

WADALBA
COMMUNITY SCHOOL
PROGRESS WITH PRIDE

2025 STAGE 6 (Year 11-12) SUBJECT SELECTION HANDBOOK



Key Dates

An outline of Key Dates for Stage 6 Subject Selections:

Milestone	Date	Time	Week
Subject Selection Night	Wednesday 24 July	4 – 5pm	Week 1, Term 3
Selection Forms open	Wednesday 24 July	5pm	Week 1, Term 3
Selection Forms close	Wednesday 31 July	3pm	Week 2, Term 3
First round of subject choices distributed	Week of 19 August		Week 5, Term 3
Subject Selection Interviews	Wednesday 21 August Thursday 22 August Friday 23 August		Week 8, Term 3
Final letter outlining subject choices distributed	Week of 23 September		Week 10, Term 3

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MESSAGE FROM THE PRINCIPAL

Subject Selection for Higher School Certificate (Stage 6) courses is an important milestone in your schooling and maturity as young adults. It is an important time for you to think about your hopes and aspirations and to work closely with your family and teachers as you make decisions about the subjects you will study over the next two years.

In the senior years you will receive an exit credential for secondary education by achieving either a HSC or RoSA:

- The **Higher School Certificate (HSC)** is the highest educational achievement in secondary education in New South Wales. To be awarded your HSC you must complete Years 11 and 12, satisfy HSC course requirements, and sit for the state-wide exams.
- The **Record of Student Achievement (RoSA)** is a credential that shows your cumulative participation and achievement in courses up until you leave school, if you choose to do so after Year 10, but before completing your HSC. You also have the option to complete an online Literacy and Numeracy test.

Stage 6 course offerings are varied and diverse in both the course outcomes covered and the type of learning. For example, some courses include a major project component that is submitted or performed.

It is important that making decisions about subject selection is carefully considered. Thinking about your career aspirations, your personal interests and what subjects are on offer is generally an effective way to make good decisions. As well family and teachers, the school Career and Transition team will provide advice and support to ensure you choose subjects that assist you with your goals.

You will find more information about the HSC on the NESA website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc>.

For families, <http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide> is a useful link about supporting young people through their HSC.

Mrs Carlie Wells
Principal

INFORMATION ABOUT THE HIGHER SCHOOL CERTIFICATE

You are about to embark on a very important two years of schooling in the lead up to the Higher School Certificate. To ensure that you make the best decisions, it is vital that you take the time to read this booklet and the accompanying information from the NSW Education Standards Authority (NESA). It is also important to discuss your ideas with your family and with people who can provide you with assistance in planning your future career.

In its current format, the HSC provides a number of opportunities. For example:

- Did you know that you may complete your HSC over five years?
- Completion of Vocational Education and Training courses will usually result in what we call 'dual accreditation' – that is, you receive your HSC as well as a qualification through the national training frameworks.
- Students will no longer be compared to each other for their results – you will now receive a mark that reflects your level of achievement when compared to existing standards.
- Each course that you successfully complete in the HSC will have a 'course report' which sets out the sorts of knowledge and skills that you have demonstrated.
- Students wishing to extend their studies in some areas may complete Extension Courses in Year 11 and Year 12.

The opportunities in the HSC are extensive and students, along with parents, are urged to consider all options very carefully. Students need to think about what you might like to do in the future. What sort of future do you want to create for yourself – Will it require university study? Should I go to TAFE? Do I need a HSC? How important to me are VET subjects? What sort of courses do I like to do?

REQUIREMENTS FOR YEARS 11 AND 12

In order to complete the Year 11 and HSC courses, students must:

- Satisfactorily complete courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) (a minimum of 12 units in **Year 11** and a minimum of 10 units in the HSC course)
- Sit for and make a serious attempt at the HSC exams
- Follow the course developed or endorsed by the NSW Education Standards Authority (NESA)
- Apply yourself with diligence and sustained effort to all of the set tasks and experiences provided in the course by the school
- Achieve some or all of the course outcomes

Your pattern of study must include:

- At least 6 units of Board Developed Courses
- At least 3 courses of 2 units or greater
- At least 4 subjects
- 2 units of English

In addition, a maximum of 6 units of courses in Science can contribute to your HSC.

Homework and Home Study

Year 11 students should spend 2 hours, 5 days per week on home study. This can take the form of revision of school-work completed that day, completing projects, research, formal homework and additional reading of library books.

The school has collated some ideas for independent study.

Hyperlink: <https://wadalba-c.schools.nsw.gov.au/about-our-school/study-wcs.html>

TERMS AND CONCEPTS YOU SHOULD KNOW

Year 11	Refers to the courses usually completed in Year 11.
HSC	Refers to courses usually completed in Year 12.
NESA	NSW Education Standards Authority, the organisation that developsthe syllabus and conducts the exams.
ATAR	Australian Tertiary Admission Rank – this is calculated by the Universities as a way of determining entry to University courses.
VET	Vocational Education and Training – students can get ‘dual accreditation’ by completing these subjects – a HSC and Australian Qualifications Framework award.
2 Unit Subject	The basis of subjects in the HSC, equates to about 4 hours per weekor 120 hours per year and is marked out of 100 in internal and external assessment.

TYPES OF COURSES

There are 3 types of courses offered as a part of the HSC:

Board Developed Courses	These courses are developed by the NSW Education Standards Authority (NESA) and have a formal external HSC exam at the end of Year 12. These courses are eligible for calculation in your ATAR.
VET Courses	Are also Board Developed Courses that count towards the HSC, but enable the student to gain an Australian Qualifications Framework qualification as well. These are recognised by industry Australia wide. Work placement (35 hours per year) is mandatory, the external examination is optional. When the external exam at the end of Year 12 is done, these courses can be used in the calculation of the ATAR.

TYPES OF COURSES CONTINUED

Board Endorsed Courses

These courses are developed by the school, and endorsed by the NSW Education Standards Authority (NESA) and count towards the HSC, but they DO NOT have a HSC exam at the end of Year 12. A mark is provided to the NSW Education Standards Authority (NESA) by the school based entirely on the student's work and efforts at school.

Life Skills

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

If you have special education needs, you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

CHOOSING FROM THIS BOOKLET

Students are encouraged to seek as much information as possible prior to making their subject choices. This information comes from a number of sources, including this booklet, teachers, parents and careers advisers – make sure you use all of them!

**Please visit the Wadalba Community School
Subject Selection Website link below.**

<https://sites.google.com/wadalbacs.com/wadalbacommunityschoolsubjects/home>

Steps you should follow:

- STEP 1** Collect all the information you need to make informed choices. Discuss your ideas with parents and teachers. Then you are ready to choose subjects.
- STEP 2** EVERY student must do English. Choose the most appropriate level for your needs.
- STEP 3** Choose at least 5 more subjects. These courses enable you to qualify for a HSC.

COURSES OFFERED AT WADALBA COMMUNITY SCHOOL

BOARD DEVELOPED COURSES

CAPA – Head Teacher - Janelle Johnson	Science – Head Teacher- Emma Downey
Dance	Biology
Drama	Biology – STEAM
Music 1	Chemistry
Visual Arts	Earth & Environmental Science
English – Head Teacher – Alison Clark	Investigating Science
English Standard	Physics
English Advanced	TAS – Head Teacher – Meredith Smee
English Extension 1 (1 unit)	Design & Technology
English Extension 2 (1 unit)	Food Technology
English Studies (ATAR Optional)	Industrial Technology -
HSIE – Head Teacher – Dean Hancock	Graphics
Aboriginal Studies	Multimedia
Ancient History	Timber
Business Studies	Software Engineering
Geography	Textiles & Design
Legal Studies	Mathematics
Modern History	Mathematics Standard 1
Society & Culture	Trade Training
Study of Religion	Construction
Language-Head Teacher – Dean Hancock	Cookery
Japanese Beginners	Manufacturing & Engineering - Introduction
Japanese Continuers	Primary Industries
Spanish Beginners	VET – Head Teacher – Renae Newell
PDHPE – Head Teacher – Shannon Cameron	Business Services
Community and Family Studies	Construction
Health and Movement Science	Cookery
Mathematics – Head Teacher – Trent Willis	Entertainment Industry
Mathematics Advanced	Hospitality
Mathematics Extension 1 (1 unit)	Information & Digital Technology
Mathematics Standard 2	Retail Services

TAFE Course with a HSC exam

Include -	
Automotive	Electro Technology
Human Services	Tourism and Events

BOARD ENDORSED COURSES

CAPA	TAS
Ceramics (1 unit)	Exploring Early Childhood
Photography, Video and Digital Imaging (1 unit)	VET
PDHPE	Skills for Work and Vocational Pathways
Sport, Lifestyle and Recreation (SLR)	Music Industry
Science	
Marine Studies	

- All courses are 2-UNIT except for Ceramics, Photography, Extension English & Extension Mathematics, that are 1-unit courses.
- Trade Training Centre Courses, which are 4-unit courses completed in one calendar year.

BOARD DEVELOPED COURSES

**For HSC ONLY, you must choose English
and two other
Board Developed Courses**

- To get into university straight after you complete Year 12 you will need to have an ATAR study pattern.
 - To receive an ATAR we advise you to choose **ENGLISH** either Studies, Standard or Advanced and at least another four Board Developed Courses.
 - The Vocational Education and Training (VET) Courses have optional Exams.
 - You **MUST** do the HSC Examination if you wish to include it in the calculation of your ATAR.
-

**The following courses are all Board
Developed Courses and can be used to
calculate your ATAR**

DANCE (CAPA) Board Developed Course

2 units for each Year 11 & HSC.

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Composition works must be your own work. Dance work performed with an outside agency cannot be submitted.

Course cost: \$40 - annually

What will I be doing in this course?

Dance in Stage 6 is designed for students to experience, understand and value dance as an art form through the study of performance, composition and dance appreciation. Dance as an art form involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Case studies could include dance works such as Bangarra's "Ochres" and "Terrain", Jiri Kylian's "Sarabande" and Mat Ek's "Juliet and Romeo".

What will the final HSC examination be like?

Practical Examination:

- 2 x compulsory performance (Core Performance & Core Composition)
- 1 x major project (choice of composition, performance, film or appreciation)

Written Examination:

- 90 minutes: Appreciation in Dance: In depth study of 2 Dance artworks by well-known choreographers

Particular course requirements:

No pre-requisites. Students can select Dance even if they have not studied Dance in Year 9 and 10. It is strongly recommended that students have experienced forms of dance. Internal assessment is also conducted through performance, composition and visual analysis on selected case studies / choreography. For the external practical examination students will be required to compile a record or diary of the processes involved in creating and developing their Dance works. Students must have a developing proficiency or a preparedness to learn and develop their dance technique, safe dance practice and performance quality to achieve the outcomes of this course. Routine rehearsals in their own time is a strong requirement of this course.

DRAMA (CAPA) Board Developed Course

2 units for each of Year 11 & HSC.

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Course cost: \$20 – annually

What will I be doing in this course?

Over the two-year study of Drama, students will study practices in making, performing and critically studying theatre. The preliminary year will focus on play building skills, theatrical styles and traditions and the use of production elements such as costume, set design and lighting. Workshops are largely collaborative with the potential for students to also complete a director's folio as an individual project.

In the HSC course students will study four plays through detailed analysis and performance workshops that apply the knowledge and skill acquired in the preliminary course. They will also collaborate in groups to devise an original piece of theatre as a part of their external examination.

What will the final HSC examination be like?

Practical Program:

- 1 x Group Performance
- 1 x Individual Project (choice of design, critical analysis, video drama, script writing or performance)

Written Examination: 90 minutes

Particular course requirements:

Internal assessment in the HSC course is also conducted through performance, written analysis and project progress. Throughout preparation for the Group Performance and Individual Project, students are required to log the progress of their project in a development logbook. The Group Performance is a compulsory project in this course and success in this task will rely on a student's ability to engage collaboratively with their peers. It is not compulsory but is strongly advised that students have studied the Stage 5 Drama course.

MUSIC 1 (CAPA) Board Developed Course

2 units for each of Year 11 & HSC

Exclusions: nil

Course cost: \$40 annually

What will I be doing in this course?

Over the two-year study of Music, students will study the Concepts of Music through the learning experiences of performance, composition, musicology and aural analysis. Music is studied through a range of styles, periods and genres such as Pop Music, Music of a Culture, Music in Film and Music for Small Ensembles.

What will the final HSC examination be like?

Practical Program:

- 1 x compulsory performance
- 3 x elective projects (choice of composition, performance or viva voce)

Aural Examination: 1 hour

Particular course requirements:

Internal assessment is also conducted through performance, viva voce, composition and aural analysis. Students selecting composition or musicology electives for the external examination will be required to compile a portfolio of work as a part of the process of preparing a submitted work. Students must have a developing proficiency or a preparedness to learn an instrument or voice to achieve the outcomes of this course. Routine rehearsal at home is a strong requirement of this course.

VISUAL ARTS (CAPA) Board Developed Course

2 units for each of Year 11 & HSC

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Course cost: \$60 annually

What will I be doing in this course?

Visual Arts involves students in art making, art criticism and art history through focused investigations. The preliminary course is more teacher directed and prepares students in the development of art-making techniques and practice in a variety of expressive forms (painting, sculpture, drawing, photo media). Case studies in the preliminary year have included Brett Whiteley, Rosalie Gascoigne and Andy Goldsworthy. The practical component of the HSC course is more student directed as they choose their chosen expressive form for their Body of Work. Students study a minimum of 5 case studies in the HSC course and recently these have included Ai Wei Wei and Patricia Piccinini.

What will the final HSC examination be like?

Written Examination: 90 minutes

Practical: Body of Work

Particular course requirements:

Students must be self-directed in the development of their BOW. The process for this project begins in Term 1 of the HSC and students are responsible for researching, developing and documenting their own progress in this task through the use of a VAPD. Students are expected to have a considerable interest and aptitude for art making.

ENGLISH STANDARD (ATAR) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: English (Advanced); English (ESL); English (Extension); English Studies

Please note: Students do not need to select an English course.

Students are placed in the most appropriate English course for Stage 6 based on their achievement and engagement in English in Stage 5. An email will be sent to students and families advising them which English course has been recommended for them. If you prefer to complete an alternate English course, please contact the English Head Teacher to discuss your preference.

Who should study this course?

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

What will I be doing in this course?

English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures.

In their study of English, students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning.

Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

Year 11 Course

- **Common Module – Reading to Write** (Transition to Senior English)
- **Module A – Contemporary Possibilities** (multi-modal/digital text)
- **Module B – Close Study of Literature** (literature)

HSC Course

- **Common Module – Texts and Human Experiences** (one prescribed text and a range of short texts)
- **Module A – Language, Identity and Culture** (one prescribed text and a range of related texts)
- **Module B – Close Study of Literature** (one prescribed text)
- **Module C – The Craft of Writing** (integrated exploration of a range of short texts and writing experiences)

ENGLISH ADVANCED (ATAR) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: English (Standard); English (ESL); English Studies

Please note: Students do not need to select an English course.

Students are placed in the most appropriate English course for Stage 6 based on their achievement and engagement in English in Stage 5. An email will be sent to students and families advising them which English course has been recommended for them. If you prefer to complete an alternate English course, please contact the English Head Teacher to discuss your preference.

Who should study this course?

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives.

What will be doing in this course?

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

Through exploring and experimenting with processes of composition and response, students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how this is achieved. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Year 11 Course

- Common Module – Reading to Write (Transition to Senior English)
- Module A – Narratives that Shape our World (a range of narratives)
- Module B – Critical Study of Literature (one text)

HSC Course

- Common Module – Texts and Human Experiences (one prescribed text and a range of short texts)
- Module A – Textual Conversations (two prescribed texts comparison)
- Module B – Critical Study of Literature (one prescribed text)
- Module C – The Craft of Writing (integrated exploration of a range of short texts and writing experiences)

ENGLISH EXTENSION 1 (ATAR) Board Developed Course

HSC English Extension 1 & HSC English Extension 2
1 unit of study for each of Year 11 and HSC

Exclusions: English (Standard); Fundamentals of English; English (ESL); English Studies

Prerequisites:

- English (Advanced)
- Year 11 English Extension is a prerequisite for HSC English Extension Course 1

Please note: Students do not need to select an English course.

Students are placed in the most appropriate English course for Stage 6 based on their achievement and engagement in English in Stage 5. An email will be sent to students and families advising them which English course has been recommended for them. If you prefer to complete an alternate English course, please contact the English Head Teacher to discuss your preference.

Who should study this course?

The English Extension 1 course is designed for students with an interest in literature and a desire to pursue specialised study of English. It provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways.

What will be doing in this course?

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

ENGLISH EXTENSION 2 (ATAR) Board Developed Course

HSC English Extension 1 & HSC English Extension 2
1 unit of study for each of Year 11 and HSC

Exclusions: English (Standard); English (ESL); English Studies

Please note: Students do not need to select an English course.

Students are placed in the most appropriate English course for Stage 6 based on their achievement and engagement in English in Stage 5. An email will be sent to students and families advising them which English course has been recommended for them. If you prefer to complete an alternate English course, please contact the English Head Teacher to discuss your preference.

Prerequisites:

- English (Advanced)
- Year 11 English Extension is a prerequisite for HSC English Extension Course 1
- English Extension Course 1 is a prerequisite for English Extension 2 Course

Who should study this course?

The English Extension 2 course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English. It provides students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways.

What will I be doing in this course?

Students can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.

This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking skills, which are essential at tertiary levels of study and in the workplace.

ENGLISH STUDIES (ATAR optional) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)

This course provides the OPTION of an external examination which will be eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR). This option is not recommended for students wanting to receive an ATAR.

Please note: Students do not need to select an English course.

Students are placed in the most appropriate English course for Stage 6 based on their achievement and engagement in English in Stage 5. An email will be sent to students and families advising them which English course has been recommended for them. If you prefer to complete an alternate English course, please contact the English Head Teacher to discuss your preference.

Who should study this course?

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

What will I be doing in this course?

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. Students strengthen their ability to access and comprehend information, to assess its reliability, and to synthesise knowledge gained from a variety of sources. Through its structured and focused approach to responding to and composing texts, the English Studies course also provides students with opportunities to develop in and to appreciate the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.

The English Studies course also provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. It also encourages the continued development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

Year 11 Course

- **Mandatory Module** – Achieving Through English
- **Modules – 2-3**

HSC Course

- **Common Module** – Texts and Human Experiences (one prescribed text and a range of short texts)
- **Modules – 2-3**

ABORIGINAL STUDIES (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies.

The Year 11 course covers:

- Aboriginality and the Land
- Aboriginal Heritage and Identity
- Colonialism, Racism and Prejudice
- Research and Inquiry Methods

The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

The HSC course covers:

- Social Justice and Human Rights Issues
- Elective study of Aboriginality and the Land or Aboriginal Heritage
- Major project

ANCIENT HISTORY (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. They use archaeological and written sources to investigate various aspects of the ancient world, including, sites, people, societies, events and developments.

The Year 11 Course covers:

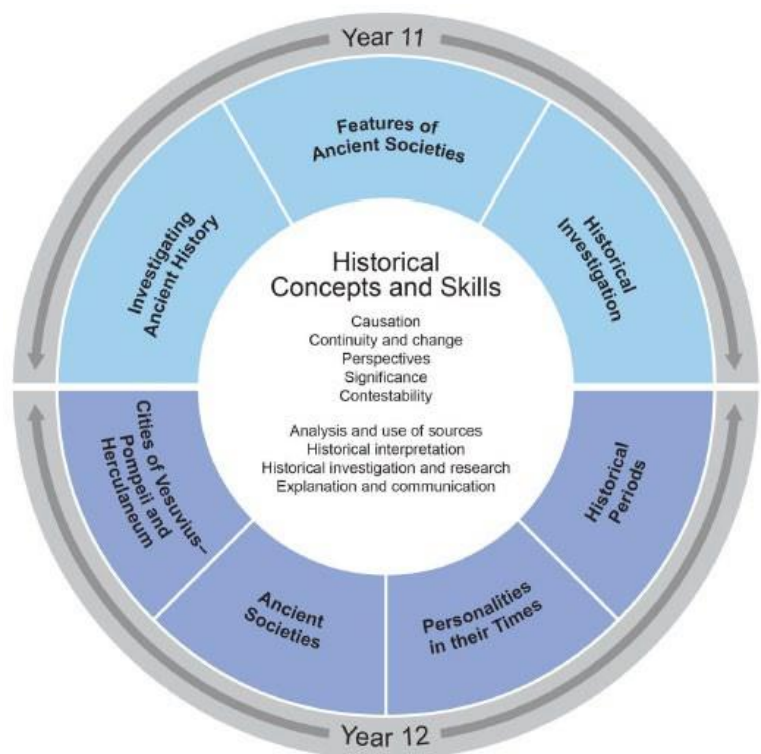
- Investigating Ancient History
 - The nature of Ancient History
 - Case studies
- Features of Ancient Societies
- Historical Investigation

The HSC Course covers:

- Core study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their times
- Historical Periods

Organisation of Content:

The following diagram (Ancient History Stage 6 Syllabus) provides an illustrative representation of elements of the course and their relationships.



BUSINESS STUDIES (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

Business Studies is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment.

Students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society, providing useful knowledge and competencies for life.

In the Year 11 Course students will study:

- Nature of Business
- Business Management
- Business Planning

In the HSC Course students will study:

- Operations
- Marketing
- Finance
- Human Resource

GEOGRAPHY (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

In the Year 11, students will study:

- Earth's natural systems
- People, patterns and processes
- Human-environment interactions
- Geographical Investigation

In the HSC Course, students will study:

- Global sustainability
- Rural and urban places
- Ecosystems and global biodiversity

Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools. Twelve hours of fieldwork are mandatory for both the Year 11 and Year 12 course. Students will be required to submit both oral and written geographic reports.

LEGAL STUDIES (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

The Year 11 course develops students' knowledge and understanding of basic legal concepts and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. Students will also experience how the law works in practice with visits to one or more courts to observe civil and criminal cases. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key area of crime, human rights and two case studies selected from a variety of focus areas.

In the Year 11 Course students will study:

- The Legal System (40% of course)
- The Individual and the Law (30% of course)
- The Law in Practice (30% of course)

Each topic has a principal focus and themes and challenges related to the law.

In the HSC Course students will study:

- Crime (30% of course)
- Human Rights (20% of course)
- Two Focus Studies chosen from the list below (25% of course each)
 - Consumers
 - Family
 - Global environment protection
 - Indigenous peoples
 - Shelter
 - Workplace
 - Work order

Students will study some key themes which are incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

MODERN HISTORY (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

The Year 11 course is structured to provide students with opportunities to develop and apply understanding of methods and issues involved in investigating Modern History. Students investigate various aspects of the modern world, including, people, ideas, movements, events and developments.

The HSC course provides the opportunity for students to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

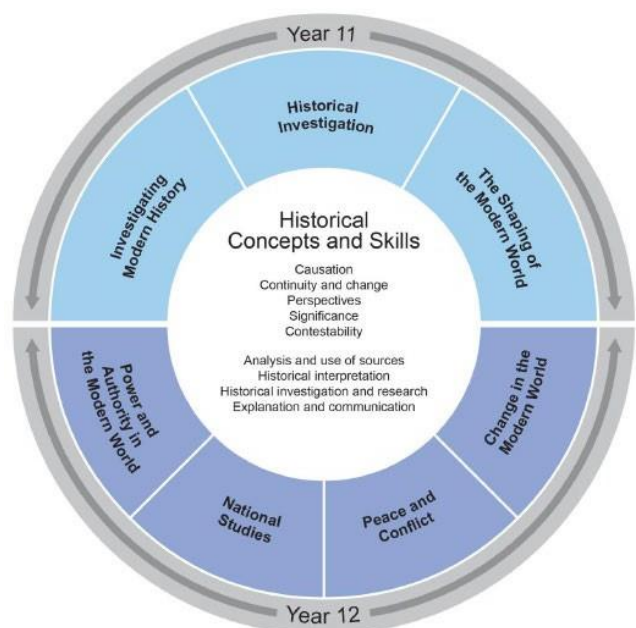
In the Year 11 Course, students will study:

- Investigating Modern History -Option and two case studies
- Conduct an historical investigation
- The shaping of the modern world

In the HSC Course, Students will study:

- Core Study: Power and authority in the modern world 1919 - 1946
- National Studies
- Peace and conflict
- Change in the modern world

In the Year 11 course, At least TWO Case Studies must be undertaken. ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. ONE Case Study must be from Europe, Northern America or Australia. In the HSC students are required to study at least ONE non-European/Western topic. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.



SOCIETY & CULTURE (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

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

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

In the Year 11 Course, students will study:

- The Social and Cultural World – the interaction between aspects of society and cultures
- Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings
- Intercultural Communication – how people in different cultures interact and communicate

In the HSC Course, students will study:

Core Study:

- Continuity and Change - The focus of this study is to understand the nature of social and cultural continuity and change and to examine it through the application of methods and social theory, in relation to a selected country
- Personal Interest Project - This is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student

Depth Studies: TWO to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society.

Students **MUST** Complete a Personal Interest Project worth 40% of their HSC mark.

STUDIES OF RELIGION (HSIE) Board Developed Course

2 Unit to be completed in Year 11 and 12

Exclusions: Nil

What will I be learning about in the course?

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.



Students will develop knowledge and understanding about:

- The nature of religion and belief systems in local and global contexts
- The influence and expression of religion and belief systems in Australia
- Religious traditions and their adherents

Students will study:

- Nature of Religion and Beliefs
- Religious traditions in Buddhism, Islam, Judaism, Hinduism or Christianity
- Religions of Ancient Origins eg: Aztec, Celtic, Nordic, Shinto or Taoism
- Religion and Belief Systems in Australia post 1945

JAPANESE BEGINNERS (Language) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Japanese Continuers and students who have studied Japanese for over the 100 mandatory hours in Stages 4 and 5. If you have studied Japanese at Wadalba Community School in BOTH Year 7 and Year 8, or as an elective in Year 9 or 10, you are ineligible. If you only studied Japanese in Year 8 then you are eligible.

Course cost: Nil

Information about the Course:

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Course Description:

In the Year 11 and HSC courses, students will develop the linguistic intercultural knowledge and understanding of speaking, listening, reading and writing skills to communicate in Japanese.

Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics.

Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

Family life, home and neighbourhood People, places and communities, education and work friends, recreation and pastimes, holidays, travel & tourism and future plans & aspirations.

Additional Information:

Students cannot undertake this course if they are native speakers or have spent time on exchange in Japan or any other Japanese speaking country to study this course.

JAPANESE CONTINUERS (Language) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Japanese Background Speakers, Students who have not studied Japanese in Years 9 and 10, or for a significant amount of time

Course fee: Nil

Information about the course:

The study of Japanese language is of particular importance to Australians, both culturally and economically. Japan is Australia's leading trading partner and there are significant cultural ties between Australia and Japan. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Students can gain access to both the language and the rich cultural traditions of Japan, as well as an understanding of different attitudes and values within the wider Australian community and beyond.

Students who complete the Japanese Continuers course will finish with a substantial level of Japanese which could be a stepping stone to applying for Japanese work, further study, training or leisure.

Course Description:

In the Year 11 and HSC courses, students will develop and build upon their intercultural and linguistic knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. The Japanese Continuers course has 3 prescribed themes: The individual, the Japanese-speaking communities and the Changing world.

Main themes/ Topics covered:

The theme, the individual, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, the Japanese-speaking communities, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, the changing world, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

SPANISH BEGINNERS (Language) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Spanish Continuers and students who have studied Spanish for over the 100 mandatory hours in Stages 4 and 5. If you have studied Spanish at Wadalba Community School in BOTH Year 7 and Year 8, or as an elective in Year 9 or 10, you are ineligible. If you only studied Spanish in Year 8 then you are eligible.

Course cost: Nil

Information about the Course:

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

The study of Spanish provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Course Description:

In the Year 11 and HSC courses, students will develop the linguistic intercultural knowledge and understanding of speaking, listening, reading and writing skills to communicate in Spanish.

Topics studied through two interdependent perspectives, the personal world and the Spanish-speaking communities, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Spanish will be developed through tasks associated with a range of texts and text types, which reflect the topics.

Students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.

Main Topics Covered:

Family life, 'home and neighbourhood', 'people, places and communities', 'education and work', friends, 'recreation and pastimes', 'holidays, travel and tourism' and 'future plans and aspirations'.

Additional Information:

Students cannot undertake this course if they are native speakers or have spent time on exchange in Spain or any other Spanish speaking country to study this course.

COMMUNITY AND FAMILY STUDIES (PDHPE)

Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

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.



The Preliminary Course covers the following topics:

- Resource Management
- Individuals and Groups
- Families and Communities

The HSC Course covers the following topics:

- Research Methodology
- Groups in Context
- Parenting and Caring
- One option



Students are required to complete an Independent Research Project (IRP) as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course. This is significant research task and requires 15-20 hours of student application.



HEALTH AND MOVEMENT SCIENCE

Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course cost: Students will engage in a range of expected excursions throughout the duration of this course, each of which will attract a small cost.

What will I be doing in this course?

The NESA Health and Movement Science course for Years 11–12 is a comprehensive program designed to engage students in understanding the scientific principles underlying health and movement. This course, set to replace the PDHPE syllabus from 2025, aims to provide students with practical knowledge and skills that can be applied in various health and movement contexts.



There are two main topics in this course:

- **Health for Individuals and Communities**, where students explore health determinants, indicators, and the impact on young people, focusing on health issues and advocacy by organizations. They also learn about the United Nations Sustainable Development Goals as a framework for health promotion. Sensitivity is advised when discussing Aboriginal and Torres Strait Islander health data.
- **The Body and Mind in Motion**, examines how body systems influence movement, the role of energy systems, and physiological adaptations to training. Students explore movement skill acquisition, psychological factors affecting performance, and the impact of motivational strategies and community exercise.

Students will also engage in a collaborative investigation and depth studies to connect theoretical learning with practical applications.

Key features of the course include:

- **Interdisciplinary Approach:** The curriculum integrates concepts from various fields such as biomechanics, physiology, psychology, and sociology to give students a well-rounded understanding of health and movement.
- **Practical Application:** Emphasising hands-on learning, the course allows students to conduct experiments, engage in physical activities, and apply theoretical knowledge to real-world scenarios.
- **Critical and Creative Thinking:** Students develop problem-solving, research, and analytical skills through in-depth studies and collaborative projects, fostering critical and creative thinking.
- **Post-School Pathways:** It prepares students for further education and careers in health, fitness, sports science, and related fields by providing relevant knowledge and skills.

For more detailed information, you can visit the [NSW Education Standards Authority website](https://www.nesa.nsw.gov.au/).

MATHEMATICS STANDARD 2 Board Developed Course

2 units for Year 11 and HSC

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.1 (Standard) course for the ROSA, together with the following sub-strands from 5.2- financial Mathematics, Linear Algebra, Non-Linear relationships, Right-angles Triangles, Single Variable Data analysis and Probability.

Exclusions: Students may **not** study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.

Course costs: Year 11 & HSC Study Guides (prices TBA)

What will I be doing in this course?

The Mathematics Standard courses are focused on enabling students to use Mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of Mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

In Year 12 the course separates into two areas, Mathematics Standard 1 Pathway and Mathematics Standard 2 Pathway.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher Mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

In the Year 11 Course students will study:

- Formulae and Equations
- Linear Algebra
- Applications of Measurement
- Working with Time
- Money matters
- Data Analysis
- Relative Frequency and Probability

In the HSC (Category A) Mathematics Standard 2 Course (ATAR) students will study:

- Types of Relationships
- Right-angled Triangles
- Rates and Ratios
- Investments and Loans
- Annuities
- Bivariate Data Analysis
- The Normal Distribution
- Network Concepts
- Critical Path Analysis

MATHEMATICS ADVANCED Board Developed Course

2 units Year 11 Board Developed Course

2 units Year 12 (HSC) Board Developed Course

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* and in particular, the content and outcomes of all sub-strands of Stage 5.1 and Stage 5.2, the following sub-strands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem

Single variable data analysis and at least some of the content from the following sub-strands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes

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

Course costs: Year 11 & HSC Study Guides (prices TBA)

What will I be doing in this course?

- 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
- All students studying the Mathematics Advanced course will sit for a HSC examination.
- 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

In the Year 11 Course students will study topics:

- **Functions** – working with functions
- **Trigonometric functions** – Trigonometry & measure angles – Trigonometric functions and identities
- **Calculus** - Introduction to differentiation
- **Exponential & Logarithmic functions** – Logarithms & Exponentials
- **Statistical Analysis** – Probability & discrete probability distributions

In the HSC course the students will study topics:

- **Functions** – Graphic Techniques
- **Trigonometric functions** – Trigonometric functions & graphs
- **Calculus** – Differential calculus – the second derivative – Integral calculus
- **Financial Mathematics** – Modelling financial situations
- **Statistical Analysis** – Descriptive statistics & bivariate data analysis – Random Variables

MATHEMATICS EXTENSION 1 Board Developed Course

1-unit Year 11 Board Developed Course.

1-unit Year 12 (HSC) Board Developed Course

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub-strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub-strands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

Exclusions: Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course costs: Year 11 & HSC Study Guides (prices TBA)

What will I be doing in this course?

- All students studying the Mathematics Extension 1 course will sit for a HSC examination
- Enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- Provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- Provides opportunities for students to develop their awareness of the interconnected nature of Mathematics, its beauty and its functionality
- Provides a basis for progression to further study in Mathematics or related disciplines and in which Mathematics has a vital role at a tertiary level
- Provides an appropriate mathematical background for students whose future pathways may involve Mathematics and its applications in such areas as science, engineering, finance and economics

In Year 11 students will study topics:

- **Functions** - Further work with functions polynomials
- **Trigonometric Functions** – Inverse trigonometric functions – further trigonometric identities
- **Calculus** – Rates of calculus
- **Combinatorics** – Working with Combinatorics

In the HSC students will study topics:

- **Proof** – Proof of mathematical induction
- **Vectors** – Introduction to Vectors
- **Trigonometric functions** - Trigonometric equations
- **Calculus** – further calculus skills – applications of calculus
- **Statistical Analysis** – The binomial distribution

MATHEMATICS STANDARD 1 (ATAR optional)

Board Developed Course

2 units for Year 11 and HSC

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.1 (Standard) course for the ROSA, together with the following sub-strands from 5.2- financial Mathematics, Linear Algebra, Non-Linear relationships, Right- angles Triangles, Single Variable Data analysis and Probability.

Exclusions: Students may **not** study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.

Course costs: Nil

What will I be doing in this course?

The Mathematics Standard courses are focused on enabling students to use Mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of Mathematics through a large variety of real- world applications for a range of concurrent HSC subjects.

In Year 12 the course separates into two areas Mathematics Standard 1 Pathway and Mathematics Standard 2 Pathway.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making Mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Students may sit an optional HSC Examination that may contribute to achieving an ATAR.

In the Year 11 Course students will study:

- Formulae and Equations
- Linear Algebra
- Applications of Measurement
- Working with Time
- Money matters
- Data Analysis
- Relative Frequency and Probability

In the HSC Mathematics Standard 1 Course (ATAR) students will study:

- Types of Relationships
- Right-angled Triangles
- Rates
- Scale Drawings
- Investments
- Depreciation and Loans
- Further Statistical Analysis
- Network and Paths

BIOLOGY (Science) Board Developed Course

2 units for each of Year 11 and HSC

Course cost: Nil

What will I be doing in this course?

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

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

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

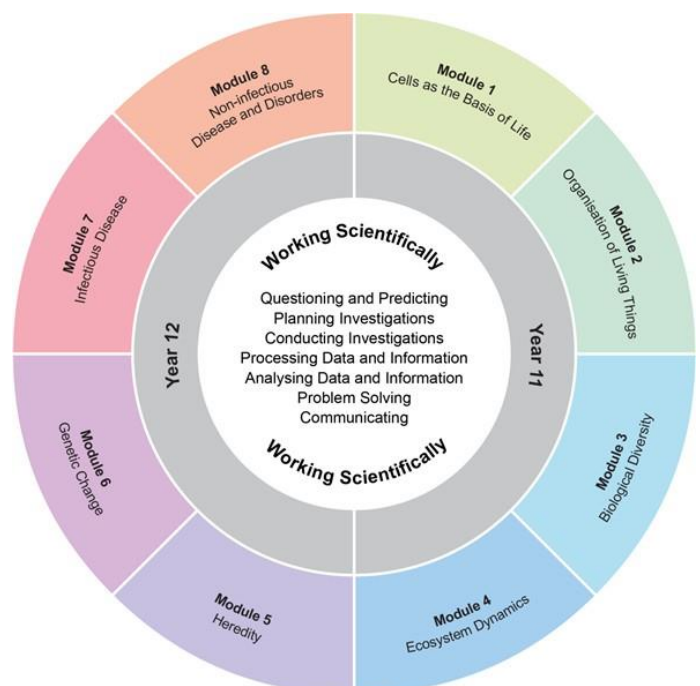
The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

In the Year 11 Course students will study:

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

In the HSC Course students will study:

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



BIOLOGY – STEAM (Science) Board Developed Course

Continued 2 units for each of Year 11 and HSC.

Only current Y10 STEaM students may choose this subject.

The class will continue their HSC studies in Accelerated Biology as per the outline below.

Course cost: Nil

What will I be doing in this course?

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

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

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

The course provides the foundation knowledge and skills required to study biology after completing school and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on the Earth and its habitats.

In the HSC Course students will study:

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



CHEMISTRY (Science) Board Developed Course

2 units for each of Year 11 and HSC

Course cost: NIL

Requirements: Students wishing to study Chemistry in Years 11 and 12 are required to undertake an introduction to Chemistry program throughout Year 10 to ensure they adequately understand what the course involves.

What will I be doing in this course?

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

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

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

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

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

The Core Modules of the Year 11 Course are:

Module 1: Properties and Structure of Matter

Module 2: Introduction to Quantitative Chemistry

Module 3: Reactive Chemistry

Module 4: Drivers of Reactions

- Depth Study

The Core Modules of the HSC Course are:

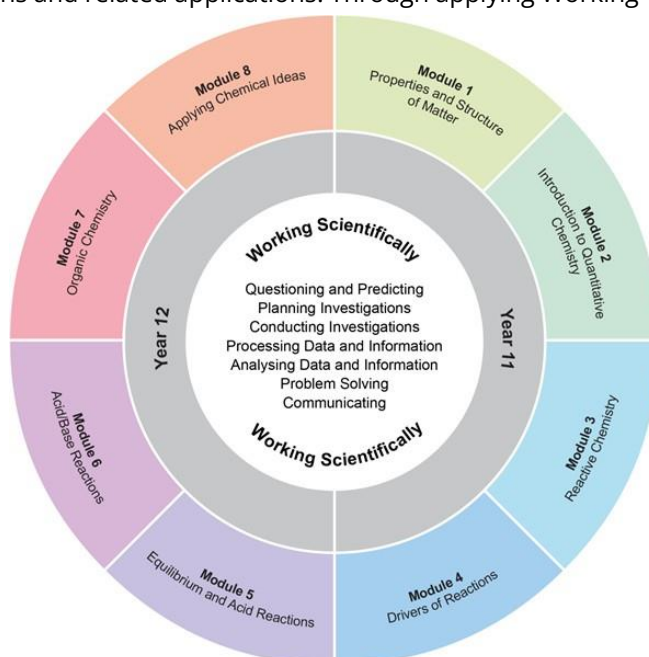
Module 5: Equilibrium and Acid Reactions

Module 6: Acid/base Reactions

Module 7: Organic Chemistry

Module 8: Applying Chemical Ideas

- Depth Study, own choice



EARTH AND ENVIRONMENTAL SCIENCE (Science)

Board Developed Course

2 units for each of Year 11 and HSC

Course cost: Nil

What will I be doing in this course?

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. Students will study tectonic processes and hazards generated from these processes, as well as hazard management procedures currently being utilised, as well as researched.

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

Fieldwork is an integral part of these investigation processes.

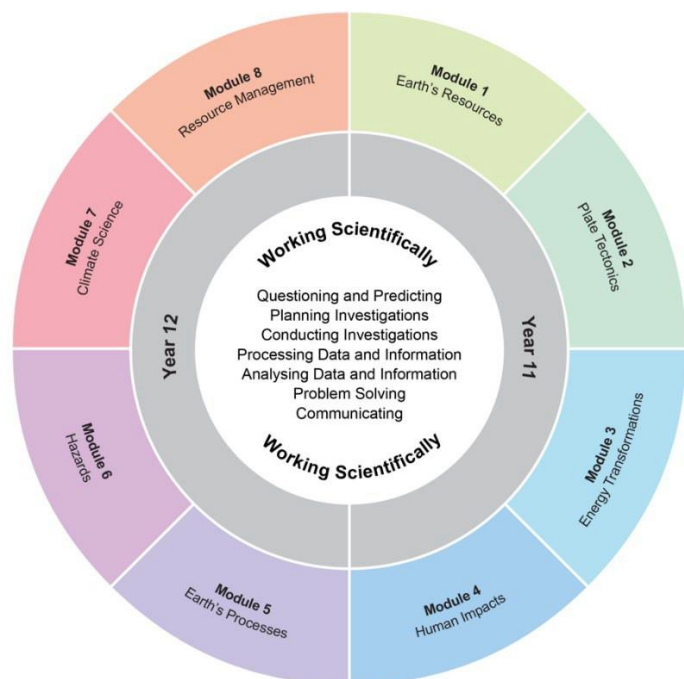
The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time.

In Year 11, students will study:

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

In Year 12, students will study:

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



INVESTIGATING SCIENCE (Science) Board Developed Course

2 units for each of Preliminary and HSC

Excursions: Possible excursions to Taronga Zoo, Disease Museum, ANSTO and Newcastle Wetlands.

Course cost: Nil

Who should study Investigating Science?

Students wishing to undertake further study into areas such as science, engineering and medicine should consider Investigating Science. Students who take Investigating Science are strongly encouraged to take another science subject as this will enable provide them with a richer understanding of both subjects.

What will I be doing in this course?

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

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

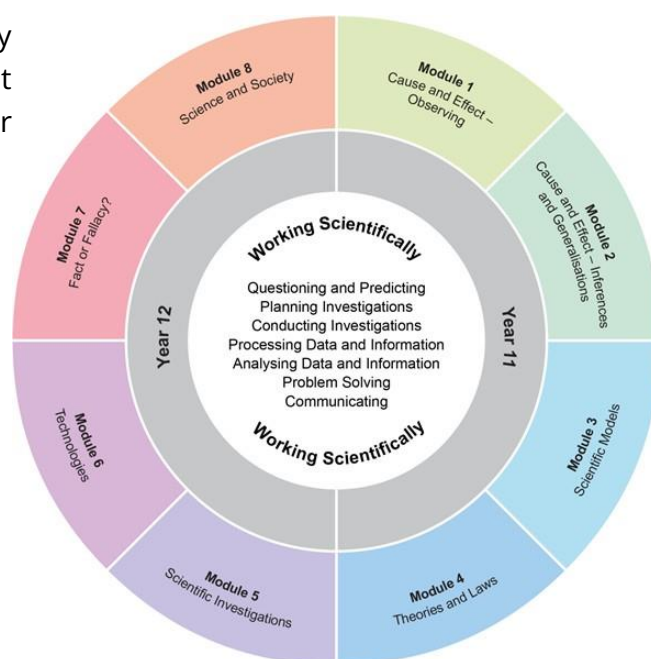
Within the HSC course there will be opportunity for students to complete a large independent research activity (depth study) as one of their assessment tasks.

The Core Modules of the Preliminary Course are:

Observing
Inferences and Generalisations
Scientific Models
Theories and Laws

The Core Modules of the HSC Course are:

Scientific Investigations
Technologies
Fact or Fallacy?
Science and Society



PHYSICS (Science) Board Developed Course

2 units for each of Year 11 and HSC

Course cost: Nil

Requirements: Students wishing to study Physics in Years 11 & 12 are required to undertake an introduction to Physics program throughout Year 10 to ensure they adequately understand what the course involves.

What will I be doing in this course?

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

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

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

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

In the Preliminary Course, students will study

the following core modules:

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

In the HSC Course, students will study the following modules: are:

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



DESIGN AND TECHNOLOGY (TAS) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course cost: Year 11 \$40
HSC \$20



What will I be doing in this course?

Design & Technology has a focus on innovation and creativity in both designing and producing. The subject involves a practical focus with a flexibility to pursue passion areas while using innovative technology. Students can explore design projects that relate to products, systems or the environment.

In the Year 11 Course, students will:

- Design and produce a range of products, systems or environment to meet the needs of unique design challenges
- Study the impact design has on society and the environment
- Study of design theory and practises; processes and technologies

In the HSC Course, students will:

- Develop their own major design project
- Develop project management skills in the development of their major design project
- Critically analyse innovation



FOOD TECHNOLOGY (TAS) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course cost: Year 11 \$75
HSC \$40

What will I be doing in this course?

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

In the Year 11 Course students will study:

- Food Availability and Selection
- Food Quality
- Nutrition

In the HSC Course students will study:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Food Issues in Nutrition

It is mandatory that students undertake practical activities. Such experiential learning activities that are specified in the 'learn to' section of each strand.

INDUSTRIAL TECHNOLOGY (TAS) Board Developed Course

Graphics | Multimedia | Timber

2 units for each of Year 11 and HSC

Exclusions: Students may only select ONE Industrial Technology subject. For example, if you choose Industrial Technology Multimedia you cannot choose Industrial Technology Timber.

Course costs:

Multimedia:	Year 11 \$15 HSC \$10
Timber:	Year 11 \$60 HSC \$50
Graphics	Year 11 \$15 HSC \$10

What will I be doing in this course?

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of their selected industry (Multimedia, Graphics or Timber) and its related technologies, highlighting the importance of design, management and production through practical experiences. Students can choose one from the following subject areas of Industrial Technology:

- Multimedia
- Timber
- Graphics

Year 11 focuses on providing a range of different experiences for students and developing their skills. In the HSC year students will choose the focus of their Major Project and spend the majority of the year developing and working on their idea.

In Year 11:

- Students will complete two practical based projects in the chosen subject area documenting the development of their in a design folio where they will research, design and evaluate their progress
- Subject area specific content for Multimedia, Timber or Graphics
- Industry Study theory including Workplace Health and Safety, environmental, technical and personnel factors
- Develop their design and management skills include designing, drawing and project management

In the HSC:

- For the majority of the year, students will complete a Major Project and Folio in their chosen subject area. Students will work with their teacher to develop an individual project. Examples of possible projects include:
 - Multimedia - films, websites and animations
 - Timber - Dining Tables, Jewellery boxes and entertainment units
 - Graphics - Architectural drawings, engineering drawings and models through the use of Computer-Aided Design (CAD)
- Focus area specific industry content.
- Design and Management
- Industry Study

SOFTWARE ENGINEERING (TAS) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course cost: Year 11 \$25 | HSC \$25

What will I be doing in this course?

The study of Software Engineering in Years 11 and 12 enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem solving when designing and developing creative software solutions.

In the Year 11 Course, students will study:

- Programming fundamentals
- The object-orientated paradigm
- Programming mechatronics

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

In the HSC Course, students will study:

- Secure software architecture
- Programming for the web
- Software automation
- Software engineering project

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software.

A major software engineering project provides students with the opportunity to further develop project management skills. This project accounts for 25% of course time in Year 12.

TEXTILES AND DESIGN (TAS) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course cost: Year 11 \$30 | HSC \$20

What will I be doing in this course?

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and related industries.

The HSC course involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project.

In the Year 11 Course, students will study:

- Design
- Properties and Performance of Textiles
- Australian Textiles, Clothing, Footwear and Allied Industries

In the HSC Course, students will study:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project

In the Year 11 course students will undertake two projects: One from the area of study Design, the other from the area of study of Properties and Performance of Textiles. In the HSC course, students complete a major project.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES



Education STAGE 6 SCHOOL DELIVERED VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

Stage 6 VET courses allow students to gain an HSC and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Frequently Asked Questions

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

VET courses (Board Developed) can be included in student's ATAR.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. It is currently delivering Vocational Education and Training in 119 schools in the Region.

What are Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

NSW Education Standards Authority has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES continued

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

ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR for admission to university, whereas a VET BEC course has a mandatory work placement. Both of these VET courses contribute to a student's HSC pattern of study.

What are Specialisation Courses?

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

Why is work placement compulsory in ICF courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, 1 x during the Year 11 course and 1 x during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

Registered Training Organisations (RTO) who have VET accredited teachers delivering and assessing VET.

What is Credit Transfer?

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

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions".

The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology. All AQF Certificates or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

What is RPL?

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

**STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC
AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR.**



2025 Business Services Course Descriptor

BSB30120 Certificate III in Business

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: Business Services

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 BSB30120 Certificate III in Business

<https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. 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

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

Examples of occupations in the business services industry

- medical administration
- office administration
- information desk operator
- clerical worker
- receptionist
- records and information administration

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

Consumable costs: Preliminary - \$25.00

HSC - \$25.00

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: Students can only undertake the Business Services (120 indicative hours) course or the Business Services (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 Construction Course Descriptor

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

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

Course: Construction

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: \$380.00

White Card: \$100.00 (subject to change). Delivered by External Provider or VET Construction teacher.

Refunds

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

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

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



2025 Entertainment Industry Course Descriptor CUA30420 Certificate III in Live Production and Technical Services	
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>	
<p>Course: Entertainment Industry Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>	<p>HSC credit – 4 units plus 1 unit for the specialisation study (2 units x 2 years) plus (1 unit x 1 year) Board Developed Course (240 hour) plus (60 hour)</p>
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/training/details/cua30420. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
<p>Transferrable industry skills gained in this course</p>	
<ul style="list-style-type: none"> • Customer (client) service skills • technical production of lighting, sound and vision • Communication skills • creativity • critical thinking • problem solving 	
<p>Examples of occupations in the entertainment industry</p>	
<ul style="list-style-type: none"> • assistant sound technician • assistant lighting technician • follow spot operator • front of house assistant • production crew • stagehand 	
<p>VET requirements</p>	
<p>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.</p>	
<p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>	
<p>HSC requirements</p>	
<p>Mandatory course requirements You must complete 300 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p>	
<p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Entertainment is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>	
<p>Consumable costs: Preliminary - \$50.00 HSC - \$50.00 White Card course - \$100.00 (subject to change). Delivered by External Provider (subject to change).</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>	
<p>Exclusions: Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	



2025 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$70.00 (Food)

HSC - \$70.00 (Food).

Uniform: Black Business Shirt and Black Pants (Purchase own).

Refunds

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

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

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

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

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

2025 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: \$380.00. Students will need to supply Hospitality approved leather boots or enclosed shoes and purchase CHEF uniform as instructed by teacher on top of course costs.

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 Information and Digital Technology Course Descriptor

ICT30120 Certificate III in Information Technology

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: Information and Digital Technology

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 ICT30120 Certificate III in Information Technology <https://training.gov.au/training/details/ICT30120>. You will be expected to complete all the requirements for 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

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- teamwork

Examples of occupations in the information and digital technology industry

- Analyst programmer
- IT Manager
- Motion Graphics Designer
- Web Developer
- Network professional
- Systems Analyst

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 requirement

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

Consumable costs: Preliminary - \$25.00

HSC - \$25.00

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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-information-technology>

Exclusions: In this Framework, students can only undertake the Information and Digital Technology (120 indicative hours) course or the Information and Digital Technology (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 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

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: Retail Services

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 SIR30216 Certificate III in Retail <https://training.gov.au/Training/Details/SIR30216>. You will be expected to complete all 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

- maintain store operations
- using technology to organise information
- meeting organisational expectations
- customer service skills
- teamwork
- problem solving

Examples of occupations in the retail services industry

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- team leader
- senior sales assistant

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

Consumable costs: Preliminary - \$25.00 HSC - \$25.00

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 Retail Services (120 indicative hours) course or the Retail Services (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>

BOARD ENDORSED COURSES

Students can choose a maximum of three
courses from these pages

These Courses **DO NOT** have a HSC Exam at the
end of Year 12

These Courses **DO NOT** count towards your ATAR

Courses will be subject to availability

CERAMICS (CAPA) Board Endorsed

Content Endorsed Course

1 unit for each of Year 11 & HSC

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Practical works developed in this course can not be used to form part of the HSC BOW in Visual Arts.

Course cost: \$50 annually

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of Ceramics and understand and value how these fields of practice invite different interpretations and explanations.

Suggested Pattern of Study: The 1 Unit study of Ceramics is a practical course aimed to enrich art-making skills. Students who aim to complete a HSC Visual Arts Body of Work in the expressive form of ceramics would benefit from this course.

PHOTOGRAPHY, VIDEO and DIGITAL IMAGING (CAPA)

Board Endorsed

Content Endorsed Course

1 unit for each of Year 11 & HSC

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Practical works developed in this course can not be used to form part of the HSC BOW in Visual Arts.

Course cost: \$35 annually

This course provides students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Critical and historical investigations of the work of artists/photographers/filmmakers are considered and used to inform student photographic and digital artmaking practices.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Suggested Pattern of Study: The 1 Unit study of Photography, Video and Digital Imaging is a practical course aimed to enrich art-making skills. Students who aim to complete a HSC Visual Arts Body of Work in the expressive form of photography would benefit from this course.

SPORT, LIFESTYLE AND RECREATION (SLR) (PDHPE)

Board Endorsed

2 units for each of Year 11 and HSC

Content Endorsed Course

Exclusions: First Aid in PDHPE, Sports Coaching or Nursing VET

What will I be doing in this course?

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

The benefits of physical activity for the individual and the community as a whole are well documented. The individual can benefit from increased fitness and reduced incidence of lifestyle diseases such as cardiovascular and respiratory disease, obesity, diabetes mellitus, and osteoporosis. These benefits are complemented by positive psychological and social outcomes that characterise quality of life.

In the Preliminary and HSC Course, students will study:

It is normal for a variety of the following areas to be incorporated into each of the student's assessment tasks. Past tasks and activities have seen students organise school sporting competitions, gain accreditation in officiating and coaching teams, and developing their own personal skill level.

A number of the following units based on students' interest and skill level will be selected as focus areas through out both the preliminary and HSC courses.

- Aquatics
- Athletics
- First Aid and Sport Injuries
- Fitness
- Games and Sport Applications
- Outdoor Recreation
- Sports Coaching
- Sport Administration
- Resistance Training
- Social Perspectives of sport



MARINE STUDIES (Science) Board Endorsed

Content Endorsed Course

2 units for each of Year 11 and HSC

Marine Studies at Wadalba Community School will allow students with an interest in the ocean to develop practical and theoretical knowledge related to the marine environment. Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Students will be able to learn skills in maintaining saltwater and freshwater aquariums and get hands on experience at a real-life aquaculture facility right here at Wadalba!

Through Marine Studies Students Will Develop:

- Knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- The ability to cooperatively manage activities and communicate in a marine context
- An ability to apply the skills of critical thinking, research and analysis
- Knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- Knowledge, understanding and skills in safe practices in the marine context

What you will Study:

- First-Aid
- Dangerous Marine Creatures
- The Marine Environment
- Humans in water
- Marine and Maritime Employment
- Aquaculture
- Anatomy and Physiology of Marine Organisms
- Seafood Handling and Processing
- Coral Reef Ecology

Course cost: \$25

EXPLORING EARLY CHILDHOOD (TAS) Board Endorsed

Content Endorsed Course
2 units for each of Year 11 and HSC

Exclusions: Nil

Course cost: \$30

What will I be doing in this course?

Students will develop knowledge and understanding of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

In the Year 11 Course students will study:

- CORE A - Pregnancy and Childbirth,
- CORE B - Child Growth and Development,
- CORE C - Promoting Positive Behaviour,
- Play and the Developing Child,
- Historical and Cultural Contexts of Childhood.

In the HSC Course students will study:

- Learning Experiences for Young Children,
- The Children's Services Industry,
- Starting School,
- Children's Literature,
- Food and Nutrition,
- Child Health and Safety.

It is mandatory that students undertake practical activities. During both years of the course, students will engage in "Structured Play Sessions" with our Kindergarten students every fortnight.

MUSIC INDUSTRY COURSE DESCRIPTOR 2025 (VET) Board Endorsed



NSW Department of Education 90333

2025 Music Industry Course Descriptor CUA30920 Certificate III in Music

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: Music Industry

Board Endorsed Course (240 hour)
(2 units x 2 years)

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30920 Certificate III in Music <https://training.gov.au/training/details/cua30920>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 11 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 (client) service skills
- performing, writing and creating music
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the music industry

- musical performer
- recording technician
- song writer / composer
- music therapy
- session musician
- music publishing

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. Not meeting this requirement will incur an 'N' determined as required by NESA.

External Assessment

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

Consumable costs: Preliminary - \$50.00 HSC - \$50.00

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

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

Exclusions: Students undertaking both this Music Industry course and another course based on the CUA Creative Arts and Culture Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. Students can only undertake the Music Industry (120 indicative hours) course or the Music Industry (180 indicative hours) course or the Music Industry (240 indicative hours) course.

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

SKILLS FOR WORK AND VOCATIONAL PATHWAYS 120 HOUR COURSE DESCRIPTOR 2025 (VET) Board Endorsed



NSW Department of Education 90333

2025 Skills for Work and Vocational Pathways Course Descriptor

Statement of Attainment Towards FSK20119 Certificate II in Skills for Work and Vocational 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: Skills for Work and Vocational Pathways
Board Endorsed Course (120 hour)
(2 units x 1 year)

HSC credit - 2 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) toward a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of Statement of Attainment Towards FSK20119 Certificate II in Skills for Work and Vocational Pathways <https://training.gov.au/training/details/FSK20119>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. The 120-hour Skills for Work and Vocational Pathways course offers 11 units of competency. A statement of attainment will be achieved for all units of competency where you have met the assessment requirements.

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

- Entry level digital literacy
- Vocational training and employment plan
- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3

Pathways to further employment or vocational training

- This course provides foundation skill development to prepare for workforce entry or vocational training pathways.

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 120 indicative hours of course work.

Not meeting these requirements will incur an 'N' determined as required by NESA.

Work placement may be undertaken in this course but is not mandatory.

External Assessment

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

Consumable costs: Preliminary - \$25.00 HSC - \$25.00

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

A school-based traineeship is not available in this course

Exclusions: are determined by NESA at a unit level for this course. (ie. a unit of competency being undertaken in another VET course cannot contribute to meeting HSC course indicative hour requirements of this course)

SKILLS FOR WORK AND VOCATIONAL PATHWAYS 3 x 1 180 HOUR COURSE DESCRIPTOR 2025 (VET) Board Endorsed



NSW Department of Education 90333

2025 Skills for Work and Vocational Pathways 3 x 1 Course Descriptor FSK20119 Certificate II in Skills for Work and Vocational 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: Skills for Work and Vocational Pathways
Board Endorsed Course (180 hour)
(3 units x 1 year)

HSC credit – 3 units
There is no Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of FSK20119 Certificate II in Skills for Work and Vocational Pathways <https://training.gov.au/training/details/FSK20119>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 14 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

- Entry level digital literacy
- Vocational training and employment plan
- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3

Pathways to further employment or vocational training

- This course provides foundation skill development to prepare for workforce entry or vocational training pathways.

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 180 indicative hours of course work. Not meeting these requirements will incur an 'N' determined as required by NESA. Work placement may be undertaken in this course but is not mandatory.

External Assessment

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

Consumable costs: Preliminary - \$25.00 HSC - \$25.00

Refunds

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

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

Exclusions: are determined by NESA at a unit level for this course. (ie. a unit of competency being undertaken in another VET course cannot contribute to meeting HSC course indicative hour requirements of this course)

**TRADE
TRAINING
CENTRE
(TTC)**

COURSES

**INFORMATION &
APPLICATION**



NSW DEPARTMENT OF EDUCATION Lakes Community Trade Training Centre

HISTORY AND INFORMATION

The *Trade Training Centres in Schools Program* is a Commonwealth Government initiative which has enabled the Lakes Cluster of schools to gain funding to offer this program of study. Funding is provided through an annual national application process for which this cluster has been granted approximately 9 million dollars.

The Lakes Community Trade Training Centre commenced courses in 2011 and is composed of six schools (Wadalba Community School, Northlakes High School, Gorokan High School, Lake Munmorah High School, Wyong High School and Lakes Grammar an Anglican School) and allows for a range of Vocational Education and Training courses to be undertaken by students across a variety of campuses. Students have the opportunity to apply and study at the appropriate campus on a Monday and Wednesday afternoon as listed below.

Construction – Wadalba Community School – Monday and Wednesdays 1:30pm – 5:30pm

Hospitality – Northlakes High School – Monday and Wednesdays 1:30pm – 5:30pm

Manufacturing and Engineering – Gorokan High School – Monday and Wednesdays 1:30pm – 5:30pm

Primary Industries – Wyong High School – Monday and Wednesdays 1:00pm – 5:00pm

At the conclusion of study (one calendar year comprising Term 1 to the beginning of Term 4) the students will have completed a range of competencies and gained a Certificate I or II in their field and also gained a range of competencies leading towards a Certificate III. Only Year 11 Preliminary students at the six schools are eligible to apply on the application form provided.

This program has been extremely successful to date. We have had nearly 100% of our students successfully gain either employment or apprenticeships either in the field they are studying or related industries.

The work related skills the students experience are excellent and form a solid base for their future careers. The fact that the schools maintain a high profile with the local community and industries means that students are exposed to meaningful experiences in the work force which can be translated into any field they wish to choose as their career pathway.

The industry area which are offered by the Trade Training Schools are staffed by committed and industry qualified teachers. All TTC teachers have a strong industry base where they have worked in related fields for a lengthy period of time. They are fully qualified trades people teaching the students, with a long industry history.

You must complete terms 1 and 2 (120hrs) of Year 11 which may enable you to receive a *Statement of Attainment towards Certificate II* (this counts as 2 Preliminary units for NESA)

THEN

Continue studying in Term 3 and the beginning of Term 4 (in the same calendar year) and provided you are deemed competent, you may be eligible for a *Certificate I or II Qualification*. (This counts as 2 HSC units for NESA and enables you to sit the optional HSC exam if you wish). Those students may complete 2 units for their HSC by the end of year 11.

Trade Training Centre SVET Options – HSC 2025

What is the Trade Training Centre SVET scheme?

If you choose this training option and are successful in your application, it may allow you to obtain a Certificate I or Certificate II qualification, in one of the four frameworks on offer. That is, you could complete this qualification in one year instead of two.

What courses are on offer?

<p align="center">CONSTRUCTION</p> <p align="center">@ Wadalba Community School (Monday and Wednesday 1:30pm – 5:30 pm) \$380 + White Card Course Cost</p>	<p align="center">MANUFACTURING AND ENGINEERING</p> <p align="center">@ Gorokan High School (Monday and Wednesday 1:30pm – 5:30 pm) \$380</p>
<p>HOSPITALITY @ Northlakes High School (Monday and Wednesday 1:30pm – 5:30 pm) \$380 + students to purchase Hospitality approved leather boots or shoes.</p>	<p align="center">PRIMARY INDUSTRIES</p> <p align="center">@ Wyong High School (Monday and Wednesday 1:00pm – 5:00 pm) \$200 + students purchase own WHS Uniform</p>

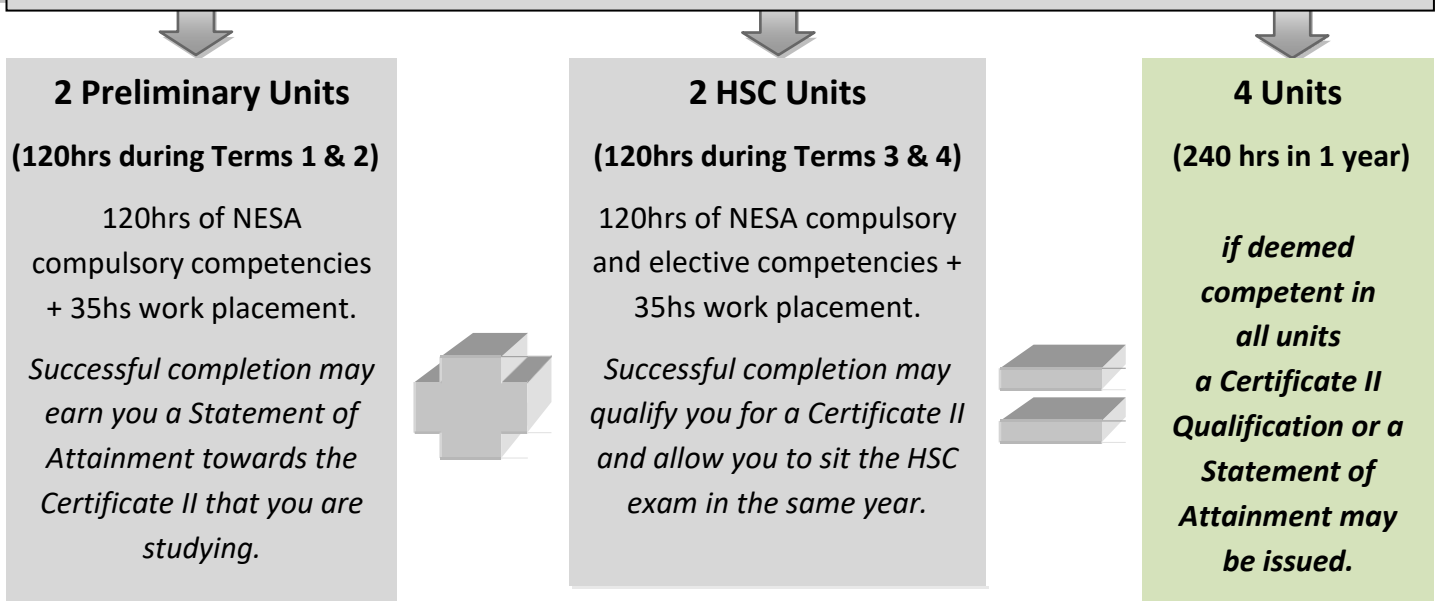
How do I complete a Certificate I or Certificate II in one year & sit my HSC exam, and only have to complete 4 subjects in Year 12?

Trade Training Centre SVET Program:

You must complete Terms 1 & 2 (120hrs) of Year 11 which may enable you to receive a *Statement of Attainment towards Certificate II* (this counts as 2 Preliminary units for NESA)
THEN

Continue studying in Terms 3 & 4 (in the same calendar year) and provided you are deemed competent, you may be eligible for a *Certificate I or II Qualification or a Statement of Attainment towards a Cert II or III*.

(This counts as 2 HSC units for NESA and enables you to sit the optional HSC exam if you wish).



For more information, please contact your Careers Adviser or TTC Coordinator.

Trade Training 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

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: \$380.00 (subject to change).
White Card: \$100.00 (subject to change). Delivered by External Provider or VET Construction teacher.

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

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

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

Trade Training 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: \$380.00 (subject to change). Students to buy Hospitality approved leather boots or shoes.

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 Manufacturing and Engineering Introduction Course Descriptor MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways	
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>	
<p>Course: Manufacturing and Engineering - Introduction Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)</p>	<p>HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course</p>
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of 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.</p>	
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 manufacturing and engineering industry	
<ul style="list-style-type: none"> • fitter machinist • refrigeration mechanic 	<ul style="list-style-type: none"> • toolmaker • maintenance fitter • Air conditioning mechanic
VET requirements	
<p>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.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
HSC requirements	
<p>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.</p> <p>External Assessment) There is no external assessment (optional HSC examination) for this course.</p>	
<p>Consumable costs: \$380.00. This includes the PPE for students (Hi Vis Jacket + TTC logo + Trade Pants + Work Boots).</p>	<p>Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy</p>
<p>A school-based traineeship is not available in this course.</p>	
<p>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</p>	

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: \$200.00. Students to supply their own WHS uniform including Safety wear, overalls and face masks. Cartridges and printing.

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>



NSW DEPARTMENT OF EDUCATION

Lakes Community Trade Training Centre

TTC APPLICATION INFORMATION - for 2025 Cohort

All Trade Training Centre courses will run on Monday and Wednesday afternoons from 1:30pm to 5:30pm at the host school. The exceptions to this is Primary Industries at Wyong- which will run on Monday and Wednesdays from 1pm to 5pm.

Trade Training Centre courses are conducted in Terms 1- to the beginning of Term 4 of your Preliminary year (entire course is completed in one calendar year). At the successful conclusion of your study you will have completed 2 units of Preliminary AND 2 units of HSC study leading up to a Certificate I or II in your chosen area.

Each course has a compulsory fee, this fee accounts for ongoing costs, consumables and uniform. All successful applicants will be supplied with an appropriate uniform for Work Health and Safety (WHS).

This application form **MUST** be completed and submitted to the appropriate personnel at your school for submission. **Please note that all applications MUST be lodged by Thursday 26th September 2024 - Term 3, and MUST also include a \$150 deposit** (this is refundable for unsuccessful applications).

The balance of the Course cost must be paid by Friday November 15th 2024 - Term 4. If full fees are not paid by this time, your place in the course may be declared vacant and a student from the reserve list may be offered the position.

Any student withdrawing from their course in Term 1 – 2025, may apply to the Principal of the host school for a partial refund. Anyone withdrawing after Term 1 will not be eligible for any refund.

*** Each application will be ranked within the school and submitted to the Trade Training Centre Management Group for approval.

Home School Information – Wadalba Community School

Address: Orchid Way
WADALBA NSW 2259

Ph: 43562888

TTC Contact: Renae Newell

Email: renae.newell@det.nsw.edu.au



Lakes Community Trade Training Centre

Application Questions

As part of the application process for the Trade Training Centre VET course, you must submit a copy of your resume and the answers to the following questions to your TTC Coordinator by week 10 – Term 3. Failure to do so may result in your application being rejected.

Questions

1. Why do you want to participate in this course?

2. What skills/knowledge do you think you will learn in this course?

3. What is PPE, and why do you think it is mandatory for this course?

4. You must do 2 weeks unpaid work placement as part of this course. What does work placement involve, and are you willing to do this?

5. How will you keep yourself enthused and energised (turning up to ALL lessons, completing all set tasks, etc) throughout this intensive course?

6. What times/days is your Trade Training Course running?

7. How will you get to and from the course?

8. What should you do if you cannot attend a particular lesson?

9. Briefly explain why you would be suitable for this course?

10. Are there any further points you wish to add to your application?

Home School: _____

Student Name (Printed): _____ Yr 11 Yr 12

Signed (Student signature): _____ Date: _____



Lakes Community Trade Training Centre TCC APPLICATION FORM COHORT 2025

1. Personal Details – **All areas must be completed** for contact information

Name: Family Name - _____ Given Name - _____

Date of Birth - _____ Gender – (Male/Female/Other) _____

Home Address: Number and street _____

Suburb _____ Postcode _____

Home Ph - _____ Student Mob - _____ Guardian Mob: _____

Student Email: _____ Parent Email: _____

Home School: _____ Yr 11 Yr 12

(Complete all areas of the personal information. This information will be given to the Host School for Emergency Contacts and for general Trade Training Information to be passed to students and guardians)

2. Course Choice - List the course and Campus/Location that you are interested in from the list below.

Construction – Wadalba Community School (Fee Cost - \$380)

Hospitality (Commercial Cookery) – Northlakes High School (Fee Cost - \$380 + student to buy hospitality approved leather boots or shoes).

Metals and Engineering – Gorokan High School (Fee Cost - \$380)

Primary Industries – Wyong High School (Fee Cost - \$200 + supply own WHS uniform)

First Preference Course - _____ Campus / Location - _____

Second Preference Course - _____ Campus / Location - _____

3. Declaration and Consent

- (a) I declare that all information provided is true.
- (b) I understand there is an application fee of \$150. This is refunded in full if your application is not successful.
- (c) I understand that each course requires payment of a compulsory fee. This fee is to be paid in full upon acceptance.
- (d) Any successful applicant withdrawing from their course in Term 1 may apply to the Principal of the host school for a partial refund.
- (e) I understand **students withdrawing after Term 1 will not be eligible for any refund.**
- (f) I understand that the TTC student will be required to attend on Monday and Wednesday afternoons at the designated campus.
- (g) I understand that the TTC student will be responsible for transport to and from each campus / location.
- (h) I understand that the TTC student's personal information will be available to the Department of Education and Community.
- (i) I understand the course will involve 70 hours of compulsory work placement (WP) to be completed by the student in the designated WP time.
- (j) I understand that I am to abide by all DEC policies.

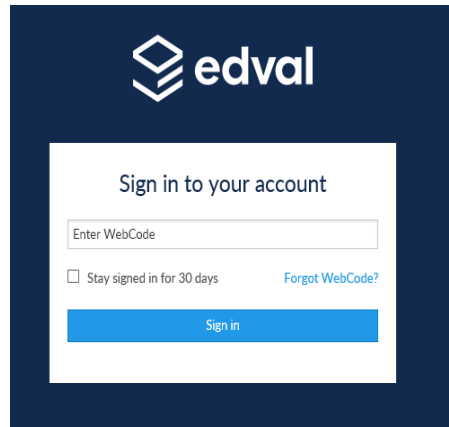
Student Signature

Parent / Guardian / Carer Signature

Principal/ Nominee recommendations (office use only):

HOW TO CHOOSE YOUR ELECTIVE

1. Go to the Website: <https://my.edval.education/>
2. Enter the webcode provided on the front of your booklet into the logon screen



3. Choose Year 11 Subject Choices 2025



4. Choose your subject selections on the screen - you can see the rules for your pattern of study on the right hand side of the screen. When you click submit if you see a red box appear your selections have not met the requirements your choices will not be saved. You will need to change your selections to meet NESA requirements. The confirmation screen will be emailed to your student email address or you can print the confirmation screen for your record.

Main Units	Subject	Units	Reserve Units	Subject	Units
English	No selection	0	Reserve 1	No selection	0
Choice 2	No selection	0	Reserve 2	No selection	0
Choice 3	No selection	0	Reserve 3	No selection	0
Choice 4	No selection	0	Reserve 4	No selection	0
Choice 5	No selection	0			
Choice 6	No selection	0			
Extension (Optional)	No selection	0			
Extension (Optional)	No selection	0			
		Total 0			Total 0

5. You can log back in and alter your selections until the closing date.

SUBJECT SELECTION PAGE

English

Subject 2

Subject 3

Subject 4

Subject 5

Reserve Subject 1

Reserve Subject 2

Reserve Subject 3

Reserve Subject 4

