

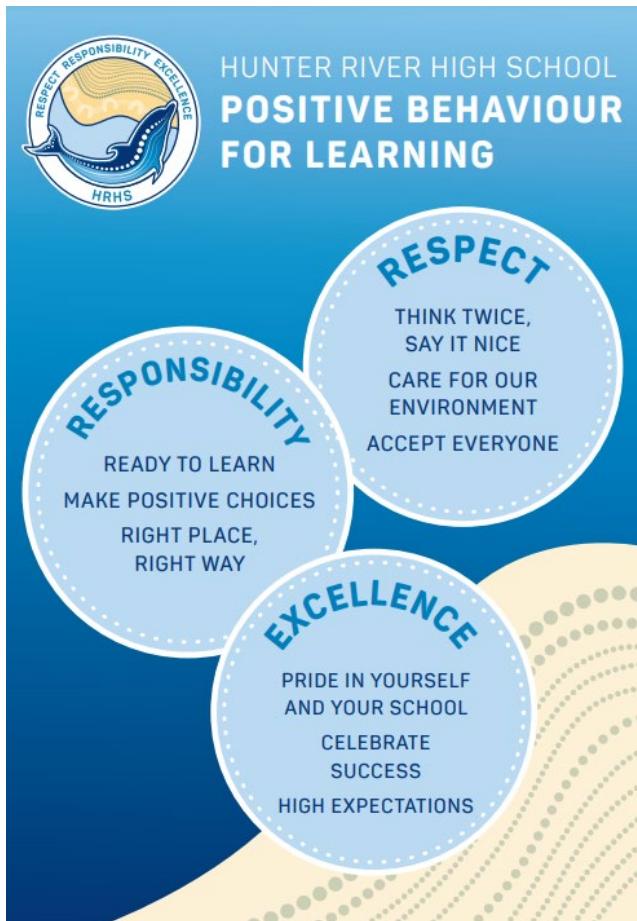
HUNTER RIVER HIGH SCHOOL

Subject Selection Booklet

YEAR 11 – 2026 YEAR 12 – 2027



Hunter River High School



Hunter River High School's vision is to be the leading learning community, where educational and personal growth empowers students to excel.

Hunter River High School is committed to our core values of Respect, Responsibility & Excellence. We take pride in and celebrate our students' success and achievement throughout their education.

These values drive Hunter River High School students to succeed in their chosen pathway.

At Hunter River High School students are supported through high expectations, personalised learning, case-management, and pathways tailored to suit their needs. We aim to provide meaningful education, cater to the abilities of all students, help them reach their full potential, and ultimately secure and maintain post-school employment or tertiary education.



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Introduction

This booklet aims to assist students, and their parents/carers select courses of study to obtain a Higher School Certificate.

This booklet contains:

- information about the types of courses available
- information about eligibility for the HSC
- information about gaining an ATAR
- an outline of the Year 11 and Year 12 courses that are on offer to Year 11 students

The final two years of school are very special and should be a fulfilling experience for all. Importantly, they open pathways to future possibilities for further study and career aspirations for each student. To this end, subject choices for Years 11 and 12 should be considered along with career goals and futures planning. Although a successful HSC journey will involve significant and sustained hard work, most students find this time satisfying and personally rewarding. School is, of course, about much more than the subjects taken and the most successful students are those who remain or become fully involved in the life of the school, whether it be through sport, cultural activities, service and/or social opportunities.

Hunter River High School prides itself on being able to provide thorough quality advice to ensure that individual students can select the course which most appropriately reflects their abilities, interests, and aspirations.

Selecting subjects for the HSC is not a simple or hurried consideration, hence the reason we start the process in mid-Term 2. It is important for students to discuss the course offerings as they relate to their individual interests and abilities with a wide variety of people to make informed decisions about subject selection.

Not all courses outlined in the booklet will be available in 2026.

Courses will depend on factors such as staffing, and student preference/demand.



Staying at school after Year 10

Under NSW legislation (Education Act 1990), students are required to attain a Record of School Achievement (ROSA) by completing Year 10 of secondary school.

In NSW, students under the age of 17 years, who have completed Year 10, are required to:

- continue their education at school **OR**
- continue with alternate approved full-time education or training, such as an apprenticeship, traineeship, or TAFE studies **OR**
- be employed in paid work for an average of 25 hours per week; **OR**
- a combination of the above

Continuing education at school and gaining a Higher School Certificate (HSC) increases post-school opportunities such as;

- University
- TAFE
- Apprenticeships
- Traineeships
- Full-Time Employment

Year 10 students must select a program of study even if planning to leave at the end of Year 10. For students who are thinking of leaving it is of most importance that they select a study pattern that can assist them in accessing and applying for employment or post school education pathways. This will ensure that if students return in Year 11, they will have an appropriate pattern of study, rather than classes with "leftover" vacancies.



Advice for students choosing HSC courses.

If students are remaining at school, they are expected to be getting an HSC or an ATAR and achieving results to the best of their abilities. If students select an academic (ATAR) pathway, they are expected to remain in those subjects for the two years.

When considering courses to study, explore the content and requirements of a course by looking at the HSC Syllabus'. Some key considerations when selecting your courses are:

- Ability
- Interest and motivation
- Syllabus Requirements – Major work, performance, portfolios
- Other commitments
- Career pathway

Talk with your teachers, Head Teacher Secondary Studies and Career Advisor about your strengths and weaknesses, as well as individual course requirements, before making your selections.



Meeting HSC eligibility requirements

To be eligible for the HSC, you must:

- satisfactorily complete Year 10 or gain other qualifications that satisfy NESA requirements.
- attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college.
- complete HSC: All My Own Work.
- complete the HSC Minimum Standards.
- sit for and make a serious attempt at the required HSC exams.
- satisfactorily complete courses in the patterns of study detailed below.

You must satisfactorily complete:

- a Year 11 pattern of study that includes a minimum 12 units.
- a Year 12 pattern of study that includes a minimum 10 units.

Both patterns of study must include at least:

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

HSC: All My Own Work – a Program in Ethical Scholarship for HSC students

The HSC: All My Own Work program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

The program will consist of 5 modules which can be accessed online in a flexible, self-paced mode. It is expected that the program will take between 5 and 10 hours to complete. Each student is required to satisfactorily complete the material contained in the program before commencing their HSC program of study. Satisfactory completion of the program will be an eligibility requirement for candidates entering Higher School Certificate courses.

HSC Minimum Standards requirement

Students need reading, writing and numeracy for everyday life after school. To show they meet the HSC minimum standard, students will be required to achieve an ACSF Level 3 basic standard in short online reading, writing and numeracy tests of skills for everyday life, prior to December in their HSC year.

If a student does not meet the HSC Minimum Standard, they will not receive a HSC credential when results and ATARs are released in December of their HSC year.

However, students do not need to meet the HSC minimum standard to complete their Year 12 studies, sit their HSC examinations, receive their HSC assessment and examination results, receive a Record of School Achievement, attain a UAC-calculated ATAR and receive their university offers.

Some courses have certain rules and prerequisites. There are also specific eligibility rules for some Language courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience. Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility, rules and prerequisites from the NESA website.



Types of HSC Courses

Each HSC course follows a syllabus that can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>. The syllabus for each course contains:

- The course objectives, structure, content, and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocation Education and Training courses).

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 units; some extension courses may have a value of 1 unit.

Board Developed courses

- The large number of courses set by Education Standards
- Will have an HSC Examination
- Can contribute to the calculation of the ATAR

Board Endorsed courses

- Are developed by schools, TAFE and universities.
- They count as units towards your HSC however, **do not** have an HSC examination.
- **Will not** contribute towards the calculation of an ATAR.

Vocational Education and Training (VET)

VET courses can be studied either at school or through TAFE NSW and other training providers. All VET courses involve a minimum number of hours in the workplace, **VET Work placement is mandatory**. Some VET subjects are Board Developed Courses; this means they will have an optional exam that could go towards an ATAR calculation.

VET courses contribute towards your HSC, and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. These qualifications range from Statement of Attainments through to Certificate III depending on the course studied.

The school delivered VET courses are listed in this book. Externally delivered VET (TVET) courses will be offered later in the year and normally applied for throughout Term 3. Those interested in externally delivered VET should contact the Careers Advisor for information and application forms when they become available.

IMPORTANT: VET courses have a **mandatory work placement requirement**. An N determination will be issued if sufficient work placement hours have not been completed by the end of Term One.

Extension Courses

Extension study is available in a number of subjects such as English, Mathematics, History and Music. Extension courses build on the content of the 2 Unit course and carry an additional value of 1 unit.

English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 Extension course in these subjects before proceeding to the Year 12 extension courses.

Life Skills Courses

Stage 6 (Years 11 and 12) Life Skills courses are available under certain circumstances for students with special educational needs. There are specific entry requirements for the Life Skills courses and students still need to meet the general eligibility and study patterns to gain their HSC.

Participation is upon an Individual Transition Planning process. Entry to these courses is planned with the Head Teacher Support and your Year Advisor. Life Skills courses count towards the Life Skills HSC but not towards an ATAR.

Life Skills courses are available in the following areas: Community and Family Studies; Creative Arts; English; Human Society and Its Environment (HSIE); Mathematics; Personal Development, Health and Physical Education; Science; Technology; and Work and the Community.



Assessment and Reporting

To reduce excessive stress and allow more time for teaching and learning, school-based assessment tasks will be capped at three per course in Year 11 and four per course in Year 12. The school will provide information on its assessment procedures and details of your assessment tasks.

Students must satisfactorily complete course requirements. If students are not meeting course requirements, students will be issued an N-Warning, that could result in an N-Determination if not resolved within an appropriate timeframe.

The NSW Education Standards Authority (NESA) provides for performance examinations or submitted works in the following courses for the Higher School Certificate:

- Dance
- Design and Technology
- Drama
- English Extension 2
- Industrial Technology
- Music
- Society and Culture
- Textiles and Design
- Visual Arts

These performances and works are developed over an extended period of time under the supervision of the school. Students, their class teachers, and their principal must certify that a student's practical or performance exam is all their own work.

Australian Tertiary Admissions Rank (ATAR)

What is the ATAR?

Tertiary institutions in Australia have found that a selection rank based on a student's overall academic achievement is the best single predictor of success for most tertiary courses.

The ATAR provides a measure of a student's overall academic achievement in relation to that of other students. It is calculated solely for use by institutions, either on its own or with other selection criteria, to rank and select school leavers for their courses.

The ATAR is a rank, not a mark.

It is a number between 0.00 and 99.95 and indicates a student's position relative to all the students who started high school with them in Year 7. An ATAR of 80.00 means that you are ranked in the top 20 percent of students in NSW completing the HSC.

It is important to note that there is a difference between course **performance** and **position**. You may perform well in a subject, but not necessarily position well in comparison to every student studying that subject in NSW.

University Entry

Entry to University for school leavers is usually based on an ATAR. Entry may also be based upon an interview, audition, submission of a portfolio or an extra questionnaire. To gain more information on entry requirements, course information and course prerequisites, see the Careers Advisor and/or visit www.uac.edu.au.



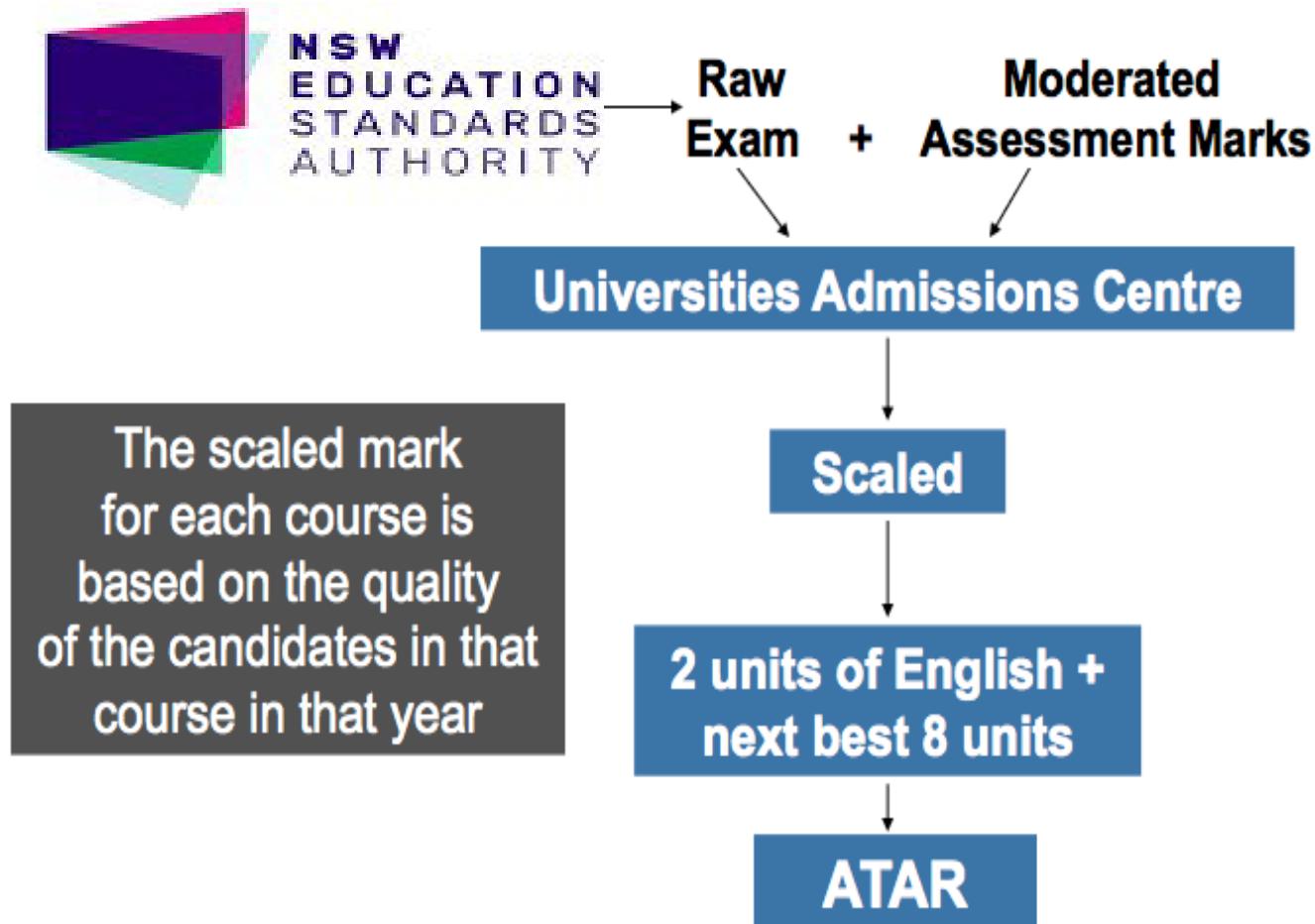
Eligibility for an ATAR

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
- three **HSC Board Developed courses** of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

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



Common myths about Subject Selection

1. My friends are doing that subject

This is not a good reason to choose subjects – Choose subjects that you like, are interested in and that you are good at.

2. A particular teacher always takes a subject

This is not a good reason to choose subjects – teachers change schools and for many reasons the actual teacher on subjects' changes from time to time. Choose courses according to your interest in the subject not according to whether you think a teacher is 'good'.

3. Some subjects always run so I can put them low in my priority list

Choose subjects according to your PREFERENCE. The school will then know what subjects to use and, for courses with too many people, placement in the course is more likely to go to students who placed the course as a high preference.

4. I will get my first 6 courses so the subject I put as my 7th preference doesn't matter

In an ideal world, everyone will get their first six choices, but many factors affect the actual courses that will run. Your seventh choice matters because you still like that subject more than anything else.

5. You get better marks doing hard subjects like Extension Mathematics or Physics

You get high marks if you earn high marks. Work hard, pay attention in class, review your notes, study for exams, ask for feedback and act on it, AND choose courses that suit your abilities. 2 units = 2 units, regardless of what subject it is.

6. Harder courses are scaled higher

See comment above – you get out what you put in!

7. I could get higher marks at a different school

NESA has processes in place so that the school you attend does not affect your marks; they are determined by your ability and effort.

8. Don't choose a VET course – you won't get a good ATAR

It doesn't matter what course you do ... it is still possible to get a good ATAR!



Useful websites

Subject Selection Support

NSW Education Standards Authority (NESa)

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

HSC Requirements

NESA All my own work

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

Minimum Standards

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

University Support

University Admissions Centre (UAC)

<http://www.uac.edu.au/schoolink/year-10.shtml>

Year 10 Guide to University

https://www.newcastle.edu.au/_data/assets/pdf_file/0007/973717/2023-1087_UG-Yr10-Guide_v11-web.pdf

Careers / VET

Vocational Education and Training

<https://www.training.nsw.gov.au/>

My Future – students can create a free account using their DoE email address

<https://myfuture.edu.au/.>

TAFE NSW

<https://www.tafensw.edu.au/>

Preliminary and HSC Voluntary School Contribution

Year 11 2026 – Year 12 2027

1. Voluntary School Contributions

These contributions are used to improve the overall school environment and provide valuable resources that benefit all students. In the past, these funds have helped us purchase items such as a school bus, sporting and play equipment, and supported upgrades to our facilities. While voluntary, these contributions make a meaningful difference in what we can provide for our students.

2. Subject-Specific Contributions

These contributions are directly linked to specific subjects and are used to purchase materials that enhance learning experiences in those courses. This might include items like art supplies, ingredients for food technology, science experiment materials, or specialist equipment in practical subjects. These contributions help us ensure students have access to rich, hands-on learning that deepens their understanding and engagement.

We have introduced a flat rate subject contribution, which replaces the individual payments previously requested for each subject. **Please note that while this flat rate covers the majority of subject needs, additional contributions may still be requested for subjects that involve major works (such as Visual Arts Industrial Technology, Music), or for excursions and other significant learning experiences. VET courses (such as Construction, Manufacturing and Engineering (PTECH) and Hospitality) will also have a cost associated with the required uniform and/or footwear.**

The table below outlines the contributions for Year 11 and 12.

Year	Voluntary	Subject
11	\$95	\$80
12	\$95	\$80

**2027 contribution schedule is subject to change*

We greatly appreciate the support of families who are able to contribute. Every contribution, big or small, helps us continue to provide high-quality opportunities for all students. We also understand that managing school expenses can be challenging at times, so all contributions can be made through part payments spread across the year.

RISE Subject Selections

Respectful, Inclusive, Strategic Education

As part of their personalised learning pathway, RISE students are encouraged to select two elective subjects to study in addition to their Life Skills pattern of study. These electives allow students to explore areas of interest, build practical skills, and engage in meaningful learning experiences that support their individual strengths and post-school goals.

We offer a wide range of suitable subjects that are accessible and engaging for RISE students.

These include NESA Board Endorsed Courses such as:

- Marine Studies – focusing on ocean ecosystems, conservation, and water safety
- Visual Design – encouraging creativity through digital and practical art projects
- Exploring Early Childhood – introducing students to child development and care
- Sport, Lifestyle and Recreation (SLR) – promoting physical activity and healthy living
- Certificate I in Manufacturing and Engineering (P-TECH) – providing hands-on experience with tools and machinery in a supported environment

These courses have been selected for their practical nature, flexible assessment options, and ability to cater to diverse learning needs.

Mrs Mason, along with your child's classroom teachers, will meet with students to discuss their interests, strengths, and future goals. This collaborative process ensures that students are supported in choosing electives that align with both their abilities and aspirations.



Subject Selection Process

The subject selection process for Hunter River High School is an online process. Students will require to access their school email address to make their preferences for 2026. Please watch the video available [here](#)

Step 1: Browse the subject selection package, participate in faculty specific information sessions, and discuss potential choices with teachers, Head Teacher Secondary Studies, Faculty Head Teachers, Year Advisor, Deputy Principal and/or family.

Step 2: Attend the compulsory information evening on Tuesday 24 June at 5:00-6:30pm. Students will receive their unique Web Preference log in details and be afforded priority access to your choice of subjects provided all other commitments are met.

Step 3: Complete subject selection sheet on information evening with Head Teacher sign off for each subject selected. Log in to Web Preferences and enter subject preferences.

Step 4: Return subject selection sheet to HT Secondary Studies with Head Teacher and parent sign off (the sooner this step is completed the better your chances are of accessing your choice of subjects).

Step 5: Decision Day conferences occur in Week 7 or 8 of Term 3. During these meetings students will be guided by a Head Teacher and their parent/carer to make final selections according to the subject lines, their initial preferences and goals/interests.





Board Developed Courses

Subjects with an HSC Examination, that will contribute to an ATAR.

**** Please explore the links to the 2024 HSC Examination pack that is on the bottom of each subject page. This will provide information on HSC examination requirements and assist with decisions.**

English Advanced

English Faculty

2 UNIT BOARD DEVELOPED COURSE

Head Teacher: Steven Friend

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

Across the Stage 6 English Advance course students are required to:

- Explore a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Experience texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- Explore a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- Study texts with a wide range of cultural, social and gender perspectives
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Course Description

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Main Topics Covered:

Preliminary Course

- Common Module: Reading to Write
- Module A Narratives that Shape our World
- Module B Critical Study of Literature

HSC Course

- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing

Exclusions

English (Standard); English (ESL); English (Extension)

2024 Exam Pack

English Advanced 2024 HSC exam pack | NSW Education Standards

English Extension 1

English Faculty

2 UNIT BOARD DEVELOPED COURSE

Head Teacher: Steven Friend

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

Year 11 course

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12 course

Students are required to study:

- at least THREE prescribed texts for the elective study which must include two print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

Course Description

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

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

Year 11 course

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

The course has one mandatory module: Texts, Culture and Value as well as a related research project.

Year 12 course

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds

Exclusions

English (Standard); English (ESL); English Studies

2024 Exam Pack

[English Extension 1 2024 HSC exam pack | NSW Education Standards](#)

English Standard

English Faculty

2 UNIT BOARD DEVELOPED COURSE

COMPULSORY HSC EXAMINATION

Head Teacher: Steven Friend

ATAR COURSE

Course Requirements

Across the Stage 6 English Standard course students are required to:

- Explore a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Experience texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- Explore a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- Study texts with a wide range of cultural, social and gender perspectives
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Course Description

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

Main Topics Covered:

Preliminary Course

Common Module: Reading to Write

Module A: Contemporary Possibilities Module B:

Close Study of Literature

HSC Course

Common Module: Texts and Human

Experiences Module A: Language, Identity and
Culture Module B: Close Study of Literature

- Module C: The Craft of Writing

Exclusions

English (Advanced); Fundamentals of English; English (ESL)

2024 Exam Pack

[English Standard 2024 HSC exam pack | NSW Education Standards](#)

English Studies

English Faculty

2 UNIT BOARD ENDORSED COURSE

Head Teacher: Steven Friend

OPTIONAL ATAR COURSE

OPTIONAL HSC EXAMINATION

Course Requirements

Across Stage 6 English Studies the selection of texts will give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

Main Topics Covered

Preliminary Course

- Mandatory module: Reading to write: Transition to English Studies

An additional 2 modules

HSC Course

Mandatory Common Module: Narrative and Human Experiences

An additional 2–4 modules

The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.

Exclusions

English (Standard); English (Advanced); English (ESL); English (Extension 1)

2024 Exam Pack

[English Studies 2024 HSC exam pack | NSW Education Standards](#)

Aboriginal Studies

HSIE Faculty

2 UNIT BOARD DEVELOPED COURSE

Head Teacher: Jessica Burg

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

Course Description

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

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

Preliminary Course

- Part I: Aboriginality and the Land
- Part II: Heritage and Identity
- Part III: International Indigenous Community: Comparative Study
- Part IV: Research and Inquiry Methods: Local Community Case Study

HSC Course

Part I – Social Justice and Human Rights Issues

A Global Perspective
B Comparative Study

Part II – Case Study of an Aboriginal community for each topic

A Aboriginality and the Land OR
B Heritage and Identity

Part III – Research and Inquiry Methods – Major Project Choice of project topic based on student interest.

2024 Exam Pack

[Aboriginal Studies 2024 HSC exam pack | NSW Education Standards](#)

Ancient History

HSIE Faculty

2 UNIT BOARD DEVELOPED COURSE

Head Teacher: Jessica Burg

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

Course Description

Year 11

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

The course comprises three sections. Students are required to study all three sections of the course.

- Investigating Ancient History
 - The Nature of Ancient History
 - Case Studies
- Features of Ancient Societies
- Historical Investigation

Year 12

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

The course comprises four sections. Students are required to study all four sections of the course. Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'.

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

2024 Exam Pack

[Ancient History 2024 HSC exam pack | NSW Education Standards](#)

Biology

Science Faculty

Head Teacher: Mathew Robson

2 UNIT BOARD DEVELOPED COURSE

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

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

Course Description

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

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Main Topics Covered:

Preliminary Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Exclusions

Nil

2024 Exam Pack

[Biology 2024 HSC exam pack | NSW Education Standards](#)

Business Studies

HSIE Faculty

2 UNIT BOARD DEVELOPED COURSE

Head Teacher: Jessica Burg

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main Topics Covered:

Preliminary Course

- Nature of business - the role and nature of business
- Business management - the nature and responsibilities of management
- Business planning - establishing and planning a small to medium enterprise

HSC Course

- Operations - strategies for effective operations management
- Marketing - development and implementation of successful marketing strategies
- Finance - financial information in the planning and management of business
- Human resources - human resource management and business performance

Exclusions

Nil

2024 Exam Pack

[Business Studies 2024 HSC exam pack | NSW Education Standards](#)

Community and Family Studies

PDHPE Faculty

2 UNIT BOARD DEVELOPED COURSE

Head Teacher: Alex Thompson

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Course Description

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

Main Topics Covered:

Preliminary Course

- **Resource Management** - Basic concepts of the resource management process
- **Individuals and Groups** - The individual's roles, relationships and tasks within groups
- **Families and Communities** - Family structures and functions and the interaction between family and community

HSC Course

- **Research Methodology** - Research methodology and skills culminating in the production of an Independent Research Project
- **Groups in Context** - The characteristics and needs of specific community groups
- **Parenting and Caring** - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

HSC Option Modules

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

Exclusions

Nil

2024 Exam Pack

[Community and Family Studies 2024 HSC exam pack | NSW Education Standards](#)

Geography

HSIE Faculty

Head Teacher: Jessica Burg

2 UNIT BOARD DEVELOPED COURSE

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

Students complete a Geographical Investigation in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses

Course Description

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

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

Main Topics

Covered:

Preliminary Course

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

HSC Course

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

Exclusions

Nil

2024 Exam Pack

[Geography 2024 HSC exam pack | NSW Education Standards](#)

Industrial Technology – Timber Products and Furniture Technologies

TAS Faculty

Head Teacher: Brent Scrivener

2 UNIT BOARD DEVELOPED COURSE

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

The Preliminary Course is practically based, and it is expected that students make a school contribution to the materials used. Students are required to supply their own materials for the HSC Major Project and document a Major Works folio.

Course Description

This is a practical course for students with an interest in the Timber Products and the Furniture Industry. The Preliminary component of the course requires students to complete a range of skill-based processes culminating in the completion of practical projects. Students develop skills to adequately support the completion of the HSC Major Project. This is a mandatory component of the HSC.

In the preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasize different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

The HSC course requires students to plan and make a major project. The major project consists of a Product and an accompanying Management Folio. The major project is worth 60% of the total HSC external mark.

Main Topics Covered:

- *Industry Study* - structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety
- *Design* – and plan projects by completing folios
- *Management and Communication* – manager work by completing folios associated with projects
- *Production* – develop knowledge and skills by constructing projects
- *Industry Related Manufacturing Technology* – develop knowledge and understanding of materials, processes, tools, equipment and machinery by completing projects.

Assessment: HSC Course

- Knowledge and understanding of course content 40%
- Knowledge and skills in designing, managing, producing and evaluating a major project 60%
- Total 100%

Exclusions

Nil

2024 Exam Pack

[Industrial Technology 2024 HSC exam pack | NSW Education Standards](#)

Investigating Science

Science Faculty

Head Teacher: Mathew Robson

2 UNIT BOARD DEVELOPED COURSE

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

Students are provided with 30 hours of course time for in-depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding, and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Main Topics Covered:

Preliminary Course

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

HSC Course

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Exclusions

Nil

2024 Exam Pack

[Investigating Science 2024 HSC exam pack | NSW Education Standards](#)

Mathematics Advanced

Mathematics Faculty

Head Teacher: Jodie Drayton (Rel)

2 UNIT BOARD DEVELOPED COURSE

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

For students who intend to study the Mathematics Extension 1 course, it is recommended that they study and achieve all the Stage 5 outcomes, including path content.

Course Description

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.

Main Topics Covered:

Preliminary Course

- Working with functions
- Graph transformations
- Trigonometry and measure of angles
- Trigonometric identities and equations
- Introduction to Differentiation
- Exponential and logarithmic functions
- Probability and data

HSC Course

- Further graph transformations and modelling
- Sequences and series
- Differential calculus
- Integral calculus
- Applications of calculus
- Random variables
- Financial mathematics

Related Industries

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the 'Your Career' website:

- Engineering
- Mining
- Professional, Scientific and Technical Services
- Pure Mathematics

Exclusions

Mathematics Standard 2, Mathematics Standard 1

2024 Exam Pack

[Mathematics Advanced 2024 HSC exam pack | NSW Education Standards](#)

Mathematics Standard 1

Mathematics Faculty

Head Teacher: Jodie Drayton (Rel)

2 UNIT BOARD ENDORSED COURSE

OPTIONAL ATAR COURSE

OPTIONAL HSC EXAMINATION

Course Requirements

Nil

Course Description

Mathematics Standard 1 students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

Main Topics Covered:

Preliminary Course

- Formulas and Equations
- Linear relationships
- Earning Money
- Managing Money
- Applications of measurement
- Time and location
- Networks, paths and trees
- Data analysis

HSC Course

- Algebraic Relationships
- Investment
- Depreciation and loans
- Right-angled triangles
- Ratios and rates
- Bivariate data analysis

Related Industries

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the 'Your Career' website:

- Electricity, Gas, Water and Waste Services
- Financial and Insurance Services
- Information Media and Telecommunications
- Professional, Scientific and Technical Services
- Rental, Hiring and Real Estate Services.

Exclusions

Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1 & 2

2024 Exam Pack

Mathematics Standard 2024 HSC exam pack | NSW Education Standard

Mathematics Standard 2

Mathematics Faculty

Head Teacher: Jodie Drayton (Rel)

2 UNIT BOARD ENDORSED COURSE

ATAR COURSE

HSC EXAMINATION

Course Description

Mathematics Standard 2 students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. Mathematics Standard 2 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

Main Topics Covered:

Preliminary Course

- Formulas and Equations
- Linear relationships
- Earning Money
- Managing Money
- Applications of measurement
- Time and location
- Networks, paths and trees
- Data analysis

HSC Course

- Algebraic Relationships
- Investment and loans
- Annuities
- Trigonometry
- Ratios and rates
- Network flow
- Critical path analysis
- Bivariate data analysis
- Relative Frequency and probability
- The normal distribution

Related Industries

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the 'Your Career' website:

- Electricity, Gas, Water and Waste Services
- Financial and Insurance Services
- Information Media and Telecommunications
- Professional, Scientific and Technical Services
- Rental, Hiring and Real Estate Services.

Exclusions

Mathematics Standard 1, Mathematics, Mathematics Extension 1 & 2

2024 Exam Pack

Mathematics Standard 2024 HSC exam pack | NSW Education Standards

Music 1

CAPA Faculty

2 UNIT BOARD DEVELOPED COURSE

COMPULSORY HSC EXAMINATION

Head Teacher: Tamara Aubrey

ATAR COURSE

Course Requirements

Students must complete at least 2 performances for the preliminary course, and at least 1 performance for the HSC course.

Course Description

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

Preliminary Course

Students study three topics in the Preliminary course:

- Methods of Notating Music
- Australian Music
- Rock Music

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

HSC Course:

Students study three topics in the HSC course:

- An Instrument and it's Repertoire
- Music of Small Ensembles
- Own Choice topic

Exclusions

Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other.

2024 Exam Pack

[Music 1 2024 HSC exam pack | NSW Education Standards](#)

Health and Movement Science

PDHPE Faculty

2 UNIT BOARD DEVELOPED COURSE

Head Teacher: Alex Thompson

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses.

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Preliminary course

Core topics

- Better Health for Individuals
- The Body in Motion

Options component

TWO of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC course

Core topics

- Health Priorities in Australia
- Factors Affecting Performance

Options component

TWO of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Exclusions

Nil

<h1>Physics</h1> <h2>Science Faculty</h2> <p>2 UNIT BOARD DEVELOPED COURSE</p> <p>COMPULSORY HSC EXAMINATION</p>	
	Head Teacher: Mathew Robson
ATAR COURSE	
Course Requirements <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts</p>	
Course Description <p>The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.</p>	
Main Topics Covered:	
Preliminary Course <ul style="list-style-type: none"> ▪ Kinematics ▪ Dynamics ▪ Waves and Thermodynamics ▪ Electricity and Magnetism 	
HSC Course <ul style="list-style-type: none"> ▪ Advanced Mechanics ▪ Electromagnetism ▪ The Nature of Light ▪ From the Universe to the Atom 	
Exclusions <p>Nil</p>	
2024 Exam Pack <p>Physics 2024 HSC exam pack NSW Education Standards</p>	

Society and Culture

HSIE Faculty

2 UNIT BOARD DEVELOPED COURSE

COMPULSORY HSC EXAMINATION

Head Teacher: Jessica Burg

ATAR COURSE

Course Requirements

HSC Course:

- Completion of the Personal Interest Project

Course Description

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

What Students Learn:

Preliminary Course

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

HSC Course

Core

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

Depth Studies

TWO to be chosen from:

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

Exclusions

Nil

2024 Exam Pack

[Society and Culture 2024 HSC exam pack | NSW Education Standards](#)

Visual Arts

CAPA Faculty

2 UNIT BOARD DEVELOPED COURSE

Head Teacher: Tamara Aubrey

ATAR COURSE

COMPULSORY HSC EXAMINATION

Course Requirements

Preliminary course:

- Artworks in a variety of expressive forms and use of a process diary
- A broad investigation of ideas in artmaking, art criticism and art history

HSC course:

- Development of a body of work and use of a process diary
- A minimum of five case studies (4–10 hours each)
- Deeper and more complex investigations in artmaking, art criticism and art history.

Course Description

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

Preliminary Course

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

HSC Course

- How students may develop their practice in artmaking, art criticism and art history
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- How students may further develop meaning and focus within their work.

Exclusions

Nil

2024 Exam Pack

[Visual Arts 2024 HSC exam pack | NSW Education Standards](#)



Board Endorsed Courses

Subjects without an HSC Examination, that will contribute to an HSC, not to an ATAR.

Exploring Early Childhood

PDHPE Faculty

2 UNIT BOARD ENDORSED COURSE

Head Teacher: Alex Thompson

NON-ATAR COURSE

NO HSC EXAMINATION

Course Requirements

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.

The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered

Course Description

Our society is increasingly recognising that children's experiences in the early childhood years form 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.

Main Topics Covered:

- Knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children.
- Knowledge and understanding about the environmental factors that have an impact on young children's growth and development.
- Knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children.
- Skills in communication and interaction, research, and analysis and decision-making and evaluation
- Respect for the individuality and uniqueness of young children and their families.
- An appreciation of the value and importance of supportive and responsible relationships with young children.

Exclusions

Nil

Marine Studies

Science Faculty

2 UNIT BOARD ENDORSED COURSE

Head Teacher: Mathew Robson

NON-ATAR COURSE

NO HSC EXAMINATION

Course Requirements

Nil

Course Description

The oceans cover more than 70% of the Earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life, which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation, and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources in the twenty-first century.

Main Topics Covered:

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

Exclusions

Nil

Sport, Lifestyle and Recreation Studies

PDHPE Faculty

2 UNIT BOARD ENDORSED COURSE

Head Teacher: Alex Thompson

NON-ATAR COURSE

NO HSC EXAMINATION

Course Requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

Course Description

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Main Topics Covered:

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity
- Knowledge and understanding of the principles that affect quality of performance
- An ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- A capacity to influence the participation and performance of self and others
- A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration)

Exclusions

Nil

Visual Design

CAPA Faculty

2 UNIT BOARD ENDORSED COURSE

Head Teacher: Tamara Aubrey

NON-ATAR COURSE

NO HSC EXAMINATION

Course Requirements

Students are required to keep a diary throughout the course

Course Description

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

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design. Students will develop knowledge, skills and understanding through the making of works in design that led to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered:

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

- Graphic design
- Wearable design
- Product design
- Interior/exterior design.

Exclusions

Nil

Work Studies

SECONDARY STUDIES

2 UNIT BOARD ENDORSED COURSE

NO HSC EXAMINATION

Head Teacher: Katie Mason

NON-ATAR COURSE

Course Requirements

Students who select this course should be independent learners, who are looking to join the workforce.

Course Description

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

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

The Work Studies course assists students to:

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

Main Topics Covered:

Core: My Working Life

Modules: There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Exclusions

Nil



Vocational Education and Training (VET)

Subjects with an OPTIONAL HSC Examination,
that may or may not contribute to an ATAR.

** Please explore the links to the 2024 HSC Examination pack that is on the bottom of each subject page. This will provide information on HSC examination requirements and assist with decisions about whether subjects are suitable for individual students

VET Course Information

2026-2027

Stage 6 Course Descriptors

Board Developed Courses

- **Certificate II Construction Pathways**
- **Certificate II Hospitality Food & Beverage**
- **Certificate II Primary Industries – Agriculture**
- **Certificate III Retail Services**

Board Endorsed Courses

Information provided is what is currently available on the NESA (NSW Education Standards Authority) website it is subject to change without notice for 2026.

- **Certificate III Music Industries**
- **Certificate I Manufacturing and Engineering**



School Delivered VET courses

Construction

This course provides an avenue for you to enter a range of trades in the construction industry or as a worker in the civil construction industry.

Is this course right for me?

Construction is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship. It provides a pathway to the primary trades in the construction industry. The course includes the attainment of the white card qualification which is a requirement for entering a construction site.

Where can this course take me?

The job roles that relate to this qualification may include:

- construction apprenticeships such as:
 - carpentry and joinery
 - civil construction
 - brick and block laying
 - wall and floor tiling
- trades or construction assistant

This course can lead to further study, such as:

- Certificate III Apprenticeships in the Construction Industry
- CPC40120 Certificate IV in Building and Construction

education.nsw.gov.au

Related subjects

- Industrial Technology
- Any Mathematics course
- Investigating Science
- Manufacturing Introduction

Credential Available	Full Certificate and Statement of Attainment
Course code/name	CPC20220 Certificate II in Construction Pathways (Full Certificate) and a statement of attainment towards CPC20120 Certificate II in Construction
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No

For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: www.education.nsw.gov.au/school-delivered-vet



Cert II Construction – TAS

2026 Construction Course Descriptor

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

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

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

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

Transferable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Cost: Specific equipment and associated requirements for students e.g. uniform purchase, White Card Course	Refunds: Refund arrangements are on a pro-rata basis Please refer to your school refund policy
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A school-based apprenticeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

2024 OPTIONAL Exam Pack <https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2024/construction-2024-hsc-exam-pack>

School Delivered
VET courses

Hospitality

This course provides you with the skills and knowledge to work in a range of hospitality settings and will give you the skills to prepare a restaurant, serve customers, prepare beverages, and apply the principles of hygiene and food safety.

Is this course right for me?

Hospitality reflects the role of individuals working in the Hospitality Industry, including customer service, food preparation and beverages. This course focuses on the skills and knowledge developed in 'front of House' service.

Where can this course take me?

This course provides a pathway to work in:

- restaurants
- hotels
- catering operations
- clubs
- pubs
- cafes
- coffee shops

This course can lead to further study, such as:

- Certificate III Apprenticeships in the Hospitality Industry
- SIT30622 Certificate III in Hospitality
- SIT60422 Diploma in Hospitality Management

Related subjects

- Food Technology
- Business Studies
- Business Services
- Retail Services

Credential Available	Full Certificate
Course code/name	SIT20322 Certificate II in Hospitality
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: www.education.nsw.gov.au/school-delivered-vet

Cert II Hospitality (Food & Beverage) – TAS

2026 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Cost:

Specific equipment and associated requirements for students e.g. uniform purchase, White Card Course

Refunds:

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

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

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

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

2024 OPTIONAL Exam Pack <https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2024/hospitality-2024-hsc-exam-pack>

School Delivered
VET courses

Primary Industries - Agriculture

This course provides you with skills and knowledge in aspects of plant and livestock production using safe production methods.

Is this course right for me?

Primary Industries - Agriculture describes the skills and knowledge for general job roles in rural and regional Australia, and supporting job roles in agriculture including livestock production, cropping or in the case of mixed farming workplaces, both cropping and livestock.

Where can this course take me?

The job roles that relate to this qualification may include:

- Assistant animal attendant/stockperson
- Assistant farm or station hand/worker/labourer
- Assistant farm fencing contractor
- Farm machinery worker
- Jillaroo/Jackaroo
- Saleyard livestock worker

This course can lead to further study, such as:

- AHC30122 Certificate III in Agriculture
- AHC40122 Certificate IV in Agriculture
- AHC50122 Diploma of Agriculture

Related subjects

- Agriculture
- Biology
- Investigating Science
- Chemistry

Credential Available	Full Certificate
Course code/name	AHC20122 Certificate II in Agriculture
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No

For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: www.education.nsw.gov.au/school-delivered-vet



School Delivered VET courses

Retail Services

This course provides you with the skills and knowledge to work in the retail industry. Some individuals working at this level are responsible for supervising other team members and monitoring day-to-day workplace operations.

Is this course right for me?

Retail Services reflects the role of individuals who have the primary responsibility of engaging the customer, maintaining daily store operations and delivering on organisational expectations. These individuals possess a range of well-developed service based skills where initiative is required.

Where can this course take me?

The job roles that relate to this qualification may include:

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

This course can lead to further study, such as:

- SIR40316 Certificate IV in Retail Management
- SIR60116 Diploma of Retail Leadership
- SIR50217 Diploma of Visual Merchandising

education.nsw.gov.au

Related subjects

- Business Studies
- Business Services
- Financial Services
- Hospitality
- Skills for Work and Vocational Pathways

Credential Available	Full Certificate
Course code/name	SIR30216 Certificate III in Retail
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: www.education.nsw.gov.au/school-delivered-vet

Cert III Retail Services – HSIE

2026 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

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

Course: Retail Services Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year)) Board Developed Course (240 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of 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.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
Transferable industry skills gained in this course	
<ul style="list-style-type: none">• maintain store operations• using technology to organise information• meeting organisational expectations• customer service skills• teamwork• problem solving	
Examples of occupations in the retail services industry	
<ul style="list-style-type: none">• frontline sales assistant• customer service representative• shop assistant• retail supervisor• team leader• senior sales assistant	
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.	
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.	
Cost: Specific equipment and associated requirements for students e.g. uniform purchase, White Card Course	Refunds: Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
Exclusions: In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	
2024 OPTIONAL Exam Pack https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2024/retail-services-2024-hsc-exam-pack	



Vocational Education and Training
(VET)

Board Endorsed Courses

Subjects that contribute to the HSC, but not to an ATAR.



P-TECH at HRHS

HRHS & P-TECH Port Stephens Certificate I Engineering aims to provide a strong focus on enhancing the curiosity, innovation and creativity in students that is enriched through various teaching methods. Our goal with P-TECH Port Stephens is to inspire and support students who have a passion for advanced manufacturing and engineering and as shown below, the opportunities are broad and extensive. Each level of qualification links directly to local, national and international employment opportunities.

Benefits for Students at HRHS

- Provide students with an advantage to learn the level of expectation, skills and knowledge that equips them for job interviews and employment options.
- Employer expectations and the workforce
- Non-technical skills and competency-based training.
- Skills and knowledge are assessed in innovative ways rather than a classroom test.
- VIP access to Industry events and workplaces
- Mentoring and work placement
- Insight to a rewarding and growing industry
- Links with industry partners
- 70 hours of work placement that potentially leads to employment.

What are the Opportunities?

- New apprenticeship and traineeship pathways for school leavers
- Employment opportunities are within this local region for local students.
- Increased need for skilled workforce within Advanced Manufacturing and Engineering
- P-TECH Port Stephens Partners are local organisations who employ school leavers.
- This course is delivered to students with a view to prepare for employment and further education opportunities.
- Nationally recognised qualification that leads to further learning options.

For further information contact
brent.scrivener2@det.nsw.edu.au

Additional information

<https://hunterriv-h.schools.nsw.gov.au/about-our-school/p-tech.html>



School Delivered
VET courses

Manufacturing and Engineering - Introduction

This course provides you with a range of fabrication and machining skills including work with welding machines, lathes and milling machines as well as learning about hand and power tools and precision measurement tools.

Related subjects

- Any Mathematics course
- Engineering Studies
- Industrial Technology
- Design and Technology
- Information and Digital Technology
- Construction

Is this course right for me?

Manufacturing and Engineering - Introduction defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

Where can this course take me?

This course provides a pathway to roles in similar work environments.

This course can lead to further study, such as:

- MEM31922 Certificate III in Engineering - Fabrication Trade
- MEM40119 Certificate IV in Engineering

Credential Available	Full Certificate and Statement of Attainment
Course code/name	MEM10119 Certificate I in Engineering + SOA towards MEM20422 Certificate II in Engineering Pathways
ATAR eligible	No
Mandatory placement hours	35 hours
SBAT available	No
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: www.education.nsw.gov.au/school-delivered-vet

Cert I Manufacturing & Engineering- TAS

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.

Transferable industry skills gained in this course

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

Examples of occupations in the manufacturing and engineering industry

- fitter machinist
- refrigeration mechanic
- toolmaker
- maintenance fitter
- 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.

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.

Cost:

**Specific equipment and associated requirements for students e.g.
PTECH shirt, pants, boots, White Card Course**

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: 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>

School Delivered
VET courses

Music Industry

This course provides you with skills and knowledge in areas such as music performance, music creation and composition, sound production and music business.

Related subjects

- Music
- Entertainment Industry

Is this course right for me?

Music Industry reflects the role of individuals who apply a broad range of competencies in various work contexts in the music industry. They may work in music performance, sound production, music creation and composition, music business.

Where can this course take me?

The job roles that relate to this qualification may include:

- musician
- assistant sound technician
- assistant music manager
- music producer
- stagehand and road crew

This course can lead to further study, such as:

- CUA30420 Certificate III in Live Production and Technical Services
- CUA40920 Certificate IV in Music
- CUA50820 Diploma of Music
- CUA60520 Advanced Diploma of Music

Credential Available	Full Certificate
Course code/name	CUA30920 Certificate III in Music
ATAR eligible	No
Mandatory placement hours	Where applicable
SBAT available	No
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: www.education.nsw.gov.au/school-delivered-vet

Cert III Music Industry – CAPA

2026 Music Industry Course Descriptor CUA30920

Certificate III in Music

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

Course: Music Industry

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

HSC credit – 4 units

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30920 Certificate III in Music <https://training.gov.au/training/details/cua30920>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 11 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferable industry skills gained in this course

- customer (client) service skills
- performing, writing and creating music
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the music industry

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

VET requirements

Competency-Based Assessment

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

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work. Not meeting this requirement will incur an 'N' determined as required by NESA.

External Assessment

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

Cost:

Specific equipment and associated requirements for students e.g. uniform purchase, White Card Course

Refunds:

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

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

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

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

VET Frequently Asked Questions

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards an ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

What are Australian Qualification Framework (AQF) qualifications?

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

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

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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

What is RPL?

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

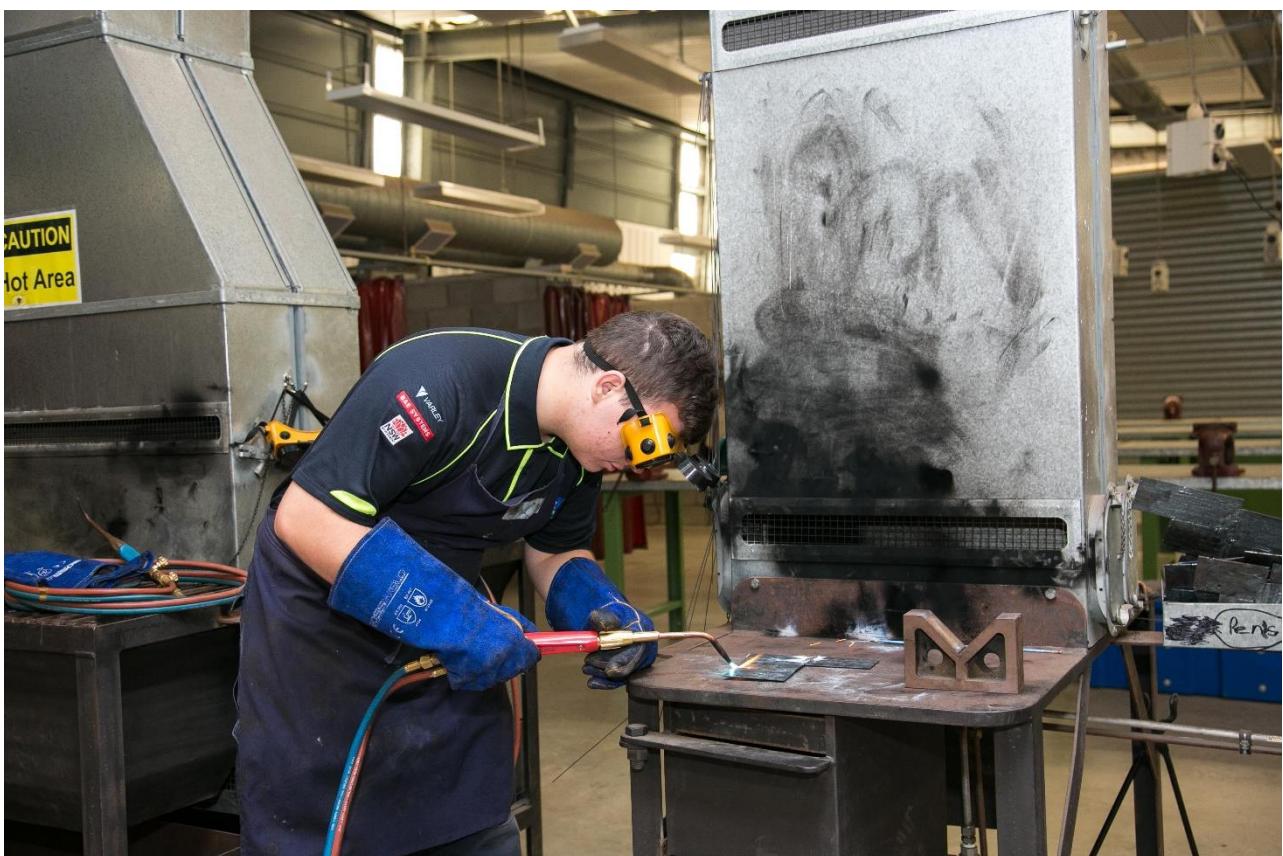
What is Credit Transfer?

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

How do employability skills relate to VET courses?

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

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



TVET



Please see the TAFE NSW Brochure for more information

<https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf>

Please note this is a general list that is subject to change. A more detailed document outlining courses and locations will be emailed when it becomes available.

TVET guide: the courses	2	Financial Services –
Why TVET?	3	Accounts Administration
What is TVET?	4	Fitness
TVET delivery options	5	Floristry
How to use this guide	7	Hospitality – Food and Beverage or Cookery
Aboriginal and/or Torres Strait Islander Cultural Arts	8	Human Services – Aged Care, Allied Health, Nursing
Aboriginal Languages	9	Information and Digital Technology
Aeroskills – Aviation Maintenance	10	Laboratory Skills
Animal Care	11	Maritime Operations
Applied Digital Technologies	12	Music Industry
Auslan	13	Plumbing Introduction
Automotive	14	Primary Industries – Agriculture, Horticulture, Conservation
Aviation (Cabin Crew)	15	Real Estate Practice and Property
Aviation Remote Pilot – Drone Operator	16	Retail
Baking	17	Retail Services
Beauty Services – Make-up or Retail Cosmetics	18	Salon Assistant – Hairdressing
Business Services	19	School Based Education Support
Community Services	20	Screen and Media
Construction	21	Shearing and Wool Handling
Dance, Theatre and Events	22	Signs and Graphics
Design Fundamentals	23	Skills for Work and Vocational Pathways
Early Childhood Education and Care	24	Sports and Recreation
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Engineering and Manufacturing	26	Tourism, Travel and Events
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		Frequently asked questions
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SBAT



School Based Apprenticeships & Traineeships in NSW

Please see the website below for more information

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

FREQUENTLY ASKED QUESTIONS

Apprentice or trainee – what's the difference?

A trainee achieves a vocational qualification in industry areas such as information, digital media and technology or financial services, and an apprentice learns a trade such as plumbing or commercial cookery.

A trainee must complete a Certificate II, or a Certificate III in some cases, by the end of the HSC year and work part-time for at least 100 days.

An apprentice will complete stage one of a Certificate III trade qualification by the end of the HSC and work part-time for at least 100 days and as much as 180 days, depending on the trade.

How does it help me gain my HSC?

The VET qualification that you undertake as a school based apprentice or trainee earns you a minimum of 3 units of credit towards your HSC studies. You can also gain an additional 4 units of HSC credit through the Industry-based Learning course – which is only available to school based apprentices and trainees. Ask your Careers Adviser about this HSC course option.

Who pays for my training?

Your training is Government subsidised by the NSW Department of Education.

When can I start?

Usually at the end of Year 10 or the beginning of Year 11. You can start earlier in Year 10, if your school approves.

What will I be paid?

You must be paid according to the wage rates and conditions of employment in the appropriate award or industrial agreement.

How often will I go to work?

Generally one day per week during the term, but the days and times will be negotiated between your school, your employer and your training organisation.

What happens after the HSC?

A school based apprentice will continue as a full-time apprentice after the HSC.

A school based trainee will be fully qualified, and can begin work full-time or continue on to higher education VET or university.

What if I need help?

Your school is your first point of contact if you need assistance. They will know which organisation(s) can support you.

NB. These answers are general in nature. Further information can be found on the School Based Apprenticeships and Traineeships in NSW website at www.education.nsw.gov.au, or email SBAT@det.nsw.edu.au

GET YOUR CAREER STARTED BEFORE YOU LEAVE SCHOOL