STAGE 6 2026 SUBJECT SELECTION

Cover Design: Holly Chen 2025 Year 12

This booklet is to assist Year 10 students in their selection of subjects / courses for Year 11 2026. **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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	HSIE - Mr Hartman & Mr Fernandez
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	PDHPE - Mr Perry
	TAS - Mrs Robinson & Mr Kennedy
	VET - Mrs Robinson
	TVET - Mrs Arroyo

Table of Contents

INTRODUCTION

This handbook is a helpful guide for students and parents to navigate the Higher School Certificate process. It contains important information about HSC rules and procedures, as well as essential details about each subject and course. It is recommended that students read the handbook carefully and keep it as a reference for future use. Although the school provides accurate advice, **it is the responsibility of each student to understand the implications of their subject choices**.

The Higher School Certificate (HSC) can provide students with numerous opportunities to shape their future. It leads many students to tertiary education, fulfilling employment, and the beginning of adulthood. When selecting subjects, students should reflect on their goals, interests, abilities, and potential career paths to make informed decisions.

CTHS offers a wide range of subjects and courses to cater to the diverse needs, interests, and abilities of its students. Students can choose to study courses entirely at school or combine them with TAFE, industry, or university courses to maximize their learning potential. This booklet contains information about these opportunities, as well as:

- 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 offered. This information will help students make informed decisions about the subjects and courses they wish to study.

The introduction provides a summary of the senior program, whereas the course descriptors focus specifically on the Year 11 stage. Assessment guidelines and regulations will be outlined in a separate Year 11 Assessment Booklet. A separate Year 12 Assessment Handbook, containing comprehensive details of assessment schedules and examination regulations, will be provided for HSC course students.

Senior studies require an independent and mature approach from students, as they need to meet their own, their parents', and the school's expectations, along with the HSC rules set by the NSW Education Standards Authority (NESA). Students may enjoy a more flexible timetable than in junior school, depending on their pattern of study, with different start and finish times for the school day. They may also have to travel to TAFE or workplace learning situations. To register their attendance, Year 12 students use a finger scan system and receive messages either via the Daily News, Canvas or email.

Our school offers a wide range of courses taught by experienced teachers who are dedicated to helping each student achieve their full potential. However, it's important for students to remember that they will only reap the benefits of their senior studies if they put in the necessary effort. We encourage senior students to make use of the library or the Year 12 senior student study (located in room E2.15) for private preparation and study. This will help them develop the skills needed for independent study and self-responsibility, which are crucial for success at the senior level.

All senior students hold an important position as role models within the school. Like every other student, they are expected to maintain good behaviour and follow the School Discipline and Welfare Codes. Seniors have various opportunities to get involved in organising and managing activities within the school, and I urge every student to participate actively in keeping up the remarkable traditions for which our senior students are well known.

Mr Matt Townsend
Principal

Top

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)

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. **Most courses offered in Year 11 and HSC programs are 2 units, studied at home 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. One unit equates to approximately two hours home study per week with a mark value of 50. Extension courses are available in English, Mathematics, History, Music, Science and some Languages

- 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 additional HSC Extension courses (Extension 2). Extension 2 requires students to work beyond the standard expected in Extension 1

- 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. These are the only courses that can be included 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. If the content of a course is endorsed, but not developed by NESA, it will count towards the HSC, but it will not contribute to the calculation of the ATAR.

3. **Stage 6 VET Industry Curriculum Framework (Framework)**
   Syllabuses developed by NESA to provide students with the opportunity to gain industry recognised national vocational qualifications (Certificate or Statement of Attainment) under the AQF as part of their HSC. Courses within a Framework count as Board Developed unit credit for the HSC and include an optional HSC exam which provides the opportunity for students to have this HSC exam mark contribute to the calculation of their ATAR.

4. **VET Board Endorsed Courses (VET BEC)**
   A course endorsed by NESA that is based on an AQF VET qualification in industry areas not covered by Board Developed Framework courses. VET BECs count as Board Endorsed unit credit for the HSC, but do not contribute towards an ATAR.

5. **VET Work Placement**
   A period of unpaid work with an employer undertaken by VET students in order to satisfy the requirements of a course or qualification, with supervision provided by the employer, the training provider or both. Foe NESA VET courses, work placement may be mandatory, recommended or not required.

6. **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.

What is a RoSA?
The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school.

The RoSA records (where applicable):

- Completed Stage 5 (Year 10) courses and grades
- Completed Preliminary Stage 6 (Year 11) courses and grades
- HSC (Year 12) results
- Any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school before completing the HSC because they can show it to potential employers or places of further learning.

Students who have not met the HSC minimum standard to receive their HSC, can still receive a RoSA.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- Left the schooling system after completing Year 10 but before completing the HSC
- Complied with the requirements from the Education Act

Students are not eligible for a RoSA if they:

- Leave school before finishing Year 10
- Leave after Year 10 without meeting RoSA eligibility requirements.

These students will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for any courses satisfactorily completed.

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 20.

The deadline for entering your subject preferences via the Internet is **5pm, Sunday 3 August.**

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HSC STUDY REQUIREMENTS AND ASSESSMENT

Are There any 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 Year 11 course before you can start the corresponding HSC course.

Are there Restrictions on Studying Courses in Combination?

In general, students may not study two Board 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. '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.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The key purpose of assessment is to provide information on student achievement and progress in each course, in relation to the syllabus standards and to report on the standard of performance attained at the end of the course.

The feedback given to students and parents is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections. NESA dictates all students are expected to complete all assessment tasks. Students must make a genuine attempt if they are to be deemed as satisfactorily completing the Preliminary HSC course requirements.

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 an 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 students attend every day the school is open for instruction (NSW Department of Education School Attendance Policy 2024).

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete course outcomes satisfactorily. Where attendance and/or course outcome completion are of concern, the student will be notified in writing and a letter will be sent home. This will be the first official warning that the student may be withdrawn from that course if the completion of outcomes do not improve. A second letter will be a final warning and may require a parent/guardian interview. Continued unsatisfactory progress will result in the student being withdrawn from the course. This may result in failure to complete the required courses for the award of the year 11 RoSA.

Parents are notified via email fortnightly concerning their child's unexplained absences requesting a reason to be provided to the school to justify these absences.

Holidays should only be booked during school breaks. Students should be at school every day during school term, from beginning to end because assessment tasks can and often are, scheduled any time during the term. 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 for Extended Leave - Travel** will only be determined according to the best interests of the student and course cohort, while also ensuring the integrity of any assessment task is maintained. Travel is normally **not** approved for students during term dates.

Patterns of absence when connected to assessment and/ or examination dates will run the risk of being considered as malpractice. Parent condoned absences from school to complete or prepare for an assessment task or examination will not be considered a valid absence and may be deemed as providing an unfair advantage.

PROCEDURES FOR CHANGING SUBJECTS, COURSES OR PROGRAMS

Accumulation (Pathways)
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 they must apply via a subject change request form to the Head Teacher Stage 6 within the **first two weeks of Term 1**. Students may only change subjects after this time if the relevant Head Teacher KLA permits the change. After April any change of subject can only occur if the Principal deems that it is possible for them to complete the new Year 11 course before commencing the HSC course. Students undertaking a Saturday School and/or TAFE subject and wishing to withdraw from a subject delivered at school must prove their commitment to continuing with their external subject by showing a diligent attendance record and the satisfactory completion of their course requirements via the submission of a progress report, as part of the application process.

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.

Top

SATISFACTORY COMPLETION OF COURSES

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. This requirement must be met before students submit any work for the Year 11 and HSC courses. The purpose of the unit is to gain an understanding of the principles and practices of good scholarship.

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 HSC 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 HSC 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.

Top

HSC Board Developed courses to be examined in 2026

For further information and updates, visit the NESA website at 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) [1]	2	Automotive
15030	Biology	2	Biology
26199	Business Services (Examination) [1]	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) [1]		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) [1]	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) [1]	2	English
15140	English Advanced	2	English
15160	English Extension	1	English
15170	English Extension	1	English
15175	Enterprise Computing	2	Enterprise Computing
26499	Entertainment Industry (Examination) [1]	2	Entertainment Industry
27299	Financial Services (Examination) [1]	2	Financial Services
15180	Food Technology	2	Food Technology
15190	Geography	2	Geography
TBA	Health and Movement Science 11–12	2	Health and Movement Science 11–12
15280	History Extension [2]	1	Same as corequisite 2-unit history course
26589	Hospitality – Food and Beverage (Examination) [1]	2	Hospitality
26587	Hospitality – Kitchen Operation and Cookery (Examination) [1]	2	Hospitality
27199	Human Services (Examination) [1]	2	Human Services
15200	Industrial Technology	2	Industrial Technology
27398	Information and Digital Technology (Examination) [1]	2	Information and Digital Technology
15215	Investigating Science	2	Investigating Science
15220	Legal Studies	2	Legal Studies
15232	Mathematics Standard 1 (Examination) [3]	2	Mathematics
15236	Mathematics Standard 2	2	Mathematics
15255	Mathematics Advanced	2	Mathematics
15250	Mathematics Extension 1 [3]	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 [4]	1	Music
26899	Primary Industries (Examination) [1]	2	Primary Industries
15330	Physics	2	Physics
26999	Retail Services (Examination) [1]	2	Retail Services
15345	Science Extension [5]	1	Same as corequisite 2-unit science course
15350	Society and Culture	2	Society and Culture
15365	Software Engineering	2	Software Engineering
15370	Studies of Religion I [6]	1	Studies of Religion
15380	Studies of Religion II [6]	2	Studies of Religion
15390	Textiles and Design	2	Textiles and Design
27499	Tourism, Travel and Events (Examination) [1]	2	Tourism, Travel and Events
15400	Visual Arts	2	Visual Arts

Number	Course name	Unit value	Subject area
Languages			
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

Number	Course name	Unit value	Subject area
15600	Classical Hebrew Continuers	2	Classical Hebrew
15610	Classical Hebrew Extension	1	Classical Hebrew
15620	Croatian Continuers [7]	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
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

Number	Course name	Unit value	Subject area
15900	Latin Continuers	2	Latin
15910	Latin Extension	1	Latin
15940	Macedonian Continuers [7]	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 [7]	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

Board endorsed courses

NESA endorses a range of other courses offered by schools, universities 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.

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 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 (see page 39).
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.

VOCATIONAL EDUCATION AND TRAINING

NESA Developed Courses Available at CTHS and Local TAFE Colleges

Subject	Course	Extension
VET Curriculum Frameworks - offered at CTHS		
Hospitality - Food & Beverage Hospitality - Kitchen Operations	Hospitality (120 hours) Hospitality (240 hours)	 Hospitality Extension (60 hours)
VET Curriculum Frameworks - offered at local TAFE Colleges		
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	

Top

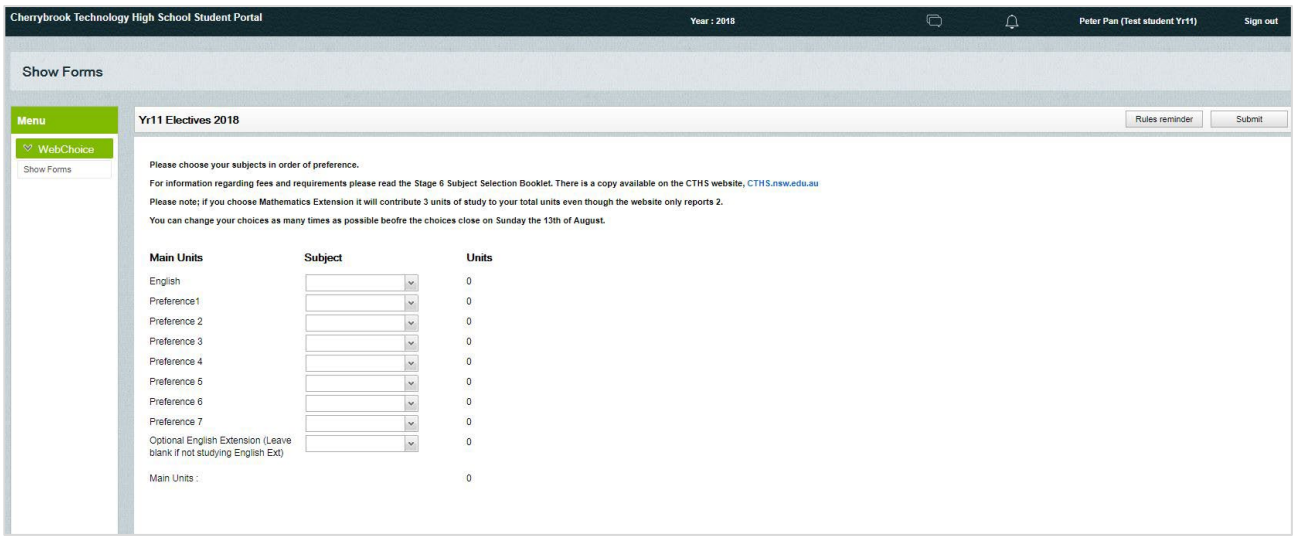
HOW TO MAKE YOUR SUBJECT SELECTIONS

All students will use Edval Webchoice to make their subject selections. Students **MUST** use their DEC email address (firstname.surname@education.nsw.gov.au) 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.

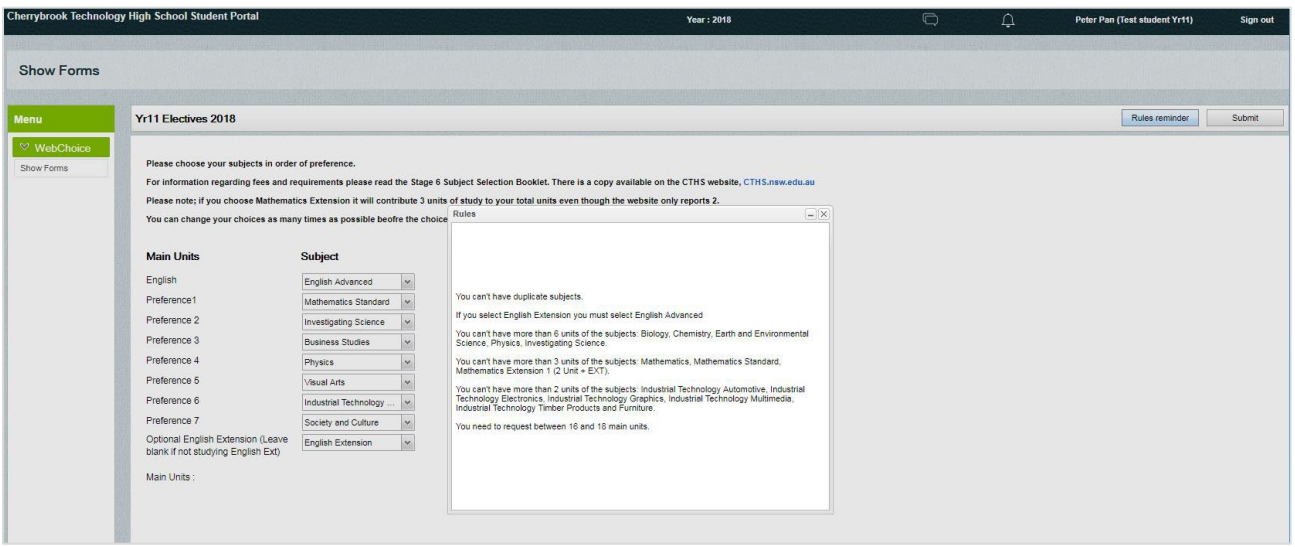
Step 1
Go to https://my.edval.education/login and enter the unique code.

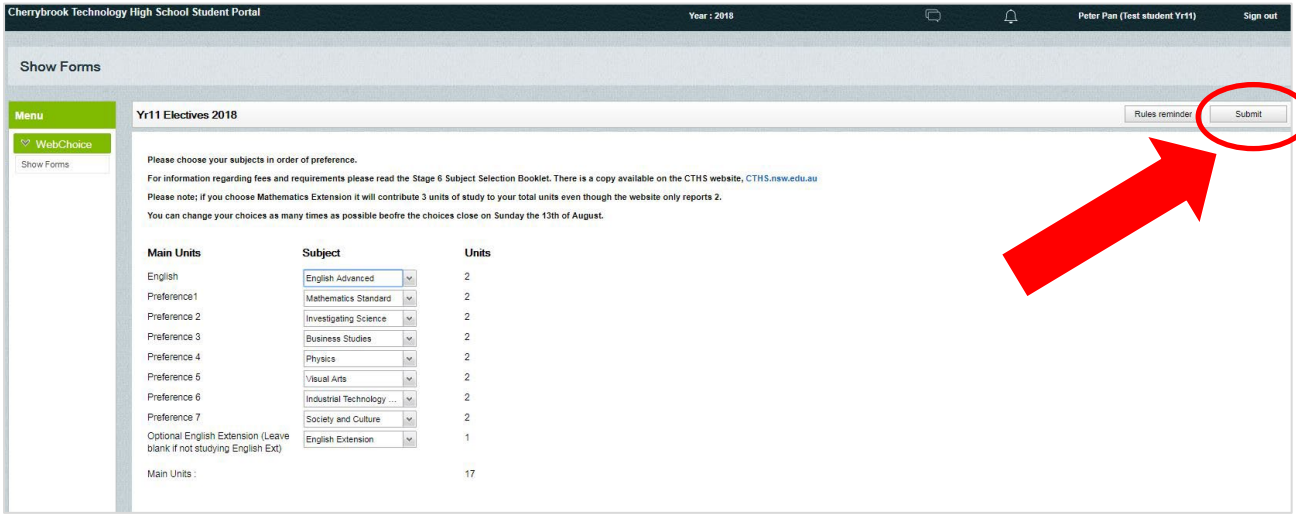
Step 2
Select the subjects in order of **PREFERENCE** (this means the subject listed at the top is the one desired the most). Please remember that subjects which attract a small candidature should be placed at the **top** of the list to maximise the chance of these being offered.



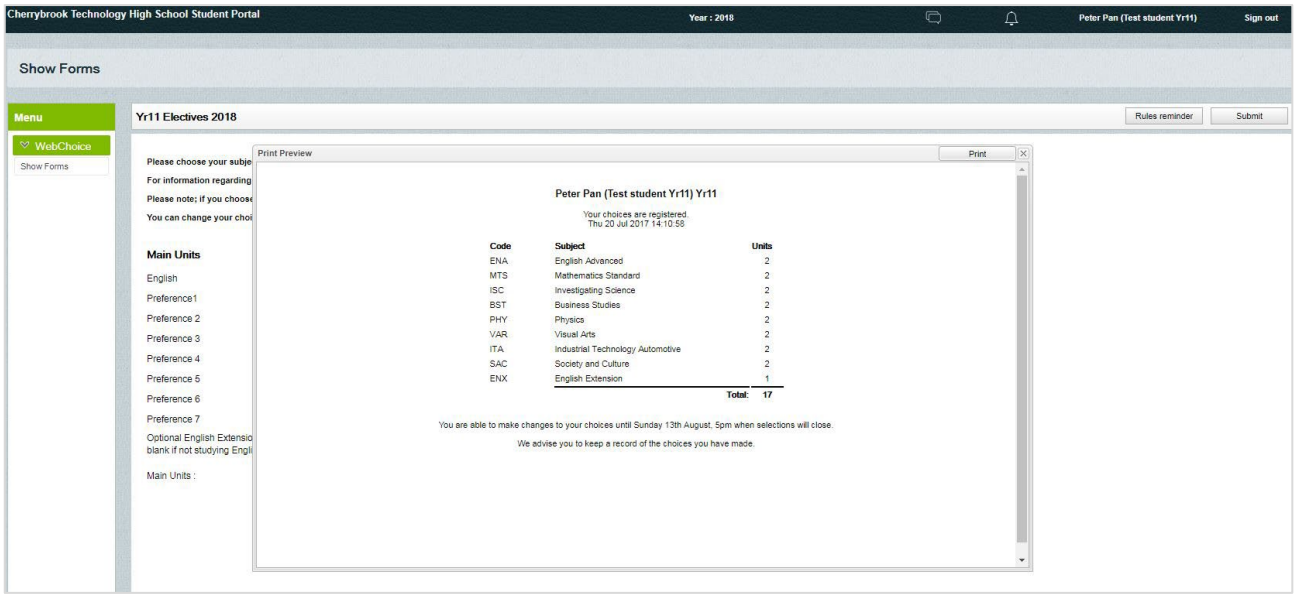
Step 3
Once you have made your subject selections click **'Submit'.**

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





Step 4
Print out and keep a copy of this screen as proof of your subject selection choices.



Preferences can be changed as often as the student likes between **Wednesday 2 July, 9am** and **Sunday 3 August, 5pm.**

NESA DEVELOPED COURSES FOR THE HIGHER SCHOOL CERTIFICATE
CREATIVE AND PERFORMING ARTS

Dance

Course Code: DNC **Payment: $55**

2 units for each of Year 11 and HSC
NESA Developed Course
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Year 11 Course
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:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class)

HSC Course
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:

- Core 60% (Performance 20%, Composition 20%, Appreciation 20%)
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

Particular Course Requirements:
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.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance Solo dance and interview	20		
Core Composition Solo composition performed by another student, 300-word rationale and interview	20		
Core Appreciation A written examination: one hour	20		
Major Study	40		
Major Study Performance • One solo dance and interview		**Core Performance**	20
Major Study Composition **OR** • One dance composition: for 2 - 3 dancers,300-word rationale and interview		**Core Composition**	20
Major Study Appreciation **OR** • Written examination: 1 1/4 hours or		**Core Appreciation**	20
Major Study - Dance & Technology **OR** *Option 1:* Choreographing the Virtual Body • Presentation of a choreographed work using 3D animation software and 300-word rationale **OR** *Option 2:* Film and Video • Presentation filmed and edited choreographed work and 300-word rationale		**Development of Major Study**	40
	100		100

Top

Drama

Course Code: DRS **Payment: $55**

2 units for each of Year 11 and HSC
NESA Developed Course
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description
Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.
Year 11 course 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.
HSC Course content
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 **Group Performance** (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 **Individual Project,** students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama.

Main Topics Covered
Year 11 Course
Improvisation, Playbuilding, Acting
Elements of Production in Performance
Theatrical Traditions and Performance Styles
HSC Course
Australian Drama and Theatre (Core content)
Approaches to Acting
Group Performance (Core content)
Individual Project

Particular Course Requirements:
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.

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
Group Performance (Core)	30	Making	40
		Performing	30
Individual Project	30	Critically Studying	30
A one and a half hour written Examination comprising two compulsory sections: • Australian Drama and Theatre (Core) • Approaches to Acting	40	Across the topic areas of: • Australian Drama and Theatre • Studies in Drama and Theatre • Group Performance • Individual Project	
	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.

Music 1	
Course Code: MS1	**Payment: $55**
2 units for each of Year 11 and HSC NESA Developed Course **Exclusions:** Music 2	

Course Description

Year 11

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:

- Performance (25%)
- Aural (25%)
- Composition (25%)
- Musicology (25%)

HSC Course

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 **three** electives from any combination of performance, composition and musicology.

Main Topics Covered

Year 11 Course

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:

- Popular Music
- Music for Small Ensembles
- Music for Large Ensembles
- Australian Music
- Jazz
- Musical Theatre
- An instrument and its repertoire
- Rock Music

HSC Course

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.

Particular Course Requirements

The Year 11 course informs learning in the HSC course. Students study the SIX concepts of Music.

- Pitch
- Duration
- Texture
- Dynamics and Expressive Techniques
- Tone Colour
- Structure

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.

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

Top

Music 2

Course Code: MS2 **Payment: $55**

2 Units each of Year 11 and HSC
NESA Developed Course
Exclusions: Music 1

Course Description
Year 11
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:

- Aural (25%)
- Musicology (25%)
- Composition (25%)
- Performance (25%)

HSC Course
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.

Particular Course Requirements
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:

- Pitch
- Duration
- Texture
- Dynamics and Expressive Techniques
- Tone Colour
- Structure

HSC Course
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.

Main Topics Covered
Year 11
Students will study the mandatory topic and ONE additional topic.

MANDATORY TOPIC: Music from 1600 - 1900
ADDITIONAL TOPIC:

- Australian music
- Music of a culture
- Medieval music
- Renaissance music
- Music 1900-1945
- Music 1945 - music 25 years ago

HSC Course
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:

- Baroque music
- Classical music
- Music in the Nineteenth century
- Music of a culture (different from the Preliminary course study)

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

HSC Music Extension Course			
Course Code: MSX	**(Year 12 only)**		**Payment: $50**
1 unit / 60-hour course NESA Developed Course **Prerequisites:** Music 2 (studied concurrently with HSC course of Music 2) **Exclusions:** Music 1			
Course Description 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.			
Particular Course Requirements 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.			
Assessment: HSC course only			
External Assessment	**Weighting**	**Internal Assessment**	**Weighting**
Performance (50) Three contrasting pieces, one of which must be an ensemble Ensemble Solo 1 Solo 2 OR **Composition** (50) Two original compositions (to be submitted to the NSW Education Standards Authority (NESA) Piece 1 Piece 2 OR **Musicology** (50) One extended essay (to be submitted to the NSW Education Standards Authority (NESA)	 20 15 15 25 25 50	**Performance** (50) Two assessment tasks Task 1 Task 2 OR **Composition** (50) Two assessment tasks Task 1 Task 2 OR **Musicology** (50) Two assessment tasks Task 1 Task 2	 25 25 25 25 25 25
	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.

Top

Visual Arts

Course Code: VAR **Payment: $85**

2 units for each of Year 11 and HSC
NESA Developed Course
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description
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.

Main Topics Covered
Year 11 Course learning opportunities focus on:
- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the artworld
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their own artmaking
- Building understandings over time through various investigations and working in different media/materials.

HSC Course learning opportunities focus on:
- How students may develop their practice in artmaking, art criticism and art history
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own artmaking
- How students conceptually develop and technically resolve their own artworks.

Particular Course Requirements
Year 11 Course
- Artworks in at least two expressive forms and use of a Visual Arts process diary
- A broad investigation of ideas in art making, art criticism and art history
- Three case studies (10-15hrs each)

HSC Course
- 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
- A minimum of five Case Studies (4-10 hours each)
- Deeper and more complex investigations in art making, art criticism and art history.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written paper Submission of a body of work	50 50	Development of the body of work Art criticism and art history	50 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 Digital - Photography, Video & Digital Imaging

Course Code: VAD **Payment: $85**

2 units for each of Year 11 and HSC
NESA Developed Course
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description
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.

Main Topics Covered
Year 11 Course learning opportunities focus on:
- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of photographic, film and digital artists, artworks, the world and audiences in the artworld
- The different ways photography, film and digital media may be interpreted and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their own artmaking
- Building understandings over time through various investigations and working in different media/programs/software

HSC Course learning opportunities focus on:
- How students may develop their practice in artmaking, art criticism and art history
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between photographic, film and digital artists, artworks, the world and audiences within the artworld and apply these to their own artmaking
- How students conceptually develop and technically resolve their own artworks

Particular Course Requirements
Year 11 Course
- Artworks in at least two expressive forms and use of a Photography and Digital Media process diary
- A broad investigation of ideas in art making, art criticism and art history
- Three case studies (10-15hrs each)

HSC Course
- 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.
- A minimum of five Case Studies (4-10 hours each)
- Deeper and more complex investigations in art making, art criticism and art history.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written paper Submission of a body of work	50 50	Development of the body of work Art criticism and art history	50 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.

ENGLISH

<table>
<tr><th colspan="3">English Standard</th></tr>
<tr><td colspan="3">Course Code: ENS</td></tr>
<tr><td colspan="3">2 units for each of Year 11 and HSC
NESA Developed Course</td></tr>
<tr><td colspan="3">Course Description
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.</td></tr>
<tr><td colspan="3">Year 11 Course Structure and Requirements</td></tr>
<tr><td rowspan="4">Year 11 course
(120 hours)</td><td>English Standard - Focus areas</td><td>Indicative hours</td></tr>
<tr><td>Common module: Reading to Write - Transition to English Standard</td><td>40</td></tr>
<tr><td>Contemporary Possibilities</td><td>40</td></tr>
<tr><td>Close Study of Literature</td><td>40</td></tr>
<tr><td>Text requirements</td><td colspan="2">• There are no prescribed texts for Year 11. Students are required to study:
o ONE complex multimodal or digital text in Contemporary Possibilities
o ONE substantial literary print text in Close Study of Literature
• Across Stage 6, the selection of texts must give students experience of:
o Texts that are widely regarded as quality literature
o A range of Australian texts
o A range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
o A range of types of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts
o Texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures
o Integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.</td></tr>
<tr><td>Assessment</td><td colspan="2">Three tasks. Order and weightings of tasks to be advised.</td></tr>
<tr><td colspan="3">Year 12 Course Structure and Requirements</td></tr>
<tr><td rowspan="4">Year 12 course
(120 hours)</td><td>English Standard - Focus areas</td><td>Indicative hours</td></tr>
<tr><td>Common Texts and Human Experiences</td><td>30</td></tr>
<tr><td>Language, Identity and Culture</td><td>30</td></tr>
<tr><td>Close Study of Literature</td><td>30</td></tr>
<tr><td>Text requirements</td><td>The Craft of Writing
Optional: This focus area may be studied concurrently</td><td>30</td></tr>
<tr><td>Text requirements</td><td colspan="2">• Students are required to study three prescribed texts, with ONE drawn from each of the following categories:
o Prose fiction
o Poetry
o Drama OR film OR media OR nonfiction</td></tr>
</table>

<table>
<tr><th colspan="3">English Advanced</th></tr>
<tr><td colspan="3">Course Code: ENA</td></tr>
<tr><td colspan="3">2 units for each of Year 11 and HSC
NESA Developed Course</td></tr>
<tr><td colspan="3">Course Description
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.</td></tr>
<tr><td colspan="3">Year 11 Course Structure and Requirements</td></tr>
<tr><td rowspan="4">Year 11 course
(120 hours)</td><td>English Advanced - Focus areas</td><td>Indicative hours</td></tr>
<tr><td>Reading to Write - Transition to English Advanced</td><td>40</td></tr>
<tr><td>Narratives that Shape our World</td><td>40</td></tr>
<tr><td>Critical Study of Literature</td><td>40</td></tr>
<tr><td>Text requirements</td><td colspan="2">• There are no prescribed texts for Year 11.
• Across Stage 6, the selection of texts must give students experience of:
o Texts that are widely regarded as quality literature
o A range of Australian texts
o A range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
o A range of types of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts
o Texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures
o Integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.</td></tr>
<tr><td>Assessment</td><td colspan="2">Three tasks. Order and weightings of tasks to be advised.</td></tr>
<tr><td colspan="3">Year 12 Course Structure and Requirements</td></tr>
<tr><td rowspan="5">Year 12 course
(120 hours)</td><td>English Advanced - Focus areas</td><td>Indicative hours</td></tr>
<tr><td>Texts and Human Experiences</td><td>30</td></tr>
<tr><td>Textual conversations</td><td>30</td></tr>
<tr><td>Critical study of literature</td><td>30</td></tr>
<tr><td>The craft of writing
Optional: This focus area may be studied concurrently.</td><td>30</td></tr>
<tr><td>Text requirements</td><td colspan="2">• Students are required to closely study four prescribed texts, with at least ONE drawn from each of the following categories:
o Prose fiction
o Poetry
o Drama OR nonfiction OR film OR media
• At least ONE of the texts selected must be authored by Shakespeare.</td></tr>
</table>

Top

<table>
<tr><th colspan="3">English Extension</th></tr>
<tr><td colspan="3">Course Codes: ENX (Extension 1) ENZ (Extension 2 - Year 12 only)</td></tr>
<tr><td colspan="3">1 unit / 60-hour course
NESA Developed Course
Requirements for HSC: To be eligible to study the English Extension 1 course, students must be simultaneously enrolled in the English Advanced course. For the Year 12 English Extension 1 course students are required to complete the Year 11 English Extension course as a prerequisite.
For the Year 12 English Extension 2 course students are required to be undertaking study of the Year 12 English Extension 1 course.</td></tr>
<tr><td colspan="3">Course Description
English Extension 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.
Extension 1: (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.
Extension 2: (Year 12 only) 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.</td></tr>
<tr><td colspan="3">Year 11 Course Structure and Requirements</td></tr>
<tr><td rowspan="3">Year 11 course (60 hours)</td><td>English Extension</td><td>Indicative hours</td></tr>
<tr><td>Texts, Culture and Value</td><td>40</td></tr>
<tr><td>Related research project.
This project may be undertaken concurrently with the module.</td><td>20</td></tr>
<tr><td>Text requirements</td><td colspan="2">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.</td></tr>
<tr><td>Assessment</td><td colspan="2">Four tasks, including the related research project. Order and weighting of tasks to be advised</td></tr>
<tr><td colspan="3">Year 12 Course Structure and Requirements</td></tr>
<tr><td rowspan="2">Year 12 course (60 hours)</td><td>English Extension 1</td><td>Indicative hours</td></tr>
<tr><td>Literary Worlds with ONE elective option.</td><td>60</td></tr>
<tr><td>Text requirements</td><td colspan="2">The study of at least THREE texts must be selected from a prescribed text list for the elective study, including at least TWO extended print texts.
Students are required to study ONE related text.</td></tr>
<tr><td rowspan="3">Year 12 course (60 hours)</td><td>English Extension 2</td><td>Indicative hours</td></tr>
<tr><td>Author and authority
This must be undertaken concurrently and include ONE author study</td><td>20</td></tr>
<tr><td>Major work
This includes documenting coursework in a Major work journal</td><td>40</td></tr>
<tr><td>Text requirements</td><td colspan="2">As part of Author and authority and the associated author study, students undertake an extensive, independent investigation involving a range of complex texts.
For the Major work the selection of texts will depend on the form of the Major work and be appropriate to the purpose, audience and context of the composition.</td></tr>
</table>

<table>
<tr><th colspan="3">English Studies</th></tr>
<tr><td colspan="2">2 units for each of Year 11 and HSC</td><td>NESA Developed Course</td></tr>
<tr><td colspan="3">Course Code: ENH</td></tr>
<tr><td colspan="3">1 unit / 60-hour course
NESA Developed Course</td></tr>
<tr><td colspan="3">Course Description
The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.
The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.</td></tr>
<tr><td colspan="3">Year 11 Course Structure and Requirements</td></tr>
<tr><td rowspan="3">Year 11 course
(120 hours)</td><td>English Studies - Focus areas</td><td>Indicative hours</td></tr>
<tr><td>Reading to write - Transition to English Studies</td><td>30-40 hours</td></tr>
<tr><td>An additional 2-3 elective focus areas</td><td>20-40 hours each</td></tr>
<tr><td>Text requirements</td><td colspan="2">○ There are no prescribed texts for Year 11. Students are required to study:
○ ONE substantial multimodal text, which could be film or media
○ ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.
• Across Stage 6, the selection of texts must give students experience of:
○ Texts that are widely regarded as quality literature
○ A range of Australian texts
○ A range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
○ A range of types of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts
○ Texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures
○ Integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.</td></tr>
<tr><td>Assessment</td><td colspan="2">Three tasks, with order and weighting to be advised</td></tr>
<tr><td colspan="3">Year 12 Course Structure and Requirements</td></tr>
<tr><td rowspan="4">Year 12 course
(120 hours)</td><td>English Studies - Focus areas</td><td>Indicative hours</td></tr>
<tr><td>Narrative and human experiences</td><td>35 hours</td></tr>
<tr><td>Writing for purpose</td><td>35 hours</td></tr>
<tr><td>2 elective focus areas</td><td>50 hours</td></tr>
<tr><td>Text requirements</td><td colspan="2">○ Students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories:
○ Print text, which could be prose fiction, nonfiction, poetry or drama
○ Multimodal text, which could be film or media.
○ For Narrative and human experiences, students are required to study:
○ ONE text from the prescribed text list.
○ For Writing for purpose, students are required to study:
○ At least FOUR short texts from the prescribed text list</td></tr>
<tr><td>ATAR Eligibility</td><td colspan="2">ATAR Eligibility: The HSC English Studies examination is optional. If completed, it WILL contribute to the awarding of an ATAR</td></tr>
</table>

English as an Additional Language/Dialect (EALD)

Course Code: EAL

1 unit / 60-hour course
NESA 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 - Focus areas	**Indicative hours**
Year 11 course (120 hours)	Reading to write - Transition to EAL/D This focus area should include speaking and listening components.	40 hours
	Texts and society This focus area should include speaking and listening components.	40 hours
	Close study of text This focus area should include speaking and listening components.	40 hours
Text requirements	• There are no prescribed texts for Year 11. • Students are required to study ONE quality literary text; for example a film, prose fiction, a drama or a poetry study which may constitute a selection of poems from the work of one poet. • Across Stage 6, the selection of texts must give students experience of: o Texts that are widely regarded as quality literature o A range of Australian texts o A range of texts authored by Aboriginal and/or Torres Strait Islander Peoples o A range of types of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts o Texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures o Integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.	
Assessment	Three tasks. Order and weighting to be advised.	

Year 12 Course Structure and Requirements

	English EAL/D - Focus areas	**Indicative hours**
Year 12 course (120 hours)	Texts and Human Experiences	30
	Language, Identity and Culture	30

	Close Study of Text	30
	Writing (studied concurrently with the above modules including listening and speaking components)	30
Text Requirements	Students are required to closely study 3 types of prescribed texts, with ONE drawn from each of the following categories: ○ Prose fiction ○ Poetry ○ Drama OR film OR media OR nonfiction. The selections of texts for the focus area of Writing do not contribute to the required pattern of prescribed texts for the course.	

Top

HUMAN SOCIETY AND ITS ENVIRONMENT

Aboriginal Studies

Course Code: ABS

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

Course Description: 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.

This subject may attract course payments.

Main Topics Covered

Year 11 Course (Pre-contact to 1960s)

- 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
- 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
- Part III: International Indigenous Community: Comparative Study (25%) - Location, environment and features of an international Indigenous community - Comparison with Australian Aboriginal community
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to community consultation, planning research, acquiring information, processing & communicating information.

HSC Course (1960s onwards)

- Part I - Social Justice and Human Rights Issues (50%)
- 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
- 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
- Part III - Research and Inquiry Methods - Major Project (30%)
- Choice of project topic based on student interest.

Particular Course Requirements

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of: (3 hours)		*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*	
Section I - *Social Justice & Human Rights issues* • Objective response & short-answer questions	55	• Knowledge & understanding of course content • Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives • Research & inquiry methods, including aspects of the Major Project • Communication of information, ideas and issues in appropriate forms	40 25 20 15
Section II - *Research & Inquiry Methods* • Short-answer and extended response questions based on Major Project	15		
Section III • Stimulus based extended response	30		
	100		100

Ancient History

Course Code: AHI

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

Course Description
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 payments.

Main Topics Covered
Year 11 Course
Part I: Investigating Ancient History
- The Nature of Ancient History - eg, Ancient sites & sources, cultural heritage & role of museums
- Case Studies - eg, Troy, Olympic Games & Persepolis

Part II: Features of Ancient Societies - eg, Weapons & Warefare, Power & Image, Death & Funerary Customs
Part III: Historical Investigation - Individual research & presentation

HSC Course
Part I: Core: Cities of Vesuvius - Pompeii & Herculaneum
Part II: Ancient Societies - eg, Persia in the time of Darius & Xerves, Athenian Society in the time of Pericles
Part III: Personalities in their Times - eg, Pericles, Alexander the Great
Part IV: Historical Periods - eg, Persia - Cyrusll to the Death of Darius III, The Greek World 500-440BC

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour examination consisting of four sections, including essays and source-based questions.	100	• Knowledge & understanding • Historical skills in the analysis & evaluation of sources & interpretations • Historical inquiry & research • Communication of historical understanding in appropriate forms	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.

Top

Business Studies

Course Code: BST

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

Course Description
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 payments.

Main Topics Covered
Year 11 Course
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

HSC Course
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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple-choice (20%), short answer (40%) and extended response questions (40%)	100	• Knowledge & understanding of course content • Inquiry & research • Stimulus based skills • Communication of business information, issues & ideas in appropriate forms	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.

Economics

Course Code: ECO

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

Course Description

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 payments.

Main Topics Covered

Year 11 Course

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

HSC Course

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple-choice, short answer and extended response questions	100	• Knowledge & understanding of course content • Stimulus-Based Skills • Inquiry & research • Communication of economic information, ideas & issues in appropriate forms.	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.

Geography

Course Code: GEO

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

Course Description

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.

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.

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.

This subject may attract course payments.

Main Topics Covered

Year 11 Course

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

HSC Course

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
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements

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.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination		• Knowledge and understanding of course content	40
Multiple-choice	20	• Geographical tools & skills	20
Short answers	40	• Geographical inquiry and research, including fieldwork	20
Extended responses	40	• Communication of geographical ideas, information and issues in appropriate forms	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 21st century.

History Extension

Course Code: HIX **(Year 12 only)**

1 unit / 60-hour course
NESA Developed Course

Course Description

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.

The History Project requires students to undertake a historical inquiry into an area of changing historical interpretation.

This subject may attract course payments.

Main Topics Covered

Part I: Constructing History

Key Questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Case Study:

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.

Part II: History Project

Students work independently to plan and conduct an investigation into an area of changing historical interpretation of their own choosing.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination of two sections requiring two essays.	100	• Assessment tasks • History Project: Process - proposal & process log Essay	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.

Top

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 payments.

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 Short answer questions Core extended response 2 extended response questions, each from a different option.	20 15 15 50	• Knowledge & understanding of course content • Analysis & evaluation • Inquiry & research • Communication of legal information, issues & ideas in appropriate forms	40 20 20 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.

Modern History

Course Code: MHI

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

Course Description
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 payments.

Main Topics Covered
Year 11 Course
Part I: Investigating Modern World
- The Nature of Modern History - eg Contestability of the Past, History and Memory
- Case Studies - eg Trans-Atlantic Slave Trade, Cuban Revolution, the Romanovs

Part II: Historical Investigation - individual research and presentation
Part III: The Shaping of the Modern World - eg French Revolution, World War I

HSC Course
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	• Knowledge & understanding • Source analysis & evaluation • Historical inquiry & research • Communication of understanding	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.

Top

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 payments.

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
• A two-hour written examination, including short answer and extended response questions	60	• Knowledge of course content • Application and evaluation of social and cultural research methods	50 30
• Personal Interest Project	40	• Communication of information	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.

Studies of Religion II

Course Code: SOR

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

Course Description

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.

Main Topics Covered
Year 11 Course

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

HSC Course

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
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: • Knowledge & understanding of course content. • Investigation & research. • Source based skills. • Communication of information, ideas and issues in appropriate forms.	 40 20 20 20
	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.

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 payments.

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

Top

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, for further information and application forms

Chinese Beginners
Course Code: CHB
2 units for each of Year 11 and HSC NESA Developed Course **Exclusions:** 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.
Course Description **The Preliminary Course (120 indicative hours)** Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture. **The HSC Course (120 indicative hours)** 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. **Description of Target Group** 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. For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. Students in Stage 5 may not be accelerated into Language Beginners courses. All eligibility requirements for Languages must be addressed.
Main Topics Covered 1. The personal world 2. The Chinese speaking communities 3. Family life, home & neighbourhood People places & communities Education & work Friends, recreation & pastimes Holidays, travel & tourism Future plans & aspirations
Particular Course Requirements: Nil
Assessment: HSC course only

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

Top

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

HSC French Extension	
Course Code: FRX	**(Year 12 only)**

1 unit for HSC / 60-hour course
NESA Developed Course
Prerequisites: The French Continuers Year 11 course is a prerequisite
Co-requisites: The French Continuers HSC course is a co-requisite
Exclusions: nil

Course Description
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.

Main Topics covered
Theme
- The individual and contemporary society

Prescribed Issues
- Connectedness
- Empathy
- Cultural diversity

Prescribed Text
- Ten songs

Students' knowledge and understanding of the issues are developed through tasks such as:
- Discussing issues in prescribed and related texts
- Presenting points of view on issues
- Analysing aural and written texts

Particular Course Requirements: Nil

Assessment: HSC course only

Top

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

HSC Japanese Extension
Course Code: JAX **(Year 12 only)**
1 unit for HSC / 60-hour course NESA Developed Course **Prerequisites:** The Japanese Continuers Year 11 course is a prerequisite **Co-requisites:** The Japanese Continuers HSC course is a co-requisite **Exclusions:** nil
Course Description 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.
Main Topics covered **Theme** • The individual and contemporary society **Prescribed Issues** • Connectedness • Journeys • Diversity of values **Prescribed Text** • Film: Like Father, Like Son by Hirokazu Koreeda Students' knowledge and understanding of the issues are developed through tasks such as: • Discussing issues in prescribed and related texts • Presenting points of view on issues • Analysing aural and written texts
Particular Course Requirements: Nil
Assessment: HSC course only

Top

MATHEMATICS

Mathematics Standard

Course Code: MTS

2 units for each Year 11 & 12

Prerequisites: The Mathematics Standard courses have been developed on the assumption that students have progressed through the Core outcomes of the *Mathematics 7-10 Syllabus* (2022).

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 opportunities to develop an understanding of, and competence in, aspects of mathematics through real-world applications. This course is designed for students who want to extend their mathematical skills beyond Stage 5, gain further knowledge of mathematical concepts and apply these skills and knowledge in practical contexts.

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	• Earning money • Managing money	• Investment • Depreciation & loans	• Investments & loans • Annuities
Statistics	• Data analysis	• Bivariate data analysis • Relative frequency & probability	• Bivariate data analysis • Relative frequency & probability • The normal distribution
Measurement	• Applications of measurement • Time and location	• Right-angled triangles • Ratios and rates	• Trigonometry • Ratios & rates
Algebra	• Formulae & equations • Linear relationships	• Algebraic relationships	• Algebraic relationships
Networks	• Networks, paths and trees		• Network flow • Critical path analysis

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 a formal written examination. There is a maximum of four assessment tasks undertaken in both courses in Year 12 including a formal written examination. 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.
- NESA 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.
- NESA 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 (15 marks): Ten objective-response questions. Section II (65 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 & 12 NESA developed Course

Prerequisites: The Mathematics Advanced course has been developed on the assumption that students have studied the content and achieved the outcomes of all substrands of Core and several substrands of Paths from the *Mathematics 7-10 Syllabus* (2022).

Course Description

The study of Mathematics Advanced in Years 11 and 12 is to enable students to enhance their knowledge and understanding from Stage 5 of how to work mathematically, make mathematical connections, develop their understanding of the relationship between real-world problems and mathematical models, and extend their skills to apply the language of mathematics to communicate in a concise and systematic manner.

Course Content

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

Area of Study	Year 11	Year 12
Functions	• Working with functions • Graph transformations	• Further graph transformations and modelling
Trigonometric functions	• Trigonometry and measure of angles • Trigonometric identities and equations	
Sequences and series		• Sequences and series
Calculus	• Introduction to differentiation	• Differential calculus • Integral calculus • Applications of calculus
Exponential and logarithmic functions	• Exponential and logarithmic functions	
Statistical analysis	• Probability and data	• Random variables
Financial mathematics		• Financial mathematics

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 a formal written examination. There is a maximum of four assessment tasks undertaken in Year 12 including a formal written examination. All students studying Mathematics Advanced *will* complete an external HSC examination.

Details of this examination is 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 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 each Year 11 & 12 / 60-hour course
NESA developed course
Corequisites: The Mathematics Extension 1 course includes the Mathematics Advanced course.
Prerequisites: The Mathematics Extension 1 course has been developed on the assumption that students have studied the content and achieved the outcomes of all substrands of Core and several substrands of Paths from the *Mathematics 7-10 Syllabus* (2022).

Course Description
The study of Mathematics Extension 1 is for students to extend their knowledge and understanding of Working mathematically from Mathematics Advanced and Stage 5, further their understanding of the relationship between real-world problems and mathematical models, make connections within mathematics, and enhance their skills in using the language of mathematics to communicate in a concise and systematic manner.

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	• Further work with functions • Polynomials	
Proof		• Proof by mathematical induction
Vectors		• Introduction to vectors
Trigonometric functions	• Further trigonometry	• Inverse trigonometric functions
Combinatorics	• Permutations and combinations • The binomial theorem	
Calculus		• Further calculus skills • Further applications of calculus
Statistical Analysis		• The binomial distribution and the sampling distribution of the mean

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 a formal written examination. There is a maximum of four assessment tasks undertaken in Year 12 including a formal written examination. All students studying Mathematics Extension 1 will complete an external HSC examination. Students studying Mathematics Extension 1 must also complete all of the Mathematics Advanced assessment tasks, including the external HSC examination.
Details of this examination is given below.

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.

Top

Mathematics Extension 2

Course Code: MTZ **(YEAR 12 only)**

1 unit for Year 12 / 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 Extension 2 course has been developed on the assumption that students have completed the Mathematics Advanced and Extension 1 courses in Year 11. Enrolment in Mathematics Extension 2 is subject to a formal application process.

Course Description
The study of Mathematics Extension 2 is for students to extend their knowledge from Mathematics Extension 1 and their understanding of Working mathematically. They enhance their skills to solve difficult problems, generalise, make connections in mathematics, and become fluent in using mathematical models and language to communicate in a concise and systematic manner.

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	• The nature of proof
Vectors	• Further work with vectors
Complex Numbers	• Introduction to complex numbers
Calculus	• Further integration
Mechanics	• Applications of calculus to mechanics

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 a formal written examination. All students studying Mathematics Extension 2 will complete an external HSC examination. Students studying Mathematics Extension 2 must also complete all of the school-based Mathematics Advanced and Extension 1 assessment tasks. Students will complete the external HSC examination for Mathematics Extension 1 and 2.
Details of this examination is 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

Health and Movement Science

Course Code: HMS

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

Course Description

Health and Movement Science is a Stage 6 course that integrates the study of both health and movement sciences. It provides students with opportunities to develop lifelong skills that enhance physical performance and promote overall wellbeing.

The health science component focuses on areas such as epidemiology, the dimensions and determinants of health, and the application of social justice principles. The movement science component examines the interrelationships between body systems, psychology, nutrition, skill acquisition, and injury prevention and management.

This course is particularly suited to students interested in pursuing further study or careers in medicine, health, sport science, physiotherapy, exercise science, fitness, or education. It fosters critical thinking, communication, and real-world problem-solving skills, equipping students with the knowledge and capabilities to contribute meaningfully to individual and community health outcomes.

Main Topics Covered

The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.

Health and Movement Science	Indicative hours
Health for individuals and communities	40
The body and mind in motion	40
Collaborative Investigation	20
Depth studies (a minimum of 2)	20

The Year 12 course comprises 3 components. Students are required to study all 3 components of the course.

Health and Movement Science	Indicative hours
Health in an Australian and global context	45
Training for improved performance	45
Depth studies (a minimum of 2)	30

Particular Course Requirements

Students will need to complete the following:

- Year 11: A Collaborative Investigation (Group Task) and a minimum of 2 Depth Studies
- Year 12: A minimum of 2 Depth Studies

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper	100	Depth Study Focus Area 1 Task Focus Area 2 Task Formal Exam	20 20 20 40
	100		**100**

Course payments

Year 11 PDHPE: $20 (Atomi subscription)
HSC PDHPE: $30 (Atomi subscription)

SCIENCE

Biology

Course Code: BIO

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

Course Description
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.

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.

Main Topics Studied

Year 11 Course - Modules
1. Cells as the Basis of Life
2. Organisation of Living Things
3. Biological Diversity
4. Ecosystem Dynamics

Year 12 Course - Modules
1. Heredity
2. Genetic Change
3. Infectious Disease
4. Non-Infectious Diseases and Disorder

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 biology, 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 involving biological concepts, 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 more suitable to their own strengths.

Top

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 course takes a deep dive into current and topical scientific phenomena impacting modern day civilisation. Students begin by developing a core understanding of the formation of the Earth and therefore its naturally available resources before looking at its transition into the planet we know it as today, addressing how to manage some of the greatest environmental crises to face the human race. Appreciation for the unique landscape that is Australia and the contributions of the first scientists, the Aboriginal and Torres Strait Islander people permeates into each of the topics studied. Resource management and fostering a shift towards sustainable practises and the technology available to get us there is also explored.

The Year 11 Modules look at deepening student understanding of geology, plate tectonics and the impacts human can have on the environment.

The Year 12 course builds upon the Year 11 course. It examines the evolution of life on Earth, a fascinating exploration of natural hazards and landforms in relation to plate tectonics, ancient and modern evidence for climate flux in addition to sustainable practices for the management of resources.
There are many opportunities to undertake practical and secondary-sourced investigations to acquire an extensive understanding of the course.

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 & 12 courses include field trips relating to key content within the course in addition to building an appreciation of Australia's rich geological history and our leadership in contributing to research in the Southern Ocean and Southern Hemisphere climate science.

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 exam	Equal weighting between Modules 5-8	Knowledge and understanding Skills in Working Scientifically	40 60
	100		100

Employment / University Opportunities
This course can lead to University and TAFE studies in Environmental Sciences, Climate Science, Geology, general science courses with employment in environmental protection agencies, marine engineering, climate science research, renewable energy technology development, mining industry positions, education, minerals processing, hydrology, landscape science, soil technology and agricultural science.

Investigating Science

Course Code: ISC

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

Course Description

Investigating Science focuses on all aspects and disciplines of science. However, unlike other science courses, the emphasis is on developing scientific skills needed in practising science. This course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global STEM-related areas.
There is a strong emphasis on building critical thinking and research skills, and students will be encouraged to develop strong communication skills.

The Year 11 Modules 1 and 2 cover evidence-based thinking/collection/analysis while Modules 3 and 4 are about the framework of thinking built from evidence – scientific theories, models and laws.

The Year 12 course explores the scientific peer review process. Students question scientific methods, publications, examples of scientific fraud and pseudoscience. The impact of ethical, social, economic and political influences on science research is debated.

Main Topics Studied

Year 11 Course - Modules
1. Cause and Effect - Observing
2. Cause and Effect - Inferences and Generalisations
3. Scientific Models
4. Theories and Laws

Year 12 Course - Modules
1. Scientific Investigations
2. Technologies
3. Fact or Fallacy?
4. Science and Society

Particular Course Requirements
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of this course.

Both Year 11 and Year 12 have 30 hours of class time dedicated to depth studies which give students a unique opportunity to pursue their personal interests while gaining a scientific understanding of an area of interest and taking responsibility for their own learning.

Assessment: HSC course only

External Assessment	Weighting	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
Students of this STEM orientated course will have the opportunity to enter a variety of university courses and employment positions. This includes scientific research areas, possibly based on new technologies, such as pollution, energy and climate. Other related areas of study and employment could be the biotech-based industries, scientific journalism and engineering. Employment that requires skills in the areas of research, problem-solving, innovation, reason, adaptation and lateral thinking will be an option for Investigating Science graduates.

Top

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.

Science Extension

Course Code: SCX **YEAR 12 ONLY**

1 Unit for Year 12
NESA Developed Course

Course Description

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 interested 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.

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.

Main Topics Covered

Year 12 Course - Modules
1: The Foundations of Scientific Thinking
2: The Scientific Research Proposal
3: The Data, Evidence and Decisions
4: The Scientific Research Report

Course Requirements:

Prerequisite 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.

Co-requisite 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

The course requires students to engage with **complex** 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.

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.

Assessment: HSC course only

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

Agriculture

Course Code: AGR **Payment: $40**

2 units for each of Year 11 and HSC

Course Description
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.

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.

Main Topics Covered
Year 11 Course
Overview of Australian Agriculture (15%)
The Farm Case Study (25%)
Plant Production (30%)
Animal Production (30%)
HSC Course
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

Particular Course Requirements
Practical experiences should occupy a minimum of 30% of both Year 11 and HSC course time.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Farm/Product Study	30
		Plant/Animal Production	50
		Elective	20
	100		100

Top

Community and Family Studies

Course Code: CFS **Payment: $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	**Weighting**
Knowledge and understanding of how the following impact on well-being:	
• Resource management • Individuals and groups • Families and communities	40
Skills in:	
• Applying management processes to meet the needs of individuals, groups, families and communities	25
• Planning to take responsible action to promote well-being, knowledge and • understanding about research methodology and skills in researching, • critical thinking, analysing and communicating	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	25
• Planning to take responsible action to promote well-being, knowledge and • understanding about research methodology and skills in researching, • critical thinking, analysing and communicating	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: **Section I** **Part A** • Objective response **Part 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 **Section II-Options** 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 **Skills in:** • 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 research methodology and skills in researching, critical thinking, analysing and communicating	40 25 35
	100		100

Design and Technology

Course Code: DAT **Payment: $60**

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

Course Description
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.

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.

Main Topics Covered
Year 11 Course
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.

HSC Course
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.

Particular Course Requirements
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.

Assessment HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Examination: The examination consists of: Written Paper. Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.	40	Innovation and Emerging Technologies, including a compulsory case study of an innovation	40
Major Design Project 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.	60	Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)	60
	100		100

Engineering Studies	
Course Code: EST	**Payment: $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: **Section I** • Objective response questions	20	Tasks relating to module content exclusive of the Engineering reports	80
Section II • Short-answer questions	80	Engineering reports	20
	100		100

Top

Enterprise Computing

Course Code: ECP

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

Course Description
The study of *Enterprise Computing* 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.

Focus Areas Covered:

Year 11 Course:

Each of these focus areas are of equal weighting

Interactive Media and the User Experience
- Ubiquity of interactive media
- Capture, store and integrate data
- Create interactive media systems

Networking Systems and Social Computing
- Introduction to human-centric computing
- Storage and workflow of enterprise networks
- Network architecture and infrastructure
- Creating a network

Principles of Cybersecurity
- Understanding privacy and security
- Security awareness
- Cyber law and ethics

Year 12 Course:

Each of these focus areas are of equal weighting

Data Science
- Collecting, storing and analysing data
- Data quality
- Processing and presenting data

Data Visualisation
- Using data to tell a story
- Interpreting data visualisations
- Designing for user experience (UX)
- Creating data visualisations

Intelligent Systems
- Systems and their application
- Data and intelligent systems
- Creating intelligent systems

Enterprise Project
- Using a design process to develop an enterprise 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 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.

Exploring Early Childhood

Course Code: EEC **Payment: $40**

2 units for Year 11 and HSC
Content Endorsed Course

Course Description
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.

Main Topics Covered
Year 11 Course
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)

Year 11 and HSC Course is delivered via modules
Modules
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:
1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children's Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children's Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

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.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
N/A		The two parts of the course are assessed through a range of tasks, including: • Knowledge • Understanding of course content	 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

Food Technology

Course Code: FDT **Payment: $150**

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

Course Description
Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Main Topics Covered
Year 11 Course
- Food Availability and Selection
- Food Quality
- Nutrition

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

Particular Course Requirements
There is no prerequisite study for the 2 unit Year 11 course.
Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course.
In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and the contemporary food issue.
It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Assessment: HSC course only

External Examination	Weighting	Internal Assessment	Weighting
A three-hour written examination ***Section I*** • Objective response questions ***Section II*** • Short answer questions ***Section III*** • There are two questions on each option. Students answer the question on the option they have studied • One question on each option will consist of short-answer parts to the value of 10 marks The other question on each option will be a 15-mark extended response question, with an expected length of response of approx four examination writing booklets - 600 words	20 55 25	Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition and Marketplace) Research, analysis and communication Experimentation and preparation Design, implementation and evaluation	
	100		100

Top

Industrial Technology

Course Codes: ITE / ITM / ITT / ITG / ITA
Payments: $80 (Electronics ITE) $120 (Timber Products & Furniture ITT) $50 (Automotive Technologies (ITA) $40 (Graphics Technologies ITG) $40 (Multimedia ITM)

2 units for each of Year 11 and HSC
NESA Developed Course
Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
Students may only be enrolled in one of the above Industrial Technology focus areas.

Course Description
Industrial Technology Stage 6 consists of project work and an Industry Study which develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. Students choose to study ONE of the five focus areas. The same area is to be studied in both the Year 11 and HSC courses. The focus areas are:

Automotive Technologies (ITA)
Electronics Technologies (ITE)
Graphics Technologies (ITG)
Multimedia Technologies (ITM)
Timber Products & Furniture Technologies (ITT)

Main Topics Covered
While all classes study a common related industry content, the different focus areas will operate as separate classes (ie an IT Electronics class, an IT Multimedia class, an IT Timber Products and Furniture class or an IT Graphics)

Year 11 Course
The following sections are taught in relation to the relevant focus area:
- Industry Study - structural, technical, environmental and sociological, personnel, Workplace Health and Safety
- Design and Management - designing, drawing, computer applications, project management
- Workplace Communication - literacy, calculations, graphics
- Industry Specific Content and Production

HSC Course
The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:
- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Particular Course Requirements
In the Year 11 course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Section I • Objective response questions specific to each industry focus area. 10 *Section II* • Short-answer questions specific to each industry focus area. 15 *Section III* • One structured extended response question with an expected length of response of around four examination writing booklet pages (approximately 600 words) in total, based on the Industry Study section of the course. 15 Major Project and related management folio	40 60	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry. Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project.	40 60
	100		100

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.

Textiles and Design

Course Code: TAD **Payment: $70**

2 units for each of Year 11 and HSC
NESA 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

Top

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 **Payment: $100 + uniform and tools per year**

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

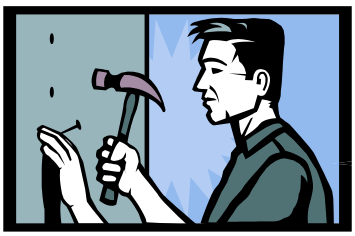
Why study Construction?

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

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/

Top

2026 **Construction Course Descriptor**

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

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

Course: Construction Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	**HSC credit – 4 units** (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- **carpentry**
- **joinery**
- bricklaying
- builder's labourer

VET requirements

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

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

HSC requirements

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

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

Consumable costs: Preliminary - $100 HSC - $100 **Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information)**	**Refunds** Refund arrangements are on a pro-rata basis Please refer to your school refund policy

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

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

Cookery

Industry Curriculum Framework

Course Code: HCO

Prelim Consumable Payments: $150 + toolkit & uniform
HSC Payment: $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/

Top

2026 **Cookery Course Descriptor**

SIT20421 Certificate II in Cookery

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

Course: Hospitality (Cookery) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	**HSC credit – 4 units** (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery https://training.gov.au/training/details/SIT20421. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

Examples of occupations in the hospitality industry

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich hand

VET requirements

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

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

HSC requirements

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

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

Consumable costs: Preliminary - $150 HSC - $200 **Add school specific equipment and associated requirements for students eg uniform purchase, White card course.(site specific information)**	**Refunds** Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

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

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

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.*

Top

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.

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 2026 edition is the appropriate edition for current Year 10 students. This booklet outlines the criteria required for entry to participating institutions for 2026, 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/fZoyckJwvVg.

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.

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