

YOUR
PATHWAY
YOUR
FUTURE

2025

HIGHER SCHOOL CERTIFICATE CURRICULUM



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A MESSAGE TO STUDENTS

Welcome to the next stage of YOUR future! It is up to YOU to make the most of the challenges you will face and the opportunities you are given. This booklet has been designed to provide you with the information relating to the Higher School Certificate. Take the time to read this booklet carefully, to learn about the HSC and what it means for you.

In the senior school, you are expected to take an increasingly active role in your own learning. You must commit yourself to the hard work necessary to gain a worthwhile HSC, regardless of whether you are aiming to achieve an ATAR or not. The hard work and commitment to your studies begins on Day 1 Year 11.

I am sure you will find the senior years of secondary schooling to be both a challenging and exciting time. You will have the opportunity to build upon the skills you developed in your earlier years of schooling, as well as striving to realise your potential over the next two years of study.

Successful students think ahead, stay on task in class, study effectively and prepare well for assessment tasks and exams. They attend regularly and they have clear goals. Students who are positive about themselves, their school and their studies and are enthusiastic about their future succeed the most. In the senior school, you will take an increasingly ACTIVE role in your own learning. To be successful you will think ahead, try hard, stick to plans when they are successful, change them when they are not. You will have clear goals and be POSITIVE about yourself, your school, your studies and your future.

The curriculum at Five Islands Secondary College is designed to give as wide a choice of subjects as possible, enabling students to choose a mix of HSC and vocational courses, linking education, training and the workplace. Part-time traineeships are accessible through the College.

The HSC can open many doors to the future; to tertiary education, to employment and to adulthood. As students make subject choices they must carefully consider the goals they have, their interests and abilities and possible career choices.

When selecting your courses, you should:

- ensure that you satisfy the requirements of the HSC [and an ATAR if you are thinking of going to university]
- be realistic about yourself and your abilities
- recognise your skills and limitations and build on your strengths and interests
- take into account your plans for the future
- be well informed - read this booklet carefully, ask questions if you are unsure

Jenny Flowers
Principal

THE HIGHER SCHOOL CERTIFICATE – INFORMATION FOR STUDENTS AND PARENTS/CARERS

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

The HSC: What is it all about?

- > The HSC recognises 13 years of schooling.
- > In the interests of greater career choices and increased opportunities at University and TAFE, the HSC offers you a full range of study areas matching individual abilities, interests and goals.
- > HSC Courses can be linked to further education and training.
- > Vocational Education and Training courses will count towards the HSC and will also lead to qualification recognised across a range of industries.
- > The HSC will include life skills courses for students with special education needs.
- > The HSC will fairly assess each student's knowledge and skills.
- > If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- > For each course you will receive easy-to-understand reports which contain much more information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.
- > Please note that the information contained in this booklet is current and accurate as at the time of printing.

How is the HSC structured?

- Most subjects are divided into two components- a Preliminary course followed by a HSC course.
- The Preliminary course is studied during Terms 1, 2 and 3 of Year 11.
- The HSC course generally starts in Term 4 of Year 11.
- To be eligible for a Higher School Certificate, students must complete both the Preliminary and HSC courses in each subject.

HSC Eligibility

You must complete at least 12 Preliminary units (usually studied in Year 11) and 10 HSC units (usually studied in Year 12). Most courses are worth 2 units although some, including Extension courses, are worth 1 unit. The Preliminary component of a course must be completed before starting the HSC component.

Check with your school or the NESA website at educationstandards.nsw.edu.au for more information.

What is the Australian Tertiary Admission Rank (ATAR)?

Applications for each university course are ranked in order of merit using the ATAR. The ATAR is a scale between 0 and 99.95 which indicates your placing in the state, relative to all other candidates for the HSC.

ATAR Rules

Rule 1 – Eligibility for an ATAR

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of HSC Board Developed courses
- 2 units of English Advanced or Standard
- three HSC Board Developed courses of 2 units or greater
- four subject areas.

Rule 2 – Calculation of the ATAR

Your ATAR is then calculated from your:

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

Patterns of study available at FISC

- **Work Ready** – for students who think they will leave school as soon as they have a job or when they turn 17, this pathway focuses on employability skills and workplace literacy and numeracy. Students may be able to convert to an HSC pathway if they want to complete Year 12.
- **HSC non-ATAR** – for those students not requiring an ATAR as they do not wish to go to university.
- **HSC - ATAR** - for students wanting access to university, requiring an Australian Tertiary Admissions Rank (ATAR).

You can also choose to include the following:

- **Vocational Qualification**– with a focus on Vocation Education and Training (VET) courses, students can work towards a Certificate in a vocational area as well as achieve their HSC. Work placement and achievement of competencies are an important component of this pathway.
- **Industry Training and Paid Work** – some students will engage in a school-based apprenticeship or traineeship and can work towards their HSC in a specialised program.
- **Life Skills** – for students who are completing a life skills school certificate or who may be in a support unit class, this pathway provides a more structured learning environment and individual support.

Which pathway is for me?

I want to leave High School before the HSC

If you think you will leave school as soon as you have a job or when you turn 17, this pathway focuses on employability skills and workplace literacy and numeracy. Students may be able to convert to an HSC pathway if they want to complete Year 12.

I want to finish High School = HSC

If you want to finish high school and set yourself up for a bright future, but you're not sure what your dream job is, the HSC is your best option.

I want to get practical skills = HSC + Vocational Education and Training (VET)

This pathway allows you to get your HSC while also gaining practical skills for your dream job.

VET courses are either delivered at your school, through TAFE NSW or other training providers. This might mean that you do a few days at school, and a few days at TAFE.

Taking VET courses as part of your HSC means you will work towards both a HSC qualification, and a nationally recognised VET qualification. Studying for a VET qualification at school will help you succeed in further VET studies after school and help you in getting an apprenticeship and a job after school.

Note: You can complete one or more VET courses and achieve an ATAR.

I want to start working in my dream job while I am studying = HSC + School Based Apprenticeship and Traineeship (SBAT)

If you want to earn money doing the job you are training for, while gaining practical skills, this is a great way to set yourself up for a career at the same time. SBATS combine paid work, training, and school. You can get credit towards your HSC, and a nationally recognised Vocational Education and Training (VET) credential while getting paid work experience.

Note: You can complete an SBAT and achieve an ATAR.

I want to go to university = HSC + ATAR

The ATAR is a score that ranks your Year 12 results against all other final year students. Universities use ATARs to help them select students for their courses.

This is a great way to set yourself up for entry into university. Remember that although there may be lots of pressure to get a great ATAR score, it's not the only way to get into university.

Life Skills

If you are impacted by disability, Life Skills may be a great option for Year 11 and 12.

Golden Rules for Choosing Your Subjects:

Ability	Choose the subjects that you are good at
Interest	Choose subjects that you are interested in studying
Motivation	Choose subjects that you really want to learn about

Do Not:

1. Choose subjects based on your friends' choices or on whom you think the teacher might be.
2. Approach your subject selection with the attitude that you can "try" subjects and change them if you don't like them.
3. It is wiser to find out as much as you can before you select. Talk to the relevant class teacher.
4. Play the scaling game - You will not be "scaled up" just for choosing a "hard" subject. Your scaled mark for any course relates to your performance in that course and the quality of the other candidates in that course. The scaling process will not advantage you.
6. Choose subjects based on "rumours" or because of excursions.

How to choose subjects for the Preliminary Course

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

1. Talk to your parents/carers – to clarify what you are aiming to do and to help you find information about possible courses and career paths.
2. Identify your career requirements with the Careers Adviser.
3. Read this book carefully.
4. Decide the most appropriate course of study (pathway) for your interests and requirements.
5. Choose the subjects needed to satisfy your needs/interests.
6. Check that your choices satisfy the HSC requirements.
7. Use all the experts (Year Adviser, Deputy Principal, Head Teachers, and class teachers) to ensure you have chosen the appropriate subject and level.
8. Check that you meet all the pre-requisites for your desired course.
9. Be prepared to change your choices at this stage. Be realistic in considering your study commitments, time availability and other responsibilities.
10. Talk to students already studying the courses you are considering.
11. Discuss possible career paths using networks such as industry personnel.
12. Consider extra-curricular commitments such as sport and part-time work, if you elect to study a TAFE course which may be run on any day of the week (including Friday).

Discuss your options with the Careers Advisor and/or your Year Advisor.

You may also wish to access Australia's National Career Information Service, called myfuture, at: www.myfuture.edu.au, the Jobguide book which can also be accessed from the Jobguide website at www.jobguide.dest.gov.au, or the UAC Subject Compass tool at <https://www.uac.edu.au/subject-compass/#/>

Assessment and Reporting

- The HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale will be used to describe your level of achievement.
- School-based assessment tasks contribute to 50% of your HSC mark.
- The other 50% will come from the HSC examination.

Reporting Model

Students successfully completing their Higher School Certificate will download a portfolio of results from Students Online. The portfolio will contain their Higher School Certificate Testamur, a Summary of Results, and course result sheet for each course/subject completed. If students complete a VET course they are issued with additional certification of their achievements with an indication of the competencies that they have achieved. Examples follow below,



Moderated school assessment

HIGHER SCHOOL CERTIFICATE

Course Report



Education
Standards
Authority

Examination Mark

2018 Business Studies Sample Student

Examination Mark: 78
State Distribution

Assessment Mark: 77

Students HSC mark

Graph showing
how all students
performed

Minimum
standard
expected (50)

The typical performance in this band:

Demonstrates comprehensive knowledge and understanding of business functions and operations. Critically analyses the nature, role and structure of business. Evaluates the effectiveness of management responses to internal and external influences that affect business. Interprets and applies specific numerical data to analyse and solve business problems and predict future trends. Synthesises contemporary business issues when evaluating management responses and strategies. Clearly communicates using business terminology, concepts and comprehensive case studies in a variety of appropriate formats.

Demonstrates thorough knowledge and understanding of business functions and operations. Analyses the nature, role and structure of business. Analyses management responses to internal and external influences that affect business. Interprets and applies numerical data to analyse and solve business problems and predict future trends. Applies contemporary business issues when analysing management responses and strategies. Communicates using business terminology, concepts and comprehensive case studies in a variety of appropriate formats.

Demonstrates knowledge and some understanding of business functions and operations. Explains the nature, role and structure of business. Explains management responses to internal and external influences that affect business. Interprets and applies numerical data with some analysis to solve business problems. Summarises contemporary business issues with some analysis of management responses and strategies. Communicates using business terminology, concepts and comprehensive case studies in descriptive formats.

Demonstrates basic understanding of business functions and operations. Describes the nature, role and structure of business. Describes management responses. Refers to numerical data when solving business problems. Displays limited analysis of contemporary business issues. Communicates using basic business terminology in simple formats.

Demonstrates limited understanding of business functions and operations. Demonstrates limited knowledge of the nature, role and structure of business. Identifies management responses. Uses elementary numerical data. Shows limited communication skills.

A mark in this band indicates that the student has achieved below the minimum standard.

The candidature of this course was 17,612

Descriptions in bands:
summary of what students
know and can do



Student Number:

Issued by NESA without alteration or erasure on 18 February 2019 at Sydney,
NSW, Australia

[Signature]

Chief Executive Officer
NSW Education Standards Authority

Five Islands Secondary College Pathways for Full-Time and Part-Time Students

I am staying on for the senior years



Study Program

Choose:

- At least 12 units in Year 11
- At least 10 units in Year 12
- At least 2 units of English
- At least 6 units from Board Developed Courses
- At least 3 courses of 2 unit value or greater
- At least 4 subjects



Do you want to go directly to university?

YES



HSC with an ATAR

NO



Non-ATAR HSC

Choose:

- At least 10 units from Board Developed Courses
- At least 2 units of English
- At least 3 courses of 2 unit value or greater
- At least 4 subjects

Choose:

- At least 6 units from Board Developed Courses
- At least 2 units of English
- Or other board endorsed courses



Vocational Education and Training courses for both pathways

CATEGORIES OF COURSES

There are two main categories of courses – Board Developed and Board Endorsed.

Board Developed Courses

These are the courses set and examined (HSC Examination) by the Board of Studies. Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). Board Developed Courses are usually 2 units, with the exception of most Extension Courses (1 unit) and some VET courses.

Ancient History	Mathematics Advanced
Biology	Mathematics Extension I
Business Studies	Mathematics Extension II (HSC only)
Chemistry	Mathematics Standard 2
Community and Family	Modern History
English Advanced	Health and Movement Science
English Standard	Physics
Earth and Environmental Science	Society and Culture
Legal Studies	Visual Arts

Board Developed Courses – Optional Exam

Board Developed Courses, including VET (Vocational Education and Training) courses contribute towards your HSC and **only contribute to the calculation of the Australian Tertiary Admission Rank (ATAR) if you sit the optional exam.**

VET credentials studied whilst at school, are recognised by industry and employers throughout Australia, are usually a Certificate III or II and/or a Statement of Competencies achieved towards the relevant Certificate as they are part of the Australian Qualifications Framework (AQF). VET courses involve a minimum number of hours in the workplace (35 hours in each year).

Construction	Mathematics Standard 1 (optional exam)
Hospitality – Food and Beverage (optional exam)	Retail Services (optional exam)

*** An optional HSC written examination is offered to eligible students. Subject to ATAR rules, you must undertake the optional written examination to have the results from this course available for inclusion in the calculation of your ATAR.**

Board Endorsed Courses

These courses count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

English Studies*	Marine Studies
Fitness - VET	Photography
Furniture Making Pathways – VET	Sport, Lifestyle and Recreation Studies
Manufacturing & Engineering Introduction - VET	Visual Design
Ceramics	WRAP – Connected Learning
Exploring Early Childhood	

*** FISC English Studies does not offer the HSC and therefore cannot contribute to the ATAR**

COURSE DESCRIPTIONS

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

BOARD DEVELOPED COURSES

Count towards an ATAR

BOARD DEVELOPED VET COURSES

Count towards an ATAR if you sit the HSC Examination

BOARD ENDORSED COURSES

Counts towards HSC but does not count towards an ATAR

BOARD DEVELOPED COURSES

ATAR Friendly

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR

Course Description

‘Ancient History’ is the period from about 3000 BC to the fall of the Roman Empire in AD 476.

Ancient History enables students to acquire knowledge and understanding, historical skills and values and attitudes essential to an appreciation of the ancient world. The study of ancient history is an enquiry into past human experience that helps make the present more intelligible. Students learn about both the interaction of societies and the impact of individuals and groups on ancient events and ways of life.

This course is designed for students who have a fascination and interest in the stories of the past and the mysteries of human behaviour. The course is suitable for students who have an interest in religious beliefs, customs, ideologies and the culture of other societies. The course helps to explain why we are the way we are and where we may be going in the future. It empowers students with knowledge, understanding, skills, values and attitudes that are useful for their lifelong learning.

Preliminary – Part 1 Introduction

- Part I: Introduction (A) Investigating the Past: History, Archaeology and Science (B) At least ONE Case Study
- Part II: Ancient Societies, Sites and Sources
- Part III: Historical Investigation

HSC

- Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum
- Part II: Ancient Societies
- Part III: Personalities in Their Times
- Part IV: Historical Periods

The HSC course requires study from at least TWO of the following areas:

- Egypt
- Near East
- Greece
- Rome

Particular Course Requirements

Nil

Fee: Nil

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR

Course Description

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.

Preliminary

Students develop knowledge and understanding of the structure and function of organisms, the Earth's biodiversity and the effect of evolution.

The Year 11 course consists of 4 modules

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

HSC

Students develop knowledge and understanding of heredity and genetic technologies and the effects of disease and disorders.

The Year 12 course consists of 4 modules

- Module 1 - Heredity
- Module 2 - Genetic Change
- Module 3 - Infectious Disease
- Module 4 - Non-infectious Disease and Disorders

The preliminary and HSC course involve a range of compulsory practical activities and field work. Students develop a range of skills which can be applied to a number of occupations or university study.

Depth Studies

Students are required to complete a minimum of 15 hours of depth studies in both year 11 and year 12.

Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning.

Fee: Nil

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR

Course Description

The Business Studies Course is designed to prepare students to participate effectively and responsibly in our commercial society. This course provides a general business education that will assist students in whatever employment or life situation develops for them in later years. Business Studies provides students with an opportunity to bridge the gap between school and work and develops a range of business related skills.

Business Studies is an ideal background for tertiary study in a range of areas. The course is also designed for people who wish to run a business or work in a managerial capacity.

Students of Business Studies may find an interest in a career in:

Accounting	Advertising and Promotion
Marketing	Small Business
Training and Development	Retailing
Industrial Relations	Human Resource Management
Banking	Administration
Economic Analysis	Law
Financial Management	

Preliminary

- Nature of Business
- Business Management
- Business Planning

HSC

- Operations
- Marketing
- Finance
- Human Resources

Particular Course Requirements

In the Preliminary course there is a research project, the Small Business Plan which “investigates the operation of a small business”. Business Studies also involves Field Studies to enhance learning of the course content.

Fee: Nil

2 units for Preliminary HSC – Board Developed Course

This course will count towards your ATAR as it is a **Category A** course

Course Description

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.

Preliminary

Students develop knowledge and understanding of the fundamentals of chemistry and of the trends and driving forces in chemical interactions.

The Year 11 course consists of 4 modules

- Module 1 - Properties and Structure of Matter
- Module 2 - Introduction to Quantitative Chemistry
- Module 3 - Reactive Chemistry
- Module 4 – Drivers of Reactions

HSC

Students develop knowledge and understanding of equilibrium and acid reactions in chemistry and the applications of chemistry.

The Year 12 course consists of 4 modules

- Module 1 - Equilibrium and Acid Reactions
- Module 2 - Acid/base Reactions
- Module 3 - Organic Chemistry
- Module 4 - Applying Chemical Ideas

The preliminary and HSC courses involve a range of compulsory practical activities. Students develop a range of skills which can be applied to a number of occupations or university study.

Depth Studies

Students are required to complete a minimum of 15 hours of depth studies in both year 11 and year 12.

Depth studies provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning.

Fee: Nil

COURSE: Community and Family Studies

2 units for Preliminary and HSC – Board Developed Course

Prerequisites

It caters for students with an interest in family and community issues and careers in nursing, social work and youth work. You need to be self-motivated with an open mind to challenge your current values, knowledge and understandings.

Exclusions

Projects developed for assessment in this course may not be used either in full or in part for assessment in another course.

Course Description

This course is designed to develop in each student an understanding of the diverse nature of families and communities within Australia. It looks at our society which is characterised by social and technological change, cultural diversity, conflicting values and many social issues. The course offers a comprehensive approach to the study of relationships in society and investigates its interdependent nature. It allows students to explore all aspects of our communities in Australia and provides opportunities to apply their knowledge.

Preliminary

- Resource Management
- Individuals and Groups
- Families and the Communities

HSC

- Research Methodology
- Groups in Context
- Parenting and Caring
- With the Option of “Individuals and Work”

Assessment Procedures

The assessment for this course is school based in the Preliminary year and a mix of school based assessment and the external HSC examination in the HSC course. Students are required to complete an Independent Research Project (IRP) as part of the HSC internal assessment. The focus of the IRP is student selected and internally marked include developing various management strategies and research methodologies.

Fee: Nil

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR.

Course Description

This course is the most demanding of 2 unit English courses and is designed for students who have a **particular interest and ability** in the subject and wish to study English at a more sophisticated level. An emphasis on independent study skills requires highly motivated learners. Ideally, students will *enjoy* wide reading, creative writing and critically examining texts and the art of language in their composing and responding.

This course is designed to enable students to become critical and sophisticated users of English in order to enhance their personal, social and vocational lives. The course provides challenging learning experiences and involves the deeply considered study of literature. The study of Shakespearean drama is mandatory. The emphasis of the English Advanced course is on the analysis and evaluation of texts and the ways they are valued in their contexts. It provides students with the opportunity for composing and responding to more complex texts and to engage in sustained higher-order thinking and reflection.

Students are expected to undertake their own wide reading to support their knowledge and critical analysis of the central texts, make connections between the set texts and texts of their own choosing and develop their appreciation of the central concepts.

This course would suit students planning to study English and other humanities at tertiary level. Students who do well in this course will find that their results will be an advantage in careers in journalism, advertising, public relations and broadcasting. Future teachers of English should study this course.

Preliminary Course (120 hours)

Students are to complete the

- Common Module: Reading to Write (40 hours) first, followed by
- Module A: Narratives that Shape our World (40 hours) and
- Module B: Critical Study of Literature (40 hours)

Students are required to:

- explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts;
- support their study of texts with their own wide reading

HSC Course (120 hours)

- Common Module: Texts and Human Experiences (30 hours) first, followed by
- Module A: Textual Conversations (30 hours)
- Module B: Critical Study of Literature (30 hours) and
- Module C: The Craft of Writing (30 hours) (which may be studied concurrently with other modules)

Students are required to:

- engage in the study of **four** prescribed texts **one** drawn from each of the following categories;
Shakespearean drama, prose fiction OR print nonfiction, poetry OR drama and film OR media OR digital text
- study ONE related text in the Common Module

Particular Course Requirements: The course is designed for skilled and motivated students – those students who attained a grade of an A or B in the ROSA are most suited to this course.

Fee: Nil

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR.

Course Description

Standard English is aligned to preparing students solidly for further academic tertiary study. It provides students with the opportunity to become confident and effective communicators and to appreciate, personally and critically, a wide variety of texts.

This course focuses on developing the skills necessary for students to respond to, explore and compose texts, including creative pieces and the analysis of texts in short and extended forms. Set texts are explored in detail through class activities and discussion. Students also find related material through their reading, listening, browsing and viewing experiences and explore these further in the context of their studies.

Students undertake their own wide reading to support their knowledge and understanding of the set texts and central concepts throughout the Course.

This course is designed for the great majority of students who are doing English in the Preliminary and HSC courses who wish to be eligible for an ATAR.

Preliminary Course (120 hours)

Students complete the

- Common Module: Reading to Write: Transition to Senior English (40 hours)
- Module A: Contemporary Possibilities (40 hours) and
- Module B: Close Study of Literature (40 hours)

Students are required to:

- explore a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts;
- support their study of texts with **their own wide reading**;
- Study ONE complex multimodal OR digital text in Module A;
- Study ONE substantial literary print text in Module B.

HSC Course (120 hours)

Students are to complete the

- Common Module: Texts and Human Experiences (30 hours)
- Module A: Language, Identity and Culture (30 hours)
- Module B: Close Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours)

Students are required to:

- engage in the study of **three** prescribed texts, **one** drawn from each of the following categories;
Prose fiction OR print nonfiction, poetry OR drama and film OR media
- study ONE related text in the Common Module.

Particular Course Requirements

Nil

Fee: Nil

COURSE: Earth and Environmental Science

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR.

Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.

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

Preliminary

The Year 11 course consists of four modules:

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

HSC

The Year 12 course consists of four modules:

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

The preliminary and HSC courses involve a range of compulsory practical activities. Students develop a range of skills which can be applied to a number of occupations or university study.

Depth Studies

Students are required to complete a minimum of 15 hours of depth studies in both year 11 and year 12.

Depth studies provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning.

Fee: Nil

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR

Course Description

Legal Studies develops students' understanding about the nature of law and their legal rights and obligations. The range of learning activities involves field studies, research, simulations and active participation which serve to enhance students' communications skills and develop an informed attitude to contemporary legal issues.

Legal Studies is a course designed to be appropriate to a range of students, not merely potential law students. It provides a vital basis for career opportunities in social work and community services, law, business and commerce, secretarial/office work, industrial relations and the public service.

Preliminary

- The Legal System
- The Individual and the Law
- Law in Practice with a focus on current issues and areas

HSC

- Crime
- Human Rights

And choose **two** options from:

- | | | |
|---------------|---------------|----------------------|
| ● Consumers | | ● Family |
| ● Global | Environmental | ● Indigenous Peoples |
| Protection | | |
| ● Shelter | | ● Workplace |
| ● World Order | | |

Fee: Nil

COURSE: Mathematics Advanced

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR.

Course Description

Mathematics is an interconnected subject that involves understanding and reasoning about concepts and the relationships between those concepts. It provides a framework for thinking and a means of communication that is powerful, logical, concise and precise.

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

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

This course is suitable for students who have achieved high outcomes in Stage 5.2 or sound outcomes in Stage 5.3 of the RoSA. It would also be suitable for re-entry students with a strong background in mathematics.

Preliminary

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distributions

HSC

- Graphing Techniques
- Trigonometric Functions and Graphs
- Differential Calculus
- Applications of Differentiation
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Particular Course Requirements

NESA Approved calculator (See website)

Fee: Nil

COURSE: Mathematics Standard

2 units for Preliminary – Board Developed Course

This course may count towards your ATAR depending on the pathway you take in year 12.

Course Description

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

All Mathematics Stage 6 syllabuses provide opportunities for students to develop 21st– century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn to use appropriate technology as an effective support for mathematical activity.

The Standard Mathematics Preliminary Course branches into 2 courses for the HSC, Standard 1 and Standard 2. Students choose the suitable course to undertake following the completion of the Preliminary Standard course.

Preliminary

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

Particular Course Requirements

NESA Approved calculator (See website)

Fee: Nil

COURSE: Mathematics Standard 2

2 units for the HSC – Board Developed Course

This course will count towards your ATAR.

Course Description

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

All Mathematics Stage 6 syllabuses provide opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn to use appropriate technology as an effective support for mathematical activity.

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.

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.

HSC

- Types of Relationships
- Non-right-angled Trigonometry
- Rates and Ratios
- Network Concepts
- Critical Path Analysis
- Investments and Loans
- Annuities Further Statistical Analysis
- Bivariate Data Analysis
- The Normal Distribution

Particular Course Requirements

NESA Approved calculator (See website)

Fee: Nil

COURSE: Mathematics – Extension 1

1 unit for HSC only – Board Developed Course

This course will count towards your ATAR.

Course Description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 Year 11 course requires students to also complete the Mathematics Advanced Year 11 Course concurrently.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

This course is suitable for students who have achieved at a very high level in the Stage 5 Mathematics.

Preliminary

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

HSC Course

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

Particular Course Requirements

- The Mathematics Advanced Year 11 course should be taught concurrently to this course.

NESA Approved calculator (See website)

Fee: Nil

COURSE: Mathematics – Extension 2

1 unit for HSC only – Board Developed Course

This course will count towards your ATAR.

Course Description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

This course is suitable for students who have achieved at a very high level in the Preliminary Extension 1 course. Suitability for the course is determined over the Preliminary year.

HSC

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further Work with Vectors
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Applications of Calculus to Mechanics

Particular Course Requirements

- The Mathematics Extension 1 Year 12 course should be taught prior to or concurrently with this course.

NESA Approved calculator (See website)

Fee: Nil

COURSE: Modern History

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR

Course Description

The study of history examines past human experience and helps make the present more understandable. History allows students to see the world in a variety of ways as they develop powers of reasoning and learn to make sense of an increasingly complex global society.

The study of Modern History Stage 6 challenges students to consider the great social, technological, economic, political and moral transformations from the mid eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, to make judgements about them.

Modern History Stage 6 is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.

The study of Modern History Stage 6 also contributes to the development of skills that are of great importance in today's workforce. The fluent communication of thoughts and ideas gleaned from the critical analysis of primary and secondary sources is a sought after skill. The ability to understand texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.

Modern History Stage 6 helps empower students to become responsible and active citizens. This broad understanding encourages students to develop an appreciation of different views and to be aware of how such views contribute to individual and group actions in various local, national and international contexts.

Preliminary

- Part I – Investigating Modern History – At least ONE option from 'The Nature of Modern History' and at least TWO Case Studies including: ONE case study from Europe, North America or Australia. ONE case study from Asia, The Pacific, Africa, The Middle/East or Central/South America.
- Part II – Historical Investigation.
- Part III – The shaping of the Modern World.

HSC

- Part I – Core Study: Power and Authority in the Modern World 1919-1946.
- Part II – National Studies: ONE 'National Studies' Topic.
- Part III – ONE 'Change in the Modern World Topic'.
- Part IV – ONE 'Peace and Conflict' Topic.

Particular Course Requirements: Nil

Fee: Nil

COURSE: Health and Movement Science

2 units for Preliminary and HSC – Board Developed Course

Prerequisites

While this course builds on PDHPE courses in Stage 4 and 5, it is an academic course with many complex components to be explored. It has limited practical experiences. You will need to be prepared to think critically about key issues related to health and human movement.

Exclusions

Projects developed for assessment in this course may not be used either in full or in part for assessment in another course.

Course Description

The course examines a range of areas that underpin health and human movement in Australia. The health status of Australia is studied in detail along with the factors that affect physical performance in sport and physical activity. This is a demanding course with many theoretical concepts requiring depth of understanding.

Preliminary

- Health for individuals and communities
- The body and mind in motion
- Collaborative Investigation
- Depth studies (a minimum of 2)

HSC

- Health in an Australian and global context
- Training for improved performance
- Depth studies (a minimum of 2)
-

Assessment Procedures

The assessment for this course is school-based in the Preliminary year and a mix of school-based assessment and the external HSC examination in the HSC course. The school assessment for this course can include practical based workshops, such as first aid, research investigations and detailed analysis of individuals and group health related topics.

Fee: Nil

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR

Course Description

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.

Preliminary

Students develop knowledge and understanding of fundamental mechanics and energy.

The Year 11 course consists of 4 modules

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

HSC

Students develop knowledge and understanding of advanced mechanics and electromagnetism and the role of evidence and prediction in the development of theories in physics.

The Year 12 course consists of 4 modules

- Module 1 - Advanced Mechanics
- Module 2 - Electromagnetism
- Module 3 - The Nature of Light
- Module 4 - From the Universe to the Atom

The preliminary and HSC courses involve a range of compulsory practical activities. Students develop a range of skills which can be applied to a number of occupations or university study.

Depth Studies

Students are required to complete a minimum of 15 hours of depth studies in both year 11 and year 12.

Depth studies provide opportunities for students to pursue their interests in physics, acquire a depth of understanding, and take responsibility for their own learning.

Fee: Nil

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR

Course Description

Society and Culture is a course designed to encourage the development of knowledge, skills, values and attitudes which are essential to an appreciation of the social and cultural world.

The course is designed around 5 fundamental concepts which are: Society, Culture, Persons, Environment and Time. These concepts influence and shape human behaviour and form a central theme within this subject. Society and Culture promotes an awareness of the nature of power, authority, gender, technologies, identity and globalisation and facilitates intercultural understanding.

Students are introduced to numerous research methods and techniques which are continually developed through the course. This leads students into undertaking a major research project that is of primary interest to them. This Personal Interest Project (PIP) is presented for external assessment in the HSC year.

Society and Culture is ideal for students who are interested in pursuing courses related to comparing and contrasting viewpoints about people, societies, culture and environments. Society and Culture can lead students into further studies such as Psychology, Philosophy, Sociology, Anthropology, Communication and Media Studies, and is an ideal grounding for any tertiary course.

Preliminary

- The Social and Cultural World
- Intercultural Communication
- Personal and Social Identity

HSC

- Personal Interest Project (PIP)
 - Social and Cultural Continuity and Change
- Two Depth Studies to be chosen from the following:
- Popular Culture
 - Belief Systems and Ideologies
 - Social Inclusion and Exclusion
 - Social Conformity and Nonconformity

Particular Course Requirements

An externally marked Personal Interest Project is an integral and mandatory part of the HSC course.

Fee: Nil

2 units for Preliminary and HSC – Board Developed Course

This course will count towards your ATAR

Course Description

Visual Arts involves students in the practices of art making, art criticism and art history. Students produce two and three dimensional artworks that reflect their knowledge and understanding of the art making process.

Students also learn how to interpret and write about the art making of a variety of artists and cultures through critical and historical study. Please note that this course is 50% theory and involves the rigorous study of artists, art history and art theory.

This course is intended for students with an interest in the Visual Arts and for the student who wishes to develop their artistic skills for further education and career options.

Students will develop a portfolio of artworks from a variety of media including Drawing, Painting, Sculpture, Ceramics and Photography.

Preliminary

- The Art Making Process: Developing a Body of Work
- 2-Dimensional Drawing and Painting
- 3-Dimensional Sculptures
- Diary Work
- Historical and critical study of Artists and artworks from different periods of time
- Developing and understanding of the art frames and the conceptual framework, in relation to the art practices.

HSC

- | | |
|--|--|
| ● Art making: producing a body of artworks with detailed diary lead up | ● Use of the Process Diary |
| ● Case Studies of artists and artworks | ● Writing Historical and Critical Art Narratives |

Particular Course Requirements

Students produce bodies of artworks

Students are to document all course work in a Process Diary

Students Demonstrate Historical and Critical art knowledge through essays, research tasks and examinations

Fee: \$100 – includes a process diary and course materials

BOARD DEVELOPED VET COURSES

Count towards an ATAR if you sit
the HSC Examination

PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). 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.

VET courses allow students to gain an HSC or RoSA 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, 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.



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	
<ul style="list-style-type: none"> risk management time management basic emergency response 	<ul style="list-style-type: none"> communication problem solving decision making
Examples of occupations in the construction industry	
<ul style="list-style-type: none"> carpentry joinery 	<ul style="list-style-type: none"> bricklaying builder's labourer
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.	
HSC requirements	
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
Consumable costs: Preliminary - \$120 HSC - \$100 White Card - \$100 School specific equipment and associated requirements for students. *White Card is outsourced through an external provider and price may change.	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-earning-areas/vet/course-exclusions	



2025 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality

<https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training

Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

- food and beverage attendant
- espresso coffee machine operator
- restaurant host/hostess
- receptionist
- function attendant
- barista and café service 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 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 - \$130, Uniform - \$55, Chef Kit Hire - \$25
HSC - \$80**

Refunds

Refund arrangements are on a pro-rata basis.

School specific equipment and associated requirements for students

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>

COURSE: Mathematics Standard 1

2 units for the HSC – Board Developed Course

This course may count towards your ATAR if you choose to sit the optional HSC examination.

Course Description

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

All Mathematics Stage 6 syllabuses provide opportunities for students to develop 21st– century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn to use appropriate technology as an effective support for mathematical activity.

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.

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.

HSC

- Types of Relationships
- Right-angled Triangles
- Rates
- Scale Drawings
- Investment
- Depreciations and Loans
- Further Statistical Analysis
- Networks and Paths

Particular Course Requirements

NESA Approved calculator (See website)

Fee: Nil



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	HSC credit – 4 units
Industry Curriculum Framework (ICF)	(2 units x 2 years or 4 units x 1 year)
Australian Tertiary Admission Rank (ATAR) eligible course	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 | • customer service skills |
| • using technology to organise information | • teamwork |
| • meeting organisational expectations | • problem solving |

Examples of occupations in the retail services industry

- | | | |
|-----------------------------------|---------------------|---|
| • frontline sales assistant | • shop assistant | • team leader |
| • customer service representative | • retail supervisor | • senior sales assistant 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 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 - \$Nil	HSC - \$Nil	Refunds
School specific equipment and associated requirements for students		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

Counts towards HSC but does not
count towards an ATAR

COURSE: English - Studies (NON-ATAR / NO EXAM)

2 units for Preliminary and HSC

The FISC English Studies course will **not** count towards an **ATAR**.

English studies is ***most aligned with moving directly into the workplace or further vocational study***, such as TAFE. **English Studies best suits students seeking a NON-ATAR HSC.**

Course Description

Designed to support literacy and communication proficiency, it develops skills in reading, writing, speaking, listening, viewing and representing. Students explore concepts and ideas through a broad range of texts.

Preliminary Course (120 indicative hours):

The module “Achieving Through English – English and the Worlds of Education, Careers and Community” is mandatory (30-40 hours). Students will study an additional 2-4 modules, 20-30 indicative hours per module.

HSC Course (120 indicative hours):

The Common Module “Texts and Human Experiences” is mandatory – Students will study ONE text from the HSC Prescribed Text list and one related text.

Students will also study a range of other modules, such as ‘English and the Experience of Travel’, ‘English and the Media’, ‘English in Film’ and others focused on a broad range of texts such as film, multimedia, non-fiction, popular fiction and literary texts, poetry, and drama.

Students will:

- Read, view, listen to and compose a range of texts
- Compose a range of texts through writing, reading, speaking, listening, viewing and representing
- Plan, draft, edit and present work
- Plan, research and present activities as individuals and part of a team

Particular Course Requirements: Nil

Fee: Nil



2025 Fitness Course Descriptor Statement of Attainment SIS30321 Certificate III in Fitness

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: Fitness Board endorsed course (BEC) 240 hours (2 units x 2 years)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this statement of attainment towards SIS30321 Certificate III in Fitness <https://training.gov.au/training/details/SIS30321> You will be expected to complete all the requirements of the Registered Training Organisation and NESA. 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

- | | |
|-------------------------|-------------------|
| • organisational skills | • adaptability |
| • teamwork | • problem solving |
| • communication | • time management |

Examples of occupations in the fitness industry

- | | |
|----------------------------|---------------------------|
| • group fitness instructor | • aqua fitness instructor |
| • personal trainer | • gym fitness instructor |

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 35 hours work placement. Not meeting these requirements 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 - \$40

HSC - \$40

Refunds

School specific equipment and associated requirements for students

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-fitness>

Exclusions: Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions.

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



2025 Furniture Making Pathways Course Descriptor MSF20522 Certificate II in Furniture Making 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: Furniture Making Pathways

Board Endorsed Course (240 hours)
(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 MSF20522 Certificate II in Furniture Making Pathways <https://training.gov.au/Training/Details/MSF20522>. You will be expected to complete all Registered Training Organisation (RTO) and NESA requirements. 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

- | | |
|---------------------|-------------------|
| • creativity | • time management |
| • critical thinking | • communication |
| • problem solving | |

Examples of occupations in the furniture making industry

- | | | |
|----------------|------------------|--------------|
| • shop fitter | • cabinet making | • set design |
| • wood turning | • joinery | |

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. You must complete a minimum of 35 hours mandatory work placement. Not meeting these requirements 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 - \$120

HSC - \$100

School specific equipment and associated requirements for students

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 Furniture Making Pathways course and another course based on the MSF Furnishing Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



2025 Manufacturing and Engineering Introduction Course Descriptor		
MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways		
This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.		
Course: Manufacturing and Engineering - Introduction Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course	
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways https://training.gov.au/Training/Details/MEM10119 & https://training.gov.au/Training/Details/MEM20422 You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.		
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.		
Transferrable industry skills gained in this course		
<ul style="list-style-type: none">risk managementtime managementbasic emergency response	<ul style="list-style-type: none">communicationproblem solvingdecision making	
Examples of occupations in the manufacturing and engineering industry		
<ul style="list-style-type: none">fitter machinistrefrigeration mechanic	<ul style="list-style-type: none">toolmakermaintenance fitter	<ul style="list-style-type: none">Air conditioning mechanic
VET requirements		
Competency-Based Assessment		
In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.		
Appeals and Complaints		
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
HSC requirements		
Mandatory course requirements		
You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.		
External Assessment)		
There is no external assessment (eg. HSC examination) for this course.		
Consumable costs: Preliminary - \$120	HSC - \$100	Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy
School specific equipment and associated requirements for students		
A school-based traineeship is not available in this course.		
Exclusions: General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		

COURSE: Ceramics

2 units/1 Year for Preliminary or HSC – Content Endorsed Course

Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of objects and artworks such as plates, bowls and drinking vessels, sculpture and decorative wall surfaces. In this course students will learn ceramic skills through practical work and artist studies. Please note that this course is 30% theory and involves the study of Ceramic History and Ceramic Artists.

This is a hands on course for students who are interested in developing skills in the art of Ceramics. Students learn the process and technologies of hand building and moulding functional items (such as cups, pots, vases) sculpting with clay and tile building.

Students will produce a portfolio of ceramic works that may be beneficial for future career or study options. This is not a general interest course and is only suitable for students to enrol in as part of a Preliminary or HSC course load.

Preliminary/HSC 1 Year

- Research task – researching a ceramic artist
- Ceramics Process Diary – CPD
- Hand building technologies (pinch pots, coil pots and slab techniques)
- Glazes, oxides and firing in kilns
- Moulds (Press moulds, hump moulds)
- Sculptured form (carving, moulding, building of clay and forming of shapes)
- Surface treatment (inlay, carving, combing, stamping)

Particular Course Requirements

Document all course work in a Process Diary

Demonstrate practical ceramic skills in hand building, moulding, sculptural forms and surface treatment

Demonstrate use of glazing and oxides

Complete and present all module tasks

Fee: \$100 – includes a Process Diary and course materials

COURSE: Exploring Early Childhood

Content Endorsed Course

- Exploring Early Childhood (2 units – Preliminary)
- Exploring Early Childhood (2 units – HSC)

Course Description

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

Exploring Early Childhood provides practical activities and discussions about real life topics that all community members need to consider.

This subject is intended for students who are interested in children, students who are exploring their options about childcare careers and "would be" parents who wish to gain information about the reality of child rearing.

Preliminary and HSC

CORE:

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

Elective Modules:

- Play and the Developing Child
- Learning Experiences for Young Children
- Children's literature
- Young Children and Media
- The Children's Services Industry

Assessment Procedures

Assessment for this course is a mix of school-based assessment methods which include virtual parenting, school reading participation and practical tasks.

Fee: \$35

COURSE: Marine Studies

2 units for Preliminary and HSC – Content Endorsed Course

Course Description

Marine Studies provides students with the opportunity to:

- Develop awareness of marine ecosystems diversity
- Gain knowledge to assist with marine related occupations
- Complete accredited courses in snorkelling, scuba diving, radio operation and boat licence
- Experience recreational activities such as fishing and sailing
- Develop a sense of responsibility, respect and the need for wise management of marine resources

This course has been designed for students of all abilities and will cater for a wide range of academic, vocational and recreational interests.

It will meet the needs of students who are not necessarily pursuing an academic career but who may be seeking knowledge and skills in the marine industries, tourism or urban development areas of employment. It will also assist those more able students who wish to continue their studies at a tertiary level in Marine Sciences.

Preliminary

Core Units

- Marine Environment
- Humans in Water
- Marine Safety and First Aid
- Life in the Sea
- Marine & Maritime Employment

Modules

- Skin Diving and Diving Science
- Boating and Seamanship
- Pilotage and Navigation
- Wind Powered Craft

HSC

- | | |
|-------------------------------------|------------------------------|
| ● Estuarine Studies | ● Marine Communications |
| ● Seafood Handling and Processing | ● Dangerous Marine Creatures |
| ● Coastal Studies | ● Aquaculture |
| ● Commercial & Recreational Fishing | ● Local Area Study |
| ● Marine Aquaria | |

Assessment Procedures

Includes class tests, skill assessments and practical skills test and research reports.

Fee: \$20

COURSE: Photography

2 unit/1 year for Preliminary or HSC – Content Endorsed Course

Course Description

In this course students learn aspects of digital photography including camera operation, lighting, composition, printing and the theory behind the photographic process. It is both a practical and a theory based course where students develop skills to communicate ideas through photography and to produce a portfolio of works. Please note that this course is 30% theory and involves the in-depth study of famous Photographers and their work.

This course is intended for students with an interest in photography who may wish to develop a portfolio of photographs for careers options. It is a rigorous and in depth study of photography where students are expected to develop strong photographic skills. This is not a general interest course and is only suitable for students to enrol in as part of a Preliminary or HSC course load.

Preliminary/HSC 1 Year

- How to use the digital camera
- Historical and critical photography study
- Creating images without the camera using Photoshop
- How to present and create a portfolio of photographs
- Using studio lighting
- How to use Photoshop to Edit and Manipulate your photographs
- How to critically evaluate your photographic works

Particular Course Requirements

Complete and present all Module tasks

Document all course work in a Process Diary

Present a portfolio of photographs for Assessment tasks

Fee: \$65 – includes a process diary, course materials and limited colour printing

COURSE: Sport, Lifestyle and Recreation Studies

Content Endorsed Course

2 unit/2 year or 2 unit/1 year for Preliminary and HSC

Course Description

This is a course designed for students of all ages and sporting abilities. Major emphasis is placed on lifetime recreation and leisure activities with theory work related to game rules or safety elements.

This subject is ideal for students who wish to participate in low impact physical activity and recreation pursuits.

Preliminary and HSC

- | | |
|--|-------------------|
| ● Tennis | ● Archery |
| ● Volleyball | ● Badminton |
| ● Indoor Hockey | ● Bocce |
| ● Surf and Surf Survival | ● Hangdog |
| ● Indoor Soccer | ● Fitness Testing |
| ● Fitness (Boxing, Weights and Circuits) | ● Indoor Cricket |
| ● Lawn Bowls | ● Golf |
| ● Table Tennis | |

Particular Course Requirements

Nil

Fee: Students are only required to pay when using venues. These costs vary from \$2 to \$10 per activity.

Content Endorsed Course

2 unit/2 year or 2 unit/1 year for Preliminary and HSC

Course Description

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

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

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

Preliminary

- Interior/Exterior Design
- Graphic Design
- Individual Design Project

HSC

- Product Design
- Wearable Design
- Individual Design Project

Work Health and Safety – integrated across units

Course Requirements

Students produce bodies of artworks through various types of design.
Students are to document all course work in a Process Diary

Fee: \$50 – Students can opt to pay for additional materials if required for individual works.

COURSE: WRAP - Connected Learning

1 unit for Preliminary and HSC – Board Endorsed Course

Course Description

FISC runs a guided study/support program also called WRAP (Welfare, Responsibility, Achievement, Progress) for both Years 11 and 12 for three sessions each fortnight. This program is approved as a Board Endorsed Course and **contributes 1 unit to both the HSC and Preliminary pattern of study requirements.**

The WRAP program provides students with an opportunity for regular consolidation of learning and a supervised environment in which to develop and improve skills in a range of areas.

The four broad Modules explored during the course are

Preliminary

- Learning and Cognition
- Communication

HSC

- Personal Development
- Beyond School – Community and Careers

The WRAP mentor (teacher), as well as implementing the Connected Learning modules, also provides assistance to students with class-work and acts as a mentor and confidant in relation to any issues that may arise in the student's school, social, work or family life. The WRAP program is an ideal opportunity for students to develop knowledge and skills while being supported in the range of learning and life challenges they may need to overcome to achieve their goals.

The College BOOST program is integrated through both the Preliminary and HSC WRAP courses and it is an ideal opportunity for students to prepare for assessment tasks and consider post-school options.

Fee: Nil

SCHEDULE OF FEES – 2025

VOLUNTARY ADMINISTRATION CONTRIBUTION		2025 \$
Year 12		100
Year 11		100
Year 10		100
BIG PICTURE PROGRAM		
Big Picture Subject Contribution		150
Big Picture Program		150
YEAR 10 CERTIFICATE		
	Child Studies	35
	Hospitality #	155
	Hospitality requires Uniform Purchase	60
	Marine Studies	20
	Metals*	75
	Visual Arts	100
	Visual Design	50
PRELIMINARY (YEAR 11)		
	Exploring Early Childhood	35
	Marine Studies	20
	Photography	65
	Visual Arts	100
	Visual Design	50
HSC (YEAR 12)		
	Exploring Early Childhood	35
	Marine Studies	20
	Visual Arts	100
	Visual Design	50
VOCATIONAL EDUCATION COURSES (PER YEAR)		
	Construction* Prelim	120
	Construction* HSC	100
	Construction White Card	100
	Hospitality # Prelim	155
	Hospitality # HSC	105
	Hospitality requires Uniform Purchase	60
	Industrial Technology – Timber	80
	Manufacturing and Engineering Prelim	120
	Manufacturing and Engineering HSC	100
	Fitness Prelim	40
	Fitness HSC	40
	Furniture Making Prelim	120
	Furniture Making HSC	100
ALL STUDENTS		
	Phone Pouch	22

* Requires PPE: (High vis cotton shirt, blue cotton drill pants & steel cap boots).

Black covered in leather shoes required, joggers are NOT acceptable.

STUDENTS WHO HAVE FINANCIAL DIFFICULTY SHOULD CONTACT THE FRONT OFFICE

