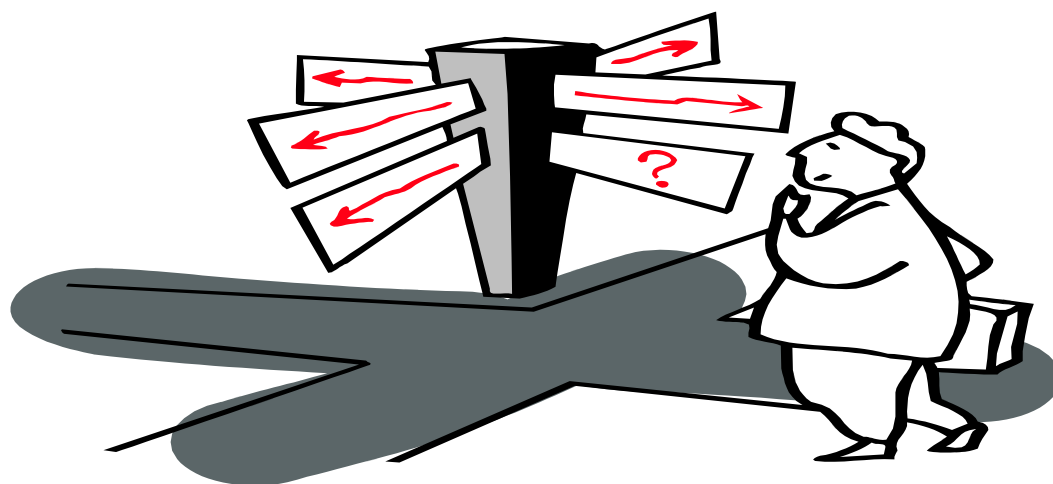


# CHERRYBROOK TECHNOLOGY HIGH SCHOOL



## STAGE 6 SUBJECT HANDBOOK

YEAR 11 - 2024  
YEAR 12 - 2025



This booklet is to assist Year 10 students in their selection of subjects / courses for Year 11 2024. **Not all courses in this booklet will attract sufficient students to run.** The final decision on the Year 11 Curriculum will be made with regard to:

- a) The number of students selecting each course
- b) Timetabling considerations
- c) Specialist room availability.

**Note:** *Students electing to undertake courses of study at TAFE need to be aware that they will miss some timetabled lessons at school. It is the responsibility of students to catch up on missed work.*

***This handbook is available online at***  
**<https://cths.nsw.edu.au>**  
***Curriculum, Stage 6***

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## INTRODUCTION



This handbook has been carefully prepared to help students and parents find their way through the Higher School Certificate 'maze'. It should be closely read and then retained as a useful reference book to keep students well informed about HSC rules and procedures as well as essential information about each subject and course. While the school provides accurate advice, **it is the responsibility of each and every student to understand the implication of their subject choice.**

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

To meet student needs, interests and abilities, CTHS offers a broad range of subjects and courses and opportunities to maximise learning through studying courses completely at school or in combination with TAFE, industry and in some cases university. Details of these opportunities are to be found in this booklet which also contains:

- The rules governing the award of the Higher School Certificate in NSW
- Information on study requirements and assessment
- Information regarding the ATAR (Australian Tertiary Admission Rank)
- An overview of all courses which may be offered to help students make informed decisions about the subjects and courses they wish to study.

Whilst the introduction gives an overview of the complete senior program, the course descriptors concentrate on the Year 11 stage (Year 11). Assessment details and rules will be provided in a separate Year 11 Assessment Booklet. Before beginning the HSC courses, further information and a Year 12 Assessment Handbook with detailed information on the assessment schedules and rules for examinations will be provided.

Senior study requires an independent and mature approach, as students must meet their own, their parents and school expectations as well as the HSC rules set down by the NSW Education Standards Authority (NESAs). Depending on their pattern of study, students may have a more flexible timetable than in the junior school, with different starting and finishing times to the school day and they may have to travel to TAFE or to workplace learning situations. Year 12 students register their attendance via a finger scan system and receive messages either via the Daily News or by email.

Our range of core and specialist courses are well resourced and teachers are keen to assist each student reach their potential. However, students need to remember: "they will get out of their senior studies only what they are prepared to put into them". Senior students are encouraged to use the library or the Year 12 senior student study (room E2.15) for private preparation and study to develop the skills in independent study and self-responsibility necessary for success at the senior level.

All senior students are important role models within the school. They are expected to maintain good behaviour in keeping with their position as school leaders and to follow the School Discipline and Welfare Codes designed for all students. There are many opportunities for seniors to become involved in the leadership, organisation and running of activities within the school and I encourage every student to be active in maintaining the excellent traditions for which our senior students are widely recognised.

Gary Johnson  
Principal

# TOP 10 TIPS FOR YEAR 10

## STUDENTS CHOOSING

## THEIR HSC COURSES

- 01** Choose HSC courses you're good at and interested in, and will lay a foundation for your future plans.
- 02** Choose courses best suited to your ability. Don't choose courses just because of scaling or because you think they will give you a better ATAR.
- 03** Make the link between your choice now and where you want to go after Year 12.
- 04** Check if the uni you want to go to (and/or the course you want to do) has prerequisites and assumed knowledge – this booklet has all this info.
- 05** If you want to get an ATAR, make sure you will be eligible.
- 06** Depending on what you study, marks around 70 in the HSC could lead to an ATAR in the 50s, while marks closer to 80 could lead to an ATAR of 80.00. This is because most students have marks between 70 and 80 so when you are ranked that group really spreads out.
- 07** If you are getting marks in the 70s do your best to get closer to 80 – it will make a big difference to your ATAR.
- 08** Remember that unis often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 4 and above).
- 09** If you're not sure what level maths and English to take, choose the level that suits your ability and future plans. You will not necessarily get a higher ATAR just by studying a lower level course, and unis don't always increase your selection rank to reward your performance in the lower level courses, no matter how well you do. Also check prerequisites in case you need to get a certain performance band.
- 10** To maximise your ATAR you have to make good choices about what to study, work to the best of your ability and work towards your goals for life after school.

# RULES AND INFORMATION FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE (HSC)

## To be eligible for the award of the HSC you must:

- Attain a minimum standard of literacy and numeracy by completing online tests in Reading, Writing and Numeracy from Year 10
- Satisfactorily complete the pattern of study required by the NSW Education Standards Authority (NESA)
- Complete any prescribed practical, oral or project works required for specific courses
- Complete the assessment requirements for each course
- Sit for, and make a serious attempt at the HSC examinations.

## Year 11 and HSC Study

Year 11 studies are undertaken in Year 11 for three terms. The HSC studies which follow, begin in Term 4 of that year and continue until the HSC examinations in October / November of the following year. Satisfactory completion of Year 11 courses is required before commencing the corresponding HSC course level.

## Subjects and Courses

A subject is the general name given to an area of study that may have different courses within it. Generally, only one course can be studied in any one subject area.

## How are Specific Courses Organised?

- All courses offered for the HSC have a unit value. One unit equates to approximately two hours study per week with a mark value of 50. **Most courses offered in Year 11 and HSC programs are 2 units, studied for four hours per week and have a value of 100 marks**
- Extension studies build on the content of a 2 unit course and carry an additional one unit value (50 marks) and mostly commence in Year 12. Extension courses are available in English, Mathematics, History, Music, Science, some Languages and VET
- English and Mathematics extension courses are available at Year 11 and HSC levels. Students must study the Year 11 extension course (Extension 1) in these subjects before proceeding to the HSC extensions (Extension 2). Extension 2 requires students to work beyond Extension 1 standard
- There are a number of 1 unit NESA Endorsed Courses which do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

## What Types of Courses are Available in the HSC?

### 1. NESA Developed Courses

The NSW Education Standards Authority (NESA) develops these courses and they make up most of those offered. All students who study these courses follow a set syllabus, which is examined externally at the end of the HSC and are able to be counted in the calculation of the ATAR.

### 2. NESA Endorsed

#### A) Content Endorsed Courses (CEC)

CEC's have syllabi endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest not covered in NESA Developed Courses. There is no external HSC examination and they do not count towards the ATAR.

#### B) School Designed Courses

These courses, designed by individual schools to meet special needs, are approved by the NESA, do not have external examinations and do not count towards the ATAR.

### 3. Vocational Education and Training (VET) Courses

VET courses can be either NESA Developed or NESA Endorsed. They enable students to study courses to gain both HSC qualifications and accreditation with industry as part of the Australian Qualifications Framework (AQF). NESA Developed VET courses (if examined) can count in the calculation of the ATAR.

### 4. TAFE NSW Vocational Education and Training (TVET)

TVET courses are 'dual accredited' courses which count towards completing the requirements of the NSW HSC **AND** a Nationally recognised Vocational Education and Training qualification. TVET courses are delivered by TAFE NSW. Students choosing to undertake TVET courses will miss some timetabled lessons at school. It is the responsibility of students to catch up on missed work. Some NESA Developed TVET courses have an optional HSC exam, so if the HSC exam is sat, the results may count towards the calculation of the ATAR. Work Placement is a mandatory NESA requirement for many TVET courses.

#### **5. Life Skills Courses as Part of a Special Program of Studies**

These courses are designed for students who have completed a Special Education Program of Study in Stage 5 and participation will be based upon an individual transition-planning process for both the Year 11 and HSC years.

For details of the courses and extensions on offer for student selection at Cherrybrook Technology High School next year, see the course descriptions commencing on page 19.

The deadline for entering your subject preferences via the Internet is **5pm, Sunday 30 July**.



## HSC STUDY REQUIREMENTS AND ASSESSMENT

You must study a **minimum of 12 units in Year 11 and 10 units in HSC programs.**

Both the Year 11 and HSC studies must include:

- **At least 6 units from NESA Developed Courses including at least 2 units of a NESA Developed Course in English**
- **At least three courses of 2 units value or greater**
- **At least four subjects**
- **Have successfully completed HSC: All My Own Work**
- **Have demonstrated a minimum standard of literacy and numeracy.**

From 2025, any course with an HSC examination can count towards the calculation of the ATAR.

### **Are There any Other Restrictions on Study for the HSC?**

English is the only compulsory subject. No more than 7 units of Science courses can be counted. You must satisfactorily complete the Preliminary course before you can start the corresponding HSC course.

### **Are there Restrictions on Studying Courses in Combination?**

In general, students may not study two NESA Developed courses in one subject area. **For example, you cannot study 'Industrial Technology - Multimedia Industry' and 'Industrial Technology Timber Products and Furniture Industry'** or Mathematics Standard and Mathematics Advanced together. Some key variations are listed below:

#### **Science**

In the Year 11 year, students may study one, two or three of a combination of Biology, Chemistry, Earth and Environmental Science, Physics or Investigating Science. Students who decide to take three Science courses are strongly recommended to include Investigating Science. The study of a 2 unit Science course may allow a student to undertake the Science Extension course (1 unit).

#### **Languages**

Students need to meet specific eligibility criteria for all types of Stage 6 language courses. For each of these courses, students must apply for an eligibility determination by completing the relevant application form. 'Beginners' students have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, the study of the language for 100 hours or less in Stage 4 or Stage 5. 'Continuers' students have studied for 200-400 hours by the commencement of Stage 6. 'In Context' students typically have been brought up in a home where the language is used and they have a connection to that culture. They have received all or most of their formal education in schools where English (or another language different from the language of the course) is the medium of instruction. Students may have undertaken some study of the language in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where the language is the medium of instruction up to the age of 10 and Literature students have a cultural and linguistic background in the language.

### **How will the Year 11 HSC courses be Assessed?**

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). **The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.**

The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced, but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

School leavers who are not eligible for the RoSA will receive a Transcript of Study.

### **How will the HSC be Assessed?**

#### **The HSC Award**

On completion of the HSC, you will receive a:

- The HSC testamur
- A Record of School Achievement and
- Individual course reports summarising examination and school assessment performance for each course.

The HSC mark received by each student will be a 50:50 combination of external examination and school-based assessment marks.

The internal school-based assessment mark summarises the student's performance in assessment tasks set and marked by the school. This mark will be moderated using HSC examination results.

The external examination mark is that gained by the student in examinations set and marked by the NSW Education Standards Authority (NESA).

The HSC assesses students against standards of achievement set for each course. Students will benefit from the use of a standards-referenced approach to the HSC as:

- The marks the students gain in a subject will be aligned with descriptions of what they know, understand and can do
- Marks will reflect the standards actually achieved by students rather than just indicating a position in a predetermined distribution
- There will be meaningful and detailed reports with clear descriptions of the different standards of performance
- Students who meet or exceed the minimum standard of performance expected will receive a mark of 50 or more.

### Requesting a Leave of Absence During the School Term

Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Schools in partnership with parents are responsible for promoting the regular attendance of students. Parents must ensure their children who are enrolled at school attend every day the school is open for instruction (NSW Department of Education School Attendance Policy 2020).

Holidays should only be booked during school breaks and students should be at school every day during school term, right from beginning to end. Missing a day here or there may not seem like much, but absences add up. Everyday matters and we are here to support all students in attending and engaging with their learning every day of the term. There's about 200 days in a school year. When your child misses one day a week over a year, that's 40 days of school, 8 weeks of lessons and 2.5 years over their school life lost.



Approval for an Application of **Leave - Travel** will be determined according to the best interests of the student and course cohort. If leave is approved, it is the student's responsibility to complete the appropriate leave application, obtained from the student window and to speak with the relevant Head Teacher KLA prior to the leave about decisions regarding any alternate arrangements for assessment tasks missed deemed appropriate. If a suitable arrangement cannot be found, then a **zero mark** will be awarded. If leave is not approved and the family decision is to still take leave, a **zero mark** will be awarded for any tasks missed.

### Outside Tutors

Students who wish to undertake a course/s not delivered by the school must seek approval from the school **prior** to commencing studies with an outside tutor.

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## PROCEDURES FOR CHANGING SUBJECTS, COURSES OR PROGRAMS

### Acceleration and Accumulation (Pathways)

Opportunities for students accelerating beyond their year group or for students who are accumulating courses towards the HSC may be available. Students may accumulate their HSC over a period of up to five years (commencing the year you sit your first HSC course examination). Year 11 courses may also be attempted over this period. However, you should be aware that school timetabling constraints may make some combinations of Year 11 and HSC courses unavailable.

### Changes in the Year 11 Courses

In the Year 11 program if a student wishes to change a subject or course they must apply via a form to the Head Teacher Stage 6 within the **first two weeks of Term 1**. Students may only change subjects or courses after this time if the relevant Head Teacher KLA permits the change. After April any change of subject of the Year 11 program can only occur if the Principal deems that it is possible for them to complete the new course before commencing the HSC course. Students undertaking a TAFE subject and wishing to withdraw from a subject delivered at school must prove their commitment to continuing with their TAFE subject by showing a diligent attendance record and the satisfactory completion of TAFE requirements.

### Changes in HSC Courses

Students studying a HSC course may not change subjects or courses unless the Principal is satisfied that they have satisfactorily completed the Year 11 component (or equivalent) of the course they wish to enter and will be able to complete all HSC requirements, including assessment.

### Assessment in the Year 11 and HSC Programs

School developed assessment tasks form an integral part of both the Year 11 and HSC programs. Tasks are designed to measure performance outcomes across a wider range of objectives than may be tested in an examination.

**Tasks may include tests, written or oral assignments, practical activities, fieldwork, reports and projects.**

Teachers will inform students of the types of assessment tasks, the importance of the tasks in comparison with others, the mark value for each task, when the task will be given and the due date.

Assessment in the Year 11 program assesses the knowledge, skills and understanding expected to be learned by students and their levels of achievement in knowledge, skills and understanding in order to meet the Record of School Achievement (RoSA) requirements.

Assessment in the HSC program is required for all HSC courses except vocational and life skills courses. This applies to everyone entered for the HSC through a school or TAFE, regardless of the number of units attempted. In the case of vocational courses, a student log forms a record of student achievement in the modules of the course. No assessment marks are submitted to NESAs for these courses.

### Completing the Assessment Tasks

Students must complete assessment tasks worth **more than half a course's total assessment marks**. If not, the student will not have satisfactorily completed the course. This means the course cannot be counted towards the 10 units required for the Higher School Certificate.

Assessment tasks provide a measure of the student's actual achievement. NESAs do not compensate students for difficulties in performing or completing assessment tasks, even when they are caused by factors outside their control. However, in the latter's case, other arrangements may sometimes be made with the Principal's prior approval.

***If a student misses a non-AP assessment task due to a school business activity or illness, a CTHS Medical Certificate or other relevant support document, and an Explanation of Absence Form must be provided to the Head Teacher of the relevant KLA prior or immediately upon return to school. This may result in another opportunity to sit the same or similar task or an assessment being made based on other completed tasks. Students will not be allowed to sit an assessment task if they have been absent from school on that same day without a CTHS medical certificate or other acceptable documentation.***

### Student's Responsibilities

Students are expected to complete the tasks which are part of the assessment program. CTHS has a policy concerning tasks that are not completed. Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. If an assessment task is not going to be completed or handed in at the scheduled time, it is the student's responsibility to liaise with the Head Teacher of the subject regarding this issue. An appeals process is provided if the student believes they have been unfairly treated.

## SATISFACTORY COMPLETION OF COURSES

To receive a result in any course, students must satisfactorily study that course by:

- Following the course developed or endorsed by NESA and
- Applying diligence and sustained effort to the set tasks provided in the course by the school and
- Achieve the minimum course outcomes.

The Principal must give written warnings with sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. If the Principal does not certify the satisfactory completion of a course, you will receive no results in that course.

You have the right to appeal to NESA against the Principal's decision. If you choose to do so, the Principal is obliged to explain the appeal mechanism to you.

In the case of Extension courses, failure to meet the assessment requirements for the 2 unit course will mean no result in the course at all will be gained by the student. In the case of NESA Endorsed Courses, students need to meet the minimum assessment requirements endorsed by NESA.

### Submitted Works, Practical and Oral/Aural Examinations

Students need to undertake a variety of practical examinations and/or submit works, projects etc, in addition to the written Higher School Certificate examination when attempting any of the following courses: Aboriginal Studies, Visual Arts, Music, Languages, Society and Culture, Dance, Drama, Design and Technology, Industrial Technology, Textiles and Design, English Extension 2 and Science Extension.

Students are required to certify that any submitted work is their own. Class teachers and the Principal must certify that it has been done under the teacher's supervision. If they cannot authenticate the work, you may not be awarded marks for it.

If a student is repeating HSC courses where major works or projects are required, they may not submit any major works or projects commenced outside of the current year of study.

The practical and oral/Aural examinations for Drama, Dance, Music and Languages are held in Term 3 of the HSC year. These examinations are held separately from the written examinations. They may also be held at a different venue from that used for the written examinations.

Works submitted for marking in Visual Arts, Society and Culture, Design and Technology, Industrial Technology, Textiles and Design, English Extension 2, Science Extension and Aboriginal Studies will also be required to be completed in Term 3.

### HSC: All My Own Work

To obtain a HSC all students must also complete the compulsory NSW Education Standards Authority (NESA) unit called 'HSC: All My Own Work'. This is a computer-based unit (comprised of five modules) that takes approximately two hours to complete and will be undertaken at the end of Year 10, as this requirement must be met before students submit any work for the Year 11 and HSC courses. The purpose of the unit is to show an understanding of the principles and practices of good scholarship.

### Australian Tertiary Admission Rank (ATAR) Rules

The ATAR is a ranking of students used when deciding which students will be offered places in courses by universities. The ATAR is calculated by the Universities Admissions Centre (UAC) based on the raw HSC marks provided by NESA.

### If you wish to receive an ATAR you must study:

- A preliminary pattern of study that includes a total of 12 units
- An HSC pattern of study that includes at least 10 units
- For both patterns of study:
  - 6 units of Board developed courses
  - 2 units of Board developed courses in English
  - 3 courses of 2 or more units of either Board developed or Board endorsed courses
  - 4 different subjects.

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## HSC NESA DEVELOPED COURSES TO BE EXAMINED IN 2025

### HSC Board Developed courses to be examined in 2025

For further information and updates, visit the NESA website at [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au).

Number	Course name	Unit value	Subject area
15000	Aboriginal Studies	2	Aboriginal Studies
15010	Agriculture	2	Agriculture
15020	Ancient History	2	Ancient History
26098	Automotive (Examination) <sup>1</sup>	2	Automotive
15030	Biology	2	Biology
26199	Business Services (Examination) <sup>1</sup>	2	Business Services
15040	Business Studies	2	Business Studies
15050	Chemistry	2	Chemistry
15060	Community and Family Studies	2	Community and Family Studies
26299	Construction (Examination) <sup>1</sup>		Construction
15070	Dance	2	Dance
15080	Design and Technology	2	Design and Technology
15090	Drama	2	Drama
15100	Earth and Environmental Science	2	Earth and Environmental Science
15110	Economics	2	Economics
26399	Electrotechnology (Examination) <sup>1</sup>	2	Electrotechnology
15120	Engineering Studies	2	Engineering Studies
15155	English as an Additional Language or Dialect	2	English
15130	English Standard	2	English
15126	English Studies (Examination) <sup>1</sup>	2	English
15140	English Advanced	2	English
15160	English Extension 1	1	English
15170	English Extension 2	1	English
15175	Enterprise Computing	2	Enterprise Computing
26499	Entertainment Industry (Examination) <sup>1</sup>	2	Entertainment Industry
27299	Financial Services (Examination) <sup>1</sup>	2	Financial Services
15180	Food Technology	2	Food Technology
15190	Geography	2	Geography
15280	History Extension <sup>1</sup>	1	Same as corequisite 2-unit history course
26589	Hospitality – Food and Beverage (Examination) <sup>1</sup>	2	Hospitality
26587	Hospitality – Kitchen Operation and Cookery (Examination) <sup>2</sup>	2	Hospitality
27199	Human Services (Examination) <sup>1</sup>	2	Human Services
15200	Industrial Technology	2	Industrial Technology
27398	Information and Digital Technology (Examination) <sup>1</sup>	2	Information and Digital Technology
15215	Investigating Science	2	Investigating Science
15220	Legal Studies	2	Legal Studies
15232	Mathematics Standard 1 (Examination) <sup>1</sup>	2	Mathematics
15236	Mathematics Standard 2	2	Mathematics

Number	Course name	Unit value	Subject area
15255	Mathematics Advanced	2	Mathematics
15250	Mathematics Extension 1 <sup>3</sup>	1/2	Mathematics
15260	Mathematics Extension 2	2	Mathematics
15270	Modern History	2	Modern History
15290	Music 1	2	Music
15300	Music 2	2	Music
15310	Music Extension <sup>4</sup>	1	Music
15320	Personal Development, Health and Physical Education	2	Personal Development, Health and Physical Education
26899	Primary Industries (Examination) <sup>1</sup>	2	Primary Industries
15330	Physics	2	Physics
26999	Retail Services (Examination) <sup>1</sup>	2	Retail Services
15345	Science Extension <sup>5</sup>	1	Same as corequisite 2-unit science course
15350	Society and Culture	2	Society and Culture
15360	Software Engineering	2	Software Engineering
15370	Studies of Religion I <sup>6</sup>	1	Studies of Religion
15380	Studies of Religion II <sup>6</sup>	2	Studies of Religion
15390	Textiles and Design	2	Textiles and Design
27499	Tourism, Travel and Events (Examination) <sup>1</sup>	2	Tourism, Travel and Events
15400	Visual Arts	2	Visual Arts

Number	Course name	Unit value	Subject area
<b>Languages</b>			
15510	Arabic Continuers	2	Arabic
15520	Arabic Extension	1	Arabic
15530	Armenian Continuers	2	Armenian
15540	Chinese Beginners	2	Chinese
15550	Chinese Continuers	2	Chinese
15557	Chinese in Context	2	Chinese
15565	Chinese and Literature	2	Chinese
15570	Chinese Extension	1	Chinese
15580	Classical Greek Continuers	2	Classical Greek
15590	Classical Greek Extension	1	Classical Greek
15600	Classical Hebrew Continuers	2	Classical Hebrew
15610	Classical Hebrew Extension	1	Classical Hebrew
15620	Croatian Continuers <sup>7</sup>	2	Croatian
15640	Dutch Continuers	2	Dutch
15660	Filipino Continuers	2	Filipino
15670	French Beginners	2	French
15680	French Continuers	2	French
15690	French Extension	1	French
15700	German Beginners	2	German
15710	German Continuers	2	German



Number	Course name	Unit value	Subject area
15720	German Extension	1	German
15730	Hindi Continuers	2	Hindi
15740	Hungarian Continuers	2	Hungarian
15750	Indonesian Beginners	2	Indonesian
15760	Indonesian Continuers	2	Indonesian
15780	Indonesian Extension	1	Indonesian
15790	Italian Beginners	2	Italian
15800	Italian Continuers	2	Italian
15810	Italian Extension	1	Italian
15820	Japanese Beginners	2	Japanese
15830	Japanese Continuers	2	Japanese
15837	Japanese in Context	2	Japanese
15850	Japanese Extension	1	Japanese
15860	Khmer Continuers	2	Khmer
15870	Korean Beginners	2	Korean
15880	Korean Continuers	2	Korean
15887	Korean in Context	2	Korean
15895	Korean and Literature	2	Korean
15900	Latin Continuers	2	Latin
15910	Latin Extension	1	Latin
15940	Macedonian Continuers <sup>7</sup>	2	Macedonian
15970	Modern Greek Beginners	2	Modern Greek
15980	Modern Greek Continuers	2	Modern Greek
15990	Modern Greek Extension	1	Modern Greek
16000	Modern Hebrew Continuers	2	Modern Hebrew
16015	Persian Continuers	2	Persian
16020	Polish Continuers	2	Polish
16030	Portuguese Continuers	2	Portuguese
16035	Punjabi Continuers	2	Punjabi
16045	Russian Continuers	2	Russian
16050	Serbian Continuers <sup>7</sup>	2	Serbian
16070	Spanish Beginners	2	Spanish
16080	Spanish Continuers	2	Spanish
16090	Spanish Extension	1	Spanish
16100	Swedish Continuers	2	Swedish
16110	Tamil Continuers	2	Tamil
16120	Turkish Continuers	2	Turkish
16140	Vietnamese Continuers	2	Vietnamese

#### Notes

1. An optional HSC written examination is offered to eligible students. Subject to ATAR rules, you must undertake the optional written examination to have the results from this course available for inclusion in the calculation of your ATAR. Check with your school or the NESA website at [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au) for more information.
2. You can study both Ancient History and Modern History, but there is only one History Extension course. It is considered a course within the subject of either Modern History or Ancient History.
3. The unit value of this course changes depending on whether the course is taken in combination with Mathematics or Mathematics Extension 2.
4. You must study Music 2 if you wish to study Music Extension.
5. You can study more than one science course but there is only one Science Extension course. It is considered a course within one of the following subject areas: Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics.
6. You may study either Studies of Religion I or Studies of Religion II, but not both.
7. You may study only one of the following languages: Croatian Continuers, Macedonian Continuers, Serbian Continuers.

### Board endorsed courses

NESA endorses a range of other courses offered by schools and VET providers. However, these courses cannot be included in the calculation of your ATAR. For more information, search for 'Board endorsed courses' on the NESA website.

## VOCATIONAL EDUCATION AND TRAINING

### NESA Developed Courses Available at CTHS and Local TAFE Colleges

Subject	Course	Extension
<b>VET Curriculum Frameworks - offered at CTHS</b>		
Hospitality - Food & Beverage	Hospitality (120 hours)	
Hospitality - Kitchen Operations	Hospitality (240 hours)	Hospitality Extension (60 hours)
<b>VET Curriculum Frameworks - offered at local TAFE Colleges</b>		
Business Services	Hornsby, Meadowbank	
Electrotechnology	Hornsby, Meadowbank	
Retail Services	Meadowbank	
Tourism / Events	Hornsby, Ryde	
Human Services (Nursing)	Meadowbank, St Leonards	
Information & Digital Technology - Digital Animation	Hornsby	

## HOW TO MAKE YOUR SUBJECT SELECTIONS

All students will use Edval Webchoice to make their subject selections. Students **MUST** use their DEC email address ([firstname.surname@education.nsw.gov.au](mailto:firstname.surname@education.nsw.gov.au)) to receive the invitation email with the link and a unique web-code.

All students **MUST** select eight (8) 2 unit subjects. Extension Mathematics 1 and Extension English 1 are considered choices that are in addition to these.

### Step 1

Go to <https://my.edval.education/login> and enter the unique code.

### Step 2

Select the subjects in order of **PREFERENCE** (this means the subject listed at the top is the one desired the most). Please remember that subjects which attract a small candidature should be placed at the **top** of the list to maximise the chance of these being offered.

Main Units	Subject	Units
English		0
Preference 1		0
Preference 2		0
Preference 3		0
Preference 4		0
Preference 5		0
Preference 6		0
Preference 7		0
Optional English Extension (Leave blank if not studying English Ext)		0
Main Units :		0

### Step 3

Once you have made your subject selections click '**Submit**'.

**Please note:** You may receive an error message if you have entered a combination of units that breach the NESA rules.

Main Units	Subject	Units
English	English Advanced	0
Preference 1	Mathematics Standard	0
Preference 2	Investigating Science	0
Preference 3	Business Studies	0
Preference 4	Physics	0
Preference 5	Visual Arts	0
Preference 6	Industrial Technology	0
Preference 7	Society and Culture	0
Optional English Extension (Leave blank if not studying English Ext)	English Extension	0
Main Units :		0



Cherrybrook Technology High School Student Portal Year: 2018 Peter Pan (Test student Yr11) Sign out

Show Forms

Menu

WebChoice Show Forms

Yr11 Electives 2018 Rules reminder Submit

Please choose your subjects in order of preference.  
 For information regarding fees and requirements please read the Stage 6 Subject Selection Booklet. There is a copy available on the CTHS website, CTHS.nsw.edu.au  
 Please note; if you choose Mathematics Extension it will contribute 3 units of study to your total units even though the website only reports 2.  
 You can change your choices as many times as possible before the choices close on Sunday the 13th of August.

Main Units	Subject	Units
English	English Advanced	2
Preference 1	Mathematics Standard	2
Preference 2	Investigating Science	2
Preference 3	Business Studies	2
Preference 4	Physics	2
Preference 5	Visual Arts	2
Preference 6	Industrial Technology ...	2
Preference 7	Society and Culture	2
Optional English Extension (Leave blank if not studying English Ext)	English Extension	1
Main Units :		17

#### Step 4

Print out and keep a copy of this screen as proof of your subject selection choices.

Cherrybrook Technology High School Student Portal Year: 2018 Peter Pan (Test student Yr11) Sign out

Show Forms

Menu

WebChoice Show Forms

Yr11 Electives 2018 Rules reminder Submit

Please choose your subject For information regarding Please note; if you choose You can change your choice

Print Preview

Peter Pan (Test student Yr11) Yr11  
 Your choices are registered  
 Thu 20 Jul 2017 14:10:58

Code	Subject	Units
ENA	English Advanced	2
MTS	Mathematics Standard	2
ISC	Investigating Science	2
BST	Business Studies	2
PHY	Physics	2
VAR	Visual Arts	2
ITA	Industrial Technology Automotive	2
SAC	Society and Culture	2
ENX	English Extension	1
<b>Total:</b>		<b>17</b>

You are able to make changes to your choices until Sunday 13th August, 5pm when selections will close.  
 We advise you to keep a record of the choices you have made.

Preferences can be changed as often as the student likes between **Wednesday 28 June, 9am** and **Sunday 30 July, 5pm**.

## NESA DEVELOPED COURSES FOR THE HIGHER SCHOOL CERTIFICATE COMPUTING STUDIES

<b>Enterprise Computing</b>	
<b>Course Code: ECP</b>	
2 units for each of Year 11 and Year 12 NESA Developed Course	
<p><b>Course Description</b> The study of <i>Enterprise Computing</i> enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills so that they can contribute to a world increasingly reliant on the manipulation and use of digital systems. Project work is a key feature of the teaching methodology of this course.</p>	
<b>Focus Areas Covered:</b>	
<p><b>Year 11 Course:</b></p> <p>Each of these focus areas are of equal weighting</p> <p><b>Interactive Media and the User Experience</b></p> <ul style="list-style-type: none"> <li>• Ubiquity of interactive media</li> <li>• Capture, store and integrate data</li> <li>• Create interactive media systems</li> </ul> <p><b>Networking Systems and Social Computing</b></p> <ul style="list-style-type: none"> <li>• Introduction to human-centric computing</li> <li>• Storage and workflow of enterprise networks</li> <li>• Network architecture and infrastructure</li> <li>• Creating a network</li> </ul> <p><b>Principles of Cybersecurity</b></p> <ul style="list-style-type: none"> <li>• Understanding privacy and security</li> <li>• Security awareness</li> <li>• Cyber law and ethics</li> </ul>	<p><b>Year 12 Course:</b></p> <p>Each of these focus areas are of equal weighting</p> <p><b>Data Science</b></p> <ul style="list-style-type: none"> <li>• Collecting, storing and analysing data</li> <li>• Data quality</li> <li>• Processing and presenting data</li> </ul> <p><b>Data Visualisation</b></p> <ul style="list-style-type: none"> <li>• Using data to tell a story</li> <li>• Interpreting data visualisations</li> <li>• Designing for user experience (UX)</li> <li>• Creating data visualisations</li> </ul> <p><b>Intelligent Systems</b></p> <ul style="list-style-type: none"> <li>• Systems and their application</li> <li>• Data and intelligent systems</li> <li>• Creating intelligent systems</li> </ul> <p><b>Enterprise Project</b></p> <ul style="list-style-type: none"> <li>• Using a design process to develop an enterprise solution for a given project or project of choice that meets a specific need</li> </ul>
<p><b>Particular Course Requirements</b> There is no prerequisite study for the 2 unit Year 11 course</p>	
<p><b>Assessment</b> Projects in a range of software related to areas of study that focus on a computer systems model, formal exams and other assessment tasks will form part of the internal school assessment. The HSC external assessment will be an online formal exam completed on a computer in a secure environment.</p>	

## Software Engineering

### Course Code: SEG

2 units for each of Year 11 and Year 12  
NESA Developed Course

### Course Description

The study of *Software Engineering* enables students to develop an understanding of software engineering as a facet of computer science. Student will develop knowledge and skills in software engineering, hardware and software integration, implementation and evaluation of computer programs. This course promotes a deeper understanding of fundamental concepts, programming languages and innovative technology with greater flexibility in developing creative solutions. Students will perform project work and apply their knowledge and skills in particular programming paradigms and for a range of purposes. Project work is a key feature of the teaching methodology of this course.

### Focus Areas Covered

#### Year 11 Course:

Each of these focus areas are of equal weighting

#### Programming Fundamentals

- Software Development
- Data for software engineering
- Developing solutions with code

#### The object-oriented paradigm

- Understanding OOP
- Programming in OOP

#### Programming mechatronics

- Understanding mechatronic hardware and software
- Design control algorithms
- Programming and building

#### Year 12 Course:

Each of these focus areas are of equal weighting

#### Secure software architecture

- Designing software
- Developing secure code
- Impact of safe and secure software development

#### Programming for the web

- Data transmission using the web
- Designing web applications

#### Software automation

- Algorithms in machine learning
- Programming for automation
- Significance and impact of ML and AI

#### Software engineering project

Using a design process to develop a software solution for a given project or project of choice that meets a specific need

### Particular Course Requirements

There is no prerequisite study for the 2 unit Year 11 course

### Assessment:

Projects that develop software solutions to meet defined needs, formal exams and other assessment tasks will form part of the internal school assessment. The HSC external assessment will be an online formal exam completed on a computer in a secure environment.

## CREATIVE AND PERFORMING ARTS

Dance			
<b>Course Code: DNC</b>		<b>Fee: \$40</b>	
2 units for each of Year 11 and HSC NESA Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<b>Year 11 Course</b> Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: <ul style="list-style-type: none"> <li>• Performance (40%)</li> <li>• Composition (20%)</li> <li>• Appreciation (20%)</li> <li>• Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class)</li> </ul>			
<b>HSC Course</b> Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology: <ul style="list-style-type: none"> <li>• Core 60% (Performance 20%, Composition 20%, Appreciation 20%)</li> <li>• Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.</li> </ul>			
<b>Particular Course Requirements:</b> The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses. The published 'Course Prescriptions', which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
<b>Core Performance</b> Solo dance and interview	20		
<b>Core Composition</b> Solo composition performed by another student, 300-word rationale and interview	20		
<b>Core Appreciation</b> A written examination: one hour	20		
<b>Major Study</b>	40		
<b>Major Study Performance</b> • One solo dance and interview		<b>Core Performance</b>	20
<b>Major Study Composition</b> OR • One dance composition: for 2 - 3 dancers, 300-word rationale and interview		<b>Core Composition</b>	20
<b>Major Study Appreciation</b> OR • Written examination: 1 1/4 hours or		<b>Core Appreciation</b>	20
<b>Major Study - Dance &amp; Technology</b> OR <i>Option 1:</i> Choreographing the Virtual Body • Presentation of a choreographed work using 3D animation software and 300-word rationale OR <i>Option 2:</i> Film and Video • Presentation filmed and edited choreographed work and 300-word rationale		<b>Development of Major Study</b>	40
	100		100

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<b>Drama</b>			
<b>Course Code: DRS</b>		<b>Fee: \$40</b>	
2 units for each of Year 11 and HSC NESA Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<b>Course Description</b> Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. <b>Year 11 course</b> content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas, as well as opportunities to develop deep knowledge and all theoretical components of the course. <b>HSC Course content</b> Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for a student to demonstrate his/her performance skills. For the <b>Individual Project</b> , students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama.			
<b>Main Topics Covered</b> <b>Year 11 Course</b> Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles <b>HSC Course</b> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project			
<b>Particular Course Requirements:</b> The Year 11 course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published 'Course Prescriptions' include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.			
<b>Assessment HSC course only:</b>			
External Assessment	Weighting	Internal Assessment	Weighting
Group Performance (Core)	30	Making Performing	40 30
Individual Project	30	Critically Studying	30
A one and a half hour written Examination comprising two compulsory sections: <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core)</li> <li>• Studies in Drama and Theatre</li> </ul>	40	Across the topic areas of: <ul style="list-style-type: none"> <li>• Australian Drama and Theatre</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance</li> <li>• Individual Project</li> </ul>	
	100		100

### **Employment / University Opportunities**

Students of Drama gain vital collaborative skills essential to careers in theatre, advertising, film and video; skills which also translate across a variety of career paths. Creativity, confidence, effective communication and presentation skills fostered by this area of study assist to propel students successfully into industries such as the medical profession, business, politics, law, international relations, the education sector to name but a few.

<b>Music 1</b>	
<b>Course Code: MS1</b>	<b>Fee: \$45</b>
<p>2 units for each of Year 11 and HSC            NESAs Developed Course  <b>Exclusions:</b> Music 2</p>	
<p><b>Course Description</b>  <b>Year 11</b>            Music involves students in acquiring knowledge, skills and experiences in performing, composing, musicology and aural. Students are given the opportunity to engage in a range of musical styles, as well as develop their capacity to manage their own learning, work together with others and engage in activities that reflect real world practice of performers, composers and audiences.            Components to be completed are:</p> <ul style="list-style-type: none"> <li>• Performance (25%)</li> <li>• Aural (25%)</li> <li>• Composition (25%)</li> <li>• Musicology (25%)</li> </ul> <p><b>HSC Course</b>            The HSC course builds on the Year 11 course and continues to study in the course components of Performance, Composition, Aural and Musicology. Students also select <b>three</b> electives from any combination of performance, composition and musicology.</p>	
<p><b>Main Topics Covered</b>  <b>Year 11 Course</b>            Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. Some include:</p> <ul style="list-style-type: none"> <li>• Popular Music</li> <li>• Music for Small Ensembles</li> <li>• Music for Large Ensembles</li> <li>• Australian Music</li> <li>• Jazz</li> <li>• Musical Theatre</li> <li>• An instrument and its repertoire</li> <li>• Rock Music</li> </ul> <p><b>HSC Course</b>            Students will study at least THREE topics from the list of 21.            The topics must be:            Either            THREE topics which are different from those studied in the Preliminary course or TWO topics which are different from those studied in the Preliminary course and ONE topic from the Preliminary course which shows greater depth of understanding, explores new repertoire and includes a comparative study.</p>	
<p><b>Particular Course Requirements</b>            The Year 11 course informs learning in the HSC course. Students study the SIX concepts of Music.</p> <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Duration</li> <li>• Texture</li> <li>• Dynamics and Expressive Techniques</li> <li>• Tone Colour</li> <li>• Structure</li> </ul> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.</p>	

<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Core Performance (one piece)	10	Core Performance	10
A one-hour aural exam	30	Core Composition	10
Electives:		Core Musicology	10
Three electives from any combination of:		Core Aural	25
Performance (one piece)			
Composition (one submitted composition)			
Musicology (one <i>viva voce</i> )		Elective 1	15
Elective 1	20	Elective 2	15
Elective 2	20	Elective 3	15
Elective 3	20		
	100		100

### **Employment / University Opportunities**

Many students who have completed the HSC Music courses go on to various careers in Music from Teaching to Composing, Music business, Technology, Marketing and Media. It is also worth noting that a background in Music can also enhance career prospects in primary teaching, early childhood education, various medical professions and the popular music field.

<b>Music 2</b>	
<b>Course Code: MS2</b>	<b>Fee: \$45</b>
2 Units each of Year 11 and HSC NESA Developed Course <b>Exclusions:</b> Music 1	
<b>Course Description</b> <b>Year 11</b> The study of music within this course involves an integrated approach which explores the relationships between Performance, Composition, Musicology and Aural. Music 2 focuses on a development of knowledge, skills and understanding in a wide range of musical styles and contexts. Students focus mainly on the study of Western Art Music but requires students to place this study in a broader musical context. Components to be completed are: <ul style="list-style-type: none"> <li>• Aural (25%)</li> <li>• Musicology (25%)</li> <li>• Composition (25%)</li> <li>• Performance (25%)</li> </ul>	
<b>HSC Course</b> The HSC course builds on the Year 11 course and continues to study in the course components of Performance, Composition, Aural and Musicology requiring further critical analysis. Students also select one elective study in Performance, Composition or Musicology.	
<b>Particular Course Requirements</b> The Year 11 course informs learning in the HSC course. Students are expected to have a basic level of musical literacy. Students study the SIX concepts of Music: <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Duration</li> <li>• Texture</li> <li>• Dynamics and Expressive Techniques</li> <li>• Tone Colour</li> <li>• Structure</li> </ul>	
<b>HSC Course</b> Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.	
<b>Main Topics Covered</b> <b>Year 11</b> Students will study the mandatory topic and ONE additional topic.  MANDATORY TOPIC: Music from 1600 - 1900 ADDITIONAL TOPIC: <ul style="list-style-type: none"> <li>• Australian music</li> <li>• Music of a culture</li> <li>• Medieval music</li> <li>• Renaissance music</li> <li>• Music 1900-1945</li> <li>• Music 1945 - music 25 years ago</li> </ul>	
<b>HSC Course</b> Students will study the mandatory topic and ONE additional topic.  MANDATORY TOPIC: Music of the last 25 years (Australian focus) ADDITIONAL TOPIC: Students will study ONE additional topic from the list above including: <ul style="list-style-type: none"> <li>• Baroque music</li> <li>• Classical music</li> <li>• Music in the Nineteenth century</li> <li>• Music of a culture (different from the Preliminary course study)</li> </ul>	



<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Core Performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A one and a half hour written examination paper - Musicology/aural skills	35	Aural	20
One Elective representing the Additional Topic	30	One elective from Performance or Composition or Musicology	20
Performance (2 pieces) or			
One Submitted composition or One Submitted essay			
	100		100

### **Employment / University Opportunities**

Many students who have completed the HSC Music courses go on to various careers in Music from Teaching to Composing, Music business, Technology, Marketing and Media. It is also worth noting that a background in Music can also enhance career prospects in primary teaching, early childhood education, various medical professions and the popular music field.

<b>HSC Music Extension Course</b>			
<b>Course Code: MSX</b>		<b>(Year 12 only)</b>	<b>Fee: \$40</b>
1 unit / 60-hour course NESA Developed Course <b>Prerequisites:</b> Music 2 (studied concurrently with HSC course of Music 2) <b>Exclusions:</b> Music 1			
<b>Course Description</b> The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.			
<b>Particular Course Requirements</b> Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Performance (50)</b> Three contrasting pieces, one of which must be an ensemble Ensemble Solo 1 Solo 2  OR <b>Composition (50)</b> Two original compositions (to be submitted to the NSW Education Standards Authority (NESA) Piece 1 Piece 2  OR <b>Musicology (50)</b> One extended essay (to be submitted to the NSW Education Standards Authority (NESA)	20 15 15      25 25  50	<b>Performance (50)</b> Two assessment tasks Task 1 Task 2  OR <b>Composition (50)</b> Two assessment tasks Task 1 Task 2  OR <b>Musicology (50)</b> Two assessment tasks Task 1 Task 2	25 25       25 25  25 25  100
	100		100

### **Employment / University Opportunities**

Many students who have completed the HSC Music courses go on to various careers in Music from Teaching to Composing, Music business, Technology, Marketing and Media. It is also worth noting that a background in Music can also enhance career prospects in primary teaching, early childhood education, various medical professions and the popular music field.

<b>Visual Arts</b>			
<b>Course Code: VAR</b>		<b>Fee: \$85</b>	
2 units for each of Year 11 and HSC NESA Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<b>Course Description</b> Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.			
<b>Main Topics Covered</b> <b>Year 11 Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>• The nature of practice in art making, art criticism and art history through different investigations</li> <li>• The role and function of artists, artworks, the world and audiences in the artworld</li> <li>• The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• How students may develop meaning and focus and interest in their own artmaking</li> <li>• Building understandings over time through various investigations and working in different media/materials.</li> </ul> <b>HSC Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>• How students may develop their practice in artmaking, art criticism and art history</li> <li>• How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• How students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own artmaking</li> <li>• How students conceptually develop and technically resolve their own artworks</li> </ul>			
<b>Particular Course Requirements</b> <b>Year 11 Course</b> <ul style="list-style-type: none"> <li>• Artworks in at least two expressive forms and use of a Visual Arts process diary</li> <li>• A broad investigation of ideas in art making, art criticism and art history</li> <li>• Three case studies (10-15hrs each)</li> </ul> <b>HSC Course</b> <ul style="list-style-type: none"> <li>• Development of a body of work in one of the twelve expressive forms: Drawing, painting, sculpture, ceramics, documented forms, collection of works, print making, graphic design, time-based form, photo media, designed objects, textiles and fibre and use of a process diary</li> <li>• A minimum of five Case Studies (4-10 hours each)</li> <li>• Deeper and more complex investigations in art making, art criticism and art history.</li> </ul>			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

### **Employment / University Opportunities**

As well as continuing tertiary studies in Visual Arts at university or other tertiary institutions, students of Visual Arts are finding employment opportunities in graphic arts, design, film and television, photography, teaching and advertising. For current information see the Careers Adviser or your Visual Arts Teacher.

## Visual Arts - Photography, Video & Digital Imaging

<b>Course Code: DMT</b>		<b>Fee: \$85</b>	
2 units for each of Year 11 and HSC NESAs Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<b>Course Description</b> Visual Arts Photography, Video & Digital Media involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. Students will develop knowledge, skills and understanding through the making of photographs and/or videos and/or digital images and/or graphics and/or documented forms that lead to and demonstrate conceptual and technical accomplishment.			
<b>Main Topics Covered</b> <b>Year 11 Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>• The nature of practice in art making, art criticism and art history through different investigations</li> <li>• The role and function of photographic, film and digital artists, artworks, the world and audiences in the artworld</li> <li>• The different ways photography, film and digital media may be interpreted and how students might develop their own informed points of view</li> <li>• How students may develop meaning and focus and interest in their own artmaking</li> <li>• Building understandings over time through various investigations and working in different media/programs/software</li> </ul> <b>HSC Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>• How students may develop their practice in artmaking, art criticism and art history</li> <li>• How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• How students may learn about the relationships between photographic, film and digital artists, artworks, the world and audiences within the artworld and apply these to their own artmaking</li> <li>• How students conceptually develop and technically resolve their own artworks</li> </ul>			
<b>Particular Course Requirements</b> <b>Year 11 Course</b> <ul style="list-style-type: none"> <li>• Artworks in at least two expressive forms and use of a Photography and Digital Media process diary</li> <li>• A broad investigation of ideas in art making, art criticism and art history</li> <li>• Three case studies (10-15hrs each)</li> </ul> <b>HSC Course</b> <ul style="list-style-type: none"> <li>• Development of a body of work in one of twelve expressive forms: Drawing, painting, sculpture, ceramics, documented forms, collection of works, print making, graphic design, time-based form, photo media, designed objects, textiles and fibre and use of a process diary.</li> <li>• A minimum of five Case Studies (4-10 hours each)</li> <li>• Deeper and more complex investigations in art making, art criticism and art history.</li> </ul>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 1½ hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

### Employment / University Opportunities

As well as continuing tertiary studies in Photography, Film and Digital Media at university or other tertiary institutions, students of Visual Arts are finding employment opportunities in graphic arts, design, film and television, photography, teaching and advertising. For current information see the Careers Adviser or your Visual Arts Teacher.

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## ENGLISH

English Standard		
<b>Course Code: ENS</b>		
2 units for each of Year 11 and HSC NESA Developed Course		
<b>Course Description</b> English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators. (Syllabus p. 10)		
Year 11 Course Structure and Requirements (Syllabus p.16)		
<b>Year 11 course (120 hours)</b>	English Standard	Indicative hours
	Common module: Reading to Write - Transition to Senior English.	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40
<b>Text requirements</b>	<p>There are no prescribed texts for Year 11.</p> <ul style="list-style-type: none"> <li>• Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film)</li> <li>• Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.</li> <li>• Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul> <p>The Year 11 course requires students to support the study of texts with their own wide reading.</p>	
<b>Assessment</b>	Three tasks, one will be a multi-modal presentation. Order and weightings of tasks to be advised.	
Year 12 Course Structure and Requirements (Syllabus p.17)		
<b>Year 12 course (120 hours)</b>	English Standard	Indicative hours
	Common module: Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	Module C: The Craft of Writing <b>Optional:</b> This module may be studied concurrently with the common module and/or Modules A and B	30
<b>Text requirements</b>	<p>Students are required to closely study <b>three types of prescribed texts</b>, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Prose fiction <b>OR</b> print nonfiction</li> <li>• Poetry <b>OR</b> drama</li> <li>• Film <b>OR</b> media</li> </ul> <p>The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the Common Module: Texts and Human Experiences.</p>	

<b>English Advanced</b>		
<b>Course Code: ENA</b>		
2 units for each of Year 11 and HSC NESA Developed Course		
<b>Course Description</b> English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. (Syllabus p.9)		
Year 11 Course Structure and Requirements (Syllabus p.15)		
<b>Year 11 course (120 hours)</b>	<b>English Advanced</b>	<b>Indicative hours</b>
	Common module: Reading to Write	40
	Module A: Narratives that Shape our World	40
	Module B: Critical Study of Literature	40
<b>Text requirements</b>	<ul style="list-style-type: none"> <li>• There are no prescribed texts for Year 11.</li> <li>• Students explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> <li>• The Year 11 course requires students to support their study of texts with their own wide reading.</li> </ul>	
<b>Assessment</b>	Three tasks, one will be a multi-modal presentation. Order and weightings of tasks to be advised.	
Year 12 Course Structure and Requirements (Syllabus p.16)		
<b>Year 12 course (120 hours)</b>	<b>English Advanced</b>	<b>Indicative hours</b>
	Common module: Texts and Human Experiences	30
	Module A: Textual conversations	30
	Module B: Critical study of literature	30
	Module C: The craft of writing (Optional: This module may be studied concurrently with the common module and/or Modules A and B).	30
<b>Text requirements</b>	<p>Students are required to closely study <b>four prescribed texts</b>, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Shakespearean drama</li> <li>• Prose fiction <b>OR</b> print nonfiction</li> <li>• Poetry <b>OR</b> drama</li> </ul> <p>The remaining text may be film, media or digital text <b>or</b> may be selected from one of the categories above.</p> <p>The selection of texts for <i>Module C: The Craft of Writing</i> may be drawn from any types of texts and does not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p>	

<b>English Extension</b>		
<b>Course Codes:</b> ENX (Extension 1)      ENZ (Extension 2 - Year 12 only)		
1 unit / 60-hour course NESA Developed Course <b>Requirements for HSC:</b> To be eligible to study the English Extension 1 course, students must be simultaneously enrolled in the English Advanced course. For the <b>Year 12 English Extension 1</b> course students are required to complete the Year 11 English Extension course as a prerequisite. For the <b>Year 12 English Extension 2</b> course students are required to be undertaking study of the Year 12 English Extension 1 course.		
<b>Course Description</b> <b>English Extension</b> is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways. <b>Extension 1:</b> (For Years 11 and 12) The course is designed for students with an interest in literature and a desire to pursue specialised study of English. <b>Extension 2:</b> The course is designed for students who are independent learners with an interest in literature and a desire to pursue an independent specialised study of English.		
Year 11 Course Structure and Requirements		
<b>Year 11 course (60 hours)</b>	<b>English Extension</b>	<b>Indicative hours</b>
	Module: Texts, Culture and Value	40
	Related research project. This project may be undertaken concurrently with the module.	20
<b>Text requirements</b>	Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures.  Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.	
Year 12 Course Structure and Requirements		
<b>Year 12 course (60 hours)</b>	<b>English Extension 1</b>	<b>Indicative hours</b>
	Common module: Literary Worlds with ONE elective option.	60
<b>Text requirements</b>	The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.	
<b>Year 12 course (60 hours)</b>	<b>English Extension 2</b>	<b>Indicative hours</b>
	The Composition Process Major Work Reflection Statement The Major Work Journal	60
	<b>Text requirements</b>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

<b>English Studies</b>			
<b>2 units for each of Year 11 and HSC</b>		<b>NESA Developed Course</b>	
<b>Course Code: ENH</b>			
1 unit / 60-hour course NESA Developed Course			
<b>Course Description</b> 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.			
<b>Year 11 Course Content</b> Mandatory Module: Achieving through English: English in education, work and community (30-40 hours) An additional 2-4 modules (20-30 hours each)			
<b>HSC Course Content</b> Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2-4 modules (20-45 hours each)			
<b>Particular Course Requirements</b> Across Stage 6 the selection of texts will give students experiences of the following as appropriate: <ul style="list-style-type: none"> <li>• Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>• 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</li> <li>• Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>• A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> </ul>			
<b>Assessment: HSC Course External Assessment</b>	<b>Weighting</b>	<b>Assessment: HSC Course Internal Assessment</b>	<b>Weighting</b>
To be advised - examination specifications are currently being finalised by NESA  Please note - English Studies external examination is <b>OPTIONAL</b> and if completed, <b>will</b> contribute to the awarding of an ATAR	To be advised	Knowledge and understanding of course content	50
		Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50
<b>The Year 12 formal school-based assessment program for English Studies reflects the following requirements</b> <ul style="list-style-type: none"> <li>• A maximum of four assessment tasks</li> <li>• The minimum weighting for an individual task is 10%</li> <li>• The maximum weighting for an individual task is 40%</li> <li>• One task may be a formal written examination with a maximum weighting of 20%</li> <li>• One task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%</li> <li>• Assessment of the Common Module must integrate teacher or student selected related material</li> </ul>			



## English as an Additional Language/Dialect (EALD)

### Course Code: EAL

1 unit / 60-hour course  
NESAs Developed Course

### Requirements for EAL/D Course Entry Requirements

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for **five years or less** prior to commencing the Year 11 course. This includes:

- Students whose learning has been interrupted by periods away from education in which English was the language of instruction.
- Aboriginal and Torres Strait Islander students from Indigenous communities where Standard Australian English is not the common language of the local community.

### Course Description

**English EAL/D** is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

### Year 11 Course Structure and Requirements

	English EAL/D	Indicative hours
<b>Year 11 course (120 hours)</b>	Module A: Language and Texts in Context	30-40
	Module B: Close Study of Text	30-40
	Module C: Texts and Society	30-40
	Optional teacher-developed module	up to 30

### Text requirements

There are no prescribed texts for Year 11. Students are required to study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.  
The Year 11 course requires students to support their study of texts with their own wide reading.

### Year 12 Course Structure and Requirements

	English EAL/D	Indicative hours
<b>Year 12 course (120 hours)</b>	Module A: Texts and Human Experiences	30
	Module B: Language, Identity and Culture	30
	Module C: Close Study of Text	30
	Focus on Writing (studied concurrently with the above modules)	30

## HUMAN SOCIETY AND ITS ENVIRONMENT

<b>Aboriginal Studies</b>			
<b>Course Code: ABS</b>			
2 units for each of Year 11 and HSC NESA Developed Course			
<p><b>Course Description:</b> The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies. The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with 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.</p> <p>This subject may attract course fees.</p>			
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course (Pre-contact to 1960s)</b></p> <ul style="list-style-type: none"> <li>• Part I: Aboriginality and the Land (20%) - Aboriginal peoples' relationship to Country - Dispossession and dislocation of Aboriginal peoples from Country - Impact of British colonisation on Country</li> <li>• Part II: Heritage and Identity (30%) - The Dreaming and cultural ownership - Diversity of Aboriginal cultural and social life - Impact of colonisation on Aboriginal cultures and families - Impact of racism and stereotyping</li> <li>• Part III: International Indigenous Community: Comparative Study (25%) - Location, environment and features of an international Indigenous community - Comparison with Australian Aboriginal community</li> <li>• Part IV: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to community consultation, planning research, acquiring information, processing &amp; communicating information.</li> </ul> <p><b>HSC Course (1960s onwards)</b></p> <ul style="list-style-type: none"> <li>• Part I - Social Justice and Human Rights Issues (50%)</li> <li>• Global Perspective (20%) Global understanding of human rights and social justice AND (B) Comparative Study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence</li> <li>• Part II - Case Study of an Aboriginal community for each topic (20%) (A) Aboriginality and the Land – The Land Rights movement and the recognition of native title, government policies and legislation, non-Aboriginal responses OR (B) Heritage and Identity - Contemporary aspects of Aboriginal heritage and identity, government policies and legislation, non-Aboriginal responses</li> <li>• Part III - Research and Inquiry Methods - Major Project (30%)</li> <li>• Choice of project topic based on student interest.</li> </ul>			
<p><b>Particular Course Requirements</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of: (3 hours)		<i>The Major Project constitutes 40% of internal assessment, inclusive of the allocation of 15% for the student log book. Assessment tasks related to the project may include a number of assessment components</i>	
Section I - <i>Social Justice &amp; Human Rights issues</i>	55	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding of course content</li> <li>• Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives</li> </ul>	40
<ul style="list-style-type: none"> <li>• Objective response &amp; short-answer questions</li> </ul>		<ul style="list-style-type: none"> <li>• Research &amp; inquiry methods, including aspects of the Major Project</li> </ul>	25
Section II - <i>Research &amp; Inquiry Methods</i>	15	<ul style="list-style-type: none"> <li>• Communication of information, ideas and issues in appropriate forms</li> </ul>	20
<ul style="list-style-type: none"> <li>• Short-answer and extended response questions based on Major Project</li> </ul>			15
Section III	30		
<ul style="list-style-type: none"> <li>• Stimulus based extended response</li> </ul>			
	100		100

<b>Ancient History</b>			
<b>Course Code: AHI</b>			
2 units for each of Year 11 and HSC NESA Developed Course			
<b>Course Description</b> Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains.  The Year 11 course allows students to explore the nature of Ancient History through various case studies and to undertake a historical investigation into an area of their interest. In the HSC course, students apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.  This subject may attract course fees.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b>			
Part I: Investigating Ancient History			
<ul style="list-style-type: none"> <li>• The Nature of Ancient History - eg, Ancient sites &amp; sources, cultural heritage &amp; role of museums</li> <li>• Case Studies - eg, Troy, Olympic Games &amp; Persepolis</li> </ul>			
Part II: Features of Ancient Societies - eg, Weapons & Warfare, Power & Image, Death & Funerary Customs			
Part III: Historical Investigation - Individual research & presentation			
<b>HSC Course</b>			
Part I: Core: Cities of Vesuvius - Pompeii & Herculaneum			
Part II: Ancient Societies - eg, Persia in the time of Darius & Xerxes, Athenian Society in the time of Pericles			
Part III: Personalities in their Times - eg, Pericles, Alexander the Great			
Part IV: Historical Periods - eg, Persia - Cyrus II to the Death of Darius III, The Greek World 500-440BC			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour examination consisting of four sections, including essays and source-based questions.	100	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding</li> <li>• Historical skills in the analysis &amp; evaluation of sources &amp; interpretations</li> <li>• Historical inquiry &amp; research</li> <li>• Communication of historical understanding in appropriate forms</li> </ul>	40 20 20 20
	100		100

### **Employment / University Opportunities**

The knowledge, understanding and skills acquired by students through Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It provides a valuable preparation for a range of course at university and other tertiary institutions.

<b>Business Studies</b>			
<b>Course Code: BST</b>			
2 units for each of Year 11 and HSC NESA Developed Course			
<b>Course Description</b> Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.  This subject may attract course fees.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> Nature of Business (20%) - the role and nature of business in a changing business environment Business Management (40%) - the nature and responsibilities of management in the business Business Planning (40%) - the processes of establishing and planning a small to medium enterprise			
<b>HSC Course</b> Operations (25%) - strategies for effective operations management in a large business Marketing (25%) - the main elements involved in the development and implementation of successful marketing strategies Finance (25%) - the role of interpreting financial information in the planning and management of a business Human Resources (25%) - the contribution of human resource management to business performance			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple-choice (20%), short answer (40%) and extended response questions (40%)	100	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding of course content</li> <li>• Inquiry &amp; research</li> <li>• Stimulus based skills</li> <li>• Communication of business information, issues &amp; ideas in appropriate forms</li> </ul>	40 20 20 20
	100		100

### **Employment / University Opportunities**

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at University and other Tertiary Institutions. Students who study this course may enter a wide range of courses such as Commerce, Economics and Business Management degrees or may explore a wide range of industry areas.

In addition, the study of Business Studies Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, these are opportunities for students to gain recognition in vocational education and training.

<b>Economics</b>			
<b>Course Code: ECO</b>			
2 units for each of Year 11 and HSC NESA Developed Course			
<b>Course Description</b> Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment, inflation or interest rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.  This subject may attract course fees.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> Introduction to Economics (10%) - the nature of economics and the operation of an economy Consumers and Business (10%) - the role of consumers and business in the economy Markets (20%) - the role of markets, demand, supply and competition Labour Markets - (20%) the workforce and role of labour in the economy Financial Markets (20%) - the financial market in Australia including the share market Government in the Economy - (20%) the role of government in the Australian economy			
<b>HSC Course</b> The Global Economy (25%) - Features of the global economy and globalisation Australia's Place in the Global Economy (25%) - Australia's trade and finance Economic Issues (25%) - issues including growth, unemployment, inflation, distribution of income and wealth Economic Policies and Management (25%) - the range of policies to manage the economy			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple-choice, short answer and extended response questions	100	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding of course content</li> <li>• Stimulus-Based Skills</li> <li>• Inquiry &amp; research</li> <li>• Communication of economic information, ideas &amp; issues in appropriate forms.</li> </ul>	40  20 20 20
	100		100

### **Employment / University Opportunities**

Business, Accounting, Finance, Media, Law, Marketing, Employment Relations, Tourism, Banking, Economic Forecasting, Town Planning, Property Development and management, Foreign Affairs, Insurance.

<b>Geography</b>			
<b>Course Code: GEO</b>			
2 units for each of Year 11 and HSC NESA Developed Course			
<b>Course Description</b>			
<p>Geography is an investigation of the world which provides an accurate description and interpretation of the various characters of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world. We investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities.</p> <p>The Year 11 course includes studies in both physical and human geography. Students investigate contemporary geographical issues such as climate change and overpopulation to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society. Excursions throughout the Year 11 and HSC courses allow students to enjoy a 'hands on' approach to fieldwork.</p> <p>The HSC course enables students to further understand and appreciate issues about our contemporary world. There are specific studies on ecosystems such as the Great Barrier Reef, world cities and economic activities such as tourism. Students undertake fieldwork excursions to consolidate their learning in class, including a trip to Lady Elliot Island to investigate the reef.</p> <p>This subject may attract course fees.</p>			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b>			
Biophysical Interactions (45%) - how biophysical processes contribute to sustainable management			
Global Challenges (45%) - geographical study of issues at a global scale including population and natural resource use			
Senior Geography Project (10%) - a geographical study of student's own choosing			
<b>HSC Course</b>			
Ecosystems at Risk (33%) - the functioning of ecosystems, their management and protection			
Urban Places (33%) - study of cities and urban dynamics in developed and developing countries			
People and Economic Activity (33%) - geographic study of economic activity at a local and global context			
<b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
<b>Particular Course Requirements</b>			
Students complete a senior geography project (SGP) in the Year 11 course and must undertake 12 hours of fieldwork in both the Year 11 and HSC courses. Students will be required to submit both oral and written geographic reports.			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination		<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>	40
Multiple-choice	20	<ul style="list-style-type: none"> <li>• Geographical tools &amp; skills</li> </ul>	20
Short answers	40	<ul style="list-style-type: none"> <li>• Geographical inquiry and research, including fieldwork</li> </ul>	20
Extended responses	40	<ul style="list-style-type: none"> <li>• Communication of geographical ideas, information and issues in appropriate forms</li> </ul>	20
	100		100

### **Employment / University Opportunities**

The study of Geography provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Geography assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

Employment opportunities include: Environmental management, Urban planner, community development writer, researcher, emergency management, teaching, demographer, National Park service ranger, Environmental Lawyer. A vast number of jobs utilise environmental specialists as environmental sustainability becomes an increasingly important aspect of business in the 21<sup>st</sup> century.

<b>History Extension</b>			
<b>Course Code: HIX</b>		<b>(Year 12 only)</b>	
1 unit / 60-hour course NESA Developed Course			
<p><b>Course Description</b></p> <p>History Extension is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. The course requires students to examine the way history is constructed and the role of historians. They must engage with complex historiographical ideas and methodologies and communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history.</p> <p>The History Project requires students to undertake a historical inquiry into an area of changing historical interpretation.</p> <p>This subject may attract course fees.</p>			
<p><b>Main Topics Covered</b></p> <p>Part I: Constructing History</p> <p><i>Key Questions:</i></p> <ul style="list-style-type: none"> <li>• Who are historians?</li> <li>• What are the purposes of history?</li> <li>• How has history been constructed, recorded and presented over time?</li> <li>• Why have approaches to history changed over time?</li> </ul> <p><i>Case Study:</i></p> <p>Students develop their understanding of significant historiographical ideas and methodologies by exploring a case study, investigating how and why historical debates are developed from different perspectives and approaches over time.</p> <p>Part II: History Project</p> <p>Students work independently to plan and conduct an investigation into an area of changing historical interpretation of their own choosing.</p>			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination of two sections requiring two essays.	100	<ul style="list-style-type: none"> <li>• Assessment tasks</li> <li>• History Project: Process - proposal &amp; process log Essay</li> </ul>	30 70
	100		100

### **Employment / University Opportunities**

History Extension is a challenging academic course of particular value to those students intending to undertake tertiary study, particularly in the Humanities. It involves critical analysis of complex theory, wide reading and self-directed research, skills necessary to success at university.

## Legal Studies

### Course Code: LST

2 units for each of Year 11 and HSC  
NESA Developed Course

### Course Description

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian Constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the core topics of Crime and Human Rights through a variety of focus studies, which consider how changes in societies influence law reform. In addition, two Option studies will be undertaken.

This subject may attract course fees.

### Main Topics Covered

#### Year 11 Course

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

#### HSC Course

- Core I: Crime (30% of course time)
- Core II: Human Rights (20% of course time)
- Options x 2 (50% of course time)

Students will study two Option areas chosen by the teacher from the following list:

Consumers

Family

Global Environment Protection

Indigenous Peoples

Shelter

Workplace

World Order

**Particular Course Requirements:** No special requirements. However, an ability to effectively construct essays is an advantage and an interest in domestic and international legal issues.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Multiple choice	20	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding of course content</li> <li>• Analysis &amp; evaluation</li> <li>• Inquiry &amp; research</li> <li>• Communication of legal information, issues &amp; ideas in appropriate forms</li> </ul>	40
Short answer questions	15		20
Core extended response	15		20
2 extended response questions, each from a different option.	50		20
	100		100

### Employment / University Opportunities

Employment in public and private sectors, commerce and management, banking and finance, accounting, communications and media, government administration and education. Combined law degrees with Commerce, Economics, Finance, Business Administration, Science, Media, Arts.



<b>Modern History</b>			
<b>Course Code: MHI</b>			
2 units for each of Year 11 and HSC NESA Developed Course			
<b>Course Description</b> Modern History engages students in an investigation of the forces that have shaped the world based on the analysis and interpretation of sources.  The Year 11 course allows students to explore the nature of Modern History through various case studies and to undertake a historical investigation into an area of their interest. In the HSC course, students apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.  This subject may attract course fees.			
<b>Main Topics Covered</b> <b>Year 11 Course</b> Part I: Investigating Modern World <ul style="list-style-type: none"> <li>• The Nature of Modern History - eg Contestability of the Past, History and Memory</li> <li>• Case Studies - eg Trans-Atlantic Slave Trade, Cuban Revolution, the Romanovs</li> </ul> Part II: Historical Investigation - individual research and presentation Part III: The Shaping of the Modern World - eg French Revolution, World War I  <b>HSC Course</b> Part I: Core - Power and Authority in the Modern World (The rise of Dictatorships & The Nazi Regime) Part II: National Studies - eg China, USA, Russia/Soviet Union Part III: Peace and Conflict - eg Cold War, WWII, Conflict in Indochina Part IV: Change in the Modern World - eg Cultural Revolution to Tiananmen Square, Civil Rights in USA, The Nuclear Age			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour examination consisting of four sections, including essays and source-based questions.	100	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding</li> <li>• Source analysis &amp; evaluation</li> <li>• Historical inquiry &amp; research</li> <li>• Communication of understanding</li> </ul>	40 20 20 20
	100		100

### **Employment / University Opportunities**

The knowledge, understanding and skills acquired by students through Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It provides a valuable preparation for a range of course at university and other tertiary institutions.

## Society and Culture

### Course Code: SAC

2 units for each of Year 11 and HSC  
NESA Developed Course

### Course Description

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social and cultural world. It examines the interaction of persons, society, culture, environment and time and the shaping of human behaviour as a central theme. Students develop an understanding of social and developmental theories and research methods and undertake research in an area of particular interest to them through the Personal Interest Project (PIP).

The Personal Interest Project is integrated across the HSC course and draws together the interests, research skills and personal experiences of the student. This research is externally assessed.

This subject may attract course fees.

### Main Topics Covered

#### Year 11 Course

- The Social and Cultural World (30%) - the interaction between persons and groups in contemporary society and traditional cultures across time
- Personal and Social Identity (40%) - the study of the process of socialisation and the development of personal and social identity in individuals and groups in a variety of social and cultural settings.
- Intercultural Communication (30%) - how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world.

#### HSC Course

##### Core

- Social and Cultural Continuity and Change (30%) - understanding the nature of social and cultural continuity and change and examining it through the application of research methods and social theory
- The Personal Interest Project (30%) - an individual research project that investigates an area of the student's interest.

##### Depth Studies (40%)

Two to be chosen from:

- Popular Culture - the interconnection between individuals and popular culture.
- Belief Systems and Ideologies - a study of the relationship of belief systems and ideologies to culture and identity.
- Social Inclusion and Exclusion - the nature of social inclusion (equality) and exclusion and the implications for individuals and groups in societies and cultures.
- Social Conformity and Nonconformity - the formation of attitudes and behaviours, including factors influencing conformity, and the role of nonconformity.

**Particular Course Requirements:** Completion of Personal Interest Project (*submitted early Term 3 to NSW Education Standards Authority (NESA)*).

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"> <li>• A two-hour written examination, including short answer and extended response questions</li> </ul>	60	<ul style="list-style-type: none"> <li>• Knowledge of course content</li> <li>• Application and evaluation of social and cultural research methods</li> </ul>	50 30
<ul style="list-style-type: none"> <li>• Personal Interest Project</li> </ul>	40	<ul style="list-style-type: none"> <li>• Communication of information</li> </ul>	20
	100		100

### Employment / University Opportunities

The study of Society and Culture provides students with knowledge, understanding and skills that form a valuable range of courses at university and other tertiary institutions. The study of Society and Culture assists students to prepare for further employment and full and active participation as citizens.

<b>Studies of Religion II</b>			
<b>Course Code: SOR</b>			
2 units for each of Year 11 and HSC NESA Developed Course			
<b>Course Description</b>			
Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.			
The Year 11 course is structured for students to investigate the nature of religion and beliefs, to study three religious traditions including principal beliefs, texts and ethical teachings, to explore the nature of two religions of ancient origin, and to examine religion in Australia before 1945. Topics will be chosen by the classroom teacher.			
In the HSC course, students investigate religion in Australia after 1945 with an emphasis on contemporary Aboriginal spiritualities, they study three religious traditions with an emphasis on significant people, ideas and practices, they examine the relationship between religion and peace, and explore the human search for meaning through religion and non-religion. Topics will be chosen by the classroom teacher.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b>			
Part I: Nature of Religion and Beliefs			16 hours
Part IIa: Religious Tradition Study 1	(For Religious Tradition Study,		22 hours
Part IIb: Religious Tradition Study 2	choose from Christianity, Islam,		22 hours
Part IIc: Religious Tradition Study 3	Judaism, Buddhism, Hinduism)		22 hours
Part III: Religions of Ancient Origin			22 hours
Part IV: Religion in Australia pre-1945			16 hours
<b>HSC Course</b>			
Part I: Religion and Belief Systems in Australia post-1945			16 hours
Part IIa: Religious Tradition Depth Study 1	(For Religious Tradition Depth		22 hours
Part IIb: Religious Tradition Depth Study 2	Study, choose from Christianity,		22 hours
Part IIc: Religious Tradition Depth Study 3	Islam, Judaism, Buddhism, Hinduism)		22 hours
Part III: Religion and Peace			22 hours
Part IV: Religion and Non-Religion			16 hours
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination in four parts, including objective type, short answer and extended response questions	100	The four parts of the course are assessed through a range of tasks, including: <ul style="list-style-type: none"> <li>• Knowledge &amp; understanding of course content. <span style="float: right;">40</span></li> <li>• Investigation &amp; research. <span style="float: right;">20</span></li> <li>• Source based skills. <span style="float: right;">20</span></li> <li>• Communication of information, ideas and issues in appropriate forms. <span style="float: right;">20</span></li> </ul>	
	100		100

### **Employment / University Opportunities**

Stage 6 Studies of Religion II provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at University and other Tertiary Institutions. It emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners

In addition, the study of Stage 6 Studies of Religion II assists students to prepare for further employment and full and active participation as citizens.

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## Work Studies

### Course Code: WST

2 units for each of Year 11 & HSC

### Content Endorsed Course

#### Course Description

Work Studies has been developed to assist secondary school students to understand the world of work. Opportunities for students in Years 11 and 12 are provided to assist them in gaining knowledge, skills, values and attitudes which will facilitate school to work transition.

The course is designed to raise awareness of issues and concepts related to the world of work, and the acquisition of work-related skills valuable for all students, irrespective of their post-school aspirations.

Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors which affect work opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

This subject may attract course fees.

#### Course Structure

The modular structure comprises a compulsory common core and optional course modules.

#### The Core

Core studies are compulsory. The core provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules.

#### Core 1: My Working Life

#### Course Modules

Students will cover a range of modules from the selection below:

- In the Work Place
- Preparing Job Applications
- Work Place Communication
- Team Work and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Work Place Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work

## LANGUAGES OTHER THAN ENGLISH

The following languages are offered at CTHS. Please note that background speaker courses are offered by the Saturday School of Community Language.

Refer to [www.sscl.schools.nsw.edu.au](http://www.sscl.schools.nsw.edu.au), for further information and application forms

<b>Chinese Beginners</b>
<b>Course Code: CHB</b>
<p>2 units for each of Year 11 and HSC            NESA Developed Course  <b>Exclusions:</b> Chinese Continuers; Chinese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.</p>
<p><b>Course Description</b>  <b>The Preliminary Course (120 indicative hours)</b>            Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.</p> <p><b>The HSC Course (120 indicative hours)</b>            In the HSC course, students will extend and refine their communication skills in Chinese in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.</p> <p><b>Description of Target Group</b>            The Chinese Beginners Stage 6 course is a two-year course which has been designed for students who wish to begin their study of Chinese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Chinese language, either spoken or written or whose experience is derived solely from, or is equivalent to, the study of 100 hours or less in Stage 4 or Stage 5.</p> <p>For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language.</p> <p>Students in Stage 5 may not be accelerated into Language Beginners courses.</p> <p>All eligibility requirements for Languages must be addressed.</p>
<p><b>Main Topics Covered</b></p> <ol style="list-style-type: none"> <li>1. The personal world</li> <li>2. The Chinese speaking communities</li> <li>3. Family life, home &amp; neighbourhood               <ul style="list-style-type: none"> <li>People places &amp; communities</li> <li>Education &amp; work</li> <li>Friends, recreation &amp; pastimes</li> <li>Holidays, travel &amp; tourism</li> <li>Future plans &amp; aspirations</li> </ul> </li> </ol>
<b>Particular Course Requirements: Nil</b>
<b>Assessment: HSC course only</b>

## Chinese Continuers

### Course Code: CHC

2 units for each of Year 11 and HSC

NESA developed course

**Prerequisites:** Stage 5 Chinese or equivalent knowledge is assumed

**Exclusions:** Chinese Beginners, Chinese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

### Course Description

The Year 11 and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.

### Main Topics Covered

#### Themes:

- The individual
- The Chinese-speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Chinese culture through texts

**Particular Course Requirements: Nil**

**Assessment: HSC course only**

## Chinese In Context

### Course Code: CHI

2 units for each of Year 11 and HSC  
NESA developed course

**Prerequisites/Eligibility:** Students who have received all or most of their formal education in schools where English (or another language different from Chinese) is the medium of instruction. At entry level to the course, students would have typically undertaken: some study of Chinese in a community, primary and /or secondary school in Australia, and/or formal education in a school where Chinese was the medium of instruction up to the age of ten.

**Exclusions:** Chinese Beginners, Chinese Continuers, Chinese Background Speakers. Check with your teacher or the NESA's ACE Manual for individual cases.

### Course Description

The Year 11 Course (120 indicative hours)

The Year 11 course has as its organisational focus the study of Issues. The student s intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the Issues, viewed from one or more of three Perspectives and drawn from one or more of three Contexts.

The HSC Course (120 indicative hours)

The HSC course continues to focus on the Issues, studied through the Perspectives using texts drawn from the Contexts. The student will gain a broader and deeper understanding of Chinese and will extend and refine their communication skills in Chinese. The student explores in depth an area of interest related to one of the Issues through the Personal Investigation.

### Main Topics Covered

#### Issues

The study of Issues will be undertaken through a range of texts viewed from the Perspectives and drawn from the Contexts. Each Issue will be studied through one or more of the Perspectives and related texts drawn from one or more of the Contexts, so as to ensure that all the Perspectives and Contexts are covered in a balanced way throughout the course.

- Young people and their relationships
- Traditions and values in a contemporary society
- The changing nature of work
- The individual as a global citizen
- Chinese identity in the international context

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for variety of purposes including producing a personal interest project
- Studying Chinese culture through texts

**Particular Course Requirements:** Students need to have some understanding of Chinese and Chinese culture and must be able to speak above conversation level.

**Assessment: HSC course only**

## French Beginners

**Course Code: FRB**

2 units for each of Year 11 and HSC

NESA developed course

**Exclusions:** French Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

**Course Description**

This course is for students with little or no prior background in the language.

\*\*\* **ESL students** can often succeed particularly well in this subject.

In the Year 11 Course, students will develop their communication skills in French and their knowledge and understanding of language and culture.

The HSC Course provides opportunities for students to extend and refine their skills, and to gain deeper knowledge and understanding.

**Main Topics Covered**

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

**Particular Course Requirements:** Nil

**Assessment:** HSC course only



## French Continuers

**Course Code: FRC**

2 units for each of Year 11 and HSC, with the option of a 1 unit Extension course for the HSC NESA Developed Course

NESA developed course

**Prerequisites:** Stage 5 French or equivalent knowledge is assumed

**Exclusions:** French Beginners

### **Course Description**

The Year 11 and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

### **Main Topics Covered**

#### **Themes**

- The individual
- The French-speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying French culture through texts

**Particular Course Requirements: Nil**

**Assessment: HSC course only**

<b>HSC French Extension</b>	
<b>Course Code: FRX</b>	<b>(Year 12 only)</b>
<p>1 unit for HSC / 60-hour course            NESAs Developed Course  <b>Prerequisites:</b> The French Continuers Year 11 course is a prerequisite  <b>Co-requisites:</b> The French Continuers HSC course is a co-requisite  <b>Exclusions:</b> nil</p>	
<p><b>Course Description</b>            The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression.</p>	
<p><b>Main Topics covered</b>  <b>Theme</b></p> <ul style="list-style-type: none"> <li>• The individual and contemporary society.</li> </ul> <p><b>Prescribed Issues</b></p> <ul style="list-style-type: none"> <li>• Acceptance</li> <li>• Resilience</li> <li>• Identity</li> </ul> <p><b>Prescribed Text</b></p> <ul style="list-style-type: none"> <li>• Film: Les Intouchables (2011), Directors, Olivier Nakache &amp; Eric Toledano</li> </ul> <p>Students' knowledge and understanding of the issues are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• Discussing issues in prescribed and related texts</li> <li>• Presenting points of view on issues</li> <li>• Analysing aural and written texts</li> </ul>	
<b>Particular Course Requirements: Nil</b>	
<b>Assessment: HSC course only</b>	

## Japanese Beginners

### Course Code: JAB

2 units for each of Year 11 and HSC  
NESA Developed Course

**Exclusions:** Japanese Continuers; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

### Course Description

This course is for students with little or no prior background in the language.

\*\*\* **ESL students** can often succeed particularly well in this subject.

In the Year 11 Course, students will develop their communication skills in French and their knowledge and understanding of language and culture.

The HSC Course provides opportunities for students to extend and refine their skills, and to gain deeper knowledge and understanding.

### Main Topics Covered

4. Family life, home and neighbourhood
5. People, places and communities
6. Education and work
7. Friends, recreation and pastimes
8. Holidays, travel and tourism
9. Future plans and aspirations

**Particular Course Requirements:** Nil

**Assessment:** HSC course only

## Japanese Continuers

### Course Code: JAC

2 units for each of Year 11 and HSC, with the option of a 1 unit Extension course for the HSC  
NESA Developed Course

**Prerequisites:** Stage 5 Japanese or equivalent knowledge is assumed

**Exclusions:** Japanese Beginners; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

### Course Description

The Year 11 and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

### Main Topics Covered

#### Themes

- The individual
- The Japanese-speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

**Particular Course Requirements: Nil**

**Assessment: HSC course only**

<b>HSC Japanese Extension</b>	
<b>Course Code: JAX</b>	<b>(Year 12 only)</b>
<p>1 unit for HSC / 60-hour course            NESA Developed Course  <b>Prerequisites:</b> The Japanese Continuers Year 11 course is a prerequisite  <b>Co-requisites:</b> The Japanese Continuers HSC course is a co-requisite  <b>Exclusions:</b> nil</p>	
<p><b>Course Description</b>            The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.</p>	
<p><b>Main Topics covered</b></p> <p><b>Theme</b></p> <ul style="list-style-type: none"> <li>• The individual and contemporary society.</li> </ul> <p><b>Prescribed Issues</b></p> <ul style="list-style-type: none"> <li>• Connectedness</li> <li>• Journeys</li> <li>• Impact of the Past</li> </ul> <p><b>Prescribed Text</b></p> <ul style="list-style-type: none"> <li>• Films: Kimi no Na wa (2016), Makoto Shinkai</li> </ul> <p>Students' knowledge and understanding of the issues are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• Discussing issues in prescribed and related texts (Film = Kimi no Na wa (2016), Makoto Shinkai)</li> <li>• Presenting points of view on issues</li> <li>• Analysing aural and written texts</li> </ul>	
<b>Particular Course Requirements: Nil</b>	
<b>Assessment: HSC course only</b>	

# MATHEMATICS

## Mathematics Standard

### Course Code: MTS

2 units for each Year 11 & HSC

**Prerequisites:** The Mathematics Standard courses have been developed on the assumption that students have studied the content and achieved the outcomes of all substrands of the Stage 5.1 course plus a number of the substrands of the Stage 5.2 course.

### Course Description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications. These courses provide opportunities for students to develop an understanding of aspects of mathematics required in other Stage 6 subjects.

### Course Content

There are five main areas of study, aspects of which are covered across the two years of this course. All Year 11 and Year 12 course content can be assessed in the external HSC examination.

Area of Study	Year 11	Year 12 - Standard 1	Year 12 - Standard 2
Financial Mathematics	<ul style="list-style-type: none"> <li>• Money Matters</li> </ul>	<ul style="list-style-type: none"> <li>• Investment</li> <li>• Depreciation &amp; Loans</li> </ul>	<ul style="list-style-type: none"> <li>• Investments &amp; Loans</li> <li>• Annuities</li> </ul>
Statistical Analysis	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Relative Frequency &amp; Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Further Statistical Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Bivariate Data Analysis</li> <li>• The Normal Distribution</li> </ul>
Measurement	<ul style="list-style-type: none"> <li>• Applications of Measurement</li> <li>• Working with Time</li> </ul>	<ul style="list-style-type: none"> <li>• Right-angled Triangles</li> <li>• Rates</li> <li>• Scale Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Non-right-angled Trigonometry</li> <li>• Rates &amp; Ratios</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>• Formulae &amp; Equations</li> <li>• Linear Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Relationships</li> </ul>
Networks		<ul style="list-style-type: none"> <li>• Networks &amp; Paths</li> </ul>	<ul style="list-style-type: none"> <li>• Network Concepts</li> <li>• Critical Path Analysis</li> </ul>

### Assessment

A variety of tasks are completed to assess students across all content areas.

In Year 11, there are a maximum of three assessment tasks including at least one assignment or investigation-style assessment.

There is a maximum of four assessment tasks undertaken in both courses in Year 12 including at least one assignment or investigation-style assessment.

All students studying Mathematics Standard 2 *will* complete an external HSC examination.

Students studying Mathematics Standard 1 *may elect* to undertake an optional HSC examination.

Details of these examinations are given below.

#### Format of the Standard 2 HSC Examination

- Formal written paper completed over two hours and 30 minutes plus ten minutes reading time.
- A reference sheet will be provided.
- NESAs approved calculators, a pair of compasses and a protractor may be used.
- The paper will consist of two sections worth a total of 100 marks. Section I (15 marks): Fifteen objective-response questions. Section II (85 marks): Questions may contain parts. There will be 35 to 40 items. At least two items will be worth 4 or 5 marks.

#### Format of the Standard 1 HSC Examination

- Formal written paper completed over two hours plus ten minutes reading time.
- A reference sheet including appropriate formulae will be provided.
- NESAs approved calculators, a pair of compasses and a protractor may be used.
- The paper will consist of two sections worth a total of 80 marks. Section I (10 marks): Ten objective-response questions. Section II (70 marks): Questions may contain parts. There will be 30 to 35 items. At least two items will be worth 4 or 5 marks.

**Employment/University Opportunities**

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training including workplace training or VET courses.

Mathematics Standard 2 offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

## Mathematics Advanced

### Course Code: MTA

2 units for each Year 11 & HSC NESA developed Course

**Prerequisites:** The Mathematics Advanced course has been developed on the assumption that students have achieved the outcomes of all substrands of Stage 5.1 and Stage 5.2, plus several substrands of Stage 5.3. *The Stage 5.3 concepts and skills related to Algebra, Indices and Surds, Trigonometry, Functions and Logarithms are foundational knowledge and essential for success in Mathematics Advanced.*

### Course Description

The study of Mathematics Advanced provides opportunities for students to use mathematical modelling to solve problems related to their present and future needs. This course provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course is a reasonably demanding one where consistent application, skills and diligence are required.

### Course Content

The Mathematics Advanced course content is divided into six topics which are then divided into subtopics.

Area of Study	Year 11	Year 12
Functions	<ul style="list-style-type: none"> <li>Working with Functions</li> </ul>	<ul style="list-style-type: none"> <li>Graphing Techniques</li> </ul>
Trigonometric Functions	<ul style="list-style-type: none"> <li>Trigonometry and Measure of Angles</li> <li>Trigonometric Functions and Identities</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometric Functions and Graphs</li> </ul>
Calculus	<ul style="list-style-type: none"> <li>Introduction to Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Differential Calculus</li> <li>The Second Derivative</li> <li>Integral Calculus</li> </ul>
Exponential and Logarithmic Functions	<ul style="list-style-type: none"> <li>Logarithms and Exponentials</li> </ul>	
Statistical Analysis	<ul style="list-style-type: none"> <li>Probability and Discrete Probability Distributions</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Statistics and Bivariate Data Analysis</li> <li>Random Variables</li> </ul>
Financial Mathematics		<ul style="list-style-type: none"> <li>Modelling Financial Situations</li> </ul>

### Assessment

A variety of tasks are completed to assess students across all content areas.

In Year 11, there are a maximum of three assessment tasks including an assignment or investigation-style assessment.

There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation-style assessment.

Students studying Mathematics Advanced *must* complete an external HSC examination. Details of this examination are given below.

The Mathematics Advanced HSC examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

### Format of the HSC Examination

- Formal written paper completed over three hours plus ten minutes reading time.
- The paper will consist of two sections worth a total of 100 marks. Section I (10 marks): Ten objective-response questions. Section II (90 marks): Questions may contain parts. There will be 37 to 42 items. At least two items will be worth four or five marks.
- A reference sheet will be provided.
- NESA approved calculators may be used.

### Employment/University Opportunities

The Mathematics Advanced course provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level, including the life sciences or commerce.



## Mathematics Extension 1

### Course Code: MTX

1 unit for HSC / 60-hour course

NESA developed course

**Corequisites:** The Mathematics Extension 1 course includes the Mathematics Advanced course.

**Prerequisites:** The Mathematics Advanced course has been developed on the assumption that students have achieved the outcomes of all substrands of Stage 5.1 and Stage 5.2, plus several substrands of Stage 5.3. *The Stage 5.3 concepts and skills related to Algebra, Indices and Surds, Trigonometry, Functions and Logarithms are foundational knowledge and essential for success in Mathematics Advanced and Extension.*

### Course Description

The study of Mathematics Extension 1 enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. This course provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. The Mathematics Extension 1 course is academically demanding requiring consistent application, skills and diligence.

### Course Content

The Mathematics Extension 1 course content is divided into seven topics which are then divided into subtopics.

Area of Study	Year 11	Year 12
Functions	<ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul>	
Trigonometric Functions	<ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul>
Calculus	<ul style="list-style-type: none"> <li>• Rates of Change</li> </ul>	<ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul>
Combinatorics	<ul style="list-style-type: none"> <li>• Working with Combinatorics</li> </ul>	
Proof		<ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> </ul>
Vectors		<ul style="list-style-type: none"> <li>• Introduction to Vectors</li> </ul>
Statistical Analysis		<ul style="list-style-type: none"> <li>• The Binomial Distribution</li> </ul>

### Assessment

A variety of tasks are completed to assess students across all content areas.

In Year 11, there are a maximum of three assessment tasks including an assignment or investigation-style assessment.

There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation-style assessment.

Students studying Mathematics Extension 1 *must* also complete all of the Mathematics Advanced assessment tasks, including the external HSC Examination. Details of this examination are given below.

The Mathematics Extension 1 HSC examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course and all of the Mathematics Advanced courses are assumed knowledge and may be assessed.

### Format of the HSC Examination

- Formal written paper completed over two hours plus ten minutes reading time.
- The paper will consist of two sections worth a total of 70 marks. Section I (10 marks): Ten objective-response questions. Section II (60 marks): Questions may contain parts. There will be 23 to 28 items. At least one item will be worth four or five marks.
- A reference sheet will be provided.
- NESA approved calculators may be used.

### Employment/University Opportunities

The Mathematics Extension 1 course provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. It provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

## Mathematics Extension 2

**Course Code: MTZ**

**(YEAR 12 only)**

1 unit for HSC / 60-hour course

NESA developed course

**Corequisites:** The Mathematics Extension 2 Year 12 course has been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

**Prerequisites:** The Mathematics Advanced course has been developed on the assumption that students have achieved the outcomes of all substrands of Stage 5.1 and Stage 5.2, plus several substrands of Stage 5.3. *The Stage 5.3 concepts and skills related to Algebra, Indices and Surds, Trigonometry, Functions and Logarithms are foundational knowledge and essential for success in Mathematics Advanced and Extension.*

### Course Description

The study of Mathematics Extension 2 provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. This course enables students to acquire progressively higher levels of knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts.

The Mathematics Extension 2 course is academically rigorous demanding diligent application, skills and creativity.

### Course Content

The Mathematics Extension 2 course content is divided into five topics which are then divided into subtopics.

Area of Study	Year 12
Proof	<ul style="list-style-type: none"><li>• The Nature of Proof</li><li>• Further Proof by Mathematical Induction</li></ul>
Vectors	<ul style="list-style-type: none"><li>• Further Work with Vectors</li></ul>
Complex Numbers	<ul style="list-style-type: none"><li>• Introduction to Complex Numbers</li><li>• Using Complex Numbers</li></ul>
Calculus	<ul style="list-style-type: none"><li>• Further Integration</li></ul>
Mechanics	<ul style="list-style-type: none"><li>• Applications of Calculus to Mechanics</li></ul>

### Assessment

A variety of tasks are completed to assess students across all content areas.

There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation-style assessment. Students studying Mathematics Extension 2 will also be required to complete most of the Mathematics Advanced and all of the Mathematics Extension 1 tasks assessment. Students studying Mathematics Extension 2 *must* complete an external HSC examination. Details of this examination are given below.

### Format of the HSC Examination

- Formal written paper completed over three hours plus ten minutes reading time.
- The paper will consist of two sections worth a total of 100 marks. Section I (10 marks): Ten objective-response questions. Section II (90 marks): Questions may contain parts. There will be 37 to 42 items. At least two items will be worth four or five marks.
- A reference sheet will be provided.
- NESA approved calculators may be used.

### Employment/University Opportunities

The Mathematics Extension 2 course provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level. This course provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

<b>Personal Development, Health and Physical Education</b>			
<b>Course Code: PHS</b>			
2 units for each of Year 11 and HSC NESA Developed Course			
<p><b>Course Description</b></p> <p>The Year 11 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 will explore options covering first aid and outdoor recreation.</p> <p>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.</p>			
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <p><b>Core Topics (70%)</b></p> <ul style="list-style-type: none"> <li>• Meanings of Health and Physical Activity</li> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Component (30%)</b></p> <ul style="list-style-type: none"> <li>• Students to select two options each from:</li> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul> <p><b>HSC Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Students to select two options each from:</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>			
<p><b>Particular Course Requirements</b></p> <p>In addition to core studies, students select two options in each of the Year 11 and HSC courses</p>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written paper	100	Core Options	60 40
	100		100
<p><b>Course fees</b></p> <p>Year 11 PDHPE:       \$20 (Atomi subscription)</p> <p>HSC PDHPE:         \$30 (Atomi subscription)</p>			

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## SCIENCE

<b>Biology</b>			
<b>Course Code: BIO</b>			
2 units for each of Year 11 and Year 12 NESA Developed Course			
<p><b>Course Description</b></p> <p>In Year 11, students initially study microbiology and the tools that scientists use in this field. They will examine the structure and function of organisms at both the cellular and multicellular levels to understand biological processes and concepts. This builds to the concept of biodiversity and its importance within the Earth's ecosystems. The effects of both natural selective pressures and human impact are also studied.</p> <p>For Year 12, students expand their knowledge of the functioning organism by understanding the processes involved in increasing genetic diversity. They investigate reproduction and inheritance patterns as well as the role of DNA. The application of genetic research and biotechnology is explored, especially in terms of its effects on society and the environment. The course then moves on to examine the treatment, prevention and control of infectious disease both locally and globally including study of the human immune system. In the final module, students engage with the study of non-infectious disease and disorders. Causes, effects on human health, the role that epidemiology and the practical applications of STEM are studied. The course focuses on the importance of understanding the multidisciplinary nature of science applications, physiology and engineered solutions to problems related to the management of human disorders.</p>			
<p><b>Main Topics Studied</b></p> <p><b>Year 11 Course - Modules</b></p> <ol style="list-style-type: none"> <li>1. Cells as the Basis of Life</li> <li>2. Organisation of Living Things</li> <li>3. Biological Diversity</li> <li>4. Ecosystem Dynamics</li> </ol> <p><b>Year 12 Course - Modules</b></p> <ol style="list-style-type: none"> <li>1. Heredity</li> <li>2. Genetic Change</li> <li>3. Infectious Disease</li> <li>4. Non-Infectious Diseases and Disorder</li> </ol>			
<p><b>Particular Course Requirements</b></p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time, including 15 hours allocated to practical investigations in depth studies.</p> <p>The Year 11 and Year 12 course will each incorporate a depth study to provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning.</p>			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination.	Equal weighting between Modules 5-8	Knowledge and understanding Skills in Working Scientifically	40 60
	100		100

### **Employment / University Opportunities**

Leads to University and TAFE studies in Biology, including agriculture, environmental sciences, forestry, health and medical studies and education.

## Chemistry

### Course Code: CHE

2 units for each of Year 11 and Year 12  
 NESA Developed Course

### Course Description

Chemistry is the study of the physical and chemical properties of substances, with a focus on investigation of properties and the interactions of energy and matter. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Year 11 course develops knowledge of fundamental chemical concepts. Students explore the structure and bonding within matter, quantitative relationships, chemical changes, factors affecting rates of reaction and thermodynamic nature of chemical processes.

The Year 12 course builds on the concepts developed in the Year 11 course. Students learn about equilibrium systems in relation to collision theory, properties of acids and bases with emphasis on acid/base theory and analysis techniques, organic chemistry, chemical synthesis and environmental chemistry and analysis techniques.

### Main Topics Studied

#### Year 11 Course - Modules

1. Properties & Structure of Matter
2. Introduction to Quantitative Chemistry
3. Reactive Chemistry
4. Drivers of Reactions

#### Year 12 Course - Modules

1. Equilibrium and Acid Reactions
2. Acid/Base Reactions
3. Organic Chemistry
4. Applying Chemical Ideas

### Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time, including 15 hours allocated to practical investigations in depth studies.

The Year 11 and Year 12 course will each incorporate a depth study to provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	Equal weighting between Modules 5-8	Knowledge and understanding Skills in Working Scientifically	40 60
	100		100

### Employment / University Opportunities

Leads to University and TAFE studies in Chemistry, including agriculture, environmental sciences, engineering, all the medical sciences, materials science, general science studies, education, geochemistry, forensic science, pharmaceuticals, industrial chemistry, food and drink industries, law and patents and polymer studies.

### Chemistry

**Assumed knowledge:** This course requires a good working knowledge of Mathematics Advanced principles due to the complicated mathematical skills related to algebra, ratios, equations and graphing. Students who do not attain a strong result in Year 10 Mathematics 5.3 are strongly advised to select another Science course.

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## Earth and Environmental Science

### Course Code: EES

2 units for each of Year 11 and Year 12  
NESA Developed Course

### Course Description

The Earth and Environmental Science Stage 6 Year 11 Syllabus explores the Earth's renewable and non-renewable resources and environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

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

The Year 12 course builds upon the Year 11 course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and the effects on the Australian environment, and the indicators of environmental ill-health. The options cover a wide variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

### Main Topics Studied

#### Year 11 Course - Modules

1. Earth's Resources
2. Plate Tectonics
3. Energy Transformations
4. Human Impacts

#### Year 12 Course - Modules

1. Earth's Processes
2. Hazards
3. Climate Science
4. Resource Management

### Particular Course Requirements

The Year 11 course includes field trip in the identification of landforms, rocks and soil types as well as how biological factors interact to form the local environment.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time, including 15 hours allocated to practical investigations in depth studies.

The Year 11 and Year 12 course will each incorporate a depth study to provide opportunities for students to pursue their interests in earth science, acquire a depth of understanding, and take responsibility for their own learning.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written	Equal weighting between Modules 5-8	Knowledge and understanding Skills in Working Scientifically	40 60
	100		100

### Employment / University Opportunities

Leads to University and TAFE studies in Environmental Sciences, Geology, general science courses, courses leading to mining industry positions, education, minerals processing, hydrology, landscape science, soil technology, marine engineering and agricultural science.

<b>Investigating Science</b>			
<b>Course Code: ISC</b>			
2 units for each of Year 11 and Year 12 NESA Developed Course			
<b>Course Description</b>			
<p>The Investigating Science course complements the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>The Year 11 course explores the importance of observation and the collection of quantitative and qualitative data in scientific investigations, considers primary and secondary-sourced data and its influence on scientific investigations, recognises that many scientific models have limitations and are modified as further evidence comes to light, and examines how complex models and theories often require a wide range of evidence, which impacts on society and the environment.</p> <p>The Year 12 course explores the importance of accuracy, validity and reliability in relation to the investigative work of a scientist. It also explores the dynamic relationship between science and technology, the development of new tools and materials, and the impacts of ethical, social, economic and political influences on science and its research.</p>			
<b>Main Topics Studied</b>			
<b>Year 11 Course - Modules</b>			
<ol style="list-style-type: none"> <li>1. Cause and Effect - Observing</li> <li>2. Cause and Effect - Inferences and Generalisations</li> <li>3. Scientific Models</li> <li>4. Theories and Laws</li> </ol>			
<b>Year 12 Course - Modules</b>			
<ol style="list-style-type: none"> <li>1. Scientific Investigations</li> <li>2. Technologies</li> <li>3. Fact or Fallacy?</li> <li>4. Science and Society</li> </ol>			
<b>Particular Course Requirements</b>			
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of this course.</p> <p>The Year 11 and Year 12 course will each incorporate a depth study to provide opportunities for students so that they can pursue their interests in all areas of science, acquire a depth of understanding, and take responsibility for their own learning. Due to the nature of this course 30 hours are allocated to depth studies in both Year 11 and Year 12.</p>			
<b>Assessment: HSC course only</b>			
Draft External Assessment	Weighting	Draft Internal Assessment	Weighting
A three-hour exam	Equal weighting between Modules 5-8	Knowledge and understanding Scientific thinking, problem solving and communication	40 60
	100		100

### **Employment / University Opportunities**

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

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## Physics

### Course Code: PHY

2 units for each of Year 11 and Year 12  
 NESA Developed Course

### Course Description

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time - from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

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

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

### Main Topics Studied

#### Year 11 Course - Modules

1. Kinematics
2. Dynamics
3. Waves and Thermodynamics
4. Electricity and Magnetism

#### Year 12 Course - Modules

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

### Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time, including 15 hours allocated to practical investigations in depth studies.

The Year 11 and Year 12 course will each incorporate a depth study to provide opportunities for students to pursue their interests in physics, acquire a depth of understanding, and take responsibility for their own learning.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	Equal weighting between Modules 5-8	Knowledge and understanding Skills in Working Scientifically	40 60
	100		100

### Employment / University Opportunities

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

### Physics

**Assumed knowledge:** This course requires a good working knowledge of Mathematics Advanced principles due to the complicated mathematical skills related to algebra, geometry, trigonometry, deriving equations and graphing. Students who do not attain a strong result in Year 10 Mathematics 5.3 are strongly advised to select another Science course.



<b>Science Extension</b>			
<b>Course Code: SCX</b>		<b>YEAR 12 ONLY</b>	
1 Unit for Year 12 NESA Developed Course			
<b>Course Description</b>			
<p>This course is designed for students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses. Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics based courses offered at the tertiary level, and to engage in new and emerging industries. The study of Science Extension Stage 6 enables students with a passion for science to explore the development of the scientific process over time, undertake high-level authentic scientific research, communicate findings and propose further research.</p> <p>Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets. The Scientific Research Report should be generally acceptable for publication.</p>			
<b>Main Topics Covered</b>			
<b>Year 12 Course - Modules</b>			
1: The Foundations of Scientific Thinking			
2: The Scientific Research Proposal			
3: The Data, Evidence and Decisions			
4: The Scientific Research Report			
<b>Course Requirements:</b>			
<p><b>Prerequisite</b> courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.</p> <p><b>Co-requisite</b> courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12</p> <p>The course requires students to engage with <b>complex</b> concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines.</p> <p>Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p>			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
Literature review	30	Communicating scientifically	30
Online examination	30	Gathering, recording, analysing and evaluation data	30
Scientific report	40	Application of scientific research skills	40
	100		100

## TECHNOLOGICAL AND APPLIED STUDIES

<b>Agriculture</b>			
<b>Course Code: AGR</b>		<b>Fee: \$30</b>	
2 units for each of Year 11 and HSC			
<p><b>Course Description</b></p> <p>The Year 11 course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>			
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <p>Overview of Australian Agriculture (15%)            The Farm Case Study (25%)            Plant Production (30%)            Animal Production (30%)</p> <p><b>HSC Course</b></p> <p>Plant/Animal Production (50%)            Farm/Product Study (30%)            Elective (Choose ONE elective) (20%)            Agri-food, Fibre and Fuel Technologies            Climate Challenge            Farming for the 21st Century</p>			
<p><b>Particular Course Requirements</b></p> <p>Practical experiences should occupy a minimum of 30% of both Year 11 and HSC course time.</p>			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Farm/Product Study	30
		Plant/Animal Production	50
		Elective	20
	100		100

## Community and Family Studies

**Course Code: CFS**

**Fees: \$20**

2 units for each of Year 11 and HSC  
NESA Developed Course

### 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

#### Year 11 Course

##### Component

##### Knowledge and understanding of how the following impact on well-being:

- Resource management
- Individuals and groups
- Families and communities

**Weighting**

40

##### Skills in:

- Applying management processes to meet the needs of individuals, groups, families and communities
- Planning to take responsible action to promote well-being, knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating

25

35

#### HSC Course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NSW Education Standards Authority (NESA) is to be based on the HSC course only.

##### Component

##### Knowledge and understanding of how the following impact on wellbeing:

- Research methodology
- Parenting and caring
- Groups in context
- Option - Social impact of technology

40

##### Skills in:

- Applying management processes to meet the needs of individuals, groups, families and communities
- Planning to take responsible action to promote well-being, knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating

25

35

### Particular 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.

### Assessment: HSC course only

External Examination	Weighting	Internal Assessment	Weighting
A three-hour written examination: <b>Section I</b> <b>Part A</b> • Objective response <b>Part B</b> • Approximately 8 short answers • Questions may contain parts • There will be approximately 10 items in total • At least 2 items will be worth 6-8 marks <b>Section II-Options</b> Three questions, one on each of the HSC option modules: • Family and Societal Interactions • Social Impact of Technology • Individuals and Work Candidates attempt one question only	20 55  25	Knowledge and understanding of how the following impact on well-being: • Resource management • Positive relationships • Range of societal factors • Nature of groups, families and communities <b>Skills in:</b> • Applying management processes to meet the needs of individuals, groups, families and communities • Planning to take responsible action to promote wellbeing Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	40   25  35
	100		100

<b>Design and Technology</b>			
<b>Course Code: DAT</b>		<b>Fees: \$50</b>	
2 units for each of Year 11 and HSC NESA Developed Course			
<p><b>Course Description</b> Students study design processes, design theory and factors in relation to design projects. In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects.</p> <p>In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.</p>			
<p><b>Main Topics Covered</b> <b>Year 11 Course</b> Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.</p> <p><b>HSC Course</b> Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.</p>			
<p><b>Particular Course Requirements</b> In the Year 11 course, students must participate in hands-on practical activities. In the HSC course the comprehensive study of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.</p>			
<b>Assessment HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
<p><b>Examination:</b> The examination consists of: Written Paper. Questions based on Innovation &amp; Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</p> <p><b>Major Design Project</b> This will include submission of: (i) A folio documenting the project proposal and project management, project development and realisation and project evaluation. (ii) A product system or environment.</p>	40	<p>Innovation and Emerging Technologies, including a compulsory case study of an innovation</p> <p>Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)</p>	40
	60		60
	100		100

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## Engineering Studies

**Course Code: EST**

**Fee: \$30**

2 units for each of Year 11 and HSC  
NESA Developed Course

### Course Description

Both Year 11 and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

### Main Topics Covered

#### Year 11 Course

Students undertake the study of 4 modules:

- Three application modules (based on engineered products). At least one product is studied from each of the following categories: Engineering Fundamentals; Engineered Products; and Braking systems
- One focus module relating to the field of Bio-Engineering.

#### HSC Course

Students undertake the study of 4 modules:

- Two application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport.
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### Particular Course Requirements

Students develop an engineering report for each module studied.

At least one report in each of the Year 11 and the HSC courses must be the result of collaborative work.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: <b>Section I</b>	20	Tasks relating to module content exclusive of the Engineering reports	80
<ul style="list-style-type: none"> <li>• Objective response questions</li> </ul> <b>Section II</b> <ul style="list-style-type: none"> <li>• Short-answer questions</li> </ul>	80	Engineering reports	20
	100		100

<b>Exploring Early Childhood</b>			
<b>Course Code: EEC</b>		<b>Fee: \$40</b>	
2 units for Year 11 and HSC <b>Content Endorsed Course</b>			
<b>Course Description</b> Our society acknowledges childhood as a unique and intense period for growth, development and learning. When members of society are provided with knowledge about childhood development they will then be able to support and encourage this development when interacting with children. The study of Exploring Early Childhood will support students in developing a commitment to, and capacity for, lifelong learning in this area. The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> Core studies: The core studies are compulsory. There are three parts to the core: Part A: Pregnancy and Childbirth (15 hrs) Part B: Child Growth and Development (20 hrs) Part C: Promoting Positive Behaviour (10 hrs)			
<b>Year 11 and HSC Course is delivered via modules</b>			
<b>Modules</b> The optional modules can each occupy 15-30 hours (indicative time) of study, depending on student interest, teacher expertise, available resources and intended depth of treatment. The following optional course modules are examples of topics that may be studied:			
<ol style="list-style-type: none"> <li>1. Learning Experiences for Young Children</li> <li>2. Play and the Developing Child</li> <li>3. Starting School</li> <li>4. Gender and Young Children</li> <li>5. Children and Change</li> <li>6. Children of Aboriginal and Torres Strait Islander Communities</li> <li>7. Historical and Cultural Contexts of Childhood</li> <li>8. The Children's Services Industry</li> <li>9. Young Children and Media</li> <li>10. Young Children and the Law</li> <li>11. Children's Literature</li> <li>12. Food and Nutrition</li> <li>13. Child Health and Safety</li> <li>14. Young Children with Special Needs</li> </ol>			
Both the selection of modules and the sequence for their teaching are matters for the teacher and the class to negotiate based on need and student interest. Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.			
<b>Assessment: HSC course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
N/A		The two parts of the course are assessed through a range of tasks, including: <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Understanding of course content</li> </ul>	50 50
			100

### **Employment / University Opportunities**

The Study of Exploring Early Childhood leads to multiple further study and employment opportunities. Students are able to continue their study at TAFE in Early Childhood with a view to gaining employment in the Child Care Industry as a primary care assistant, director or manager of a Child Care Establishment. Students can also use this course to pursue a University degree in Early Childhood Management and Early Childhood Education

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## Textiles and Design

**Course Code: TAD**

**Fee: \$70**

2 units for each of Year 11 and HSC  
 NESAs Developed Course

### Course Description

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibre, yarn, fabric structure and the Australian Textile Industry. Practical experiences are integrated throughout the content areas and include experimental work. Students will design, plan and produce two preliminary textile projects as part of the Year 11 course.

The HSC course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, innovations and emerging technologies, sustainable technologies, textile end use applications, consumer issues and the marketplace. This course integrates the development of a Major Textiles Project, which is specific to a selected focus area and which includes the production of supporting documentation and textile item/s.

### Main Topics Covered

#### Year 11 Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI) (10%)

#### HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

### Particular Course Requirements

In the Year 11 course, practical experiences will be integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work. In the HSC course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of Design, Properties and Performance of Textiles and the ATCFAI developed in the Year 11 course.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50	Knowledge and understanding of course content.	50
Major Textiles Project	50	Skills & knowledge in the design, manufacture & management of a Major Textiles Project (from the syllabus).	50

## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES



Education

### PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

#### School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

#### Work Placement

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

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

There are other VET opportunities including:

#### Externally delivered Vocational Education and Training (EVET)

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

#### School Based Apprenticeships and Traineeships (SBAT)

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

The Australian Quality Training Framework (AQTF) is the set of nationally agreed Quality Assurance arrangements for training and assessment services delivered by training organisations.

The Northern Sydney Region, Department of Education is a Registered Training Organisation and Cherrybrook Technology High School is a site of delivery for the following VET Industry Curriculum Frameworks (ICF) courses:

- Construction
- Hospitality

### **Industry Curriculum Framework (ICF) Courses**

- An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace
- Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course
- The examination mark from one Industry Curriculum Framework VET course may be included in the calculation of a student's Australian Tertiary Admission Rand (ATAR).

*NOTE: Additional Framework courses are available through the TAFE delivered VET programs - see a Careers Adviser for details.*

### **Assessment**

School Based Assessment:

- VET courses are competency based; this requires students to develop the competencies, skills and knowledge described by each unit of competency
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent
- HSC examination (optional) - The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice items, short answers and extended response items
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

### **Work Placement**

- Students in Industry Curriculum Framework courses must complete work placement of up to 70 hours for a 2 unit x 2-year course (240 hours). Additional hours are required for any extension courses - typically 35 hours for 120 hours of HSC credit.

### **School Based Apprenticeships and Traineeships**

- School based apprenticeships and traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off-the-job at school, TAFE NSW or with a private training provider
- Apprenticeships and/or Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks
- A School-Based Traineeship is generally completed over two years while students are still at school as part of the HSC
- A School-Based Apprenticeship is undertaken over two years part-time while students are still at school as part of the HSC, and then continued over three years full-time post school.

### **TAFE Delivered Vocational Education and Training (TVET) Framework Courses**

- Automotive
- Business Services
- Electrotechnology
- Entertainment
- Financial Services
- Human Services – Nursing
- Information Technology
- Primary Industries – Horticulture
- Retail Operations
- Tourism and Events

**Would you like to know more? The Careers Advisor or school VET coordinator has more information on VET courses and School Based Apprenticeships and Traineeships.**

## Framework Courses Available at CTHS

### Construction

#### Industry Curriculum Framework

**Course Code: CON**                      **Fee: \$100 + uniform and tools per year**

(Refer also to Introductory Notes: HSC VET Industry Curriculum Framework Courses)

#### Why study Construction?

Construction provides students with the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further study.

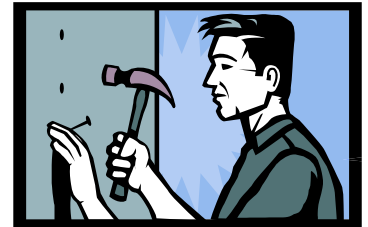
#### Working in the construction industry involves:

- Constructing buildings
- Modifying buildings
- Contracting
- Designing buildings
- Measuring materials and sites
- Communicating with clients



#### Samples of occupations students can aim for in the construction industry:

- |               |                           |
|---------------|---------------------------|
| ✓ Building    | ✓ Roofing                 |
| ✓ Bricklaying | ✓ Shop Fitting            |
| ✓ Carpentry   | ✓ Tiling                  |
| ✓ Concreting  | ✓ Painting and Decorating |
| ✓ Glazing     |                           |
| ✓ Joinery     |                           |



#### Course Description

This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units plus a range of elective units from the General Construction sector.

A mandatory WorkCover NSW approved general Work Health & Safety (WH&S) induction-training program (whitecard), as well as a work activity WH&S training and site-specific WH&S training must be completed before students are allowed onto a work site.

School-Based Traineeships and Apprenticeships are available in this industry area, for more information:

<http://www.sbatinnsw.info/>



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

Course: **Construction**  
 Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
 Industry Curriculum Framework (ICF) -  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, 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 VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

#### Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.

#### Construction, Plumbing and Services Training Package (CPC 8.0)

#### Units of Competency

##### Core Units

CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

##### Elective Units

CPCCCM1011	Undertake basic estimation and costing
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM2005	Use construction tools and equipment
CPCWHS1001	Prepare to work safely in the construction industry

Delete two options not delivered before use and delete this row

<b>Option 1</b>	CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment
<b>Option 2</b>	CPCCWF2002 CPCCCM2013	Use wall and floor tiling equipment Undertake basic installation of wall tiles
<b>Option 3</b>	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components

#### White Card

CPCCWHS1001 - Prepare to work safely in the construction industry.  
**The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.  
 A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. **Online courses are NOT recognised by the Department of Education.**

**Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.**

#### Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

#### Examples of occupations in the construction industry:

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

#### External Assessment

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 the eligibility of a student to receive a vocational qualification.

#### Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

#### Appeals and Complaints

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

**Course Cost: Preliminary - \$100 HSC - \$100**

**School Specific equipment and associated requirements for students**

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

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

**Exclusions:** VET course exclusions can be checked on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction  
 RTO - Department of Education - 90333, 90222, 90072, 90162

Version 0.5

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

# Cookery

## Industry Curriculum Framework

**Course Code: HCO**

**Prelim Consumable Fees: \$150 + toolkit & uniform  
HSC Fee: \$200**

(Refer also to Introductory Notes: HSC VET Industry Curriculum Framework Courses)

### Why study Hospitality?

Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

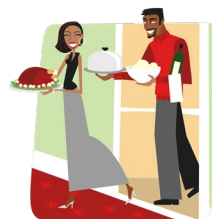
### Working in the hospitality industry involves:

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- Developing menus, managing resources, preparing, cooking and serving a range of dishes
- Providing food and beverage service in a range of settings
- Providing housekeeping and front office services in hotels, motels, resorts and other hospitality establishments
- Planning and organising events and managing services



### Samples of occupations students can aim for in the hospitality industry:

- ✓ Bar Assistant
- ✓ Chef
- ✓ Events Coordinator
- ✓ Food & Beverage Manager
- ✓ Reservations Clerk
- ✓ Front Office Receptionist
- ✓ Guest Service Coordinator



### Course Description

This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units of competency plus units from various functional areas such as: kitchen attending, commercial cookery, commercial catering, food and beverage, front office, housekeeping and sales/office operations.

School-Based Traineeships and Apprenticeships are available in this industry area, for more information: <http://www.sbatinnsw.info/>

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

**Course: Hospitality**

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
 Industry Curriculum Framework (ICF)  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, 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 VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) <https://training.gov.au/Training/Details/SIT20421>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this 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.

**Entry Requirements**

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.

**Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency**

<b>Core</b>		<b>Elective</b>	
SITXFSA005	Use hygienic practices for food safety	SITXFSA006	Participate in safe food handling practices
SITXWHS005	Participate in safe work practices	SITHCCC025	Prepare and present sandwiches
SITHCCC023	Use food preparation equipment	SITHCCC024	Prepare and present simple dishes
SITHCCC027	Prepare dishes using basic methods of cookery	SITHCCC026	Packaged prepared foodstuffs
SITHCCC034	Work effectively in a commercial kitchen	SITXCOM007	Show social and cultural sensitivity
SITHKOP009	Clean kitchen premises and equipment	SITXCCS011	Interact with customers
SITXINV006	Receive, store and maintain stock		

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the hospitality industry involves <ul style="list-style-type: none"> <li>▪ organising information and records in both paper and electronic forms</li> <li>▪ customer (client) service</li> </ul>	<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using technologies</li> <li>▪ creating documents</li> </ul>
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**Examples of occupations in the hospitality (kitchen operations) industry:**

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook.
- function cook

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

**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 the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

**Appeals and Complaints**

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

**Course Cost: Preliminary - \$150      HSC - \$200**  
**Uniform can be supplied by the school.**

**Refunds**  
 Refund Arrangements 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:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## Work Experience During Year 11

Cherrybrook Technology High School permits a student to attend work experience during Year 11 on an individual release basis. A student must demonstrate a genuine desire to participate in work experience by returning a completed Student Placement Record at least two weeks prior to the placement.

Students are required to undertake this during the **mid-year vacations** rather than during school time. For a student to be accepted into the program, the opinions of all their teachers will be sought in order to ensure the student is up-to-date in all school work.

### WORK EXPERIENCE PAPER TRAIL

- ONE**                    **Student Placement Record**  
Student must complete Section 1. The prospective employer should be given the Employer's Guide to Workplace Learning booklet and they complete Section 3 of the Student Placement Record. A Parent completes Section 4. The Placement Record is returned to the Careers Adviser at least two weeks prior to commencement of the placement.
- TWO**                    **Release Form**  
This sheet is to be signed by all class teachers prior to work experience so they know when you will be absent. It must be returned to the Careers Adviser prior to the commencement of the work experience.
- THREE**                **Work Experience Folder**  
This will be given to the student during the week prior to the commencement of the placement. It contains an Emergency Card and three copies of the Student Placement Record; a copy must be given to the employer on the first day of work experience. The remaining copies are for parents and the student. A Student Journal is included for students to complete during the week of the placement. **The Release Form must be submitted prior to or at this meeting.**
- FOUR**                 **Certificate of Participation**  
The completed Student Journal is to be submitted to the Careers Adviser on the student's return to school. A Certificate of Participation will be issued. This should be filed in the student's Resume Portfolio to assist when applying for future scholarships and casual, part-time or full-time employment.



The Student Placement Record and teacher release form must be completed, signed by all parties and returned to the Careers Advisers before work experience can commence. All students participating in the programs are covered for insurance by the Department of Education, details of which are included in the 'Parents' Guide to Work Experience'.

If you have any queries about the program, please contact the school Careers Advisers, Mrs Arroyo or Ms Truong on 9484 2144 during school hours.

## Work Placement During Year 11

Students completing TVET framework courses are required to complete 35 hours of work placement in both Year 11 and 12. NSW TAFE is responsible for placing students, communicating with them and providing the necessary forms to be completed. Once TAFE staff propose a date for the work placement to the student, it is their responsibility to liaise with the Careers Advisers to ensure the arrangement is viable. A student must demonstrate a genuine desire to participate in work placement by returning a completed Student Placement Record at least two weeks prior to the placement. This will need to be signed by the TVET Coordinator, Mrs Arroyo.

Where possible, students are encouraged to undertake this during **vacations** rather than in school time. If missing school is unavoidable, students are to make an undertaking to catch up on all work missed during the work placement week. For a student to be accepted into the program, the opinions of all his/her teachers will be sought in order to ensure the student is up-to-date in all school work and he/she will not be disadvantaged by being absent for the week proposed.



## TAFE-delivered Vocational Education & Training (TVET) Courses

Students undertaking any of these courses should be aware that the courses commence at a time that will cause some normal lessons to be missed due to travel times. This missed work will need to be caught up by the student. Only students who are able to make a firm commitment to attend these courses should apply.

**Separate expression of interest forms are available from Mrs Arroyo and Ms Truong.** These forms should be submitted by Term 3, Week 5. Students wishing to apply for nursing, construction, electrotechnology and plumbing may be required to complete a pre-selection assessment. Please note that your acknowledgement of your request to study one of these courses on the Expressions of Interest form which you return to the Careers Advisers does not mean that you are entered for a course.

### Industry Curriculum Framework (ICF) courses available through TAFE and other providers

The following courses may be used to satisfy the requirements for the award of either Year 11 Certificate (Year 11) or the Higher School Certificate (Year 12).

**These courses may be counted towards the ATAR.**

Hornsby Campus		Meadowbank Campus	
ICF Courses	Units	ICF Courses	Units
Certificate II in Automotive Vocational Preparation	2	Certificate III in Business	2
Certificate III in Business	2	Certificate II in Construction Pathways	2
Certificate II in Construction Pathways	2	Certificate II in Electrotechnology (Career Start)	2
Certificate II in Electrotechnology (Career Start)	2		
SOA Certificate III in Information, Digital Media and Technology (Digital Animation)	2		
SOA Certificate III in Information, Digital Media and Technology (Web & Software Applications)	2		
Certificate III in Events	2		
Certificate III in Tourism	2		
St Leonards Campus		Ryde Campus	
ICF Courses	Units	ICF Courses	Units
Certificate III in Allied Health Assistance	2	Certificate II in Hospitality	2
SOA Certificate III in Information, Digital Media and Technology	2	Certificate III in Events	2
		Certificate III in Tourism	2
Castle Hill Campus			
ICF Courses	Units		
Certificate III in Health Services Assistance (Assisting in nursing work in acute care)	3		

*\*SOA - Statement of Attainment. The completion of these courses does not lead to the full qualification of the Certificate III course.*

The above VET Curriculum Framework courses offered at local TAFE Colleges will count towards an ATAR, provided the student completes the full 240 hours and meets all of the HSC Syllabus requirements, including 2 x 35 hours of work placement. Students must also sit for their HSC Trial Examination and HSC Examination in this subject in order for it to count towards an ATAR.

## Content Endorsed Courses Available Through TAFE

The following courses may be used to satisfy the requirements for the award of either Year 11 Certificate (Year11) or the Higher School Certificate (Year 12).

**These courses cannot be counted towards the ATAR.**

Hornsby Campus			Meadowbank Campus	
Non-Framework Courses	Units		Non-Framework Courses	Units
SOA Certificate III in Early Childhood Education and Care	2		SOA Certificate III in Make-Up	2
SOA Certificate III in Real Estate Practice	2		SOA Certificate III in Early Childhood Education and Care	2
			SOA Certificate III in Fitness	2
			SOA Certificate II in Drainage	2
			SOA Certificate III in Real Estate Practice	2
			SOA Certificate II in Salon Assistant	2
St Leonards Campus			Castle Hill Campus	
Non-Framework Courses	Units		Non-Framework Courses	Units
SOA Certificate III in Make-Up	2		Certificate III in Animal Studies	2
SOA Certificate III in Early Childhood Education and Care	2			
SOA Certificate III in Real Estate Practice	2			

*\*SOA - Statement of Attainment. The completion of these courses does not lead to the full qualification of the Certificate III course.*

## School-Based Apprenticeships and Traineeships

An option for some students in Year 11 will be School-Based part-time Traineeships or Apprenticeships. Such students will be able to combine study for the HSC, a recognised VET qualification and paid work. School-Based Traineeships/Apprenticeships in schools provide secondary students with three qualifications:

- A nationally recognised VET qualification under the Australian Qualifications Framework (AQF)
- A Certificate of Proficiency on satisfactory completion of the traineeship
- Credit toward the HSC

Students are enrolled in the relevant trade course at either Certificate II or Certificate III level and complete their formal training by the end of Term 3 before the HSC to ensure the student receives appropriate credit for the HSC.

Students must complete a minimum of 100-180 days (depending on the industry area) on-the-job training by 31 December of the year they complete the HSC. This is in the form of paid employment as a School-Based Apprentice or Trainee.

**School-based Traineeships** are available in just about any career area, including retail and supply chain operations.

**School-based Apprenticeships** are possible in a range of fields including Automotive, Hospitality, Construction, Electrotechnology, and Metal and Engineering areas.

### How Do They Work?

Typically a student will spend three days at school, one day at training (usually TAFE) and one day on the job. In addition, work may be undertaken during school holidays.

School-Based Apprentices will continue working and training full time once they graduate from school so they can gain the Certificate III qualification and become a qualified tradesperson.

Further information available on [www.sbatinnsw.info](http://www.sbatinnsw.info).

School-Based Apprentices and Trainees may elect to study Industry Based Learning, which is a subject taught by the Careers Advisers to support the apprenticeship and traineeship. It may be counted as 2 units towards the HSC, but cannot be counted towards an ATAR.

See Mrs Arroyo if interested in applying for School-Based Apprenticeships or Traineeships.

### Expectations

Students undertaking the school-based apprenticeship or traineeship will experience disruptions to their normal pattern of study to meet their work and on-the-job training requirements.

Therefore, students wishing to undertake this pattern of study alongside their HSC will need to:

- **Demonstrate strong attendance** - Students will need to show that they have maintained a good attendance record in junior school as well commit to the same in their future senior studies.
- **Be an independent learner** - Students are expected to keep up to date with classwork missed whilst attending work and/or on-the-job training.
- **Have strong communication skills** - Students will need to take the initiative to speak to their teachers regarding classwork and inform the SBAT coordinator in a timely manner of any questions, concerns or issues regarding their school-based apprenticeship or traineeship.

## Steps to Uni for Year 10 students

The University Admissions Centre (UAC) provides a booklet to download, entitled 'Steps to Uni for Year 10 Students'. The 2025 edition is the appropriate edition for current Year 10 students. This booklet outlines the criteria required for entry to participating institutions for 2025, including suitable senior subject choices.

A 'Subject Compass' HSC subject selection tool is also very valuable.

<https://www.uac.edu.au/index.php/future-applicants/year-10-students>

## JobJump

Would you like to find out more information to help your child with their career? CTHS subscribes to JobJump, which is an excellent career information website. Parents and students can join this website.



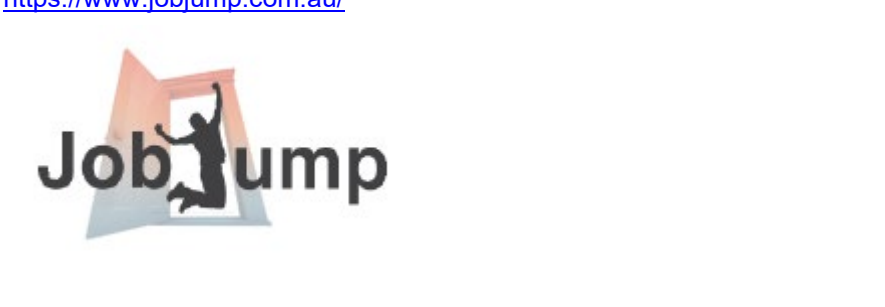
To register, click on the following link <https://www.jobjump.com.au/> then click 'I'm New'. A pop-up screen will appear. Start typing Cherrybrook Technology High School into the 'School' box and select your school. Enter the school password, 'fox' and click 'Continue'. You will then be asked to enter your personal details, including your personal password (min six characters). Once you have registered, all you will need is your email address and personal password to log back in.

By registering with JobJump, parents can keep up-to-date with their child's career interests, having all the latest news emailed to them. You will have access to the whole JobJump website right up until one year after your child graduates Year 12, enabling you to help your children plan and achieve their career dreams.

The JobJump parent video can be viewed here <https://youtu.be/fZoyckJwVg>.

## CTHS Career Websites

The following websites are excellent sources of relevant, up-to-date careers information. Each annual subscription has been paid, and both parents and students have unlimited access until students graduate.

<p><a href="https://cthscareers.com/">https://cthscareers.com/</a></p> 	<p>Open to parents, students can use their school email and password to access student secure area</p>
<p><a href="https://studyworkgrow.com.au/school/cherrybrook-technology-high-school/">https://studyworkgrow.com.au/school/cherrybrook-technology-high-school/</a></p> 	<p>Useful for parents and students. When prompted password is CHERRY19</p>
<p><a href="https://www.jobjump.com.au/">https://www.jobjump.com.au/</a></p> 	<p>Register by clicking "I'm New". When prompted enter Cherrybrook Technology High School and password is fox</p>

