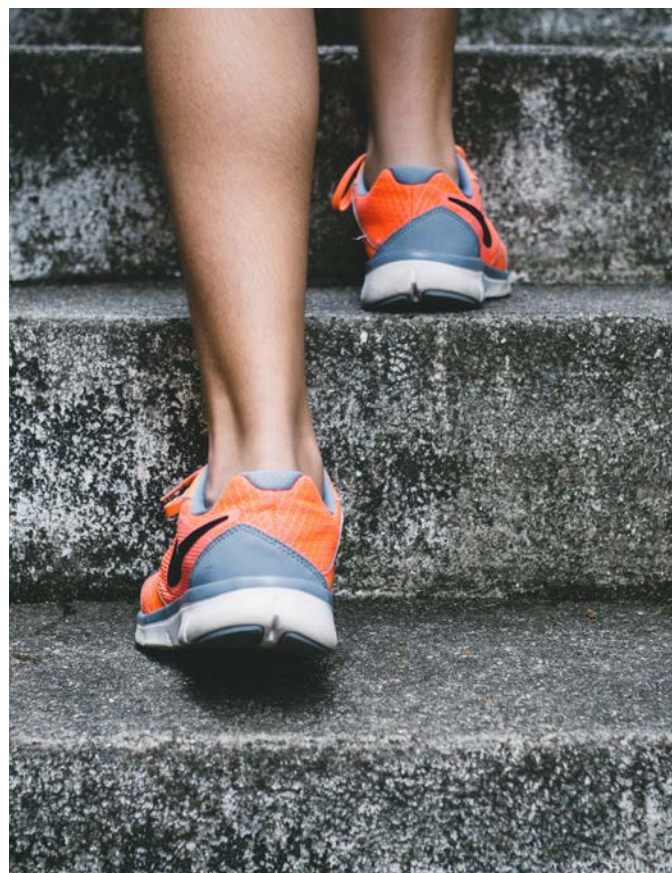
Through the course students will develop:

- 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.

Year 11 and 12 – What students learn

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 and Games
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.



Course requirements: Nil

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Sports Coach, Recreation Officer, Lifesaver/Pool Attendant, Fitness Centre Operator, Fitness Consultant, Fitness Instructor, as well as providing valuable life skills and recreational interests

Number of units: 2

Faculty: PDHPE

Fees: Nil

Content Endorsed

Contact: Mr Alex Boulus – Rel. Head Teacher PDHPE

HSC exam: No

ATAR: No

Prerequisites: Nil

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Visual Arts

Course description

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



Year 11 – What students learn

The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Year 11 course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

Course requirements

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

Year 12 – What students learn

The Year 12 course learning opportunities focus on:

- 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 art world and apply these to their own investigations

- how students may further develop meaning and focus in their work.

Course requirements

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

Assessment

The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers

Artist, Art Critic/Writer, Teacher, Art Therapist, Illustrator, Designer, as well as providing valuable life skills and recreational interests.



Number of units: 2

Faculty: CAPA

Fees: \$20

Board Developed Course

Contact: Mrs Anne Torrens – Head Teacher – Mathematics/CAPA

HSC exam: Yes

ATAR: Yes

Prerequisites: Nil

Corequisites: Nil

Exclusions: Creative Arts Life Skills (where Visual Arts is undertaken within the course), Visual Arts Life Skills. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Work Studies

Course description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course assists students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Number of units: 2

Faculty: English/HSIE

Fees: Nil

Content Endorsed

Contact: Mrs Rebecca Mizzi – Head Teacher English/HSIE

HSC exam: No

ATAR: No

Prerequisites: Nil

Exclusions:

- 16671 Work and the Community Life Skills (2 units – Preliminary)
- 16671 Work and the Community Life Skills (2 units – HSC)



Year 11 and 12 – What students learn

The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

- 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.

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

Assessment: The Gunnedah High School Assessment Procedures and Schedules document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: Designer, Graphic Designer, Product Developer, Artist, Interior Designer, as well as providing valuable life skills and recreational interests.



NSW Department of Education RTO 90333

2025 Construction Course Descriptor

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

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

Course: Construction Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course	
<ul style="list-style-type: none">• risk management• time management• basic emergency response	<ul style="list-style-type: none">• communication• problem solving• decision making

Examples of occupations in the construction industry	
<ul style="list-style-type: none">• carpentry• joinery	<ul style="list-style-type: none">• bricklaying• builder's labourer

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

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

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

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

Consumable costs: Preliminary - \$80.00 HSC - \$50.00 White Card Course \$28.50, steel capped boots	Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy
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A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

2025 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$ 80.00 HSC - \$80.00 Students can purchase a uniform for \$170.00 or can hire a uniform for \$50.00 deposit and receive a refund when returned.	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship is available in this course. For more information:
<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

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

2025 Manufacturing and Engineering Introduction Course Descriptor

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

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

Course: Manufacturing and Engineering - Introduction Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the manufacturing and engineering industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment)

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

Consumable costs: Preliminary - \$50.00 HSC - \$20.00 Steel Capped Boots, cotton drill long sleeve shirts and pants	Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy
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A school-based traineeship is not available in this course.

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



AHC20122 Certificate II in Agriculture

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 - \$40.00 HSC - \$40.00

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>

Notes...

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